

Developing an AEPA approach to partnership review

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Birmingham

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Systematic reflection and review

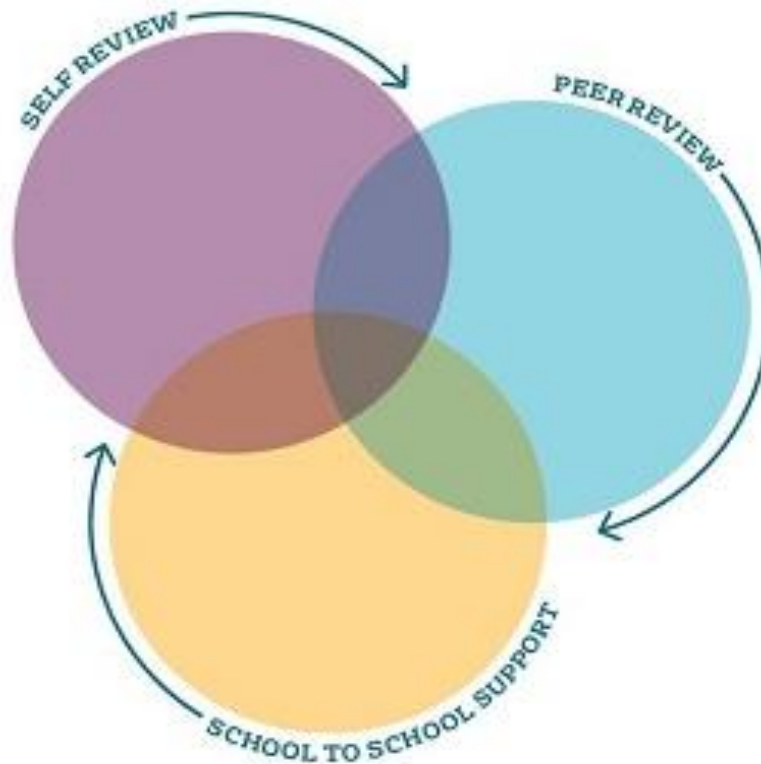
Promoting improvement by

- shining a light on quality and provision
- understanding and using context
- identifying what good looks like
- ensuring that the interests and experiences of service users are at the centre
- supportive and rigorous challenge
- enabling informed choices to be made

Some different sorts of review

- Challenge Partners
- School Partnership Programme (SPP)
- Learn Sheffield
- Targeted Review
- Thematic review
- Annual review

Schools Partnership Programme



Learn Sheffield

1. Background
2. Context for the review
3. Key findings
 - 3.1 Strategy and vision
 - 3.2 The quality of practice : general
 - 3.3 Practice: school improvement
 - Intelligence gathering and analysis
 - Brokerage
 - Development and improvement
 - 3.4 Evaluation
4. Governance
5. Resources
6. Key recommendations

Business Models & Theories "In Your Pocket" Activity

AQA (ONLY)		AQA & EDEXCEL (BOTH)		
Balanced Scorecard	Bartlett & Ghoshal	Ansoff Matrix	Boston Matrix	Business Cycle
Blake Mouton Managerial Grid	Bowman Strategy Clock	Economies of Scale	Handy Classes of Culture	Inventory Control Charts
Carroll CSR Pyramid	Elkington Triple Bottom Line	Stakeholder Mapping	Maslow Hierarchy of Needs	Market Mapping
Experience Curve	Greiner's Growth Model	Hofstede National Cultures	Network Analysis	Porter's 5 Forces
Lewin Force Field Analysis	Kotter & Schlesinger (Resistance)	Kotter & Schlesinger (Overcoming)	PESTLE Analysis	Product Life Cycle
Extended Marketing Mix	Strategic Drift	Tannenbaum-Schmidt Continuum	Porter's Generic Strategies	SWOT Analysis

STARS: What is good or working well

SO SO: Ok but not good enough



CASH COWS: Quick wins

DOGS: Weak or really difficult



AEPA annual report on partnerships?

Opportunity to

- reflect on what is working well, especially:
 - in terms of place
 - for children and learners
 - set out clearly what good, interesting and outstanding provision looks like
 - share practice across partnerships
 - raise issues of systemic importance
 - raise awareness with opinion formers and policy makers
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Inspection

‘....the basic principle has always been close observation exercised with an open mind by persons with appropriate experience and a framework of relevant principles.’

Sheila Browne, 1979

Good peer review

- Self evaluation
- Wisdom and skill of review team members
- Reflective and professional engagement throughout the process: honest and open conversations
- Evidence based scrutiny, especially the experiences of users, including observing and judging what happens on the ground
- Well-judged feedback
- Good learning for reviewers and for those reviewed
- It makes a difference

What's needed?

- Training
- Guidance:
 - agreed principles and ground rules
 - bespoke frameworks
 - tools
- Some resource
- Clarity about who and when