

# Leadership and Learning Spotlight Review



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

There are a wide range of self-evaluation processes that can help schools judge progress and identify priorities. Many of these are designed and done by leaders and teachers within schools, and some make use of external colleagues because an objective view is wanted. The Leadership and Learning Spotlight Review (LLSR) is a unique tool amongst this range of processes.

It is unique because no judgements are made, and because it is an entirely collaborative enterprise between the review team and the school. 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:

- What is the combined view of learning in the school?
- What is the combined view of leadership in the school?

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

The process, therefore, aims to literally shine a spotlight on leadership and learning.

## What does the LLSR 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 people. One day will focus on learning, and one on leadership. 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 spotlight review involve?

The **spotlight on learning** involves:

- semi-structured interviews with a sample of senior and middle leaders, governors, teachers and pupils. The school may also wish to involve parents. These will be based around 7 key questions, but the head teacher can adapt these with the team according to the school's specific context
- an extended learning walk, conducted by a member of the team and guided by either the head teacher or other middle or senior leaders.
- a work sample activity.

The **spotlight on leadership** involves semi-structured interviews with:

- governors
- senior leaders
- middle leaders
- support staff
- teachers
- parents

Again, these will be based on 7 key questions which the head teacher may adapt in discussion with the team.

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 is very important that those involved in the interviews do not know what questions will be asked** – if they do, then the picture that results may not be an accurate or reliable one.

Appendix 1 contains suggested timetables for the two days, and appendix 2 sets-out the questions that will form the basis of the semi-structured interviews.

### 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. 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:

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## Appendix 1 – suggested timetables for day 1 and 2

### Day 1 – spotlight on learning

Session	Duration	Reviewer 1*	Reviewer 2
1	45 minutes	Pupil interviews 1 (group of 4-6)	Teacher interviews 1 (group of 3)
2	45 minutes	Pupil interviews 2 (group of 4-6)	Teacher interviews 2 (group of 3)
Break	15 minutes		
3	45 minutes	Learning walk	Middle leader interviews 1 (group of 3)
4	45 minutes	Learning walk	Middle leader interviews 1 (group of 3)
5	45 minutes	Learning walk	Senior leader interviews (individual, max. of 3)
Working lunch	60 minutes		
6	60 minutes	Work sample	Senior leader interviews contd. Governor interviews (group of 2-4)
7	60 minutes	Collation and synthesis day 1	Collation and synthesis day 1

\* Ideally, the activities that Reviewer 1 undertakes will link-up – the learning walk(s) will look at aspects of learning for the pupils interviewed in sessions 1 and 2, and the work sample will be linked to the same pupils.

### Day 2 – spotlight on leadership

Session	Duration	Reviewer 1	Reviewer 2
1	45 minutes	Governors (max. 2)	Governors (max. 2)
2	45 minutes	Senior leaders (max. 2)	Senior leaders (max. 2)
Break	15 minutes		
3	45 minutes	Support staff (max. 2)	Middle leaders (max. 3)
4	45 minutes	Middle Leaders (max. 3)	Support staff (max. 2)
5	45 minutes	Parents or Teachers (max. 3)	Teachers (max. 3)
Working lunch	60 minutes		
6	60 minutes	Preparation of draft	Preparation of draft
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.



## Appendix 2 – the framework for semi-structured interviews

The following questions will form the basis of the semi-structured interviews during the two-day review:

### Learning

1. How do learners learn?
2. What are the main things that help this to happen?
3. To what extent do these exist in this school?
4. What makes good teaching?
5. What are the success criteria for successful teaching and learning?
6. What are the best ways to develop and improve teaching and learning?
7. What, if anything, would you like to see done differently?

### Leadership

1. What makes good leadership?
2. What are the main things that help this to happen?
3. To what extent do these things exist here?
4. What have been the main challenges over the last year?
5. What are the main challenges for the next 12-18 months?
6. How accountable are you and how do you make others accountable?
7. What, if anything, would you like to see done differently?

