

## BPSI School Review

### Protocols and Procedures

#### Purpose

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 them 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 for leaders to discuss with the team how they are using 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 usually commissioned by the school, and its findings are usually 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.

The BPSI School Review process forms part of the monitoring and challenge element of the Partnership. The key principle on which this document is based is that schools supported by the LA and BPSI have an overriding responsibility to routinely monitor, review and evaluate what they do. In order to build capacity within the school, headteachers, deputy headteachers and other senior staff will be invited to work alongside their colleagues carrying out the review of teaching and learning and, where appropriate, other areas of the review process. Although the review will culminate in judgements about strengths and areas for development being made, the review is developmental and supportive in nature and should be seen as part of a school's own self-evaluation and school improvement.

The findings of the BPSI School Review will help schools to identify strengths and weaker areas so that the former can be celebrated and disseminated and the latter can be supported. BPSI would be happy to work with schools subsequently to provide this support.

## When and for what reason will a review take place?

The BPSI School Review forms part of the school's self-evaluation and monitoring process and will usually be commissioned by the Headteacher, in conjunction with the governing body.

Where possible, the reviews will be timetabled (i.e., dates put in the diary) the preceding term. A BPSI agreement form should be completed and agreed by the school prior to the review.

## Members of the review team

The size of the team for each school will generally be two or three.

The team will be led by a BPSI Associate/School Based Adviser who has had experience of inspecting schools with Ofsted. The team's size will usually depend on how many pupils there are on roll. The other members of the team will usually be peer Headteachers (usually not from the same Network as the school being reviewed). If the school would prefer, the school can use additional BPSI hours to have other BPSI Advisers as part of the review team rather than peer Headteachers. Peer Headteachers and BPSI advisers must have attended a half-day training session run by BPSI, before they are eligible to take part in this work. In addition, the peer Headteachers will be offered additional training on writing evidence forms, making judgements on lessons and work scrutiny.

If the school requires a particular focus, e.g., special educational needs or early years, an additional peer Headteacher may be used to focus purely on that area if expertise does not already exist within the review team.

The review will use either 12 or 15 hours of a school's BPSI allocation of hours:

- The 12-hour review will include oral feedback at the end of the day and a short summary of 'Key Strengths' and 'Areas for development' left with the school.
- The 15-hour review will also include oral feedback at the end of the day, but with a more detailed report completed after the review day, e-mailed to the school within a week of the review. This report will have additional written commentary, up to six bullet points, on central strengths and areas for development **for each of the key areas and an overall effectiveness section.**

In consultation, it may be appropriate for the school to use some additional BPSI hours during the review, in order to provide further manpower or specialist support to the team e.g. maths adviser, Early Years adviser, etc.

## How schools arrange a BPSI School Review?

Pen pictures of the BPSI advisers who are also experienced Ofsted Inspectors are on the BPSI website on the 'BPSI School Review' page. Heads can either choose who they would like to lead their review or leave it to BPSI to select an appropriate Lead Reviewer. Once the Lead Reviewer has been selected the school contacts them and agrees the date of the review. Advisers' contact details are available on the BELS Portal (under Resources) or by contacting the BELS Training Team at [BELS.Training@barnet.gov.uk](mailto:BELS.Training@barnet.gov.uk)

BPSI will arrange which Headteachers (from the list of those trained) will support the BPSI Adviser during the review. If a Head has any strong views about not wanting a particular Head (for example, they could be close friends with a person on the list and feel their inclusion on the team would be inappropriate) then they would contact the BPSI Team at [BELS.Training@barnet.gov.uk](mailto:BELS.Training@barnet.gov.uk) to discuss this. All conversations will be held in confidence.

Once the date has been agreed with the BPSI Adviser who will lead the review, the BPSI Business Support team will then liaise with all interested parties to ensure the Review takes place.

## How long will the review take?

Reviews will take one day in school plus preparation and report writing time. The Lead Reviewer will make telephone and e-mail contact with the Headteacher prior to the review in order to plan the day. S/he will also request a copy of:

- the current School Performance summary report for the school and any more recent end of key stage data
- the school's self-evaluation document (SEF) and school improvement plan (SIP)

As lead consultants only have half a day allocated for preparation, they will decide what to cover – at a minimum they will read the summary SEF, the SIP, key data information and previous Ofsted report.

The lead reviewer and headteacher will agree who will draft the timetable. Reviewers are not bound to follow the school's timetable and may alter or adapt it. Wherever possible they will communicate these changes to the headteacher during the review. The day of the review may be organised along the following lines:

8.00am	Team arrive and meet with SLT
8.10am	Team share observations regarding the school's documentation
8.20am	Team introduced to staff
8.30	Review team meeting
8.45/9.00am	Observations/meetings commence
1.00 pm	Team meeting
2.45 pm	BPSI Review Team meeting (this may be attended by the Head and Deputy Head of the school if felt appropriate)

4.00pm Feedback by BPSI Review Team to Headteacher/SLT  
By 5.00pm Team depart

The evaluations, team discussions and preliminary report writing are as important as the observations, review discussions and scrutiny of documents.

### Lead Reviewers should:

- Contact the school a week or more in advance of the review date to obtain a copy of the relevant documents (see above); discuss the timetable for the day (and decide who will draft this); and ensure the host headteacher has read this document (Protocols and Procedures)
- Scrutinise key documents including data information, SEF, SIP and previous Ofsted report. *Preparation will not include a full review of the website unless agreed from the outset as a specific focus or piece of work.*
- As soon as they receive the documentation from the school and know who their team are, send a copy to their support headteachers.
- Contact the headteachers who are supporting the review and explain that they will be doing the preparatory work and will email key information such as what time to arrive and parking arrangements to them beforehand.
- Invite senior leaders to attend, and take notes from, review team meetings. This will give far more information than contained in the evidence forms. The lead reviewer will retain the evidence forms for three months after the review. These will then be destroyed.

E-mail the report (if a 15-hour review was conducted) to the host Headteacher as soon as possible and in any case within two weeks of the review.

**Note:** A summary self-evaluation form, BPSI school review evidence form; a summary report proforma (to be used for a 12-hour review); and a full report proforma (to be used for a 15-hour review) can be downloaded from the BPSI School Review page.

### Focus of the review

The review team will focus on the Quality of Education in full and the Spotlight Areas in each if the other areas of the framework as outlined below. The EYFS and Sixth form will be looked at within these areas. Other areas of focus may be included if agreed beforehand by the school and the Lead Reviewer. **If the EYFS or the Sixth form is made an area of focus then this should have a separate section in the report and should be commented on separately.**

## The Quality of Education – all aspects of the framework

### Leadership and Management

- the effectiveness of leaders' vision (including cohesion and consistency)
- leaders' capacity for sustained improvement
- leaders' approach to inclusion, including provision for SEND
- staff wellbeing
- parents hold the school in high regard.
- effectiveness of governance (if requested by the school). \*delete if not applicable

### Personal Development

- enrichment beyond the curriculum
- promotion of SMSC and British Values

### Behaviour and Attitudes

- pupils feel happy and safe.
- pupils understand what is meant by bullying and know it will be dealt with appropriately should it occur.
- pupils behave well throughout the school
- pupils have good attitudes to learning and try their best.

## Team Structure

Observation of teaching and learning is likely to take the form of part lessons and some 'drop-ins' or learning walks may also be undertaken to meet specific needs of individual school reviews. It may also be helpful for team members to observe the weakest and strongest teaching in the school with senior leaders to verify their evaluations and give an overview of the school.

## BPSI School Review Report

A standard BPSI School Review Report template will be used to record the findings of the review team. Each member of the team will contribute to the judgements in the report. **A copy of the report will be sent to the Headteacher.**

Once the review is concluded, it will be up to the school to implement the identified actions for improvement. Should the school feel additional support to implement these actions is required please do not hesitate to contact BPSI for more support options.

The BPSI School Review report is intended as a tool for school improvement, and the Headteacher will decide with whom they wish to share the report. It is anticipated that the

Headteacher will share the report with the Chair of Governors.

**Please note that after 7 days from receiving the report and in the interests of good practice, BPSI will pass a copy of the report on to the school's Learning Network Inspector (LNI). If the school does not want the report sent to their LNI they should contact BPSI within the 7 days.**

### Feedback on the BPSI School Review process

The host Headteacher will be asked to complete brief written feedback for BPSI in order to inform the future service offered by the review process.

