

PRD project – case study

Building effective practice in partnership working to support young adults (18- 24) to progress to employment, including apprenticeships



Project title –

Worth reading if you are interested in:

- Enhancing your current self-assessment process

Contact information

Main contact: Angie Bunyan

Name of Peer Review and Development (PRD) group: SEAT – South East Assessment Team

Participating organisation(s): Hundred of Hoo secondary School
CfBT Education Trust

Summary:

This case study was linked between a young offenders Institute in and a secondary comprehensive in Medway Kent. The age groups were the same and many of the learners were from similar backgrounds and life experiences. As a lead I chose to work with the head of Hundred of Hoo Secondary School as it was a school in special measures some years ago and is in the middle of transforming its provision and quality of education. The self-assessment process must have been vital in analysing what was and was not working, and working with them and could highlight some good practice.

The project was conducted over a few months with a short turnaround period.

What the PRD group set out to do and why:

The main aim was to discuss what procedures we both currently had in place, what was working and what needed improvement. We discussed ways of capturing staff opinions to feed into our over arching SAR (self-assessment Report) SEF, placing staff at the centre of the assessment process.

We aimed to work more in line with the Ofsted Standards as this was a major assessing body that made judgements for us both. Understanding the Ofsted requirements in more detail could help us both work to a similar framework and hopefully “see” what Ofsted are seeing.

The review

The main approach was to discuss and establish our current benchmarks with an aim of where we intended to be in the future. We established in meetings that Ofsted would be a standard that we would want to explore more and work in line with. We compared SAR's and last self-assessments to compare and analyse processes used and how this could be improved or developed further and the most used out of the data and feedback supplied.

No, but I developed a one-page SWOT approach to capturing staff feedback in the required SAR areas, which was used during a teacher workshop on the importance of the staffs input into the SAR

Outcomes of your review

Staff did not seem to value the SAR document and saw it as an Ofsted driven "tick box" exercise and also did not fully see the relevance. Staff did seem to think that the document had no impact on the Quality Assurance process and yet self-assessment is all about maintaining and transferring of good/excellent practice and improvement and raising standards where identified.

Involvement of all staff listening to their voice, getting a deeper understanding and appreciation of how those on the front line feel about the current operations.

Staff morale was different in that workshop. They seemed to gain an appreciation of the process and understood that change can not be always identified if they don't highlight it. Also they appreciated the need to evidence where good practise has been identified and that it was just not a matter of stating it was good.

Staff realised that being heard did not always mean they got what they wanted but that they had an opportunity to make a difference.

When staff completed the one-page SWOT linked to self-assessment, it was a lot more detailed and helpful when I had to compile our departmental SAR for the overarching Departmental SAR.

Collaborative development

We have planned to meet over the next few months even though the project has finished as the timescales for the project overlapped with school and staff holidays, and was very limited.

We will meet again to discuss further how this process can be developed and to share what worked.

We have planned & budgeted to attend Ofsted training together latter in the year which the partner school is arranging and I will attend.

The head and lead attended a Conference together and were able to discuss key points from that:

Measuring & Evaluating Outcomes in Practice (NPC)

- not everything that counts can be measured;
- defining & sustaining outcomes;

- measuring hard & soft outcomes;
- linking results & performance;
- understand you cost per outcome;
- use a measurement framework;
- use young people/learners as evaluators.

Self Assessment and Improvement Planning

- A staff workshop was designed and implemented
- SAR Feedback SWOT designed and completed by all staff

What has been achieved so far:

We have completed our immediate self-assessment document but still have future meetings proposed and future training and development planned for later in the year.

What still needs to be done:

We managed to involve the staff in this assessment process and achieved the immediate intended outcomes. Further training activities are planned for later in the year (Ofsted Training)

Resources to be shared with the sector:

SWOT sheet, Others TBC

Key learning points:

- Front line staff (teachers) involvement is crucial
- Using the learner in the Management Self-assessment Process - via the learner voice
- To develop the learner voice further so it can be used professionally in self-assessment

Possibly after the training is completed later in the year.

Yes, as we plan to keep our partnership 'live' over the coming years.

Recommendations

Periods of longer than 3 months would allow time to complete assessments due.

Would you be willing and in what capacity can you participate in the further development of this project

Yes, whenever there are PRD groups linked to funding that is appropriate to us, we will get involved.