



Appendix 1 - Five stages of Peer Review

Stage 1: Plan the review	
<p>Data Sharing: The headteacher from the reviewed school sends: most recent SEF, any relative Data, SDP/SIP, last OfSTED Report, last SIAMS report if relevant, last HT report to Governors, Last Peer to Peer Summary Overview and Action Plan to the Review Team. The 'self-review' pro forma (Appendix 3a) can be completed and submitted to help inform the broad areas of focus for the review team.</p>	2 weeks before the review
<p style="text-align: center;">Pre-Review Meeting</p> <p>Purpose: To discuss and agree the focus and process of the review</p> <p>Present: Review Team and head of school being reviewed. The 'planning and conducting the review' pro forma (Appendix 3b) can be used to agree the enquiry questions and potential sources of evidence.</p>	1 week before the review
<p>Headteacher of the school being reviewed provides the Review Team with a timetable for the day.</p>	On the day before of the review
Stage 2: The review	
<p>The review takes place: Depending on the size of the school, 3-4 review team members take part.</p>	One day
<p>PEER REVIEW SUMMARY TEMPLATE: The review team (in conversation with the reviewed school) produce a review profile of the school.</p>	During review
Stage 3: Feedback	
<p>Immediate feedback: The lead reviewer will give feedback to the headteacher of the reviewed school along with the two Improvement Champions that have been booked to carry out the post-peer review workshop (The headteacher may invite other staff to join the feedback.)</p>	At the end of the review
<p>Improvement Champions plan the post-peer review workshop considering the feedback and communication with the headteacher of the reviewed school deciding on staff who will attend the workshop.</p>	This will require half a day of release for the IC
<p>Post-peer review workshop: The Improvement Champions facilitate a workshop where staff from the reviewed school take part and create an action plan on the PEER REVIEW ACTION PLAN TEMPLATE.</p>	1-2 weeks after the review
Stage 4: School-to-School support and learning	
<p>TIPTREE AND STANWAY CONSORTIUM LEAD REVIEWER AUDIT PROFORMA: The host Headteacher of the reviewed school is responsible for asking the reviewers and improvement champions to complete any relevant section and returning to the Consortium Office.</p>	The record of the school improvement achieved will follow at a later date on an updated form.
<p>School-to-school support begins: Based on actions identified in the action plan, the school may wish to draw on the partnership's expertise to support their improvement work.</p> <p>Headteachers can contact the Consortium for an expertise directory.</p>	Ongoing
Stage 5: Impact assessment	
<p>Impact of school improvement activity to be reviewed by school and shared with the partnership. Partnership to evaluate its maturity and impact as part of the impact conversation with their SPP Associate.</p>	tbc