

# Summary of the EEF funded SPP project.



Improving outcomes through a  
collaborative model of peer review  
and school improvement

# Overview of the trial

- Based on our significant reach and emerging impact evidence to date, EEF will be evaluating and significantly subsidising a trial of SPP from early 2018 (finishing in 2020).
- Over 50 clusters representing over 300 schools will be invited to participate. Schools involved will make a small contribution of 1 primary pupil premium payment for the whole 3-year project.
- The project will train and support leaders – senior and middle – in embedding the technical skills and culture change needed to drive effective peer review and school-to-school support.
- The evaluation will look at KS2 outcomes and change in leadership and teaching practice (Secondaries are welcome to join the project but won't be part of the evaluation outcomes).
- If you are interested in the project for your cluster or local system, please express your interest directly through [partnerships@educationdevelopmenttrust.com](mailto:partnerships@educationdevelopmenttrust.com).



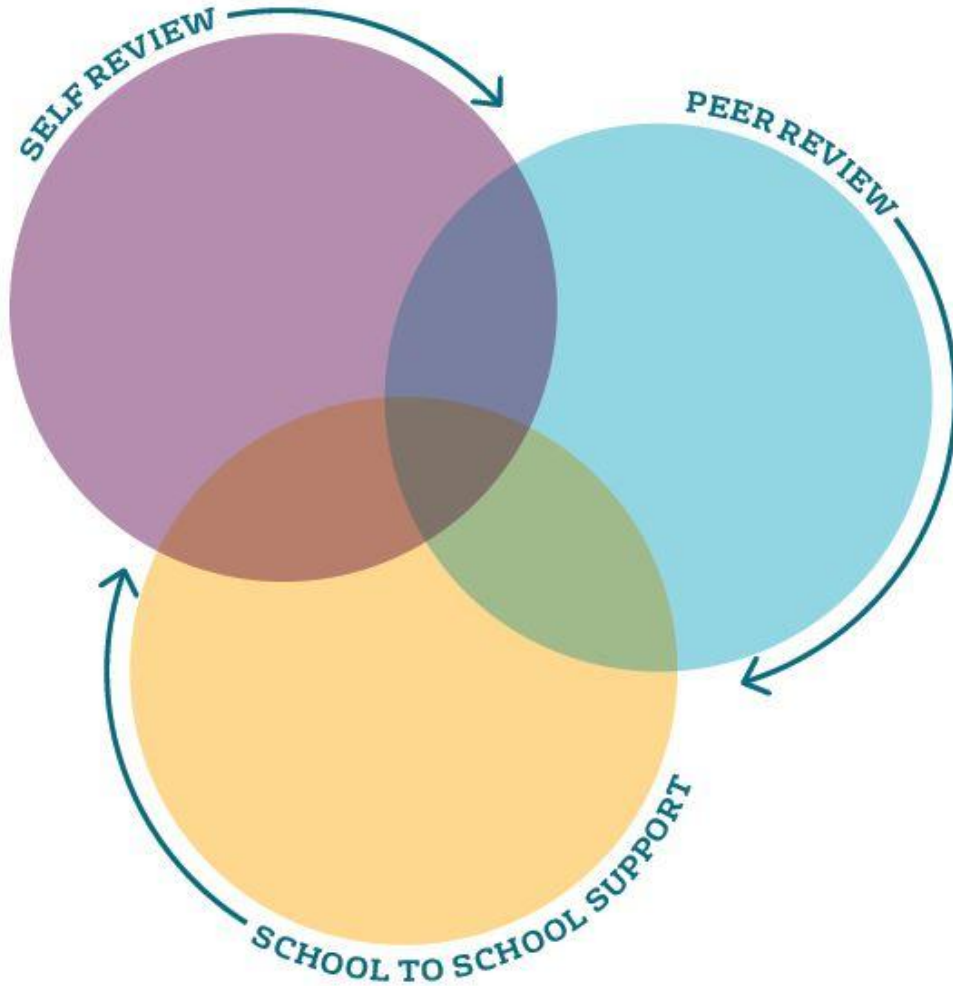


# SPP vision

To build a sustainable, self-improving, school-led system where schools are jointly responsible for the improvement of themselves and others.



# About SPP



- A sector-led, cluster-based approach to school improvement that has worked with over 800 schools and larger local systems to date
- The model develops the capacity and culture needed for impactful cluster working through a continuous cycle of school self-review, peer review and school-to-school support and improvement



# What is SPP?

**Sector-led approach to school improvement:** SPP is co-developed and led by schools, for schools.

**Sustainability and system ownership:** SPP builds the capacity and capability of clusters to lead their own improvement. Through the SPP Hub model, our most mature partnerships train and support new clusters, ensuring that the model is owned by the system.

**Impact-focused collaboration:** SPP strengthens the degree of challenge and support within and between schools, with a relentless focus on change in practice and improvement.

**Ambitious and enquiry-focused framework:** This provides a coherent and consistent approach to peer review that helps drive continuous improvement.

**For all staff:** Our 3-phased maturity model builds capacity in peer review of all staff in your school and cluster, so that improvement can be led at all levels.

**For all schools:** Wherever you are in your improvement journey and whatever your context or phase, SPP can make a difference to outcomes for your pupils.



# Why SPP?

- **Creates a focused sense of urgency:** SPP peer review culminates in the agreement of an improvement priority that is collectively addressed in a follow up improvement workshop.
- **Effective partnerships and peers:** SPP builds a culture of collective challenge and support.
- **Transparency of data:** Schools involved in SPP have a data sharing agreement.
- **Non-punitive accountability:** SPP is underpinned by a coaching culture focused on learning and *growth* not judgment, and on *improving* not proving.
- **Irresistible synergy:** SPP is designed to be the engine that drives improvement within and between schools, that is not additional work but THE work of school improvement and the building of leader and teacher capacity at all levels.

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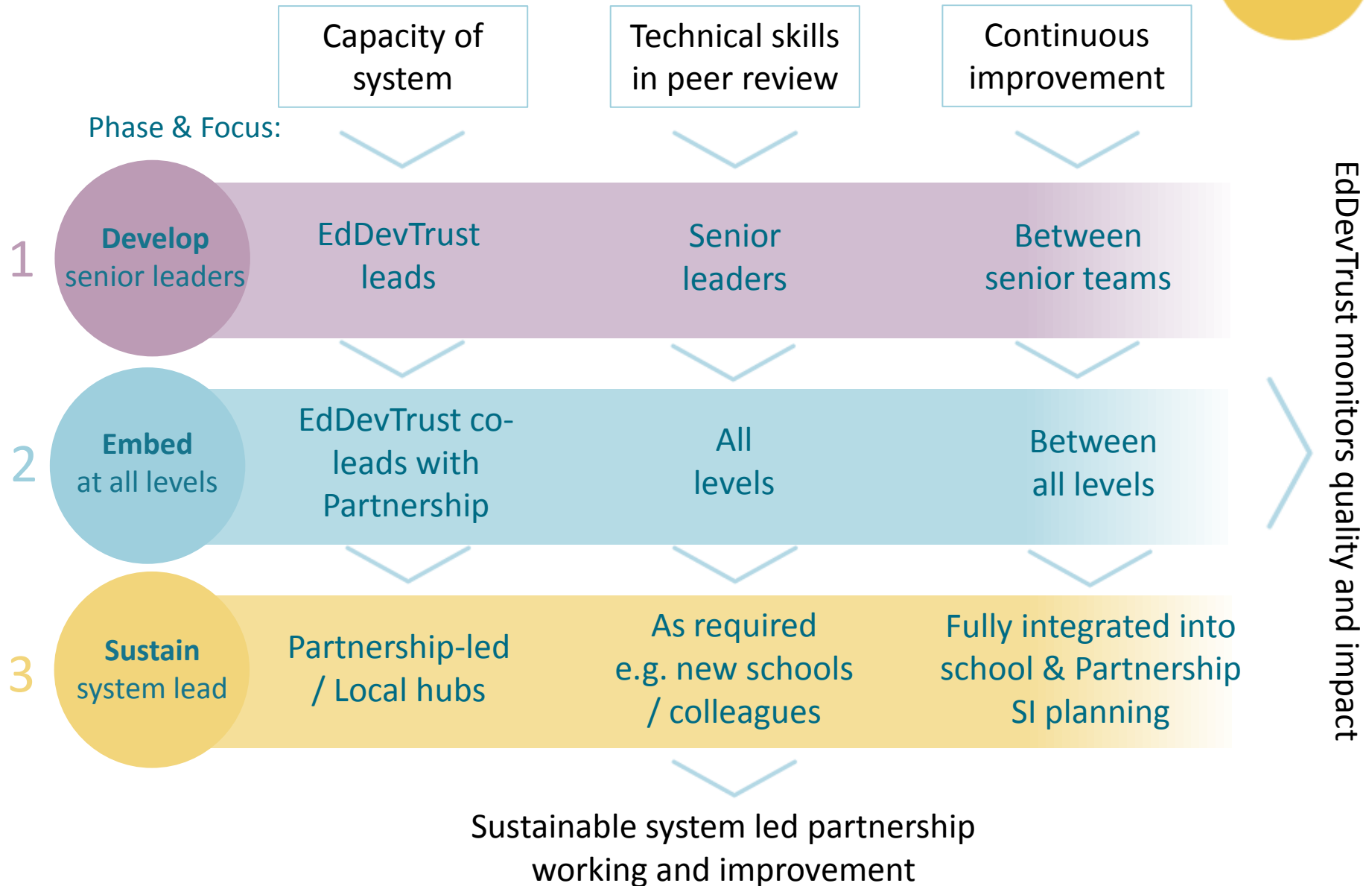
*'If you want to change the group, use the group to change the group.'*

*- Michael Fullan*

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# SPP Maturity Model



# Our impact

Our emerging evidence base suggests the model is making a difference in SPP schools. Initial analysis of Ofsted data shows the following:

- The first cohort of SPP schools improved against their baseline Ofsted grades at better than the national rate of improvement
- SPP schools are significantly more likely to improve by one or more grades in inspection than the national average





# Key roles

- Cluster lead
- Peer reviewers
- Improvement champions



# Key roles:

## Cluster lead

All partnerships are asked to nominate one of their good or outstanding schools to be the lead school and its headteacher (or nominated person) to be the cluster lead. Some of their specific responsibilities include:

- link with the EdDevTrust Associate who is attached to the partnership
- take part in impact conversations with the EdDevTrust Associate to discuss the partnership's progress with SPP; share successes / concerns; to hear about and discuss EdDevTrust's key information
- ensure all schools within the partnership know about key EdDevTrust dates training and other activities
- co-ordinate the selection, appointment and support of the partnership's Improvement Champions
- facilitate networking with other SPP partnerships across the country to share and draw on effective practice.



# Key roles:

## Peer reviewers

Peer reviews take place annually (as a minimum requirement) for each school within the partnership. They are carried out by a team of headteachers and other senior leaders as agreed within the partnership.

The review will usually take place over two days and, depending on the size of the school, involve between two and four reviewers led by a headteacher.



# Key roles:

## Improvement champions

- Local partnerships identify excellent and inspirational practitioners who can take a lead on aspects of school and partnership improvement
- Improvement Champions become experts in:
  - facilitating improvement workshops
  - developing evidence-based improvement strategies and school based research
  - monitoring the impact of peer review
- Training is provided for Improvement Champions

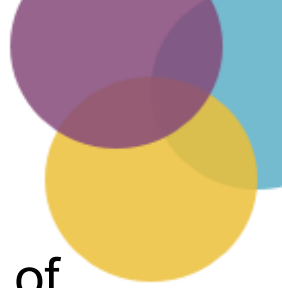


# Training and support programme for the EEF project. 2018 – 2020.



<b>Activity</b>	<b>Days</b>	<b>How many places</b>	<b>Phase / When?</b>
<b>Peer Review training for senior leaders</b>	<b>1</b>	<b>2 places per school – for heads and deputies</b>	<b>Feb / March 2018</b>
<b>Improvement Champion training</b>	<b>2</b>	<b>3 per cluster</b>	<b>Day 1 – Feb / March 2018 Day 2 – Autumn 2018</b>
<b>Review of outcomes workshop</b>	<b>1</b>	<b>Representatives per cluster</b>	<b>Autumn 2018</b>
<b>Peer review training for middle leaders</b>	<b>1</b>	<b>2 places per school</b>	<b>Autumn 2019</b>
<b>Collaborative leadership training for senior leaders</b>	<b>1</b>	<b>2 places per school</b>	<b>Autumn 2019</b>
<b>Impact workshops to establish and monitor impact over the project</b>	<b>3 per year</b>	<b>With each cluster</b>	<b>18/19 – 3 workshops over the year 19/20 – 3 workshops over the year</b>
<b>Access to national peer review framework and tools</b>	<b>-</b>	<b>Ongoing</b>	<b>Throughout the project</b>

# How to participate



## What does it cost?

- Education Endowment Foundation will be funding the majority of the trial.
- Schools will be expected to contribute £1300 (one primary pupil premium payment) for the entirety of the project – this includes secondary schools taking part. This can be paid in full or across two financial years.
- In return for the funding, schools will agreed to work with EDT and the independent evaluators from UCL Institute of Education to deliver the programme faithfully, and provide information needed for the evaluation (interviews, surveys, school data etc.).

## Confirming your participation:

- If you and your cluster are interested in signing up, a briefing session (1 hour) to give you full details of the project and the trial will be arranged with your cluster in Autumn 2017.
- Following this, you can then confirm your participation by Christmas 2017, ahead of starting the project in early 2018.



# What our schools say about SPP



*“What’s great about the SPP is that you can put together a bespoke peer review that is right for you and driven by your school improvement needs, rather than Ofsted’s.”*

Simon Spry  
Executive Headteacher, Prince Rock Primary School

*“At my own school...peer review led to a rise in standardised spelling scores from 62.2%, with a standardised score above 100, to 90.4% by the end of the year”*



Ian Tyas  
Headteacher, Ingham Primary School



*“Peer review for me has created a deeper sense of harmony, in that we are all working together for one aim – outcomes for children in all the settings we’re partnered with.”*

Marie-Claire Bretherton  
Executive Headteacher, NLE and Leader of Kyra TSA



# For further information on SPP & the EEF trial

please contact

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[www.eddevtrustspp.com](http://www.eddevtrustspp.com)

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