



Peer Reviews: Principles, Code of Conduct and Process

Our peer review programme is an integrated model of review and improvement. It is an enquiry and evidence-based learning process based on improving, not proving, involving senior leaders, middle leaders and teachers. Peer reviews produce data and evidence which leads to effective school-to-school support and shared professional learning.

This document sets out the key principles of effective peer review, the code of conduct and the process which should be followed.

Key Principles

1. Commitment to our Trust mission: Make Christ Known; Making lives better.
2. Commitment to better outcomes for all: There is a shared responsibility to establish improvement across all schools and not just one's own, including the sharing of good practice identified in reviews.
3. Action focused: Peer review is set up with the intention of acting as a result of the review, whether to address a deficit or to get even better. Peer review provides evidence of strengths and areas for improvement but is not a standalone activity. Reviews must be part of wider processes that provide sustained support for evidence-based improvement.
4. Rigorous and objective: The team should always consist of peer leaders with the professional distance to give a truly honest appraisal of where the school is in its journey and the experience to insightfully present evidence.
5. Structured and robust: The approach used in the review should have a clear structure so that the evidence collected is impartial, defensible and is action-focused, with all actions owned by the reviewed school.
6. Expert and evidence led: The reviewers should be given the training and support to be(come) experts in peer review; their diagnosis of school performance should be rooted in evidence, as should any suggestions about potential actions.
7. Done with, not to, the school: Peer review drives more transparent and honest self-review. It should engage as much of the school workforce as possible and always be reciprocated.
8. Open and trusted: The reviewed school is able and willing to expose its vulnerabilities, in order to elicit new perspectives on the challenges it faces.
9. Builds deeper relationships: Peer reviews lead to abiding collaborative partnerships which can evolve over time to enable stronger, closer working in local clusters. There is also an opportunity to share more widely as part of a national drive for improvement.
10. Commitment to continuous improvement: Peer review itself should always be kept under review and providers of peer review programmes must have embedded structures and processes to evaluate the effectiveness of the process and commit to continuous improvement.

(Based on NAHT Peer Review Principles)



Code of Conduct

In addition to abiding by the Seven Nolan Principles of Public Life (selflessness; integrity; objectivity; accountability; openness; honesty; and leadership) we will demonstrate our professionalism through the following virtues:

Trust	We are honest and trustworthy. We are honest about our motivations.
Wisdom	We use experience, knowledge and insight. We demonstrate moderation and self-awareness. We act calmly and rationally.
Kindness	We demonstrate respect, generosity of spirit, understanding and good temper. We give difficult messages humanely where conflict is unavoidable.
Justice	We are fair and work for the good of all children. We seek to enable all children and young people to lead useful, happy and fulfilling lives.
Service	We are conscientious and dutiful. We demonstrate humility and self-control, supporting the structures, conventions and rules which safeguard quality. Our actions protect high quality education.
Courage	We work courageously in the best interests of children and young people. We protect their safety and their right to a broad, effective and creative education. We hold one another to account courageously.
Optimism	We are positive and encouraging.

Process

Peer reviews will take place in Autumn 1, Spring 1 and Summer 2.

- Peer group – HTs from schools
- Reviewing team – staff who are involved in reviewing. This may be other senior leaders or appropriate staff. This does not include those who have been observed.

	Responsibility	Action
1.	Peer group	Agree dates in September. Identify who will complete the summary evaluations (Recorder)
2.	HT of review school	Complete page 1 and send accompanying documentation to review team one week prior to review.
3.	HT of review school	Draft page 2 areas of focus and activities and share with reviewing team at least three days prior to the review.
4.	Peer group	Review and add any amendments to Page 1 and 2. Record lines of enquiry.
5.	All	Carry out the review. Feedback to peer group and identify for each focus area the strengths and areas to consider. Agree school to school support or any other actions.
6.	HT of review school	Feedback to school staff as appropriate
7.	Recorder	Write up the summary evaluations and send to all peer group for agreeing.
8.	Peer group	Agree final version.
9.	Recorder	Send copies of the final version to peer group members and the Education Director.
10.	HT of review school	Share report with LGB.

Process

Autumn 1: Before 29th Nov

Spring 1: RPO review/evaluation

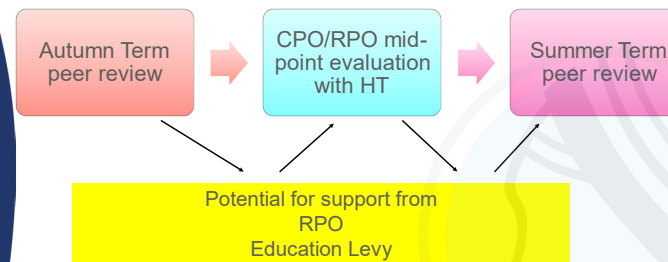
Summer 2: Before 26th June

Peer group – HTs from schools

Reviewing team – staff who are involved in reviewing. This may be other senior leaders or appropriate staff. This does not include those who have been observed.

Agreed templates

Peer review timeline



Group 1	Group2	Group 3	Group 4
St Michael's	St Mary's RAD	St Joseph & St Bede	St Teresa SAL
St Gregory's	St Bernadette's	St Teresa BOL	St Joseph HEY
OLSP	St Ethelbert's	Alice Ingham	Guardian Angels

Group 1	Group 2
St Monica's	Mount St Joseph
St Cuthbert's	St Gabriel's