****

BPSI School Review

Full Report

The review gives leaders an opportunity to sharpen their evaluation of the school’s performance and identify ways in which they can become even more effective in promoting school improvement. It gives leaders a chance to rehearse the skills needed in presenting their views and providing key evidence, which is likely to increase their preparedness for a short Ofsted inspection or one that converts to a full Section 5. Outside the confines of an official Ofsted inspection, the review is also an opportunity to discuss with the team how leaders are using the Common Inspection Framework criteria to drive improvement and refine their practice.

**The review is not an Ofsted inspection / mock inspection but it has a key role to play in school improvement**. It is commissioned by the school, and its findings are owned by the school, to use and interpret as the school sees fit.

The review draws on Ofsted inspection criteria to support leaders in arriving at a clearer view of their school’s performance.

However, because of:

* the time limitations
* the decision made by BPSI that the review should be carried out by Barnet colleagues

The findings of the review might not accord with any judgements made as a result of an Ofsted inspection.

|  |  |
| --- | --- |
| Name of school: | |
| Headteacher: | Chair of governors: |
| Date of review: | |
| Review team:     1. Lead Reviewer - 2. Headteacher - 3. Headteacher - 4. Headteacher - | |

Objectives of the Review

|  |
| --- |
| *Identify any particular aspects that have been agreed for this review* |

Outline of the Review

|  |
| --- |
| * *The size of the team* * *Number of lessons and part lessons observed* * *Observations around school/in playground/assembly* * *Interviews* * *Work sampling* * *Review of safeguarding, SEN / EMAG/ G & T documentation* * *Curriculum and policy documentation* * *Which documents were reviewed eg pupil premium and sport premium statements, curriculum.* |

1.Overall Effectiveness

**BPSI judgement:**

Key Strengths of the School (maximum 6)

|  |
| --- |
|  |

What the school should do to improve further *(maximum 6)*

|  |
| --- |
| The key priorities for improvement   * . |

The Quality of Education

|  |
| --- |
| **BPSI judgement:** OUTSTANDING / GOOD / REQUIRES IMPROVEMENT / INADEQUATE |

|  |
| --- |
| **Main Findings:**  This area should contain information about the deep dives and a broader look at the curriculum.   * . |

Leadership and Management

|  |
| --- |
| **BPSI judgement:** OUTSTANDING / GOOD / REQUIRES IMPROVEMENT / INADEQUATE |

|  |
| --- |
| **Main Findings:**  This section could include information about: expectations, ambition, professional development opportunities, curriculum coherence and consistency, engagement with parents / the community, staff workload / wellbeing, quality of governance.   * . |

**Behaviour and Attitudes**

|  |
| --- |
| **BPSI judgement:** OUTSTANDING / GOOD / REQUIRES IMPROVEMENT / INADEQUATE |

.

|  |
| --- |
| **Main Findings:**  This section could include information about the school environment and culture, expectations for behaviour, attendance and punctuality, attitudes to learning and whether pupils feel safe and are free from bullying/harassment.   * . |

Personal Development

|  |
| --- |
| **BPSI judgement:** OUTSTANDING / GOOD / REQUIRES IMPROVEMENT / INADEQUATE |

|  |
| --- |
| **Main Findings:**  This section could include information about the promotion, understanding and development of: citizenship, inclusion, British values, equality, pupils’ character, confidence / resilience, safety on and off line, healthy lifestyles and SMSC development. It could also include information about careers advice, readiness for the next phase of education and the development of a more general fascination / enjoyment in learning.   * . |

EYFS / Sixth Form (delete as appropriate or add an additional section for both)

|  |
| --- |
| **BPSI judgement:** OUTSTANDING / GOOD / REQUIRES IMPROVEMENT / INADEQUATE |

|  |
| --- |
| **Main Findings:**  There should be a focus on the quality of education and personal, social and emotional education specific to the phase (including readiness for the next stage of learning / employment).   * . |