



# PEER IMPROVEMENT PATHWAY

*Improving outcomes for Lincolnshire's children*



As Chair of the Lincolnshire Learning Partnership Board I am delighted to be able to share with you the opportunity to engage with the Peer Improvement Pathway.

In our sector led system of school improvement we, in Lincolnshire, are committed to supporting each other through a robust and accountable system of Peer Review. The vast majority of Lincolnshire schools are already engaging in high quality Peer Review.

The LLPB recognised that it was an ideal time to review and revitalise our current Peer Review system taking into account best practice from existing models and current research.

This revitalised model, the Peer Improvement Pathway, will act as a powerful school improvement and professional development opportunity. The Pathway takes into account the inspiration that we all gain from visiting each others schools, the importance of involving leadership and all levels of the workforce team that support a school, and implementing short term improvements and embedding change for long term gains.

We hope you feel as excited as us and want to join in!

*Suzanne Scott*

## Overview



As we continuously strive to do even better for the children and young people in Lincolnshire we are implementing new things, seeking to learn from those experiences, and working to adopt and embed the practices that work best.

Implementation is a key aspect of what schools do to improve. One of the characteristics that distinguishes effective and less-effective schools, in addition to *what* they implement, is *how* they put those new approaches into practice. Carrying out this process collectively, enhances and enriches likely impact, allowing us to refine approaches, and contribute to system-wide improvement.

*‘So, my claim is that the greatest influence on student progression in learning is having highly expert, inspired and passionate teachers and school leaders working together to maximise the effect of their teaching on all students in their care. There is a major role for school leaders: to harness the expertise in their schools and to lead successful transformations. There is also a role for the system: to provide the support, time and resources for this to happen. Putting all three of these (teachers, leaders, system) together gets at the heart of collaborative expertise.’*

John Hattie THE POLITICS OF COLLABORATIVE EXPERTISE 2015

The **Lincolnshire Peer Improvement Pathway** consists of **two elements** - peer review and a school improvement focussed enquiry cluster.

Many schools in Lincolnshire are already engaging with a variety of peer review ‘providers’ and models. Schools in each enquiry cluster will focus on individual areas of school improvement as identified by some form of external validation process, be that Ofsted, peer review, etc. Participation in an enquiry cluster offers the opportunity to focus sharply on an area of school improvement **as part of your annual essential school improvement cycle**, whilst harnessing the expertise and support of others.

An enquiry cluster may or may not be the same group of schools that constitute the peer review cluster. We envisage between 3 and 6 schools per cluster and each cluster will be grouped by the TSA Lead. At the start of the year participating schools will receive a days training. Here they will work alongside their TSA Lead and Enquiry Lead to initiate the implementation process. They will meet as a cluster at 3 further points during the year- each time having the support of an Enquiry Lead to guide, signpost and challenge them through the implementation cycle (a series of stages relating to thinking about, preparing for, delivering, and sustaining change.)

## So what does a year of participation look like?



### The showcase element

This element allows for the sharing of strong and/or innovative practices that we know are going on in our schools all the time. Within the cluster, schools will have opportunities to share what they think they can offer as a showcase and who/when these will be. The showcases may be connected e.g. all looking at how each school has tackled the 3 Is associated with the curriculum, or they may be completely different.

### What might some of the benefits be in engaging in an enquiry cluster?

- Clarity around the 'how' of school improvement as well as the 'what' identified through quality peer review
- Harnessing the power of collaborative expertise
- Developing participants as effective leaders of change and in doing so their school's capacity to continuously improve
- Forming new networks to complement existing networks

## Dates for your diary



8 <sup>th</sup> July 2019 - 9am	Submission deadline for EOI via <a href="https://www.surveymonkey.co.uk/r/FMGTJTX">https://www.surveymonkey.co.uk/r/FMGTJTX</a>
15 <sup>th</sup> July 2019	Schools informed if part of pilot
September 2019	At the point of agreeing the clusters schools will be made aware of which cluster they are in and which TSA they will be connected with for the year.
19 <sup>th</sup> September 2019 - am	What is a Quality Peer Review?  Venue: Petwood Hotel, Stixwoud Road, Woodhall Spa, LN10 6QG  This will be open to all Lincolnshire leaders
4 <sup>th</sup> October 2019	TSA Hub Lead and Enquiry Lead training all day at Kyra Teaching School, Priory Pembroke, Croft Lane, Cherry Willingham, Lincoln, LN3 4JP
16 <sup>th</sup> October 2019	Preparation Day  Venue: Springfields Event Centre, Spalding  To be attended by the cluster schools Head or Deputy and the member of staff who is the lead for the area of school improvement that will be their focus.
18 <sup>th</sup> October 2019	Preparation Day repeat  Venue: Bishop Grosseteste University, Lincoln

There will be 3 cluster meets throughout the year. Dates will be mutually agreed between the schools in each cluster and their enquiry lead.