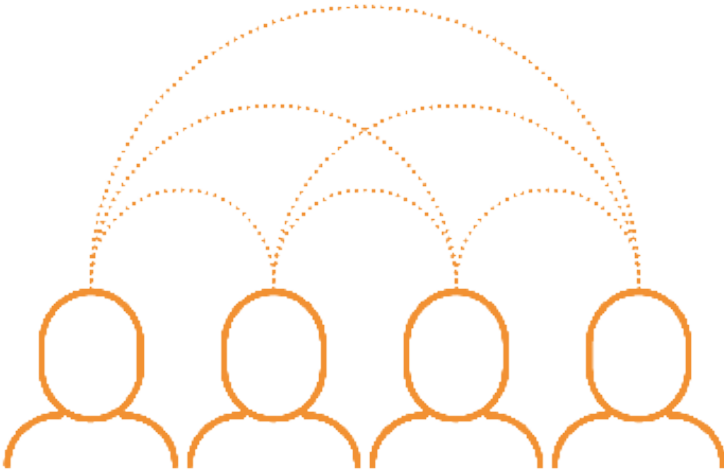


Whole  
Education

# Whole Education Peer Review



**Validate | Support | Challenge**



## Contents

---

*“An excellent process, appropriately challenging, insightful and most importantly collaborative. It focused on the positive and what the school does well but also identified areas that we can develop.”*

- Secondary Headteacher

3	About the Whole Education Network
4	Introduction to the Peer Review process
5	How does it work?
6	What is the value for schools?
7	What is the assessment framework?
8	Example summary report
9	Who are the reviewers?
13	Further details



## About the Whole Education Network

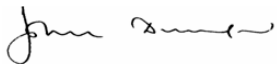
Whole Education is a dynamic partnership of schools and organisations committed to redefining today's educational offering. We believe that all children deserve an engaging and rounded education that supports academic achievement, but also develops the skills, knowledge and qualities needed to flourish in life, learning and work.

As a national network, Whole Education: facilitates shared-learning and collaboration between innovative schools; exposes teachers to world-class thinking and approaches; and supports effective professional development, enabling its member schools to move beyond delivering the national curriculum to building a stronger foundation for learning – a 'whole education'.

Our Mission:

- + To help children and young people to develop a range of skills, qualities and knowledge they will need to succeed and thrive in life, learning and work
- + To help make learning more relevant and engaging, with young people taking ownership of their own learning
- + To support learning across various settings (online, outside, at home, through volunteering and work) while engaging the wider community

As a truly school-led network, all of our initiatives are shaped, developed, and in many cases, delivered by our members.



Sir John Dunford  
Chair, Whole Education

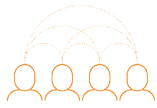


## Introduction to the Peer Review process

The Whole Education Network supports schools across the country to provide an engaging education that develops the skills, qualities and knowledge that young people need to help them to thrive in life and work. The Peer Review process is designed to validate, support, and challenge the progress schools are making in providing a whole education and provide your school with clear next steps on your journey.

The process will give status to the provision of a fully rounded education, strengthen a culture that builds confidence and develop a shared language which embeds 'whole education' values. The Peer Review framework also seeks to report upon the extent to which an entitlement of a 'whole education' is translated into the daily experiences of young people with demonstrable impact in both conventional and other measures.





## How does it work?



Reviewer has a pre-call with school to introduce the process and explore how to complete the self review.



School completes a self-review on leadership culture, teaching and learning, and curriculum design, and identifies focus areas of their choosing.



Reviewer spends a day in school. The agenda for the day is co-designed by the school and the reviewer.



Feedback session between reviewer and the Headteacher.



Draft report sent to school for feedback and comments.



Final report and certificate sent to school.

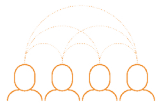


## What is the value for schools?

### The Peer Review process:

- + provides professional support and rigorous challenge from an external perspective
- + gives clear next steps and recommendations for your school improvement journey
- + affirms, celebrates and validate your 'whole education' practice
- + focuses on and shares evidence of impact
- + builds a relationship with a like-minded colleague
- + provides a document that you 'own', and can share with students, parents and governors with pride
- + builds confidence to innovate
- + develops a shared narrative within school around the status of a whole education





# What is the assessment framework?

The peer review assessment framework has four stages, indicating the stage a school is at on their journey to providing a whole education, and the extent and consistency of the impact of this provision on students. The framework gives structure to a professional judgement that is formative, looks to the future and builds from the positive.

The school is evaluated across four areas: leadership culture; curriculum design; teaching and learning; and one or more focus areas - as chosen by the school.

The four stages of the framework are:

1

### Aspiring | *committed and introducing*

There is a **clear intent** to provide a whole education which is demonstrated by examples which are in the early stages of practice and implementation but yet to have a demonstrable impact across the school.

2

### Emerging | *introducing and beginning to impact*

There is **clear evidence** of initial impact demonstrated by examples which are beginning to add value to the quality of the whole education experience across the school.

3

### Impacting & Sustaining | *impacting & inspiring*

There is a **clear impact** across the school which enriches the educational experience of its young people. This is demonstrated through approaches which add value in both conventional and other measures and will be of interest to the wider network.

4

### Transforming & Inspiring | *radical & innovative*

There are **clearly inspirational approaches** to offering a whole education for all. These have a significant impact in adding exceptional value to young people's experience and outcomes in both conventional and other measures. The school models innovative and effective practice and is well placed to influence wider school and system transformation.



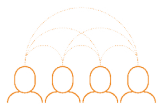
# Example summary report

School 'x'	Aspiring	Emerging	Impacting & Sustaining	Transforming & Inspiring
Leadership Culture				✓
Curriculum Design			✓	
Teaching & Learning			✓	
Focus Area	✓			
Overall Impact			✓	

*“The final report provides an independent view of the school that could be used with Governors, Ofsted, the LA or whatever audience you chose.”*

- Primary Headteacher





## Who are the reviewers?

The peer reviewers are experienced and credible practicing school leaders who:

- + Have demonstrable commitment to sustainable school improvement
- + Have undergone a rigorous training and accreditation process
- + Are committed to and engaged with the Whole Education Network
- + Can draw on relevant expertise from schools and practitioners across the network

The reviewers:



### Suzanne Austwick

Suzanne is Co-Headteacher of Wakefield City Academy, which in March 2013 achieved its third consecutive 'Outstanding' Ofsted Inspection (Grade 1 in all categories). Suzanne is a member of the Due Diligence team for Wakefield City Academies Trust with particular focus on Leadership and Teaching and Learning. She is also an accredited National Leader of Education and a facilitator for NPQML and NPQSL.



### Sharon Bruton

Sharon is a National Leader of Education and a passionate advocate of school-led improvement and system leadership development. She is the Chief Executive and founder of a Primary Multi Academy Trust in the North West, focusing on deepening learning and engagement for all through pedagogical coaching. Sharon is currently delivering national training on a diagnostic approach to school improvement for fellow NLEs, MATs and Teaching School Alliances across the country.

*“It’s about joining the dots and ensuring what we do all hangs together. Do we have the systems in place to support change?”*

- Secondary Headteacher



## Who are the reviewers?

### David Crossley

David is Executive Director of the Whole Education Network and an independent consultant. He is a nationally recognised leader in school transformation, partnership and change. His proven, yet innovative ideas derive from his own Headships and his engagement with many other outstanding school leaders and his leadership of the RATL, Leading Edge and other programmes. He is committed to the 'by schools for schools' approach, which underpins the Peer Review process.



### Iain Erskine

Iain is Principal of the Fulbridge Academy: he led the school from Special Measures to Outstanding, along the way gaining the status as a National School of Creativity. The rate the children achieve puts the Fulbridge Academy in the top 2-3% of schools nationally for value-added progress.



### Chris Holmwood

Chris is Principal of Shenley Brook End School's Leadership and Training Centre. Chris has been an NCSL consultant leader for ten years and, more recently, Leadership Director for Whole Education, for whom he has co-developed the Peer Review process and Middle and Senior Leadership programmes, which he also co-facilitates. Chris is passionate about values-led leadership development and its impact upon school improvement.



### Sally Lees

Sally is Principal of Homewood School and Sixth Form Centre, a large, innovative non-selective school in Kent, working in collaboration with 12 local schools. Sally's first headship was in a coastal grammar school which she led from "Underachieving" to "Outstanding". She is currently Chair of the Kent Association of Headteachers.





## Who are the reviewers?



### Andrew Morrish

Andrew is Chief Executive of Victoria Academies Trust, a primary-only multi academy trust in the West Midlands, and the Executive Headteacher of Victoria Park Academy, which he led from special measures to outstanding in one thousand days. He is passionate about the role creativity, social enterprise and innovation can play in creating stand-out schools and learners.



### Anne Neary

Anne has been a headteacher for ten years, firstly in a small, rural Church primary school in Solihull, and for the last five years in a vibrant and creative three-form entry primary school in Peterborough, which is on an exciting learning journey. Both schools were judged good with outstanding features....so far! She is the Lead Headteacher of a collaborative of nine schools working together as part of the Peterborough Self Improving Schools Network and believes that the synergy created by working together as a team achieves more for children than any individual can.



### Keith Prytherch

Keith is Principal of Caedmon College in Whitby, North Yorkshire. Keith has been Headteacher/Principal for 13 years and in 3 different secondary schools (11-19), all in an isolated, rural, coastal community in Whitby. Keith successfully moved one school from Special Measures to Good through a focus on developing culture and character, and achieved Outstanding grade at another school. Keith has successfully merged two schools together and is now embarking on a further amalgamation in Whitby.

*“The process is an opportunity to review current standards within your school and also celebrate the achievements and things that make you as an organisation unique.*

- Primary Headteacher



## Who are the reviewers?



### Peter Rubery

Peter is Executive Principal of the Fallibroome Multi Academy Trust in Macclesfield., The Fallibroome Academy is a designated National Teaching School and is judged by Ofsted as ‘Outstanding’. Peter was seconded as Unilever Fellow to the London Leadership Centre at the University of London in 2001 and has established extensive links with schools in Australia, Europe and South Africa. Peter has published several articles on emotional intelligence, he is a Research Associate of the National College for School Leadership, and a National Leader of Education.



### Mark Woods

Mark is CEO of Cambridge Meridian Academies Trust, a 7 school MAT in Cambridgeshire, and Principal of Nene Park Academy. Mark has worked as a school improvement consultant for the SSAT and National Challenge. Recently, at the request of the DfE, Mark has supported a number of events for newly founded multi-academy trusts – enthusiastically sharing all of the mistakes he hopes never to make again.



### Alan Yellup

Alan has recently retired from his substantive posts of: CEO of a large and successful multi academy trust; executive headteacher of a challenging inner city school which he led to three outstanding Ofsted judgements and was accredited as a National Teaching School. Alan is National Leader of Education (NLE) and was awarded an OBE for his work in supporting challenging schools to raise standards across the country and abroad. Alan now works as an education consultant continuing his school improvement work which always focuses on ensuring schools deliver a ‘whole education’

*The suggestions given provide useful feedback in supporting the continued development of the school in achieving the strategic vision.”*

- Secondary Headteacher



## Further details

---

New Whole Education Secondary schools receive a free Peer Review as part of their membership in their first year without additional charge.

Specialist Peer Reviews are available upon request. For example, we offer:

- + Pupil Premium reviews
- + Key Stage reviews
- + Curriculum Design reviews
- + Multi Academy Trust reviews (available from September 2016)

It is also possible to commission an additional reviewer to carry out a review on a particular area of Whole Education practice.

### Cost

Whole Education Schools | £600 + VAT

Non-members | £1200 + VAT

### Booking

For further information, or to book a Peer Review, please contact Rosie on [rosie@wholeeducation.org](mailto:rosie@wholeeducation.org) / 020 7250 8053

*“Affirmation of what we do - what we believe to be outstanding is! The final challenge: can we use our strengths to overcome our weaknesses?”*

- Primary Headteacher





# Whole Education

CAN Mezzanine  
49-51 East Road  
London  
N1 6AH

[www.wholeeducation.org](http://www.wholeeducation.org)  
[@wholeeducation](https://www.instagram.com/wholeeducation)