



LIGHTHOUSE
SCHOOLS PARTNERSHIP

Lighthouse Schools Partnership School Improvement Strategy



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The Lighthouse Schools Partnership School Improvement Strategy

At Lighthouse Schools Partnership we view school improvement as a collaborative strategic enterprise. We believe that improvement will happen as a result of deep partnership through a coherence model rather than 'fixing' one school at a time. In-line with the four propositions on school improvement put forward by the Confederation of School Trusts Whitepaper 'Knowledge-building – school improvement at scale' our goal is for every teacher in every classroom to be as good as they can be in what they teach and how they teach. For this to happen, we need to mobilise every teacher and every leader with the best evidence from research because there is no improvement for pupils without improvement in teaching, and no improvement in teaching without the best professional development for teachers. For this to happen effectively we need to create strong structures to enable strong practice to exist in all of our schools.



Our School Improvement Strategy identifies how we will work with individual schools and the collective group of schools within the Trust to add value through a deep partnership where our schools flourish and thus deliver: an excellent curriculum in every school; excellent pedagogy in every school; excellent inclusion in every school and excellent leadership in every school.

At Lighthouse Schools Partnership we empower our Head Teachers to be the school improvement lead for their school. Supported by core offer, central team and their identified School Improvement Lead Head, Teachers lead their school's improvement journey drawing upon the expertise within the Trust and from external sources to support and improve areas of priority identified on the School Development Plan.

It aims to provide clarity around the expectations, values, roles and responsibilities as well as ways of working, which we adopt in our school improvement model, in the pursuit of achieving the aims from our Trust vision statement which are guided by our beliefs.

Our aims

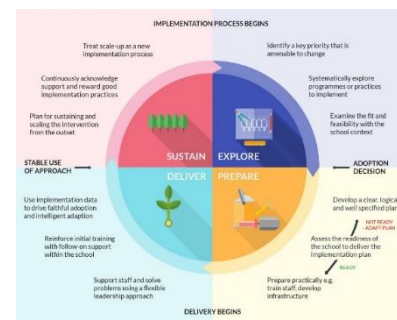
- Strong and improving outcomes, especially for disadvantaged children and young people
- A rich and exciting curriculum where our pupils thrive and develop character
- Excellence in teaching, professional learning and staff development
- Extraordinary opportunities for both pupils and professionals
- Delivering more and improving quality through collaboration
- A humane, ethical, ecological and generous culture in all our activities
- Strong and strategic leadership and governance at all levels
- High quality and cost-effective central services

When carrying out its school improvement role Lighthouse Schools Partnership will:

- Hold in regard the schools' agency through valuing their self-evaluation
- Create, maintain and foster strong relationships between schools and the Trust
- Promote a school led system as the principal driver for constructing sustainable school improvement, for sharing good practice and being held to account
- Further the equity of offer across the Trust as a whole.
- Intervene at the earliest opportunity and commission bespoke support to prevent schools becoming a cause for concern
- Take into account the factors that impact on pupil progress and attainment across all phases
- Promote effective partnership and collaboration, to identify, share and develop outstanding practice

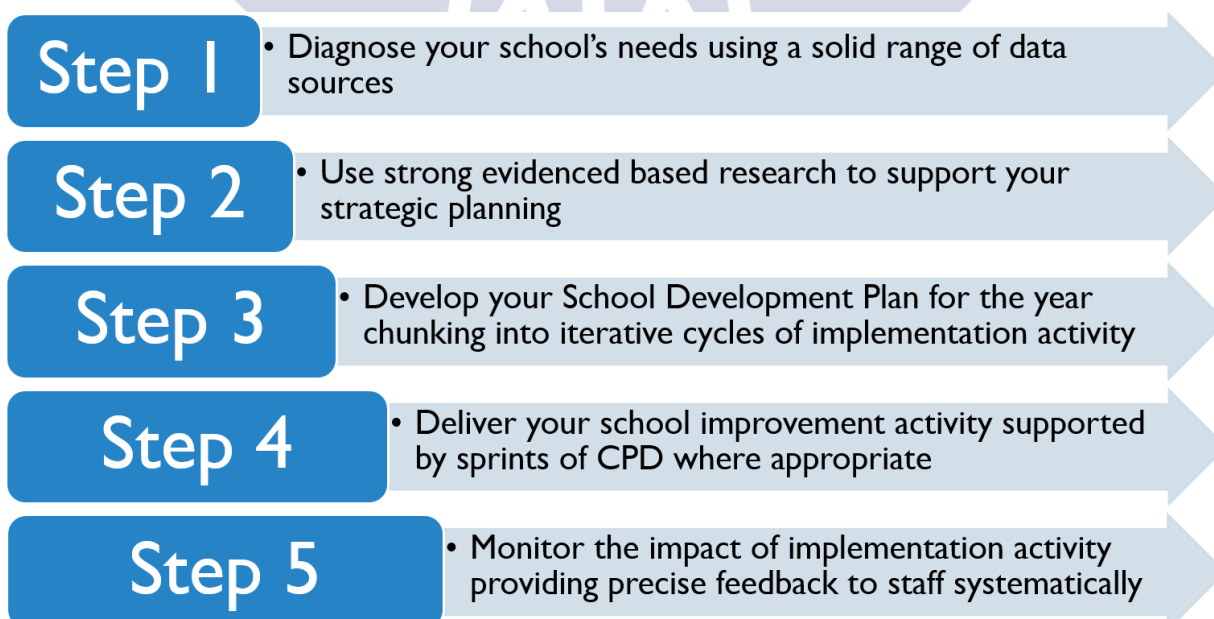
Applying the EEF Implementation Process At Lighthouse Schools Partnership

At Lighthouse Schools Partnership we use the EEF Guide to Implementation in order to help leaders at all layers of the organisation implement change and evolve/ further develop our practice. We understand that effective implementation is a process, not an event which needs planning and executing in stages.



We have aligned planning processes across the Trust for school development planning to support a shared understanding of effective implementation. Our documentation supports planning, training and monitoring. Our 5 step process for school development planning, implementation and monitoring is designed to align with the EEF model.

Our 5 step model to school development planning



Working In Partnership With Our Schools Through The Core Offer

Each Primary School/Federation will have:

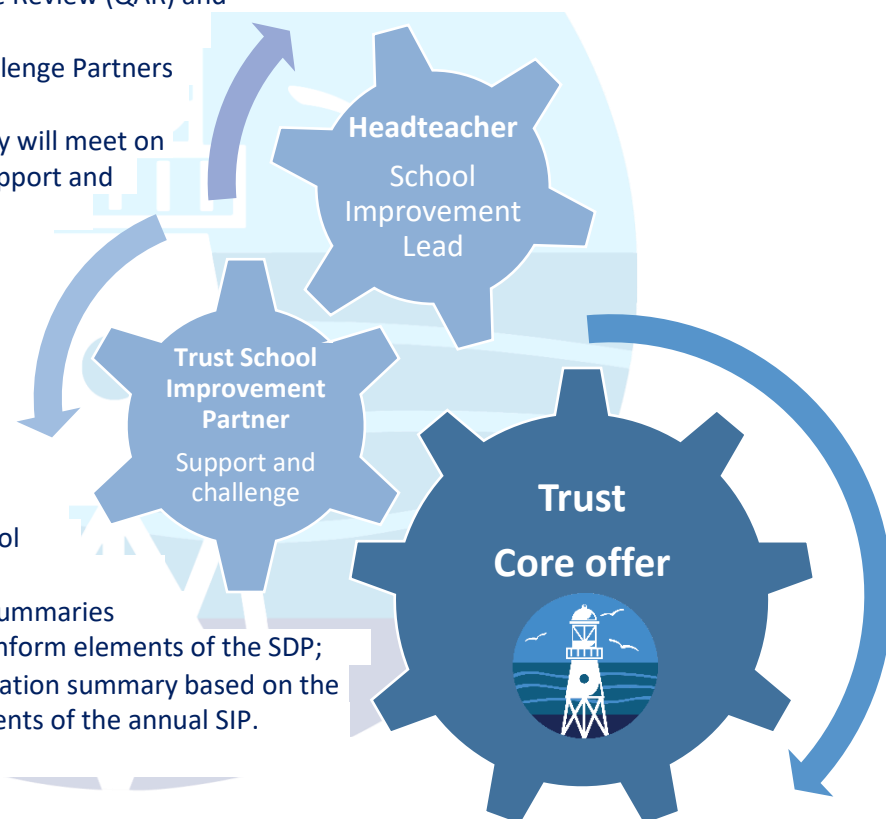
- An allocated member of the team acting as School Improvement Partner (SIP) who will work with the school on at least 4 days during the year (including a peer review and end of year standards review) to provide quality assurance and support/ advice related to the schools strengths and areas for development as identified by school categorisation, SEF and the SDP.
- An annual Safeguarding audit
- An annual standards meeting in term 6 to review unvalidated data at statutory data points and standardised data for all other year groups. During this meeting the draft SEF and SDP priorities for the year ahead will be reviewed and agreed.
- The School Improvement Partner will also line manage Head Teachers. They will meet on a termly basis to provide structured support and challenge around key areas of school leadership and development during 1:1 meetings.
- Regular Trust Headteacher meetings to support the leadership and implementation of Trust and school strategic priorities

Each secondary school will have:

- A SIP for at least 4 days per year.
- A Challenge Partners Quality Assurance Review (QAR) and access to the subject QAR programme.
- Participation in the programme of Challenge Partners Middle Leader QARs.
- The CEO as their Partnership Link. They will meet on a termly basis to provide structured support and challenge around key areas of school leadership and development.

All schools are expected to have:

- A strategic 3-year plan linked to the Trust Strategic Plan (to be agreed with the Trust each year).
- An Annual School Development Plan (SDP) which will include common Trust priorities together with individual school improvement priorities.
- Individual/Federation self-evaluation summaries addressing OFSTED framework which inform elements of the SDP;
- In Church schools a separate self-evaluation summary based on the SIAMS framework which informs elements of the annual SIP.



The Lighthouse Schools Partnership Core Offer

We support all of our schools in the following ways – this is known as our core offer.



Primary SIP Visit Schedule

Schools with 6 pupil facing visits per year	Visit 1 Pupil facing work Review finalised SDP including plan for distributed leadership as well as the initial training and monitoring plan for the year	Visit 2 Pupil facing work Disadvantaged strategy	Visit 3 Pupil facing work Standards Review	Visit 4 Pupil facing work To be agreed with Headteacher in visit 1	Visit 5 Pupil facing work To be agreed with Headteacher in visit 1	Visit 6 Pupil facing work Standards Review and agreement of draft areas of focus for SDP in following academic year
Schools with 4 pupil facing visits per year	Visit 1 Pupil facing work Review finalised SDP including plan for distributed leadership as well as the initial training and monitoring plan for the year	Visit 2 Pupil facing work Standards Review	Visit 3 Pupil facing work To be agreed with Headteacher in visit 1	Visit 4 Pupil facing work Standards Review and agreement of draft areas of focus for SDP in following academic year		
Schools with 3 pupil facing visits per year	Visit 1 Pupil facing work Review finalised SDP including plan for distributed leadership as well as the initial training and monitoring plan for the year	Visit 2 Pupil facing work Standards Review	Visit 3 Pupil facing work To be agreed with Headteacher in visit 1	Visit 4 Standards Review and agreement of draft areas of focus for SDP in following academic year		

Secondary SIP Visit Schedule

<p>Visits will vary in length depending on the focus and the headings are suggestions rather than a set agenda</p> <p>After each visit, we will agree a focus for the next visit.</p>	Term 1	Term 2	Term 3
	Site walk, lesson drop ins. Department/ strand focus from SDP	Year 11 focus – preparation for mock exams Department/ strand focus from SDP	Review of data and plan for intervention Department/ strand focus from SDP
	Safeguarding Review SIP Visit 1		SIP Visit 2 (T3 or T4)
	Challenge Partners Middle Leaders QAR		

Visits will vary in length depending on the focus and the headings are suggestions rather than a set agenda After each visit, we will agree a focus for the next visit.	Term 4	Term 5	Term 6
	Review of any bucket 3 subjects and completion of coursework	Exam season focus	Priorities for the next academic year
	Department/ strand focus from SDP	Department/ strand focus from SDP	Department/ strand focus from SDP
	SIP Visit 2 (T3 or T4)	SIP Visit 3	
	Challenge Partners Middle Leaders QAR		

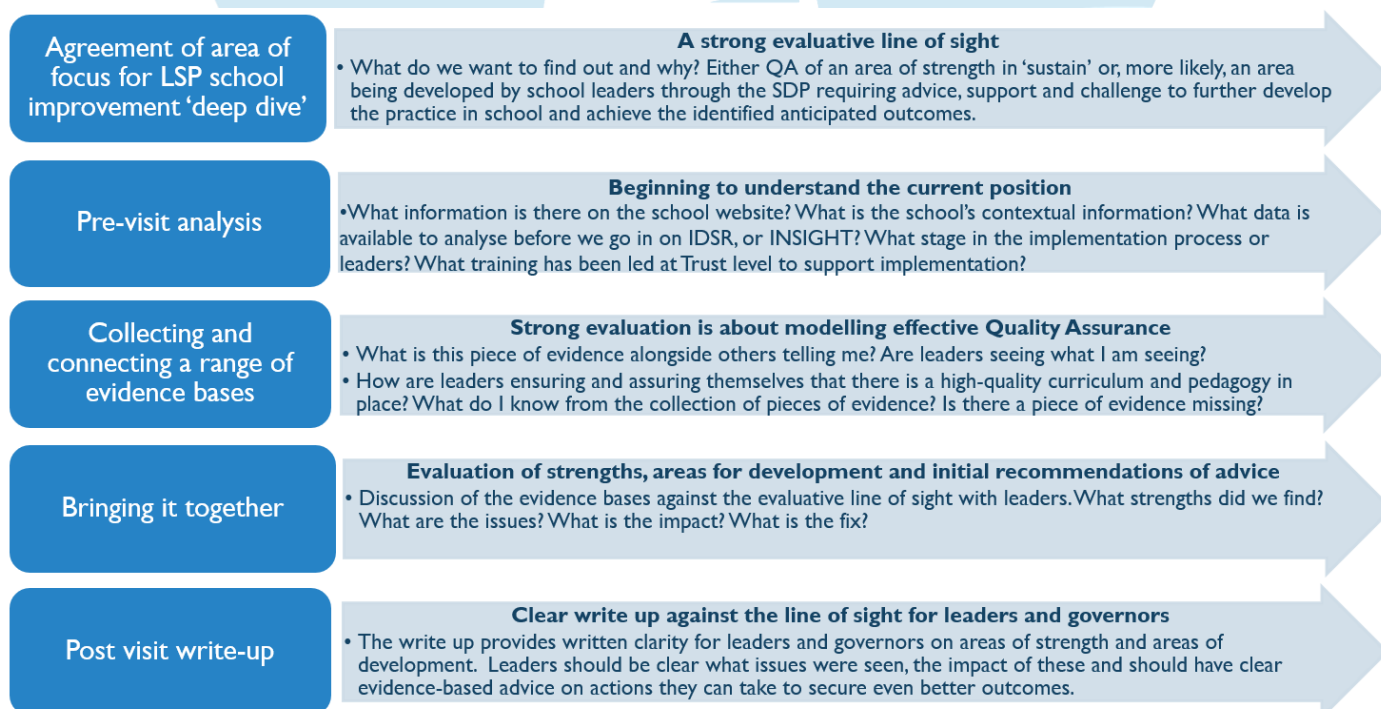
NB: Challenge Partner School Quality Assurance Review (QAR) and Subject QARs will have their foci agreed locally by the school (secondary schools).

SIP Visit Protocols

- Federations are treated as one school.
- One SIP per school/Federation.
- The purpose of SIP visits is to: support accurate self-evaluation and quality assurance as well as to provide support/ challenge and problem solving opportunities to school leaders related to implementation activity being undertaken in-line with the school development plan.
- During the first SIP visit the Headteacher and SIP will identify and plan the bespoke support/ challenge and problem solving that will be required during future visits so that areas under development through the SDP can be returned to through iterative cycles of improvement. Visits are also complemented by a schedule of line management meetings with the Head Teacher where areas such as Safeguarding, attendance and the Pupil Premium strategy are discussed.
- SIP should have access to school data, including data specifically related to the area in focus during the visit, and would not expect data to be prepared for the visit as school leaders should already have this as part of their own monitoring.
- Visits are from 08:30 – 15.00 to allow for 2 activities to take place e.g. review in a curriculum subject in the morning and review in another curriculum subject in the afternoon, or non-child facing work relating to the QA/ support/ challenge or problem solving of an area related to the SDP.
- Notes of visits will include highlighted strengths, risk, and next steps; these will be shared with governors so they are well informed on the effectiveness of actions being undertaken by school leaders. The actions will be rag-rated according to how they have been actioned on the next visit.
- Where schools have been identified as needing more support (see categorisation section) other support will be commissioned as appropriate.
- There is an expectation that a governor will either be involved for the whole/ part of the visit or for the feedback.



An effective SIP visit will involve the 5 step process detailed below



QUALITY OF EDUCATION: THROUGH THE LENS OF A CURRICULUM SUBJECT



Intent

- Curriculum design, coverage and appropriateness

Implementation

- Curriculum delivery
- Teaching (pedagogy) – contribution to delivering the curriculum as intended
- Assessment (formative and summative)

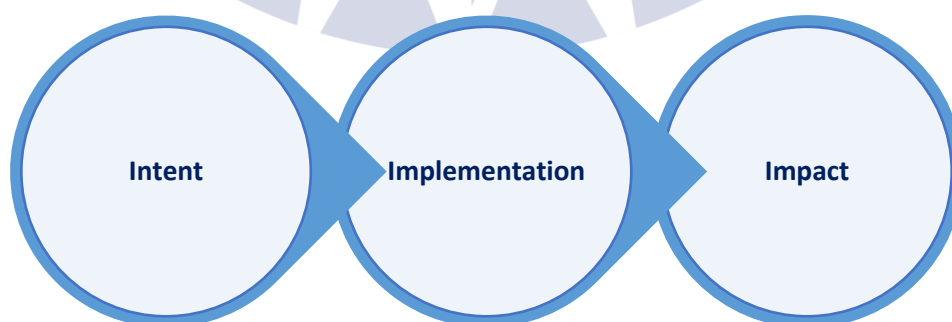
Impact

- Attainment and progress (including national tests and assessments as well as internal assessments)
- Outcomes produced by pupils
- Discussions with pupils

During each visit to school the SIP will complete at least 1 subject review in an area which has been agreed in advance with the Headteacher. The purpose of subject reviews is to either quality assure a subject area that school leaders feel is a strength or to provide advice, support and problem solving in an area which school leaders are developing through the SDP. Through subject reviews, SIPs will look to gain a clear picture of the quality of education being provided by the school through the lens of a curriculum subject covering the **intent, implementation and impact** of leaders work. Over the course of a year these subject reviews will cumulatively build to support school categorisation. No matter what the purpose of the subject review the methodology will be the same with clear feedback given at the end of the day focusing on strengths, areas for development and advice. Subject reviews also enable governors to gain a clear insight into the impact of work by school leaders as they provide essential Trust quality assurance.

The clear distinction between LSP subject reviews and OFSTED deep dives is that we provide QA, advice, support and problem solving to our schools to support the journey of improvement instead of simply evaluating the work of leaders.

Evaluating the quality of education through the lens of a curriculum subject



Intent

- Intent is about much more than 'vision' and 'ambition'. It is about what leaders have actually done to enable that vision to be realised (in other words, everything up to the point of delivery).
- Intent includes the planned knowledge for future learning in each subject, in other words, 'how the curriculum ensures pupils are 'ready' for their next stage of learning'.
- An effective curriculum breaks down the content into components and must sequence that content in a logical progression, systematically and explicitly, for all pupils to acquire the intended knowledge and skills.
- For a curriculum to be effective, it must enable pupils to develop knowledge.
- A curriculum must be ambitious for all group of pupils, including SEND and disadvantaged pupils – leaders must aim for all pupils to complete the programme of study.

Implementation

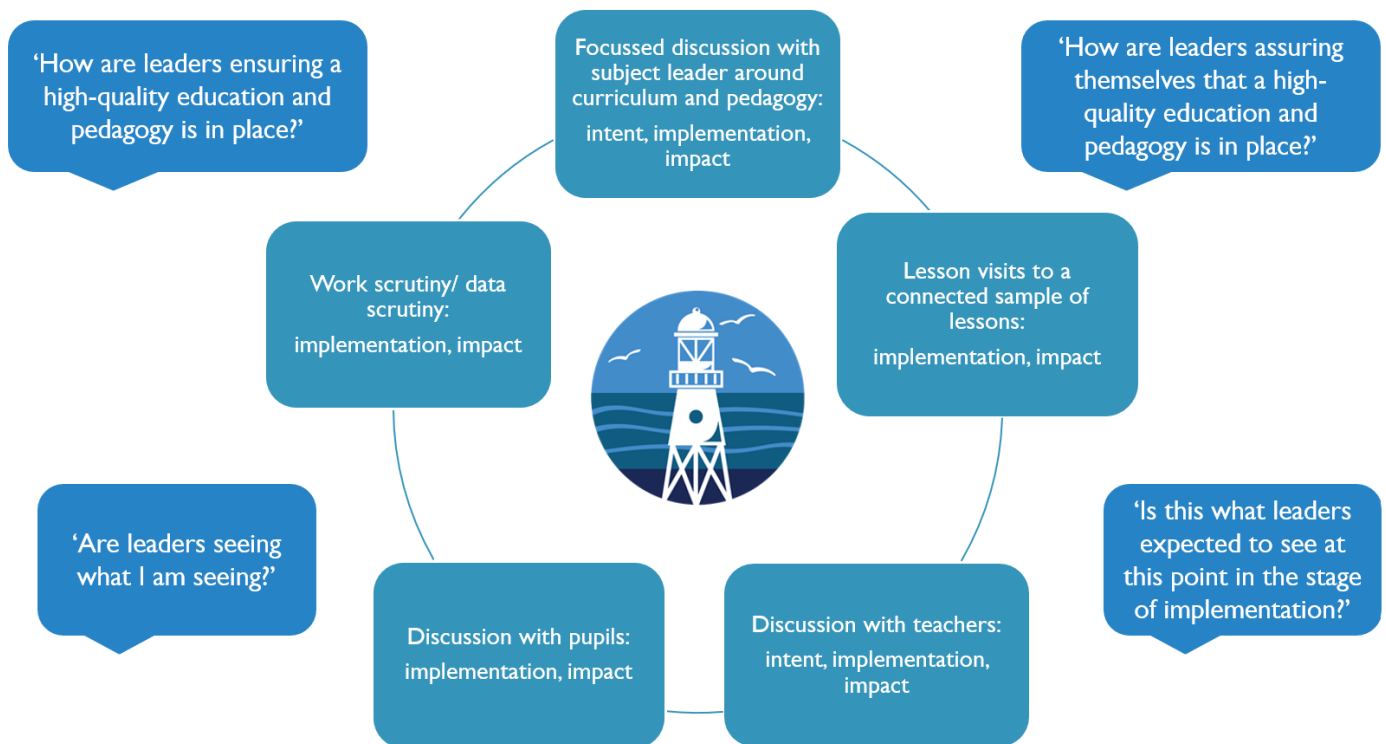
- Implementation is about how the curriculum is taught and assessed in order to support pupils to build their knowledge and to apply that knowledge as skills.
- At LSP our pedagogical framework is based on Rosenshine's Principles of Instruction because it provides a framework for thinking about how well the subject curriculum is presented to ensure that pupils understand key concepts, so that they can transfer key knowledge to long-term memory and apply it fluently.
- Implementation includes the use of assessment to check pupils' understanding of what the curriculum intent says they should know, and to identify and correct misunderstandings and inform teaching. It also includes whether teachers either have expert knowledge of the subjects that they teach, or are supported to address gaps in their knowledge so that pupils are not disadvantaged by ineffective teaching.

Impact

- Impact is shown in what pupils know and can do as a result of the design and delivery of the curriculum.
- To fully understand the impact of the curriculum including how it is delivered we will consider a range of outcomes including: statutory and internal assessment information; a wide range of books and other outcomes produced by pupils in addition to conversations with pupils as ultimately, they will be able to articulate what they know and remember following instruction.



Lighthouse Schools Partnership Subject Review Methodology



An LSP subject review should involve all of the above (as much as possible) so that the SIP can collect and connect as many pieces of evidence as possible in order to fully evaluate strengths and areas of development against the agreed line of sight. The school improvement deep dive involves:

- Evaluation of senior leaders' intent for the curriculum in this subject or area, and their understanding of its implementation and impact.
- Evaluation of curriculum leaders' long- and medium-term thinking and planning, including the rationale for content choices and sequencing.
- Visits to a deliberately and explicitly connected sample of lessons.
- Work scrutiny of books from pupils who are part of the classes observed.
- Discussion with teachers to understand content choices and sequencing.
- Discussions with pupils from lessons observed.

At all times senior leaders from the school should be involved so they fully understand the SIPs thought process and how evaluations around strengths and areas of development are formed. At the end of the subject review a summative meeting should be held involving senior leaders and a governor where strengths, areas for development and initial advice are given against the evaluative line of sight which was agreed with the Headteacher. Initial advice around the areas for development will involve a clear view of: **what are the issues?, what impact are these issues having? What could the fix be?** Following the summative meeting the SIP will write up the visit note and send to the school within 5 working days – this should be shared with governors at the next LGB meeting.



What Is The Purpose Of Each Element Of The Subject Review?



Discussion with teachers

Vision and ambition for pupils within the subject

Reflection on lesson choices from lesson visited

Planning choices within the curriculum incl. for SEND/ PP

Pedagogical choices made to deliver the subject incl. for SEND/ PP

Effective use of assessment (formative and summative)

Engagement with appropriate CPD incl. that delivered through the SDP



Discussion with pupils

Know more and remember more over time using the books as a prompt

Reference and reflection on the lesson visited

Reference to key learning from previous units

Feedback from the teacher

Support and challenge in lessons

Understanding and application of behaviour expectations

Understanding of British Values and Safeguarding



Data Scrutiny

School contextual information incl. PP and SEND

Performance of all pupils and key groups against national averages in reportable data sets

Performance of all pupils and key groups using in-year school data sets

Trends over time including the impact of new implementation processes



Meetings with leaders

Vision and ambition for pupils within the subject

Knowledge and understanding of effective evidence and research-based practice

Knowledge and understanding of the curriculum and pedagogical choices made in the school

Ensuring and assuring that the planned curriculum is the taught curriculum.

Supporting staff to deliver the curriculum through effective CPD

Implementation planning based on critical analysis of 'data' sources



Lesson visits

How lessons fits with the curriculum intent

How pedagogy is being implemented in-line with Rosenshine's Principles of Instruction

The impact of CPD on individual and whole staff practice

Expectations around behaviour for learning

Universal provision to support high quality teaching for all

Careful adaptations for pupils with SEND



Work Scrutiny

6 books per year group – mixture of attainment but must include SEND/ PP

Coverage reflects, or is better than the NC/ EYFS Framework

Planned curriculum is enacted curriculum

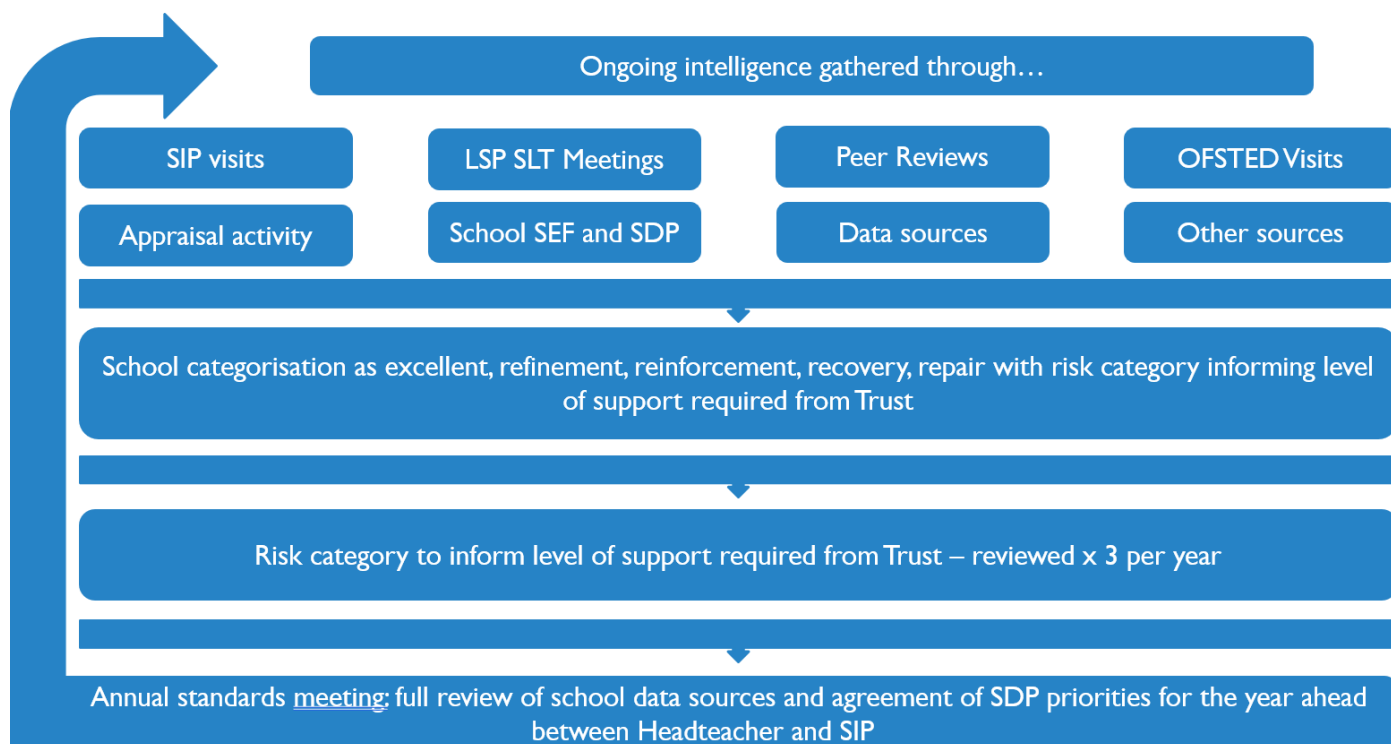
Evidence of clear sequencing and build-up of knowledge and skills

Adaptations for SEND

Challenge and evidence of higher order thinking skills

Alignment to and impact from the school agreed approach to feedback

Our School Categorisation Process



Through the quality assurance activity identified above schools risk will be categorised based on the five stages of school improvement detailed below on an annual basis at the end of each academic year. This initial judgement will inform the capacity required to support the school. In addition, school categorisation will be reviewed centrally on at least 2 other occasions centrally around January and again in April. If it is felt that the school's categorisation requires changing a meeting with the school leaders and Chair of Governors will be called.

Excellence: An excellent school with the capacity to further its own improvement journey; support others in their improvement journey and add capacity to the Trust Education and School Improvement Strategy	Refinement: A good school that is on the journey to becoming excellent; it has the capacity in a number of areas to support other schools to become good	Reinforcement: A school that has limited but developing capacity; a school that is working towards being categorised as 'good' or fully securing a 'good' judgement but where some areas are still not consistent enough or are not delivering the intended outcomes	Recovery: A school with limited capacity which requires swift improvement in key areas to provide a high-quality educational offer within specified review periods. Leaders require targeted support from the MAT to identify school improvement priorities, write the SIP and to implement the necessary changes	Repair: A school with significant weaknesses that requires stabilising – the school lacks the capacity to secure their own improvement. Leaders require intensive support from the MAT to identify school improvement priorities, write the SIP and to implement the necessary changes.
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Intelligent adaptations of Trust agreed principles – Higher levels of fidelity to agreed Trust principles and approaches

Excellence: An excellent school with the capacity to further its own improvement journey; support others in their improvement journey and add capacity to the Trust Education and School Improvement Strategy		
What do curriculum, pedagogy, inclusion and leadership look like in a school categorised as ‘excellent’?		Other key descriptors:
<ul style="list-style-type: none"> Outcomes produced by all pupils are of a consistently high quality in all subjects because of effective teaching and carefully crafted tasks that support pupils to meet the aims and ambition of the curriculum. Work is consistently and successfully adapted for pupils with SEND. Data outcomes are in-line with and in many cases above national averages in all areas/for all groups of pupils (including disadvantaged and/ or SEND). Where there are small cohorts of PP/ SEND, and these pupils do not reach the national average, leaders are able to demonstrate clearly the progress these pupils make from their starting points because they actively find ways to demonstrate progress using hard measures. Internal assessments demonstrate all pupils make accelerated progress from baseline measures in some areas. The curriculum (including for phonics, early reading, reading and maths) is skilfully implemented. Leaders and staff make highly intelligent adaptations to agreed ‘schemes’ in-line with the agreed approach to teaching and learning – these lead to demonstrate strong outcomes and feed into best practice which is shared within the Trust. The curriculum in foundation subjects (Primary) is ambitious and inclusive. It meets the LSP standards and is mapped against the National Curriculum/ EYFS Framework. It has a clear intent, has meaningful interdisciplinary links and builds on children’s knowledge and skills in an interesting and stimulating way. The school intelligently adapts and evolves the implementation of LSP subjects - these adaptations feed back into overall planning and resources for the Trust units which are shared with other schools. There is cohesion and highly intelligent implementation of the approach to pedagogy in the school which is based in Rosenshine’s Principles of Instruction. Leaders and teaching staff regularly engage with evidence informed research. Furthermore staff may be leading research projects to support developments within and/ or outside of the Trust. Staff are regularly encouraged to trial and develop new teaching strategies/ approaches in-line with the agreed approach before they are launched across the school and/ or Trust. Assessment information is used extremely well by leaders and staff (formative and summative) to inform adaptive teaching within lessons and in future sessions. Teachers demonstrate strong knowledge and skills to plan, deliver and assess effective sequences of learning that meet the needs of all pupils. Teachers lead CPD and networks across the Trust because they have demonstrated expertise in their field. Senior and middle leaders confidently and accurately identify areas for development across the school and within Trust curriculum areas and/ or policies, they have the capacity and desire to implement change within these areas as a system leader. Governors proactively take part in school improvement activity and therefore know the school well. They provide highly effective support and challenge in all areas of responsibility and have the capacity to support governors in another school. Leaders provide iterative cycles of CPD sprints in line with SDP priorities across the year to deliver demonstrable results. There is a fully distributed model of leadership with middle leadership plans clearly cascading from the strategic plan. All leaders proactively use well developed and sustained systems and processes to provide feedback and coaching and feedback to staff to improve their practice. There is a well understood and consistent universal provision offer in the school. The graduated response meets the needs of all pupils. Leaders use the Pupil Premium strategically to effectively support disadvantaged learners - their approach draws upon research from the EEF. This is systematically reviewed; leaders can clearly demonstrate the impact of funding on pupils through hard data measures. Leaders use the Sports Premium effectively to: build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years and to develop or add to the PESSPA activities that the school already offers. This is systematically reviewed with clearly demonstrated impact on pupils. The school's personal development offer is rich and extensive because opportunities to develop pupils' talents and interests are of exceptional quality. It prepares children for global citizenship, promotes tolerance and understanding in a rich and coherently planned way which is highly inclusive. Pupil attendance (including for some identified groups) is above the national average because of action taken by leaders to promote and secure high levels of attendance. The behaviour of pupils with the highest level of needs is intelligently managed and supported by leaders and staff, as a result, suspensions, permanent exclusions and use of alternative provision are in line with or are below national average. There are high expectations of behaviour across the school as expectations are commonly understood and are consistently applied by all staff who have been effectively trained to create cohesion. Low level disruption is rare because lessons promote high levels of active participation and engagement from pupils. 		<ul style="list-style-type: none"> Where the school is a church school, the vision is underpinned by a clear Christian narrative and Christian values. The school may have a waiting list because parental perception of the school is very positive. Complaints are rare because leaders proactively work with parents to resolve issues early on. Staff turnover and absence is low because morale is high. New staff are effectively onboarded and receive appropriate levels of support/ training to deliver the schools agreed approach. Leaders actively encourage high morale for all and address issues of wellbeing and workload in a concrete way using evidence-based research, the impact can be seen in the staff well-being survey. Safeguarding is effective.
In addition to the universal offer, schools categorised as being in ‘excellence’ will receive the following support to continue the journey of development: <ul style="list-style-type: none"> Annual standards meeting in term 6. 3 x focused school improvement partner visits to provide support and challenge in implementing the SDP. A peer review focussing on child facing work linked to the SDP. 	Challenge: <ul style="list-style-type: none"> Embed and refine iterative cycles of CPD to deliver the SDP including through highly developed systems involving instructional/ peer coaching – support other schools to develop their own systems which meet the needs of their context. Proactively network widely with others in the Trust to share best practice, offer assurance, support and reduce workload. Redevelop and incubate further iterations of Trust agreed systems, processes, standards, LSP curriculum and pedagogy. Develop and refine the skills of senior and middle leaders so they can become system leaders/ lead teachers within the Trust who have the capacity and capability of supporting staff in other schools. Identify areas of Trust CPD where the school can offer capacity and support. Regularly provide structured and sustained school improvement support in other schools that is tailored to their needs and context. 	

Refinement: A good school that is on the journey to becoming excellent; it has the capacity in a number of areas to support other schools to become good		
What do curriculum, pedagogy, inclusion and leadership look like in a school categorised as 'good'?		Other key descriptors:
<ul style="list-style-type: none"> Outcomes produced by all pupils are of a high quality in most subjects because of effective teaching and well-designed tasks that support pupils to meet the aims and ambition of the curriculum. Work is consistently and successfully adapted for pupils with SEND. Data outcomes are at least in-line with national averages in all areas/for all groups of pupils (including disadvantaged and/ or SEND). Where there are small cohorts of PP/ SEND, leaders are able to demonstrate clearly the progress these pupils make from their starting points where these pupils do not reach the national average. Internal assessments demonstrate all pupils make at least expected progress from baseline measures. The curriculum (including for phonics, early reading, reading and maths) is effectively implemented. Leaders and teachers make intelligent adaptations to 'schemes' in-line with the schools agreed approach to teaching and learning – where adaptations are made, these lead to strong outcomes. The curriculum in foundation subjects (Primary) is ambitious and inclusive. It meets LSP standards and is mapped against the National Curriculum/ EYFS Framework. It has a clear intent, has meaningful interdisciplinary links and builds on children's knowledge and skills in an interesting and stimulating way. The school may be intelligently adapting the implementation of LSP subjects to meet the needs of the school context – these adaptations may feed back into overall planning and resources for the Trust units which are shared with other schools. There is cohesion and intelligent implementation of the approach to pedagogy in the school which is based in Rosenshine's Principles of Instruction. Leaders and teaching staff engage with evidence informed research to ensure that practice is based on what works well in other schools. Staff are beginning to be encouraged to trial and develop new teaching strategies/ approaches in-line with the agreed approach to teaching and learning before being launched across the school. Assessment information is used well by leaders and staff (formative and summative) to inform adaptations within lessons and in future sessions. Teachers demonstrate strong knowledge and skills to plan, deliver and assess effective sequences of learning that meet the needs of all pupils. All teachers demonstrate high expectations, they want to improve and are actively encouraged to take responsibility for their own CPD needs by leaders. Senior and middle leaders confidently and accurately identify areas for development across the school. There is a clear and sustained focus on improvement delivered through a distributed leadership model. Governors proactively take part in school improvement activity and therefore know the school well. They provide effective support and challenge in all areas of responsibility. Leaders provide iterative cycles of CPD sprints in line with SDP priorities across the year to deliver demonstratable outcomes. Sprints focus around areas of development identified in the SDP and middle leadership plans clearly link into the strategic priorities. Leaders use feedback loops effectively to provide feedback and coaching to staff to improve their practice – there are clear systems and processes developing to ensure this becomes sustainable. Teaching and learning is adapted to meet needs of pupils in most subjects/ areas of the school. There is consistency in the universal provision offer in the school which is well thought out and understood by staff. The graduated response meets the needs of pupils. Leaders use the Pupil Premium strategically to effectively support disadvantaged learners and their approach draws upon research from the EEF; this is systematically reviewed and leaders can clearly demonstrate the impact of this on pupils through hard data measures. Leaders use the Sports Premium effectively to: build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years and to develop or add to the PESSPA activities that the school already offers. This is systematically reviewed with clearly demonstrated impact on pupils. The school's personal development offer is systematically planned. It prepares children for global citizenship, promotes tolerance and understanding and is highly inclusive. There are a wide range of clubs and extra-curricular opportunities on offer to develop pupils' interests and talents. Pupil attendance (including for identified groups) is at least in line with the national average because of action taken by leaders. The behaviour of pupils with the highest level of needs is intelligently managed and supported by leaders and staff, as a result suspensions, permanent exclusions and use of alternative provision are in line with or below national averages. There are high expectations of behaviour across the school because expectations are commonly understood and are consistently applied by all staff who have been effectively trained to create cohesion. Low level disruption is rare because lessons promote high levels of active participation and engagement from pupils. 		<ul style="list-style-type: none"> Where the school is a church school, the vision is underpinned by a clear Christian narrative and Christian values. The school may be at PAN in some year groups or may have a waiting list because parental perception of the school is positive. Complaints are rare because leaders actively work with parents at an early stage. Staff turnover and absence is low because morale is high. New staff are effectively onboarded and receive appropriate levels of support/ training to deliver the schools agreed approach. Leaders actively encourage high morale for all and address issues of wellbeing and workload in a concrete way using evidence-based research; the impact can be seen in the staff well-being survey. Safeguarding is effective.
In addition to the universal offer, schools categorised as being in 'refinement' will receive the following support to continue the journey of development: <ul style="list-style-type: none"> Annual standards meeting in term 6. 3 x focused school improvement partner visits to provide support and challenge in implementing the SDP. A peer review focussing on child facing work linked to the SDP. 		Challenge: <ul style="list-style-type: none"> Embed and refine iterative cycles of CPD to deliver the SDP including through highly developed systems involving instructional/ peer coaching. Network widely with others in the Trust to share best practice, offer assurance, support and reduce workload. Refine and intelligently adapt Trust agreed systems, processes, standards, LSP curriculum and pedagogy to support future iterations of these. Develop and refine the skills of senior and middle leaders so they are capable of becoming system leaders/ lead teachers within the Trust who have the capacity and capability of supporting staff in other schools. Identify areas of Trust CPD where the school can offer capacity. Provide some school improvement support in other schools.

Reinforcement: A school that has limited but developing capacity; a school that is working towards being categorised as ‘good’ or fully securing a ‘good’ judgement but where some areas are still not consistent enough or are not delivering the intended outcomes		
What does curriculum, pedagogy, inclusion and leadership look like in a school categorised as ‘refinement’? <ul style="list-style-type: none"> • Outcomes produced by pupils are of a high quality in all core subject areas and some foundation subjects because of more effective teaching. There may be inconsistencies in some year groups/ departments, but leaders are aware of this and are taking appropriate action. • Data outcomes are close to, or are, in-line with national averages in most areas/for most groups of pupils (including disadvantaged and/ or SEND). Internal assessments demonstrate improving progress from baseline measures in some year groups/ subjects this means that there are not large gaps in pupils understanding when they are in year groups where statutory assessments are taken. • The curriculum (including for phonics, early reading, reading and maths) is effectively implemented. Assessment information is tracked and used to plan next steps in learning. • The curriculum in foundation subjects (Primary) is ambitious and inclusive. It meets LSP standards and is mapped against the National Curriculum/ EYFS Framework. It has a clear intent, makes links in learning and builds on children’s knowledge and skills in an interesting and stimulating way. • There is developing cohesion and effectiveness in the implementation of the approach to pedagogy in the school. Pedagogy is based in Rosenshine’s Principles of Instruction and leaders sometimes engage with evidence informed research to ensure that practice is based on what works well in other schools. • Teachers demonstrate growing knowledge and skills to plan, deliver and assess effective sequences of learning that meet the needs of all pupils. Most teachers demonstrate high expectations, they want to improve with some beginning to take responsibility for their own CPD needs. • Leaders are developing confidence and accuracy in identifying the most important areas for development with some support from the Trust central team. There is a clear and sustained focus on improvement because leaders actively engage with and act on support. • Governors know some aspects of the school and challenge and hold the school to account in these areas. Governors proactively take part in school improvement activity and have an accurate view of the school in many areas due to the support from the Trust. • Leaders provide CPD sprints in line with SDP priorities across the year to deliver demonstratable results. Sprints focus around areas of development identified in the SDP. Leaders are in the early stages of using feedback loops to provide feedback and coaching to staff to improve their practice. • Teaching and learning is adapted to meet needs of pupils in many subjects/ areas of the school. There is developing consistency in the universal provision offer in the school with the graduated response meeting the needs of most pupils most of the time. • Leaders use the Pupil Premium strategically to effectively support disadvantaged learners and their approach draws upon research from the EEF, this may not be systematically reviewed. • Leaders use the Sports Premium effectively to: build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years and to develop or add to the PESSPA activities that the school already offers, this may not be systematically reviewed. • Pupil attendance is improving and is close to, or in line with the national average because application of Trust agreed systems and processes is consistent. Attendance for some groups may still be below the national average. • The behaviour of pupils with the highest level of needs does not disrupt the day-to-day life of the school in the school because support is more effective. • Suspensions, permanent exclusions and use of alternative provision are close to, or are, in line with national averages because of intelligent use of these mechanisms. • There are high expectations of behaviour most of the time across the school because expectations are commonly understood by staff who have received training to create cohesion. Low level disruption is evident in a minority of lessons where teaching is less effective, in these lessons pupils do not always participate and engage fully. • The school's personal development offer is planned. It prepares children for global citizenship, promotes tolerance and understanding and is inclusive. Some clubs and extra-curricular opportunities are offered to develop pupils' interests and talents. 		Other key descriptors: <ul style="list-style-type: none"> • Where the school is a church school, the vision is underpinned by a clear Christian narrative and Christian values. • Increasing roll but below PAN in some year groups; growing numbers of parents visit the school as part of open events. • Parental perception of the school is mixed but is becoming more positive. There are still a small number of parental complaints focussed around key incidents or issues that leaders are working to resolve. • Staff turnover and absence has significantly reduced because morale is improving, and staff are seeing the impact of the efforts of the team. New staff are receiving support, and this is mainly through the school and access to Trust networks. • Staff wellbeing surveys show that morale is improving. • Safeguarding is effective.
In addition to the universal offer, schools categorised as being in ‘reinforcement’ will receive the following support to continue the journey of development: <ul style="list-style-type: none"> • Annual standards meeting in term 6. • 6 x focused school improvement partner visits to provide support and challenge in implementing the SDP. • Leadership support brokered from a school in refinement/ excellence if required. • Teaching, learning and curriculum support brokered from Trust teaching and learning networks and/ or schools in refinement/ excellence if required. 	Challenge: <ul style="list-style-type: none"> • Improve to refinement within 12-18 months • Independently develop a sustainable SDP based on an accurate SEF. • Embed, refine and intelligently adapt Trust agreed systems, processes, standards, LSP curriculum and pedagogy to reflect the school's community and vision in-line. • Develop a range of middle leaders' knowledge and understanding of effective leadership and management so they can effectively support staff to deliver this using effective feedback loops. • Develop iterative cycles of CPD to deliver the SDP and to ensure sustainable change. • Develop a model for school-led instructional coaching approach to staff CPD. • Identify areas of Trust CPD where the school can offer capacity. 	

Recovery: A school with limited capacity which requires swift improvement in key areas to provide a high-quality educational offer within specified review periods. Leaders require targeted support from the MAT to identify school improvement priorities, write the SIP and to implement the necessary changes		
What does curriculum, pedagogy, inclusion and leadership look like in a school categorised as recovery? <ul style="list-style-type: none"> • Outcomes produced by pupils are not always of a high quality because expectations are not always high enough. There is a lack of cohesion across classes and/ or subjects. • Data outcomes are close to national averages in some areas/for some groups of pupils (including disadvantaged and/ or SEND). Internal assessments demonstrate improving progress from baseline measures in some year groups/ subjects, but levels of achievement are not consistently strong enough. • The curriculum (including for phonics, early reading, reading and/ or maths) is not effectively implemented. Assessment information is not always used effectively. • The curriculum is not always ambitious and inclusive. The curriculum in some foundation subjects (Primary) requires development to meet the breadth and ambition of the National Curriculum/ EYFS Framework. It does not always meet the LSP standard and is not cohesively implemented across the school. • There is not a cohesive and consistently understood and/ or implemented approach to pedagogy in the school which is based in Rosenshine's Principles of Instruction, but leaders are beginning to engage with evidence informed research – they are not always implementing this effectively. • Some teachers lack the knowledge and skills to plan, deliver and assess effective sequences of learning that meet the needs of all pupils. Most teachers are developing higher expectations, want to improve and develop and understand the need for change. • Leaders are beginning to identify the most important areas for development with support from the Trust central team but there is no clear and sustained focus on improvement. Leaders engage with and act on support. • Governors know some aspects of the school and are beginning to challenge and hold the school to account. Governors take part in school improvement activity when asked and have an accurate view of the school in some areas due to the support from the Trust. • Leaders are beginning to provide CPD sessions in line with SDP priorities to deliver some demonstratable results but there are not yet cycles or sprints around an identified area of development. Leaders are not yet consistently using feedback loops to provide feedback and coaching to staff to improve their practice. • There is a desire to include all pupils in learning but teaching and learning is not always effectively adapted to meet needs. There are gaps in the universal provision offer in the school and the graduated response is not always meeting the needs of pupils. • Leaders are beginning to use the Pupil Premium strategically to effectively support disadvantaged learners and their approach draws upon research from the EEF. • Leaders are beginning to use the Sports Premium effectively to: build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years and to develop or add to the PESSPA activities that the school already offers • Pupil attendance is improving because application of Trust agreed systems and processes is more consistent but overall attendance is still below national. • The behaviour of pupils with the highest level of needs in the school is beginning to improve because support is more effective but can sometimes cause disruption to lessons or the day-to-day life of the school • Suspensions, permanent exclusions and use of alternative provision still above national. • Behaviour is improving but low-level disruption is sometimes evident where teaching is less effective, this means that pupils do not always participate and engage fully in lessons. • The school's personal development offer is beginning to be coherently planned so that it prepares children for global citizenship, promotes tolerance and understanding and is inclusive. Some clubs and extra-curricular opportunities are offered but these may be limited. 		Other key descriptors: <ul style="list-style-type: none"> • Where the school is a church school, the vision is underpinned by a clear Christian narrative and Christian values. • Increasing roll but below PAN and low on parental preference. • Parental perception of the school is mixed and there are still a number of parental complaints. • High staff turnover that is reducing and new staff are receiving effective support with some support from the Trust. • Staff absence is improving. • Staff wellbeing surveys show that morale is improving. • Safeguarding is effective.
In addition to the universal offer, schools categorised as being in recovery will receive the following support to address weaknesses: <ul style="list-style-type: none"> • The school is prioritised for support from the central education team and is subject to 6 weekly Rapid Action Plans which are led by the SIP and are supported by the Director of School Improvement/ Director of Secondary. Plans are reviewed on a 3-weekly basis with the Headteacher. • An initial whole school review involving more than one member of the central education team to identify key areas for improvement. • Leadership support brokered from a school in refinement/ excellence. • Teaching, learning and curriculum support brokered from Trust teaching and learning networks and/ or schools in refinement/ excellence. • Additional Standards Review meetings at the end of each term with SIP and Director of School Improvement/ CEO. • Additional standardised assessments may be required. • Trust supported CPD for staff and governors to enable them to improve outcomes for children. 	Challenge: <ul style="list-style-type: none"> • Improve to reinforcement within 1 year • Develop a sustainable SDP based on an accurate SEF with increasing independence from the Trust central team. • Work effectively with the Trust to embed Trust agreed systems, processes, standards, LSP curriculum and pedagogy with some independence and adaption to reflect the school's community and vision in-line with growing expertise of leaders responsible for these areas. • Embed senior leaders' knowledge and understanding of effective practice and how to support staff to deliver this using effective feedback loops. Begin to develop middle leaders' knowledge and understanding of leadership and management skills. • Fully utilise the Trust CPD offer to strengthen and create cohesion around the quality of education. • Utilise CPD offer work to strengthen the school's approach to CPD sprints linked to the SDP. • Begin to develop a school-led instructional coaching approach to staff CPD – most of this will be led by senior leaders. 	

Repair: A school with significant weaknesses that requires stabilising – the school lacks the capacity to secure their own improvement. Leaders require intensive support from the MAT to identify school improvement priorities, write the SIP and to implement the necessary changes.

What does curriculum, pedagogy, inclusion and leadership look like in a school categorised as being in 'repair'?

- Outcomes produced by pupils are of a poor quality because pupils' experiences in lessons contribute weakly to their learning of the intended curriculum. There is little or no cohesion across classes and/ or subjects due to a lack of clear, effective guidance and support from leaders.
- Data outcomes may be below national averages or may be declining in some areas/for some groups of pupils because pupils (including disadvantaged and/ or SEND) do not benefit from a high-quality education. Internal assessments demonstrate slow/ little progress from baseline measures in some year groups/ subjects and therefore levels of achievement are poor.
- The curriculum (including for phonics, early reading, reading and/ or maths) is poorly implemented and there may be different approaches being applied across the school Pupils cannot communicate, read, write or apply mathematics sufficiently well for their age.
- The curriculum has limited ambition and is not inclusive. It does not always meet the LSP standard because it lacks structure or cohesion due to a lack of consideration to content and sequencing as a result pupils experience a jumbled, disconnected series of lessons that do not build their knowledge, skills or understanding.
- There is little understanding of effective evidence informed pedagogy in the school which means that teachers lack the knowledge and skills to plan, deliver and assess effective sequences of learning that meet the needs of all pupils. Teachers' expectations are low, and pupils' needs are not accurately identified, assessed or met, as a result, pupils do not always attain the levels of achievement/ qualifications for them to progress to the next stage of their education, training or employment.
- Leaders (including governors) are not doing enough to tackle the weaknesses in the school – their development planning is weak with no clear and sustainable focus on improvement. Leaders (including governors) lack the capacity to improve the quality of education, pupils' personal development or pupils' behaviour and attitudes and are therefore dependent on support from the Trust to improve.
- Governors lack the knowledge, skills or capacity to hold the school to account and this impacts negatively on pupils.
- Leaders do not provide staff with appropriate CPD sessions to deliver a high-quality education. There is a disconnect between the SDP and CPD, this means that staff meetings mainly focus on updates or information across each term with few instructional opportunities provided to develop teaches knowledge, understanding and skills in delivering the curriculum or developing their pedagogical practice. Leaders do not provide effective feedback and coaching to staff.
- There is evidence that leaders have been gaming the results and or have been off-rolling pupils.
- Leaders are not using the Pupil Premium strategically to effectively support disadvantaged learners they do not draw on evidence informed research from the EEF to inform their planning.
- Leaders are not using the Sports Premium effectively to: build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years and to develop or add to the PESSPA activities that the school already offers
- There is a poor personal development offer in place and a minority of pupils do not have access to rich experiences. The curriculum does not support pupils to develop an understanding of fundamental British values.

Other key descriptors:

- Where the school is a church school, the vision is not clearly underpinned by a clear Christian narrative and Christian values.
- Pupil attendance is consistently low for all pupils or groups of pupils and shows little sign of sustained improvement.
- Suspensions, permanent exclusions and use of alternative provision are above the national average because leaders are not using these mechanisms intelligently to manage poor behaviour.
- Behaviour and behaviour for learning is poor because leaders are not taking effective steps to implement a consistent approach to behaviour and therefore secure good behaviour from pupils. Leaders do not adequately support staff to manage behaviour which means that pupils demonstrate persistent low-level behaviour and/ or wilful disruption to learning.
- Incidents of bullying or prejudiced and discriminatory behaviour are frequent and pupils have little confidence in the school's ability to tackle this, as a result pupils do not feel safe in school.
- A declining roll which is below PAN and low on parental preference.
- Parental perception of the school is negative and there are a number of parental complaints.
- High staff turnover with poor support for new staff including ECTs.
- Staff absence is below the Trust average.
- Staff wellbeing surveys show that morale is low.
- Safeguarding is ineffective.

In addition to the universal offer, schools categorised as being in repair will receive the following support to address weaknesses:

- The school is prioritised for support from the central education team and is subject to 6 weekly Rapid Action Plans which are led by the SIP and are supported by the Director of School Improvement/ Director of Secondary. Plans are reviewed on a weekly basis with the Headteacher.
- An initial whole school review involving more than one member of the central education team to identify key areas for improvement and to write the SDP with the school leadership team.
- A full review of governance to enable governors to support the rapid improvement plan.
- Leadership support brokered from a school in refinement/ excellence.
- Teaching, learning and curriculum support brokered from Trust teaching and learning networks and/ or schools in refinement/ excellence.
- Additional Standards Review meetings at the end of each term with SIP and Director of School Improvement/ CEO.
- Additional standardised assessments may be required.
- Trust supported/ led CPD for staff and governors to enable them to improve outcomes for children.
- The school will implement Trust agreed schemes, systems and resources that will improve outcomes for children.
- Additional Standards Review meetings at the end of each term. (This will include Trustees).
- A member of the School Improvement team to attend LGB meetings to support governance.

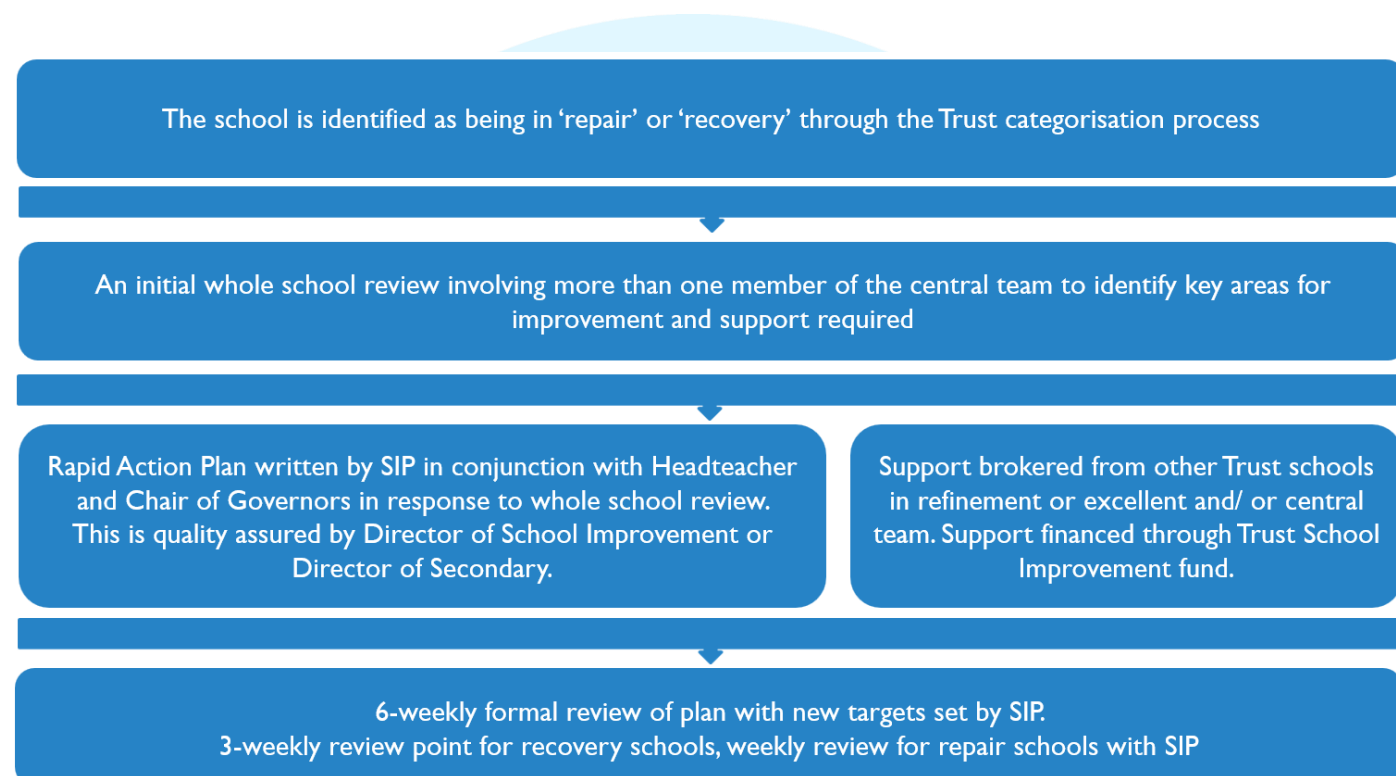
Challenge:

- Improve to 'Recovery' within 1 year.
- Develop a sustainable SDP based on an accurate SEF with support from the Trust central team.
- Work effectively with the Trust to implement Trust agreed systems, processes, standards, LSP agreed curriculum and pedagogy, without adaptation, to create fidelity.
- Develop senior leaders' knowledge and understanding of effective practice and how to support staff to deliver this, including through effective formal feedback mechanisms.
- Fully utilise the Trust CPD offer to strengthen and create cohesion around the quality of education.
- Utilise Trust CPD offer with instructional coaching support provided by the Trust to strengthen the school's approach to CPD sprints linked to the SDP.

Schools causing concern (schools categorised as recovery or repair)

We recognise that a school may join the Trust requiring additional specific support to deliver a high quality offer to pupils or that a school already in the Trust may experience a period where they require additional support to deliver a high standard of education; these schools are defined as 'schools causing concern'.

At LSP schools causing concern are either categorised as 'recovery' or 'repair'. These schools are supported through a rapid improvement plan including bespoke support which will be brokered from within or outside of the Trust. Plans are reviewed on a 6-weekly basis by the SIP with the Headteacher and are shared with the Governors. These schools are extremely likely to need to have high levels of fidelity to agreed Trust systems, processes, curriculum and pedagogy rather than making intelligent adaptations as the school has not yet demonstrated the capacity to do this effectively.



What additional support is provided for schools causing concern and what are their key areas of focus when in this category?

Every school is different and therefore every school will need a bespoke plan of support and challenge. The table below provides an overview of the support and challenge school in recovery or repair can expect.

<p>Recovery: A school with limited capacity which requires swift improvement in key areas to provide a high-quality educational offer within specified review periods. Leaders require targeted support from the MAT to identify school improvement priorities, write the SIP and to implement the necessary changes</p>	<p>Repair: A school with significant weaknesses that requires stabilising – the school lacks the capacity to secure their own improvement. Leaders require intensive support from the MAT to identify school improvement priorities, write the SIP and to implement the necessary changes.</p>
<p>In addition to the universal offer, schools categorised as being in recovery will receive the following support to address weaknesses:</p> <ul style="list-style-type: none"> The school is prioritised for support from the central education team and is subject to 6 weekly Rapid Action Plans which are led by the SIP and are supported by the Director of School Improvement/ Director of Secondary. 	<p>In addition to the universal and recovery schools offer, schools categorised as being in repair will receive the following support to address weaknesses:</p> <ul style="list-style-type: none"> Rapid Action Plans are reviewed on a weekly basis with the Headteacher. A full review of governance to

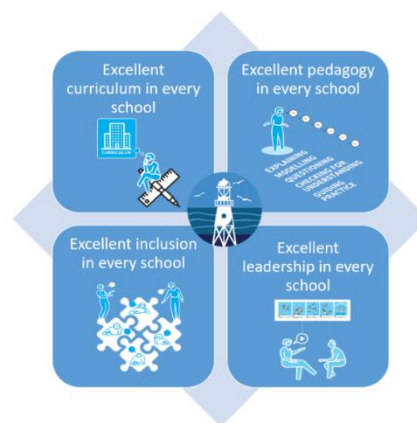
<p>Plans are reviewed on a 3-weekly basis with the Headteacher.</p> <ul style="list-style-type: none"> • An initial whole school review involving more than one member of the central education team to identify key areas for improvement. • Leadership support brokered from a school in refinement/ excellence. • Teaching, learning and curriculum support brokered from Trust teaching and learning networks and/ or schools in refinement/ excellence. • Additional Standards Review meetings at the end of each term with SIP and Director of School Improvement/ CEO. • Additional standardised assessments may be required. • Trust supported CPD for staff and governors to enable them to improve outcomes for children. 	<p>enable governors to support the rapid improvement plan.</p> <ul style="list-style-type: none"> • The school will implement Trust agreed schemes, systems and resources that will improve outcomes for children. • Additional Standards Review meetings at the end of each term. (This will include Trustees). • A member of the School Improvement team to attend LGB meetings to support governance.
<p>Challenge</p> <ul style="list-style-type: none"> • Improve to reinforcement within 1 year • Develop a sustainable SDP based on an accurate SEF with increasing independence from the Trust central team. • Work effectively with the Trust to embed Trust agreed systems, processes, standards, LSP curriculum and pedagogy with some independence and adaption to reflect the schools community and vision in-line with growing expertise of leaders responsible for these areas. • Embed senior leaders' knowledge and understanding of effective practice and how to support staff to deliver this using effective feedback loops. Begin to develop middle leaders' knowledge and understanding of leadership and management skills. • Fully utilise the Trust CPD offer to strengthen and create cohesion around the quality of education. • Utilise CPD offer work to strengthen the schools approach to CPD sprints linked to the SDP. Begin to develop a school-led instructional coaching approach to staff CPD – most of this will be led by senior leaders. 	<p>Challenge</p> <ul style="list-style-type: none"> • Improve to 'Recovery' within 1 year. • Develop a sustainable SDP based on an accurate SEF with support from the Trust central team. • Work effectively with the Trust to implement Trust agreed systems, processes, standards, LSP agreed curriculum and pedagogy, without adaptation, to create fidelity. • Develop senior leaders' knowledge and understanding of effective practice and how to support staff to deliver this, including through effective formal feedback mechanisms. • Fully utilise the Trust CPD offer to strengthen and create cohesion around the quality of education. • Utilise Trust CPD offer with instructional coaching support provided by the Trust to strengthen the school's approach to CPD sprints linked to the SDP.



Peer Review

At Lighthouse Schools Partnership we empower our Head Teachers to be the school improvement lead for their school. Supported by core offer, central team and their identified School Improvement Lead, Head Teachers lead their school's improvement journey drawing upon the expertise within the Trust and from external sources to support and improve areas of priority identified on the School Development Plan.

To harness the collective knowledge and expertise of leaders within the Trust as well as to provide professional development opportunities, all Head Teachers engage in at least one peer review each year. The purpose of these peer reviews is to support accurate self-evaluation and quality assurance as well as to provide support/ challenge and problem solving opportunities to school leaders related to implementation activity being undertaken in-line with the school development plan.



What do we do during Peer Review?	What do we not do during Peer Review?
<p>Focus on the line of enquiry using the agreed framework and the agreed timetable for the day</p> <p>Review and moderate the school's evaluation of the current sources of evidence set out in the peer review being conducted</p> <p>Consider a wide range of evidence bases including those set out in the OFSTED Handbook to collect and connect evidence to build a view of strengths and areas for development</p> <p>Write an accurate summary against the line of enquiry using the sources of evidence presented by the school</p> <p>Agree areas of improvement as well as how this can be done with precise action steps</p> <p>Share the report with the LGB at the next meeting</p>	<p>Make a judgement about whether a school is outstanding, good, RI or inadequate</p> <p>Write a report which identifies individual staff</p> <p>Conduct an informal learning walk of the school</p> <p>Reviewing Head Teachers do not give feedback to or about individual members of staff</p>

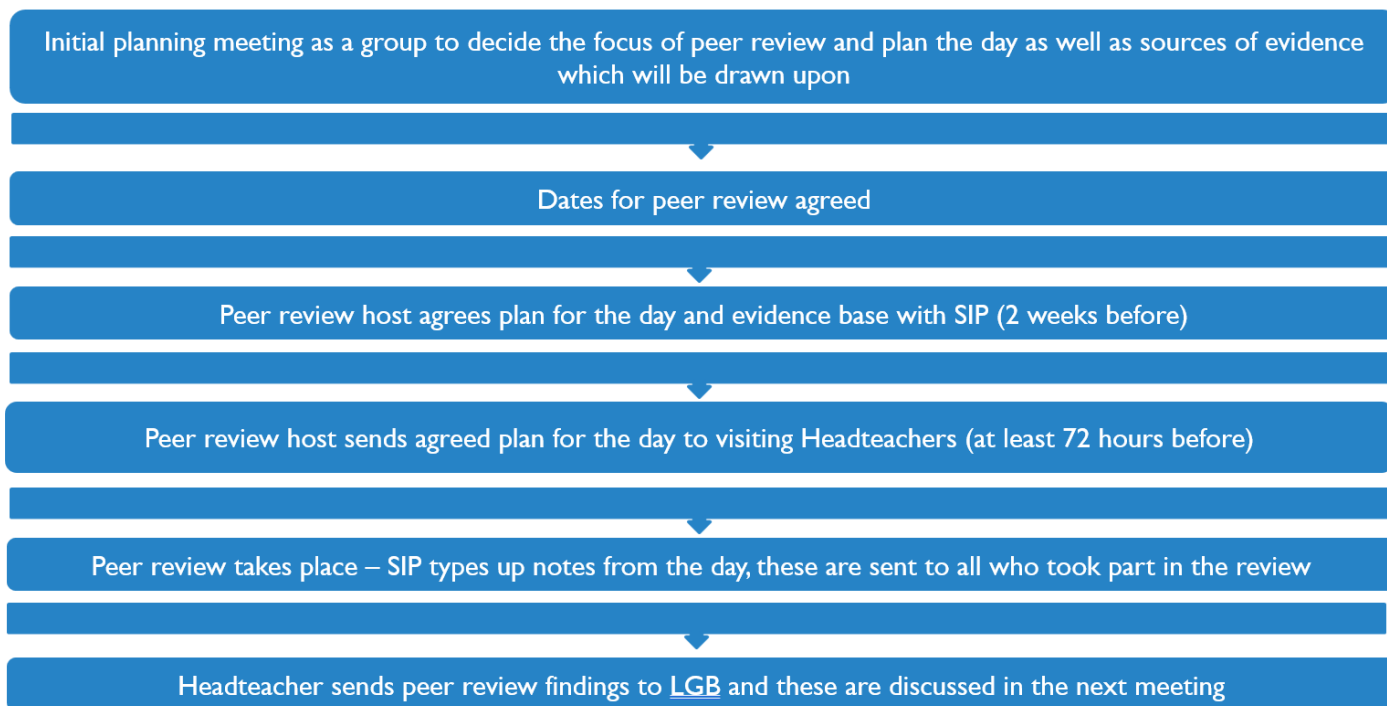
Peer reviews are facilitated by the School Improvement Lead for the host school and involve 2 other Headteachers using the LSP School Improvement Deep Dive Methodology. Peer reviews last for a half day, and the write up of these is completed by the SIP following the review.

Areas of focus will fit into one of these categories and should be linked to the School Development Plan

Behaviour and Attitudes	Personal Development	Quality of Education
<ul style="list-style-type: none"> School behaviour curriculum Attendance and punctuality Bullying and discrimination Suspension, exclusion and PT timetables Alternative provision Impact on disadvantaged pupils Impact on pupils with SEND particularly focussed on SEMH 	<ul style="list-style-type: none"> SMSC including PSHE, citizenship and RE Extra-curricular activities Fundamental British Values School approach to promoting inclusion and equalities RSE Curriculum Including pupils with SEND Impact on disadvantaged pupils 	<ul style="list-style-type: none"> Early reading Core subjects Foundation subjects Achievement of pupils Achievement of disadvantaged pupils Achievement of SEND Pupils Impact of Sports Premium




The process for completing a peer review at Lighthouse Schools Partnership



Below is an example plan from a peer review

Hosting School:	Visiting Schools:	
What outcome would you like form the peer review? Is this to QA work you have already done or to seek advice and support?		
Evaluate the impact of the agreed approaches in universal provision in supporting achievement of pupils (SEND and disadvantaged). QA and advice and support on further developments.		
Where is the strongest practice? What cohesion is there across the school? What are the next steps and how can we continue to improve the practice?		
Agreed line of enquiry for the peer review (question to be answered)	How effective is the quality of teaching and universal provision offer in supporting <i>all</i> pupils to achieve? (through the lens of maths for the peer review)	
Pre-reading	Evidence based research EEF Guide to SEND in Mainstream Schools EEF 5-a-day blog South Glos Universal Provision Guide SEND Information	
Staff who will be involved:		
Timings	School based activities	Question prompts
08:00	Arrival and welcome	

08:05	Reminder of purpose of peer review	
08:10	Meeting with a selection of teachers – training, universal provision understanding, what will we see and why?	<ul style="list-style-type: none"> • What does high quality teaching and learning look like in maths at Churchill? • Can you tell us what training you have had to use Rosenshine's Principles within the context of maths? • When does retrieval happen and what does it look like in maths? • Talk to us about what we will see when you are modelling to pupils today. • What strategies will we see teachers using today to check for understanding with pupils? • How do you use your knowledge of what pupils produce in books and in summative tests to adapt learning in future sessions? Can you give us an example? • What adaptations/ reasonable adjustments might we see in your lessons today for individuals? • What feedback have you had from leaders?
What do I know now? Strengths: Areas for development:		
08:30	08:30 Meet with SENDCO	<ul style="list-style-type: none"> • What training have staff had to ensure that pupils have access to high quality teaching (EEF recommendation 3)? How has the implementation and impact of this been reviewed? • How do staff complement high quality teaching with small group and 1-1 interventions in maths (EEF recommendation 4)? How has the implementation and impact of this been reviewed? • How are TAs trained and deployed (EEF recommendation 5)? How has the implementation and impact of this been reviewed? • What is your analysis of the needs of pupils in school? What are the trends vs individual needs (EEF recommendation 2)

		<ul style="list-style-type: none"> What steps have you taken as a school to create a positive and supportive environment for all (EEF recommendation 1)?
What do I know now? Strengths: Areas for development:		
Date and times for the review: Group 1 9:00 – Yr5 9:15 – Yr6 9:30 – Yr4 9:45 – Yr3 10:00 – Yr2 Group 2 9:00 – Yr2 9:15 – Yr1 9:30 – YrR 9:45 – Yr6 10:00-Yr5	09:00 – 10:15 Learning walk – HQTF, SEND and disadvantaged learners 	<ul style="list-style-type: none"> Does teaching promote 100% participation, 100% engagement from pupils? Is learning broken down into appropriate small steps? How clear and explicit is modelling from the teacher? How does the teacher check that the maximum number of pupils 'show what they know'? How effectively is this information used to decide whether to move on quicker in the lesson or stay on the learning point longer? How are manipulatives and representations used? How are TAs deployed (1 individual/ group or more holistically)? Expectations in books and completion of work.
10:15 – 10:45 break and shared feedback	What do I know now? Strengths: Areas for development:	
10:45	Pupil voice including SEND and disadvantaged learners – teaching and learning focus (have books), achievements.	<ul style="list-style-type: none"> What were you learning in maths today? What did you do yesterday? Is this something you have done before? How does your teacher learn maths? How do you know when you are being successful? What happens when you are stuck? What things does your teacher use to help you in maths? What would you like your teacher to do more of in maths lessons? What would you like your teacher to do less of in maths lessons? How are books marked?

11:15 – 12:00	<p>Discussion of findings for the day against the agreed line of enquiry: How effective is the quality of teaching and universal provision offer in supporting <i>all</i> pupils to achieve? (through the lens of maths for the peer review)</p> <ul style="list-style-type: none"> • Where is the strongest practice? • What cohesion is there across the school? • What are the next steps and how can we continue to improve the practice
What do we know?	<p>Strengths:</p> <p>Areas for development:</p>

Summary of areas of strength
•
Areas for development: What are the issues? What is the impact? What is the fix?
•



Key updates

Section	Action for central team	Action for schools
2 - A clear commitment to using the EEF model of implementation to plan and execute school improvement activity in schools	<ul style="list-style-type: none"> Provide further training opportunities for senior school leaders to explore and use this model effectively to complement the training already in process through Headteacher meetings. 	<ul style="list-style-type: none"> Model and proactively use of the implementation process as part of SDP. Support access for senior leaders to the central training offer. Train and support middle leaders to use the process as part of School development planning.
5 – Updated visit schedule for primary and secondary SIP visits. This schedule supports flexible use of SIP visits in school which is matched to SDP priorities and to support a more bespoke approach to support from the Trust School Improvement offer	<ul style="list-style-type: none"> Continued training and support in effective use of SIP visits. Refinement of Line management meeting agenda and format. 	<ul style="list-style-type: none"> Ensure that there is a rigorous monitoring schedule in schools linked to the SDP that is understood by all staff and is effectively analysed and acted upon by staff in school. Critically analyse this evidence gained through school monitoring activity to agree foci for SIP visits.
6 – 8 – Codifying for schools and SIPs the approach to gathering evidence to QA and provide support/ challenge to school leaders, particularly in the review of subjects as a lens to understand the quality of education in the school	<ul style="list-style-type: none"> Training and updates provided by DOSI for SIPs throughout the year. Moderation sessions for SIPs to review visit notes and shadow visits to create cohesion in our approach and message to schools. Termly SIP meetings to understand trends in schools and agree actions to provide support for these actions. 	<ul style="list-style-type: none"> Ensure that there is a rigorous monitoring schedule in schools which draws upon sources of evidence used in subject reviews linked to the SDP that is understood by all staff and is effectively analysed and acted upon by staff in school. Critically analyse this evidence gained through school monitoring activity to agree foci for SIP visits.
10 – updated categorisation criteria which is more specific in the difference between each stage of categorisation bandings	<ul style="list-style-type: none"> Training and practice in the use of the criteria linked to SIP visits and trends in our Trust. T4 Headteacher meeting to focus on the process and criteria in the link to self-evaluation (quality of education) - follow up in T5 - T6 to develop understanding and moderate judgements against evidence. Meetings with schools through SIP visits in T4-T6 to quality assure and support self-evaluation. Training for Governors and Trustees in T4 on school categorisation at LSP. Review of schools in T6 with SIP and Chair of Governors using the updated criteria 	<ul style="list-style-type: none"> Attend training provided by Trust. Self-evaluation in T4/T5 using the criteria from the school categorisation document. Engage with SIP to agree categorisation in T6.
12 – articulation of the ambition to achieve a Trust peer review process within the next 12 months	<ul style="list-style-type: none"> Complete and review process of peer review for schools currently completing these. Agree implementation plan Consult Headteacher group 	<ul style="list-style-type: none"> No action identified in the short term.