



**Good to Great Schools Policy**  
Appendix 7  
**One Day Reviews**

September 2024

# Good to Great Schools Policy

## Appendix 7

### 1. Protocols for Termly One Day Reviews

As part of the monitoring and evaluation processes for schools categorised receiving intensive support, Hackney Education will carry out termly One Day Reviews. Schools categorised as receiving enhanced support may also receive a one day LA review at an agreed point in the year to support the self evaluation process or as a measure of the impact of agreed actions.

The reviews are to ensure the pace and impact of improvement is appropriate i.e. progress and capacity are sustained and secure. The review team will use the evidence from the review to evaluate the effectiveness of school leaders to manage change towards agreed areas for improvement. The Good to Great Schools Policy, item 2.9.5, outlines the monitoring role of the One Day Review process. The review is not intended to be an 'inspection' of the school but a process to evaluate the school's journey of improvement. The review also provides schools with the opportunity to demonstrate the improvements made to teaching and learning, pupil attainment and progress, and leadership to HE.

For schools in the intensive category, most reviews will take place in the second half of each term prior to the end of term Team Action Group (TAG) meeting. The evidence gained from the review will be used to inform judgements made at the end of term TAG meeting.

Schools receiving focussed support may also request a one day review/Curriculum area review as part of their funded support to support their continued self evaluation and action planning.

#### 1.1 Communication

The review team from Hackney Education will consist of at least two Hackney Education officers and may include an Executive Headteacher from a local school. The school will be contacted a minimum of seven days prior to the review, by the SIP for the review, to confirm the date and timings for the review. An outline of the review will be forwarded to the school, together with an indication of what information the school will need to provide in preparation for the review.

#### 1.2 Documentation to be made available either before the review or on the day of the review if not readily available on the school website will include:

- Most recent school self-evaluation – SEF
- School Development Plan and CPD plans
- Teaching Profile
- SIP reports
- Monitoring reports
- Governing body reports
- Pupil attainment and pupil progress summaries
- Marking and Feedback Policy
- Curriculum outlines and policies

### 1.3 The plan of the day

The review will include a range of activities which will provide evidence for the review team to evaluate the progress the school is making towards agreed priorities. Each review team will decide on the activities to be used based on the needs of the school.

The range of activities will include some or all the following:

- Discussions with school leaders
- Discussions with members of the governing body
- Scrutiny of school information and documentation requested by the review team
- Learning walks and visits to lessons
- Scrutiny of pupils' workbooks and relevant curriculum documentation
- Hearing pupils read
- Discussions with pupils

The review team will not be able to provide feedback to individual teachers or support staff about their performance. The final report will provide an overview of the quality of education and will not report on the performance of individuals. The findings of the review should not be used as part of the school's performance management process for members of the school team.

At the end of the review, using the evidence from the activities carried out during the review, the team will consider the following indicators to make a best fit judgement about how effectively school leaders are driving improvement and managing change. This is not intended to be used as a checklist of outcomes, but as a guide for the team to inform their professional judgement.

#### Evidence from the review indicates that:

<b>A</b>	<p>The school is securely on track to meet <b>all</b> of the end of year outcomes          Agreed changes are <b>securely</b> embedded.          There are <b>secure</b> improvements in pupil outcomes, including vulnerable groups          School leaders at <b>all</b> levels show strong capacity for continued improvement          There is a culture of ambition for all stakeholders          School self evaluation is accurate <b>and systemic</b>. This is impacting across the school          There are no other concerns about the school's provision</p>
<b>B</b>	<p>The school is securely on track to meet <b>most</b> of the end of year outcomes          Agreed changes are <b>mostly</b> embedded.          There are improvements in pupil outcomes, including vulnerable groups          School leaders show strong capacity for continued improvement          There is a culture of ambition for <b>all</b> stakeholders          School self evaluation is <b>consistently</b> impacting across the school</p>
<b>C</b>	<p>The school is securely on track to meet <b>some</b> of the end of year outcomes  <b>Some</b> agreed changes are embedded.          There are improvements in <b>some</b> pupil outcomes, including vulnerable groups          School leaders show capacity for continued improvement          There is a culture of ambition for stakeholders          There is a consistency in approach in <b>some</b> of the identified areas          School self evaluation is <b>not yet consistently</b> impacting across the school</p>
<b>D</b>	<p>There remains a risk that the school <b>may not meet</b> the end of year outcomes.          Senior leaders, including governors, have begun to introduce the agreed changes          Systems of school self evaluation are <b>starting to impact</b> across the school          There are some improvements in pupil outcomes, however the implementation of changes <b>is not yet consistent across the school</b>.          School leaders show capacity for continued improvement</p>

<b>E</b>	<ul style="list-style-type: none"> <li>• There is a likely risk that the school <b>will not meet</b> the end of year outcomes.</li> <li>• Senior leaders, including governors, are not managing to implement the agreed changes quickly enough.</li> <li>• There is not sufficient evidence to show improvements in key areas.</li> <li>• School self evaluation is not yet robust enough.</li> <li>• New practice and systems are not consistently being implemented.</li> </ul>
----------	---

The review team will give feedback to school leaders about areas of improvement and changes noted by the team during the review and indicate areas for further development. This information will inform the next Team Action Group meeting and judgements about the school's progress at the meeting. A report of the One Day Review will be forwarded to the Headteacher and Chair of Governors within five working days of the review following a quality assurance process carried out by the Director/Assistant Director for Education.

### Example Plan of the Day - One Day Review

		<b>Documentation to be available:</b>
<b>8.00am</b> Arrival & agree plan of day with school	Team arrives Discuss plan of the day with school leaders	<ul style="list-style-type: none"> <li>• Governing Body minutes/Reports- Progress and underachievement</li> <li>• Link Governor visit reports and protocols</li> <li>• SEF or School Self-evaluation information</li> <li>• Teaching profile overview – quality of teaching</li> <li>• Progress of pupils and vulnerable groups</li> <li>• Year 2 and 6 – overview of standards and progress towards targets</li> </ul>
<b>8:15 – 8:45am</b>	<b>Discussions with Leaders</b> <ul style="list-style-type: none"> <li>- Typicality of teaching in the classroom – expectations for AFL, marking and feedback – CPD programme in place for the school</li> <li>- SDP priorities for the school</li> <li>- Actions taken by the school to address priorities identified for improvement</li> </ul>	<ul style="list-style-type: none"> <li>• Plan of the school</li> <li>• Timetables</li> <li>• School Curriculum Documentation</li> <li>• SDP &amp; SEF</li> </ul>
<b>8.45 – 10:15am</b> Lesson Visits and meetings with middle leaders	<b>Lesson Visits with deep dives on agreed themes related to school improvement priorities.</b> <ul style="list-style-type: none"> <li>- Team take one deep dive area each.</li> <li>- Book looks during visits to class</li> <li>- Discussions with pupils during class visits</li> <li>- Discussions with leaders</li> <li>- Scrutiny of school documentation</li> </ul>	School documentation related to scrutiny area e.g. policies, school monitoring, internal data etc. Please ensure all teachers have their planning available in the class.
<b>10:15 – 10:45</b>	<b>Team Catch up Meeting</b>	
<b>10:45 – 11:30</b>	<b>Lesson Visits with deep dives on agreed themes related to school improvement priorities</b> <ul style="list-style-type: none"> <li>- Team take one deep dive area each.</li> <li>- Book looks during visits to class</li> <li>- Discussions with pupils during class visits</li> <li>- Discussions with leaders</li> <li>- Scrutiny of school documentation</li> </ul>	Please ensure all teachers have their planning available in the class School documentation related to scrutiny area e.g. policies, school monitoring, internal data etc.
<b>11:30 – 12:00</b>	<b>Meetings with pupils and book looks</b>	Please ensure pupils have books with them for discussion
<b>12:00 – 12:30pm</b>	<b>Meeting with the Headteacher/Senior leaders</b> arising discussion points from morning visits/ <b>Meetings with other staff</b> (e.g. ECT, Teachers, Support staff, SENDCO) as needed	SDP /CPD plans <ul style="list-style-type: none"> <li>• Teaching Profile</li> <li>• Monitoring reports</li> <li>• Data overview – progress</li> <li>• Key stage outcomes data overview</li> </ul>
<b>12:30 – 1:15</b>	Time to reflect and revisit paperwork etc	
<b>1.15 - 2.30pm</b>	<b>Meetings with curriculum leaders</b> - Actions taken by leaders at all levels towards the priorities for school improvement  <b>Visits to classrooms/book looks</b> arising from morning discussion points where needed.	<ul style="list-style-type: none"> <li>• Leaders action plans and any evaluation reports</li> <li>• Monitoring reports</li> <li>• Pupil Tracking</li> <li>• Data summaries</li> </ul>
<b>2:30 – 4:00pm</b>	<b>Team discussion &amp; Report drafting</b>	
<b>4:00 - 4:30pm</b>	<b>Feedback</b> to the Headteacher, Chair of Governors and SLT - Agree priorities for improvement and progress made by the school	

## Example Team Plan - One Day Review

<b>EOY Objectives</b>	<ul style="list-style-type: none"> <li>Y6 pupils meet the predicted outcomes in R,W,M &amp; these outcomes are in line with NA.</li> <li>Progress in Years 3, 4 and 5 shows the large majority of pupils are on track to meet end of year expectations in R &amp; M, with disadvantaged (ever 6) pupils making strong progress from starting points</li> <li>Leaders at all levels can show the impact of their work to improve T&amp;L, pupils' progress and attainment in all key stages</li> <li>A strategic plan is enacted which implements changes to the history, geography and science curricula to ensure a coherent progression of knowledge and skills</li> </ul>		
<b>8.15am</b> Arrival & agree plan of day with school	Team arrives Discuss plan of the day with school leaders <ul style="list-style-type: none"> <li>Governing Body minutes/Reports- Progress and underachievement</li> <li>Link Governor visit reports and protocols</li> <li>SEF or School Self-evaluation information</li> <li>Teaching profile overview – quality of teaching</li> <li>Progress of pupils and vulnerable groups</li> <li>Year 2 and 6 – overview of standards and progress towards targets</li> </ul>		
<b>Team Areas of Focus</b>	<b>Team Member 1 (Lead)</b> <b>Reading/Phonics</b>	<b>Team Member 2</b> <b>Mathematics / CPD</b>	<b>Team Member 3</b> <b>EYFS/Science</b>
<b>8:15 – 8:45am</b> <b>Discussions with Leaders</b>	Reading & Phonics (KS1)	Mathematics	EYFS/ EY Phonics
<ul style="list-style-type: none"> <li>Typicality of teaching in the classroom – expectations for AFL, marking and feedback</li> <li>– CPD programme in place for the school</li> <li>SDP priorities for the school</li> <li>Actions taken by the school to address priorities identified for improvement</li> <li>Curriculum planning documents</li> </ul>			
<b>8.45 – 10:15am</b> <b>Lesson Visits and meetings with middle leaders</b>	Reading & Phonics (KS1) EYFS & KS1	Mathematics KS2	Science and History Meeting with leaders & book look
<ul style="list-style-type: none"> <li>Book looks during visits to class</li> <li>Discussions with pupils during class visits</li> <li>Provision for SEND learners</li> <li>Learning Behaviour</li> <li>Discussions with leaders</li> <li>Implementation of planned curriculum</li> </ul>			
<b>10:15 – 10:45</b>	<b>Team Catch up Meeting</b>		
<b>10:45 – 12:00</b> <b>Lesson Visits and meetings with middle leaders</b>	Reading KS2	Mathematics KS1	EYFS / EY phonics
<b>12:00 – 12:30</b> <b>Meetings with pupils and book looks</b>	Reading/Writing	Mathematics	
<b>12:30 – 1:30</b>	<b>Team Meeting, Lunch and visit to playgrounds</b>		
<b>1:30 – 2:00</b> <b>Meetings with leaders, teachers and pupils</b>	<b>Meeting with the Headteacher/Senior leaders</b> arising discussion points from morning visits	Meeting with teachers re CPD	Meeting with pupils re Science
<b>2:00 – 3:30</b>	Team meeting to reflect and write up findings.		
<b>3:30 – 4:00pm</b>	<b>Feedback</b> to the Headteacher and SLT and Governor representative - Agree priorities for improvement and progress made by the school		

# LA One-Day Review Report

<Name of School>

<Date>

Lead: <Name>

Team: <Names>

**Working for every child**



# Hackney Education One Day Review Report

School name:

Date:

## Actions/tasks undertaken during the review

- 
- 
- 
- 
- 
- 

## School Context

## General Behaviour & Pupil Attitudes

## Evaluation of school's progress to achieving end of year outcomes

R= School is not sufficiently on track, A=School is mostly on track, G= School is firmly on track to meet end of year outcome

### TAG Outcomes reviewed:

- 
- 
- 
- 
- 

TAG Outcome(s):

R/A/G

Commentary:

## Strengths

- 

## Arising areas of consideration for the school:

- 

TAG Outcome(s):

R/A/G

Commentary:

## Strengths

-

<b>Arising areas of consideration for the school:</b>		
•		
<b>TAG Outcome(s):</b>	<b>R/A/G</b>	
<b>Commentary:</b>		
<b>Strengths</b>		
•		
<b>Arising areas of consideration for the school:</b>		
•		
<b>TAG Outcome(s):</b>	<b>R/A/G</b>	
<b>Commentary:</b>		
<b>Strengths</b>		
•		
<b>Arising areas of consideration for the school:</b>		
•		
<b>TAG Outcome:</b>	<b>R/A/G</b>	
<b>Commentary:</b>		
<b>Strengths</b>		
•		
<b>Arising areas of consideration for the school:</b>		
•		
<b>Other Discussion Areas</b>		
<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>		

**Evidence Gathered on the Day Indicates:**

<b>A</b>	<p>The school is securely on track to meet <b>all</b> of the end of year outcomes  Agreed changes are <b>securely</b> embedded.  There are <b>secure</b> improvements in pupil outcomes, including vulnerable groups  School leaders at <b>all</b> levels show strong capacity for continued improvement  There is a culture of ambition for all stakeholders  School self evaluation is accurate <b>and systemic</b>. This is impacting across the school  There are no other concerns about the school's provision</p>
<b>B</b>	<p>The school is securely on track to meet <b>most</b> of the end of year outcomes  Agreed changes are <b>mostly</b> embedded.  There are improvements in pupil outcomes, including vulnerable groups  School leaders show strong capacity for continued improvement  There is a culture of ambition for <b>all</b> stakeholders  School self evaluation is <b>consistently</b> impacting across the school</p>
<b>C</b>	<p>The school is securely on track to meet <b>some</b> of the end of year outcomes  <b>Some</b> agreed changes are embedded.  There are improvements in <b>some</b> pupil outcomes, including vulnerable groups  School leaders show capacity for continued improvement  There is a culture of ambition for stakeholders  There is a consistency in approach in <b>some</b> of the identified areas  School self evaluation is <b>not yet consistently</b> impacting across the school</p>
<b>D</b>	<p>There remains a risk that the school <b>may not meet</b> the end of year outcomes.  Senior leaders, including governors, have begun to introduce the agreed changes  Systems of school self evaluation are <b>starting to impact</b> across the school  There are some improvements in pupil outcomes, however the implementation of changes <b>is not yet consistent across the school</b>.  School leaders show capacity for continued improvement</p>
<b>E</b>	<ul style="list-style-type: none"> <li>• There is a likely risk that the school <b>will not meet</b> the end of year outcomes.</li> <li>• Senior leaders, including governors, are not managing to implement the agreed changes quickly enough.</li> <li>• There is not sufficient evidence to show improvements in key areas.</li> <li>• School self evaluation is not yet robust enough.</li> <li>• New practice and systems are not consistently being implemented.</li> </ul>
<p><b>Overall risk of school not meeting end of year outcomes*</b></p>	

\*A - D

<p><b>Overall recommendations to secure end of year outcomes</b></p>	
<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>	