

Leadership and Learning Quality Review



What is the Leadership and Learning Quality Review, and how is it different?

Every school is always striving to improve and to make sure that the children and young people it serves get the very best experiences. Delivering quality is, of course, a constant challenge. School leaders have many and varied ways of evaluating the quality, of reflecting on the impact of improvement activities, and of identifying what needs to be done next. The Leadership and Learning Quality Review (LLQR) is a distinctive tool to support school leaders with this.

The process is distinctive because it does more than make judgments about the quality of provision and recommendations for future action. It looks at how your school articulates quality – your ‘quality standards’, if you like - and then seeks to assess the extent to which this is evident in the school. It will also provide an opportunity to get some feedback about your ‘quality standards’. Through negotiation with the head teacher (and Chair of Governors, if appropriate) a two-day programme of activities is designed that will combine to describe the following:

- The school’s view of quality provision;
- The effectiveness of the school’s leadership in establishing and developing this;
- The extent to which this is evident in the school.

The review will result in your school developing a picture of both the quality of leadership and learning that will help school leaders reflect on the impact of improvement activities, and highlight areas that need further work. As well as these descriptions, the team will make judgments and recommendations that the senior leaders can use to challenge and support their thinking.

Our school improvement team is highly experienced and has a wealth of tried and tested expertise in this kind of work. We have a range of subject specialists as well as a large number of generalists who can carry out the review – the team will be formed according to your requirements and discussed with you. As a result of the review, you will gain a valuable external view about Leadership and Management, Teaching and Learning and the Curriculum.

It is about working in partnership, combining experience and expertise, to focus on quality for children and young people.

What does the LLQR look like?

There are **three stages** in the process:

1. **An initial discussion between the review leader and the head teacher and the Chair of Governors** to broker the activity and to agree the details of the process. It is crucial that the process is made bespoke to the school, and so particular areas for focus, as well as the content of the range of activities, will be agreed at this stage. *The head teacher, therefore, plays a full and active part in shaping the review.* This stage may also include a briefing for senior leaders and other staff.



2. **The two-day review**, conducted by a team of two or more people. The first part of day one will look at what the school's quality standards are, and the rest of the review will aim to judge the extent to which these are in place. At the end of day two the team will give their initial verbal feedback to the head teacher and Chair of Governors.
3. **Analysis of the review** and discussion. This will be ideally within a week of the review, when the report arising from the review will have been completed by the review team. The review leader will discuss the findings in more detail with the head teacher and the senior team, focusing particularly on the questions and points for consideration that have arisen from the review.

There are **two further stages** which schools may opt to add to the process:

4. **The development of a small number of 'rich priorities'** which will contribute to your school improvement plan. The review leader will meet with the head teacher and senior team to establish these, and look at how the school's improvement plan can be developed in light of the review. There is an opportunity at this stage to suggest and broker other support services – for example from HIAS, National, Local and Specialist Leaders of Education, teaching schools and other lead professionals.
5. **An evaluation activity** conducted by one of the review team, the nature and timing of which will be determined by stages 3 and 4.

What does the two-day quality review involve?

The focuses for the review may be steered by the school's priority improvement needs, or may it be a general review. The school may choose to focus on particular subject areas.

To establish the school's **quality standards** the team will:

- Conduct semi-structured interviews with a sample of senior and middle leaders. These will focus specifically on what the 'quality standards' are in your school for key aspects of provision – assessment, teaching and learning, curriculum and leadership and management.
- Look at the school's improvement plan (and any other subsidiary plans).

To explore the **extent to which these are evident** the team will:

- Observe sections of lessons;
- Do work sampling activities;
- Look at the school's progress and attainment data;
- Talk to pupils;
- Talk to teachers.

Ideally, the review will also leave your school with a range of techniques and strategies that leaders in the school can subsequently develop further themselves. **It**

How much will the LLSR cost?

There is no charge for stage 1, and your school can opt not to proceed at this point. Stages 2 and 3 will cost 5.5 days of HIAS time, which includes the writing of the report, and which assumes that the review team consists of two people. However, this could be reduced or increased according to exactly how you want to shape the review. Stages 4 and 5 (which are optional) will typically cost a further 2.5 days of HIAS time. **However, it is important to note that the review is flexible and can be adapted to suit your needs and budget.**



Who should I contact if I am interested?

Your first point of contact should be your District Manager (Education and Inclusion) or your Leadership and Learning Partner (LLP). It would be useful if you had already thought about the timing of the review, but you may wish to discuss this. You may also have ideas about who you would like to do the review – this may include your LLP, but not necessarily – but, if not, your District Manager will be able to organise this with you.

If you are a school in another local authority, please contact Janet Roberts <insert>.

Suggested timetables for day 1 and 2

Day 1

Session	Duration	Reviewer 1	Reviewer 2
1	45 minutes	Meeting with middle/senior leader(s): What are the Quality Standards for Assessment?	Meeting with middle/senior leader(s): What are the Quality Standards for Teaching and Learning?
2	45 minutes	Meeting with middle/senior leader(s): What are the Quality Standards for the Curriculum?	Meeting with middle/senior leader(s): What are the Quality Standards for Leadership and Management?
Break	15 minutes		
3	45 minutes	Review of improvement planning related to Assessment	Review of improvement planning related to Teaching and Learning
4	45 minutes	Review of improvement planning related to the Curriculum	Review of improvement planning related to Leadership and Management
5	45 minutes	Collation and synthesis	Collation and synthesis
Working lunch	60 minutes		
6	60 minutes	Pupil interviews	Lesson Observations
7	60 minutes	Analysis of data	Lesson Observations

Day 2

Session	Duration	Reviewer 1	Reviewer 2
1	45 minutes	Lesson Observations	Lesson Observations
2	45 minutes	Lesson Observations	Lesson Observations
Break	15 minutes		
3	45 minutes	Lesson Observations	Teacher interviews
4	45 minutes	Lesson Observations	Lesson observations
5	45 minutes	Work sample	Work sample
Working lunch	60 minutes		
6	60 minutes	Collation and synthesis	Collation and synthesis
7	60 minutes	Verbal feedback	Verbal feedback

The above is only a suggested framework – part of stage 1 of the process will be to agree exactly what your school wants and how it will be organised.

