

The power and potential of peer review

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Helen Barker
Maggie Farrar
Jim Rogers
Tracy Smith



Welcome

What is our experience of peer review?

What do we want to explore this afternoon?



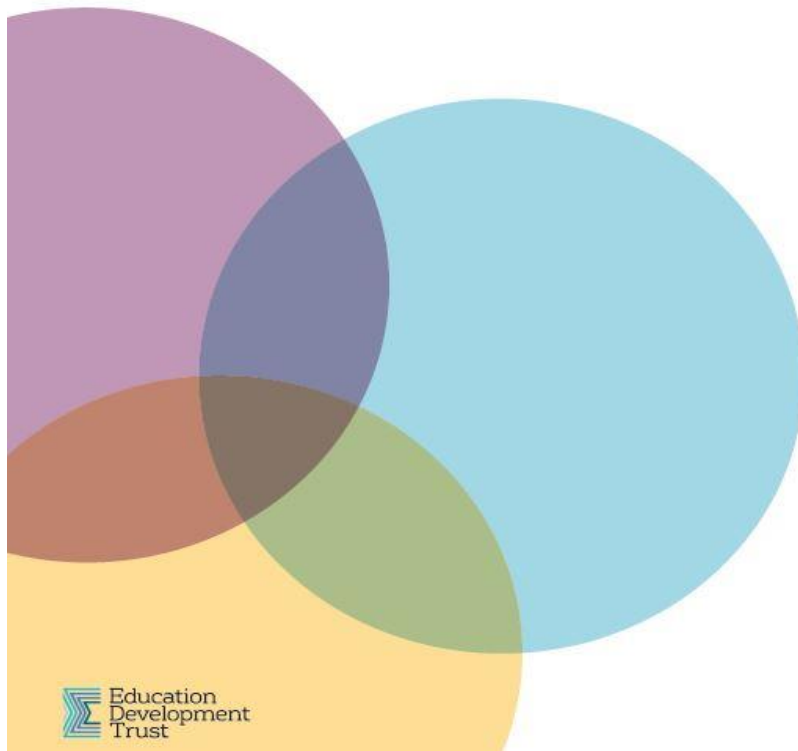
Workshop themes

The power and potential
of peer review

The role of rigorous and impactful peer review
in a self-improving system

Maggie Farrar, Lead Associate, SPP
John Cronin, Programme Manager, SPP
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SCHOOLS
PARTNERSHIP
PROGRAMME



What are we
learning about great
peer review?

Peer review in
practice

Where next for peer
review?



Section one

What are we learning about great peer review?



The context; a self-improving education system

Clusters as the unit of improvement 'no school isolated'

From autonomy to connected autonomy

From cluster based collaborative projects to a collaborative culture, characterised by high challenge and support

From leaders to leadership (distributed / portfolio / multigenerational)

From vertical to lateral trust based accountability

From individual to collective and continuous improvement

Peer review as the engine to drive the shift



The purpose of peer review

Purpose of peer review is to increase the zone of tolerance and appetite for learning, change and improvement.

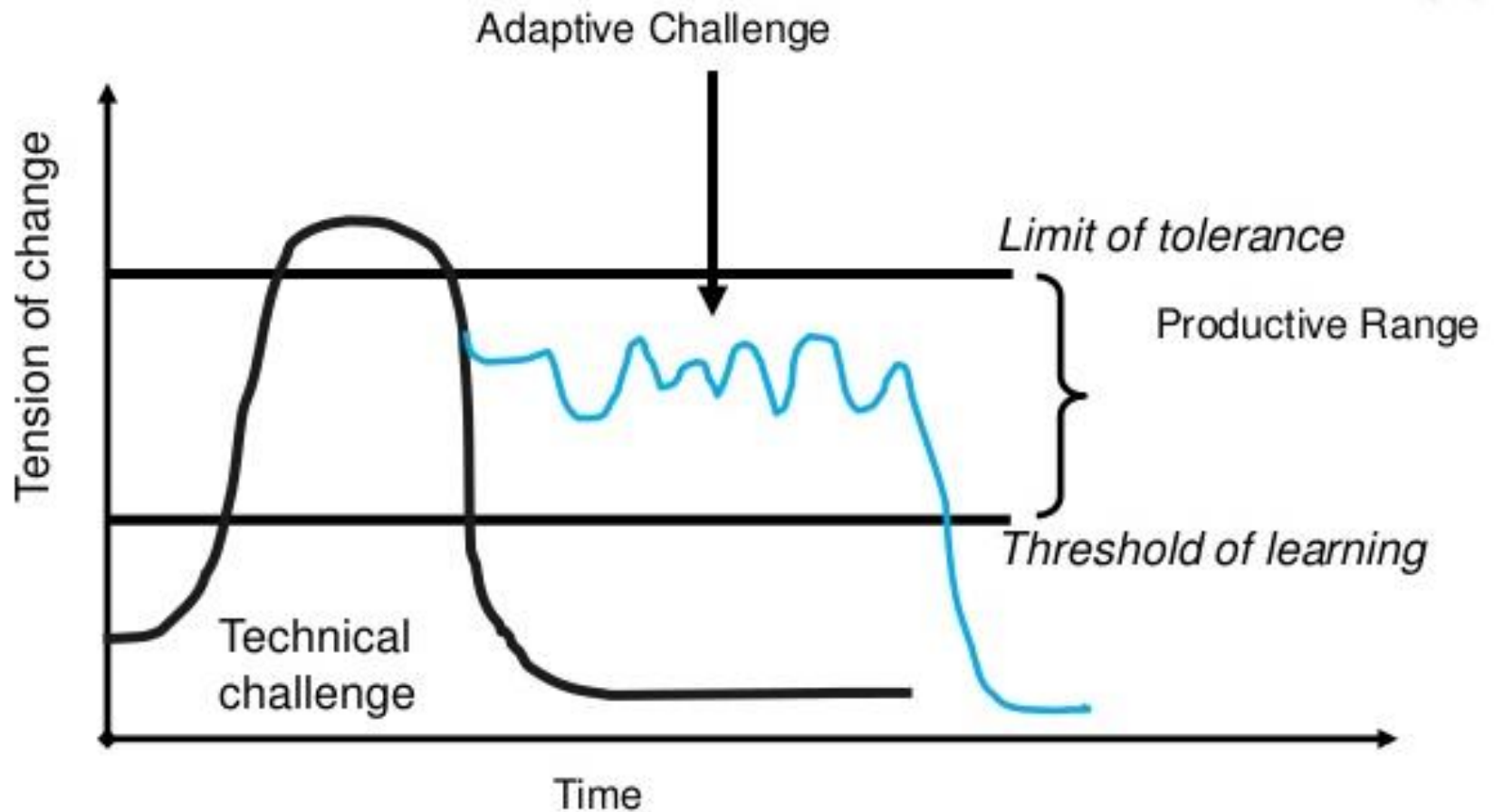
Schools above the zone move from proving to improving



Schools below the zone move from cruising to improving



Healthy zone - learning and improvement



In the zone

The productive zone is characterized by schools working in clusters to achieve:

- High challenge
- High support
- Agreed shared priorities for improvement – evidence based and as a result of peer review
- Transparency and honesty through an agreed MOU
- Portfolio and shared leadership
- A collective agreement to work together for the success of all schools

Peer review as a common and consistent practice



What makes great peer review more likely?

WHY

- A clear and collective understanding of the purpose of peer review

HOW

- Not imposed – ‘voluntary but inevitable’
- Approached with a culture of enquiry and professional dialogue, not judgment or ‘inspection by your peers’
- The permission and the legitimacy to have the conversation about what needs to improve
- Reciprocal and inclusive, not about stronger schools reviewing ‘weaker schools’;



What makes great peer review more likely?

WHAT

- Aligned with the vision and school improvement processes of the cluster or local education system
- A focus on improvement and follow up support, not proving
- Based on an agreed and ambitious framework, not a mock inspection;
- For all staff, not just for senior staff;
- Working on capacity building at x 2 levels:
 - The technical skills of peer review
 - The culture change needed to create a climate of sustained and continuous improvement



Table discussion

How far do you recognise these insights in your practice of peer review?

What are your additional insights?

Create a 'how might we' question that could form the basis of a conversation in making your practice of peer review more rigorous and more reliable.



Peer review in practice

A focus on improving practice

Jim Rogers; Plymouth Teaching School Alliance

A focus on developing leadership

Helen Barker; Kyra Teaching School Alliance

A focus on enabling culture change

Tracy Smith; Seven Kings School



A focus on improving practice

Jim Rogers, Plymouth Teaching School Alliance



A focus on improving practice



Plymouth: geographically most isolated city in England

History of a lack of collaboration – particularly some secondaries

Strategically important to promote collaboration alongside challenge



Context



- 28 schools. 6 clusters. primary, secondary and special.
Cross-phase, cross-MAT
- Sustainable model appeals
- Success = diversity of schools, openness, professionalism, challenge
- Areas to develop: clear plan of action, milestones, timeline, review (IC?)



Impact on practice - school X



Peer review identified:

- Disparity between pupil 'knowledge' and observed 'behaviour'
- Opportunities for pupils to articulate understanding
- Teacher questioning and consistency/purpose of feedback and assessment
- [Maths focus for school]



Impact on practice - school X



- Use of 'maths specialist' teacher and TA to model and provide bespoke support and training
 - ID of pupils through data
 - Pre-teach & post-teach
- Room layout and change to teaching approach: access to individuals by TAs and teachers
 - Mixed-ability grouping
- Marking 'live'
- Use of oracy understanding to support questioning and feedback 'talk maths'



Impact on practice - school X



- In-school peer observation
- Adoption of growth mind-set to develop learner resilience.

Peer review enabled:

- Focus on 'big picture' away from daily detail
- External validation to support/challenge 'personal justification'
- A cohesive approach – whole-school



A focus on developing leadership

Helen Barker, Kyra Teaching School Alliance



A focus on enabling culture change

Tracy Smith, Seven Kings School



Table discussion

What struck you from what you have heard?

What questions do you have?



Where next for peer review - a watershed?

- Toward an integrated and mature approach to accountability in England
- Peer review and external inspection aligned to drive a sustainable self-reviewing, self-improving and self-regulating system
- Peer review proven to be rigorous and reliable
- Peer review as a regular practice of schools in clusters – where all members of the schools workforce and stakeholders (students and families) have a role in peer review within and between schools
- A system where no cluster is isolated – and where cluster to cluster peer review becomes the norm



Building the debate: how might we....

..... ensure peer review is universally rigorous and reliable

..... build a cluster based system where schools collectively guarantee no school will be vulnerable

..... define a necessary and vital role for and with Ofsted within a maturing self improving system

A protocol



Review and plenary

What next:

For you

For your partnership

For the system



Thank you and keep in touch

partnerships@educationdevelopmenttrust.com

www.eddevtrustspp.com

@EdDevTrust_SPP

