**SUGGESTED FORMAT OF THE DAY.**

All reviewers will have different styles, skills and experience. There is flexibility in the format of the day and the approach. This is only a suggested format, it is not a prescription for a review.

This draft provides a possible outline which will:

* allow time for preparation, observations, evaluations and completion of the longer report for a 15 hour review. Evaluation and report writing are equally as important as observations in the whole review process.
* focus on areas agreed with the headteacher (or by the local authority where they commission this) early in the review process. Even in a full review covering all aspects of the Ofsted criteria the team will only look at key strengths and weaknesses of the school. They will focus on the accuracy of leaders’ self-evaluations and the impact of their work to sustain strengths and address areas for improvement.
* focus on up to five key trails throughout their observations, discussions and scrutiny but also be open to any new ones and ready to close any down when the team has sufficient evidence to reach secure evaluations. However many reviewers there are, a one day review cannot see, consider or cover all aspects of the school.
* use the individual team member’s observations, discussions and scrutiny to reach collective evaluations on each section of the Ofsted schedule.
* enable senior leaders to observe a team discussion – based on, and firmly rooted in, Ofsted criteria - to gain insight into the review process and be better prepared for future inspections

Preparation

Prior to the review the lead consultant will spend half a day preparing, reading the summary SEF, Dashboard and previous Ofsted or BPSI reports. There is little time for anything else so headteachers should ensure that all supporting or explanatory information is contained within or sent alongside their summary SEF.

Lead reviewers will identify up to 5 key trails, liaise with headteacher and either compile a plan for the day or request the headteacher to do so.

Wherever possible, Lead Consultants should email the trails and agree the draft plan of the day at least 24 hours prior to the review.

|  |
| --- |
| DRAFT SUGGESTED PLAN OF THE REVIEW – this can be adapted and altered at any time.  |
| 8.00 | arrive and meet head teacher: go over process of the day and potential trails (maximum 5) |
| 8.20 | meet staff, if school wishes |
| 8.30 |  brief team meeting  |
| 8.45 | observations begin could include discussions with parents as they bring their children scrutiny of safeguarding documents discussions with leaders and/or governors Observations of learning and teaching – joint observations wherever possible to ratify leaders’ understanding and provide CPD for them. Different team members could focus on the trails across different key stages – this avoids doubling up on observations and gives the potential for joint observations with key stage leaders – if they can be released.  |
| Play time  | Observation of playtime and chat to pupils, including those from different groups as well as any who appear more isolated or vulnerable. Other team members continue with other observations, discussion or scrutiny.  |
| Possible team meeting  | Possible brief team meeting to share key observations, check trails are still pertinent and whether any more have arisen. Also for the lead consultant to briefly check they can read reviewers evidence forms and that these are numbered and complete.  |
|  | Continue with joint observations, particularly asking senior leaders to demonstrate strengths and areas for development. Conduct longer observations in classes where leaders’ evaluate learning to be more or less effective to ascertain accuracy of evaluations and key strengths and areas for development in the school.  |
| Lunch time  | Some team members to have lunch with or observe lunch time playtime, including discussions with a range of pupils. Some team members to have discussions with key staff determined by the trails eg senco, new staff, teaching assistants, subject coordinators etc  |
| 1pm  | Team meeting with senior leadersBrief team meeting – what are observations/ scrutiny/discussions showing? What evaluations are you reaching? Have you got enough evidence for evaluations – what else do you need? What else would leaders like you to see to confirm or alter your evaluations?  |
| 1.30 | Any additional evidence/ observations/ scrutiny etc. Possible book scrutiny – look at books outside classrooms to save leaders and teachers collecting them all.  |
| 2.00 | Preparation for team meeting. All team members to evaluate their findings and write 3 key bullet points about their remits/areas indicating why they have come to that evaluation– remember the final 15 hour report will have a maximum of 6 bullet points for each area and . All to evaluate their findings using Ofsted criteria.  |
| 2.45  | Final team meeting with senior staffAll to share their bullets with examples and any quotes and agree up to 6 for each aspect for the final report for the 15 hour review or compile information for the briefer 12 hour review.  |
| 4.00 | Feedback  |
|  |  |
|  | After the 15 hour review lead consultant will complete the report and check spellings, grammar etc. This is then submitted to the headteacher who will choose to submit it to BPSI or retain it within the school.  |