



SCHOOLS PARTNERSHIP PROGRAMME

Technical Report

March 2023

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Contents

Appendix 1. Data privacy notice and ethical approval	3
Appendix 2. Impact evaluation methods and results	6
Sample size.....	6
Statistical analysis	7
Pupil and school characteristics	11
Attrition	24
Appendix 3. Baseline treatment survey.....	26
Appendix 4. Matched schools survey	39
Appendix 5. Final treatment schools survey.....	45
Appendix 6. Case study schools data sources.....	53
Appendix 7 Case studies: Areas of the initial survey summarising and comparing cluster responses to items	58
Appendix 8 Details of partnership lead group interviews.....	1
Appendix 9 Interview schedules used in process evaluation	3
Appendix 10 Memorandum of Understanding	26
Appendix 11 The Schools Partnership Programme Learning Map	32
Appendix 12: Glossary of abbreviations	33

Appendix 1. Data privacy notice and ethical approval

EEF SCHOOLS PARTNERSHIP PROGRAMME EVALUATION

Data Privacy Notice

Dear Teacher,

This letter is to provide you with details about the way we will be handling your data as part of this project. **It is very important to us that that we do this responsibly and providing these details are an important part of that.** They are also important in fulfilling our responsibilities under the UK's data protection laws, which we take very seriously. These require us to provide you with some specific information about **our plans** and **your rights**.

Some of this description involves rather technical terms, which we've left in so you know the official concepts we are talking about. We've tried to keep the explanations as simple as possible. If we haven't managed that well enough and you have any questions now, or at any point during this project, then you should contact a member of the team with the first point of call being Jake Anders (jake.anders@ucl.ac.uk) and Louise Stoll (louise.stoll@ucl.ac.uk).

Who we are

For the purposes of data protection law, University College London (UCL) is the data controller for this research. This means that UCL is responsible for ensuring that we comply with relevant data protection laws when processing your personal information.

The law requires us to have a named Data Protection Officer, who is ultimately responsible for overseeing data processing that goes on in our organisation. UCL's Data Protection Officer is Lee Shailer, who can be contacted via data-protection@ucl.ac.uk.

How we use your personal data

Using personal data as part of research is not something we do without thinking about it. Under data protection law, we require a "lawful basis" for the data processing that we carry out. We will be using the lawful basis known as the "public task" basis. UCL has determined that this research forms part of its performance of a task in the public interest, as one of its core purposes provided for in its Charter and Statutes.

Your name and contact details will be shared with us by Education Development Trust and processed by us for the purpose of organising our evaluation activities. Our evaluation will help us to understand how taking part in the Education Development Trust project has affected practice in participating schools. Any observations or interviews we conduct are for the same purpose.

In order to conduct telephone surveys about this research, we will securely share contact information with Qa Research under a contract that explicitly limits them only to use this information for the purposes of conducting these surveys on our behalf. They will not be allowed to use it for any other purposes and must destroy the data once they have completed the surveys and securely returned the responses to us (including personal data regarding re-contacting for further interviews).

The data we hold will be kept securely at all times, transferred using secure (encrypted) methods, and kept on secure computer systems at UCL under password protection. We will never use your name or the name of the school in any report arising from the research, and no information that could otherwise identify you will be made public.

Personal data will be processed by us only for the purposes of this research project. Once that is complete then the data will be securely destroyed from our computer systems. Personal data will be retained for no more than 10 years, in line with UCL's policy on storing research data.

We will not transfer your data outside the European Economic Area.

Your rights

Under certain conditions, you may have the right to require us to:

- provide you with further details on the use we make of your personal information;
- provide you with a copy of the personal information we hold about you;
- update any inaccuracies in the personal information we hold about you;
- delete any of your personal information that we no longer have a lawful ground to use;
- object to any processing based on our legitimate interests unless our reasons for undertaking that processing outweigh any prejudice to your data protection rights;
- restrict how we use your personal information whilst a complaint is being investigated; or
- transfer your personal information to a third party in a standardised machine-readable format.

If you wish to exercise your rights or ask any questions about our use of your personal data then please contact us. The best place to start is to contact Louise Stoll (louise.stoll@ucl.ac.uk) and Jake Anders (jake.anders@ucl.ac.uk) at UCL.

Complaints

You should contact us if you have any complaints about how we are processing your personal data. However, if you remain unsatisfied, you may wish to contact the Information Commissioner's Office (ICO). Contact details, and details of data subject rights, are available on the ICO website at: <https://ico.org.uk/for-organisations/data-protection-reform/overview-of-the-gdpr/individuals-rights/>

Once again, we are extremely grateful to you for supporting this project. We hope to learn a lot about the workings of the Schools Partnership Programme (SPP).

Yours sincerely,

Dr Jake Anders

Professor Louise Stoll

UCL Institute of Education UCL Institute of Education

[NB: original had scanned signatures in pdf format]

Jake Anders
UCL Institute of Education
20 Bedford Way
London
WC1H 0AL 20 March 2018

Dear Jake,

Full ethical approval for REC 1040 EDT Schools Partnership

Data protection registration number: No Z6364106/2018/02/08

Thank you for your application to the UCL IOE Research Ethics Committee for ethics approval of the above named project. I am pleased to inform you that following a panel review, your application has been approved. As part of the continued process of monitoring ethics at the Institute, the committee would be interested to hear if you encounter any ethical challenges throughout the course of your project. This will help us to develop our policies and training in line with the needs of researchers. If certain issues are raised during your research, a short summary of how these challenges were addressed can be submitted upon completion of the project. Please note that a decision by the UCL Institute of Education's Research Ethics Committee to approve a research project does not imply an expert assessment of all possible ethical issues nor does it detract in any way from the ultimate responsibility which researchers must themselves have for all research which they carry out, including its effects on all those involved.

The UCL IOE Research Ethics Committee's consideration of all ethics applications are dependent upon the information supplied by the researcher. This information is expected to be truthful and accurate.

It is your responsibility to notify the Research Ethics Committee if any of the following occur:

- A complaint of any kind from any person involved or affected by your research. These may include parents/carers, gatekeepers, junior researchers and also members of the group being researched who may be adversely affected by the research reports.
- Changes in the research design, instruments, setting or participants.
- Any other events during the course of the research which give rise to ethical concerns.

If there are any queries, please contact ioe.researchethics@ucl.ac.uk

I would like to wish you every success with the project. Please do not hesitate to contact me if you have any queries.

Kind regards,

Tatiana Dias

On behalf of UCL IOE Research Ethics Committee

Research Development Administrator (Ethics and Engagement & Impact)

UCL Institute of Education

Appendix 2. Impact evaluation methods and results

Given the absence of all planned outcome data due to the disruption to end of Key Stage National Curriculum testing as a result of the COVID-19 pandemic, minimal impact evaluation results are available to be reported. We report all possible detail and document analyses that were not conducted in this appendix for full transparency.

Sample size

We conducted our sample size calculation for the KS2 maths outcome, since this was the primary outcome of interest. Sample size calculations were based on an estimated Minimum Detectable Effect Size (MDES) of 0.20 and the following assumptions: power of 0.8 for a two-tailed 0.05 significance test, treatment assignment at cluster-level, an intra-cluster correlation of 0.10¹ and 6 schools within each cluster.

In conducting this calculation, we assumed that 0.40 of post-test variance at school- and 0.70 at cluster-level is explained by the pre-test and lagged performance (in the setting of a difference in differences, this is based on variation explained by lagged performance in the outcome variable and, in this case, performance a KS1 “pre-test”). The pre-test/post-test correlation assumptions are based on estimates derived from a database of schools previously treated by EDT.²

These calculations suggested a requirement of approximately 300 treated schools with the final average cluster size not exceeding 6 (as this would reduce the power). Based on discussions with the project team and EEF at project set-up, this was set as the recruitment target.

Since all analyses planned to use school-level variables, the power calculation for average performance of FSM pupils is no different to that for the overall outcome.³

These figures were updated based on the recruited sample that were successfully matched in the preferred matching specification i.e. 374 schools in 85 clusters. Given the long tail in the distribution of cluster sizes (arithmetic mean = 5; median = 4; minimum = 2; maximum = 16) to be conservative, we have used the median of cluster sizes (also approximately equal to the harmonic mean) for the purposes of updating the power calculation. Other assumptions have been maintained as at protocol stage.

Table 2.1: Minimum detectable effect size at different stages

		Protocol		Randomisation	
		Overall	FSM	Overall	FSM
MDES		0.20	0.20	0.17	0.17
Pre-test/post-test correlations	Level 1 (school)	0.16	0.16	0.16	0.16
	Level 2 (cluster)	0.49	0.49	0.49	0.49

¹ It is difficult to choose an ICC value in this setting given that little evidence exists for intra-cluster correlations at school-cluster (rather than within school) level. As a result, we chose 0.10 as being at the lower level of within school ICCs found in previous EEF-funded in trials, based on an assumption that within-cluster variance is likely to be higher than within-school variance.

² Specifically, we ran a school-level model of average points score in 2014 on average points score for the same cohort at KS1 and average points score in 2013 in the same school, allowing for cluster-level variance components. This estimated within-cluster variance explained at 0.42 and between-cluster variance explained at 0.70.

³ We note the risk of figures among the FSM sample being suppressed in schools where there are 3 or fewer pupils who are eligible for FSM.

Intraclass correlations (ICCs)	Level 1 (school)	N/A	N/A	N/A	N/A
	Level 2 (cluster)	0.10	0.10	0.10	0.10
Alpha		0.05	0.05	0.05	0.05
Power		0.80	0.80	0.80	0.80
One-sided or two-sided?		Two-sided	Two-sided	Two-sided	Two-sided
Average cluster size		6	6	4	4
Number of clusters	Intervention	50	50	85	85
	Control	50	50	85	85
	Total:	100	100	170	170
Number of schools	Intervention	300	300	374	374
	Control	300	300	374	374
	Total:	600	600	748	748

Statistical analysis

Primary analysis

The following analysis was not carried out due to lack of outcome measures as a consequence of the COVID-19 pandemic.

We planned to carry out the impact evaluation analysis as follows, estimating the effect of the intervention using a linear model on school-level data from the pre- and post-treatment periods (as defined above). Raw outcome variables from the NPD, as described in the outcome measures section above, were to be used in all models. Cluster-level clustered standard errors were to be calculated in order to take into account the potential dependence of the results among school clusters; schools in the matched comparison group were to be treated as independent from one another for the purposes of calculating standard errors.

The model was to include a treatment indicator, a post-treatment period indicator, an interaction term between the treatment indicator and the post-treatment period indicator, and school average performance at Key Stage 1 (*tk1average*) as an additional way to reduce bias in and increase precision of the estimator (Imbens & Rubin, 2015, ch.18, and as discussed above), i.e., as follows:

$$mat_average_{it} = \alpha + \beta_1 Treat_i + \beta_2 Post_t + \beta_3 Treat_i * Post_t + tks1average_{it} + \varepsilon_{it}$$

As this was estimated on the treatment sample defined at the pseudo-randomisation date, the coefficient on the interaction term (β_3) would have recovered the Intention to Treat (ITT) Average Treatment on the Treated (ATT) estimate of impact.

Secondary analysis

The secondary analysis would have been carried out as per the primary analysis, except substituting the dependent variable in the analysis model with the secondary outcome measures i.e. `read_average`, `mat_average_fsm`, and `read_average_fsm`.

Analysis in the presence of non-compliance

We planned to estimate treatment effects for compliers (both “minimal” and “optimal”) at both school-level and cluster-level using a sub-group analysis defined by a school-level and cluster-level measures of compliance with the intervention (the cluster-level measure is based on an aggregation of the school-level measure).

Nearest neighbour matching is not designed to identify which treatment school is matched with which comparison school. As such, we turned to optimal matching (on the propensity score estimated for the main matching exercise) within the analysis sample to identify school-to-school matched comparators for this purpose.

Missing data analysis

It was anticipated that missing data would be minimal, since the evaluation relies solely on publicly available administrative data available from the UK Department of Education. Nevertheless, we anticipated the possibility of missing data for a variety of reasons, including suppression of values in specific years due to small sample sizes and not being able to find longitudinal data about schools in our sample due to changes in identifier (although we, of course, planned to attempt to minimise these through manual search for schools over time, where applicable).

We planned to describe and summarise the extent of any missing data in the primary and secondary outcomes, and in the model associated with the analysis. Where possible, reasons for any missing data will also be described. In the event, we ended up with a catastrophic missing data problem – no outcome data available – with which no proposed missing data strategy could have dealt. The planned missing data strategy was as follows.

If more than 10% of data in the model was missing (based on the finalised matched sample i.e. 748 schools in the case of our primary analysis), we planned to implement the following missing data strategy. The strategy was to be followed separately for each instance of model and variable for which the threshold is exceeded. We would first have explored whether there is evidence that the missing data is missing at random (MAR), since this is a pre-requisite for missing data imputation modelling to produce meaningful results. To do this we would have created an indicator variable for each variable in the impact model specifying whether the data is missing or not. We would then have used logistic regression to test whether this missing status can be predicted from the variables used for imbalance testing (listed above). Where predictability was confirmed we would have proceeded to use these same variables to estimate a Multiple Imputation (MI) model using a fully conditional specification, implemented using Stata MI to create 20 imputed data sets; we believe this would have been an appropriate number of imputed datasets given the anticipated level of potential missing data as a result of the administrative data source we are employing. We would then have re-estimated the treatment effect using each dataset, taking the average and estimating standard errors using Rubin's combination rules.

Analysis using the dataset produced through either of these missing data strategies would have been used as a sensitivity analysis i.e. we would have based confirmation of the effectiveness of the treatment on complete case analysis only but assessed the sensitivity of the estimate to missingness using the estimates from the multiply imputed dataset. If the complete case analysis model had implied effectiveness but the imputed dataset analysis model did not (or changes the direction of the estimated effect) we would have assumed that the missing data was missing not at random to such an extent as to invalidate our conclusion of effectiveness, which we would state in the reporting of the evaluation.

Sub-group analyses

No sub-group analyses were proposed. As this is a school-level analysis, outcomes for the sub-group of FSM pupils are still carried out on the full sample of schools.

Additional analyses and robustness checks

We planned a battery of robustness checks of both the matching and the difference in difference elements of the design to establish the credibility of the estimates. These were planned to include:

Matching

As part of the iterative process of matching described above, we explored the following variations to the matching approach and selected 5 well-matched alternative specifications as robustness check matched datasets on which we would have repeated the primary analyses to explore whether estimates of impact change:

- Selection of two nearest neighbours;
- Varying the caliper width (including half and double of the caliper selected for our preferred approach);
- Exclusion of items from the matching equation;
- Removal of exact matching characteristics;
- Removal of imposition of common support;
- Use of kernel matching as an alternative to nearest neighbour matching.

Difference in differences

We planned to alter our analyses in the following ways to check whether estimated impacts changed as a result:

- Use of two years prior to implantation as baseline (rather than one year prior to implementation);
- Specification of the estimation model as a fixed effects estimation rather than difference in differences.

Estimation of effect sizes

Hedges' g effect size would have been calculated as follows:

$$g = J(n_1 + n_2 + 2) \frac{\bar{x}_1 - \bar{x}_2}{s^*}$$

where our conditional estimate of $\bar{x}_1 - \bar{x}_2$ would have been recovered from β_1 in the primary ITT analysis model;

\widehat{s}^* would have been estimated from the analysis sample as follows:

$$s^* = \sqrt{\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}}$$

where n_1 is the sample size in the control group, n_2 is the sample size in the treatment group, s_1 is the standard deviation of the control group, and s_2 is the standard deviation of the treatment group (all estimates of standard deviation used are unconditional, in line with the EEF's analysis guidance to maximise comparability with other trials);

and $J(n_1 + n_2 + 2)$ would have been calculated as follows:

$$J(n_1 + n_2 + 2) = \frac{\Gamma\left(\frac{n_1 + n_2 + 2}{2}\right)}{\sqrt{\frac{n_1 + n_2 + 2}{2}} \Gamma\left(\frac{n_1 + n_2 + 2 - 1}{2}\right)}$$

where n_1 is the sample size in the control group and n_2 is the sample size in the treatment group.

If calculating $J(n_1 + n_2 + 2)$ had proven computationally intractable⁴ using the above method, we would instead have used the following approximation:

$$J(n_1 + n_2 + 2) \approx \left(1 - \frac{3}{4(n_1 + n_2) - 9}\right)$$

Ninety-five per cent confidence intervals (95% CIs) of the effect size would have been estimated by inputting the upper and lower confidence limits of $\widehat{\beta}_1$ from the regression model into the effect size formula.

Estimation of ICC

To estimate the intra-cluster correlation (ICC) of the outcome measures at cluster-level we planned to employ an empty variance components model, as follows:

$$Y_{ij} = \alpha + \eta_j + \varepsilon_{ij}$$

where school i is nested in cluster j , Y_{ij} is the average KS2 maths score for the purpose of calculating the post-test ICC, η_j is a cluster-level random effect, and ε_{ij} is a school-level error term. The cluster-level random effect is assumed to be normally distributed and uncorrelated with the school-level errors.

The ICC itself would then have been estimated from this model using the following equation:

⁴ The output of the gamma (Γ) function in the Hedges' g correction factor (J) becomes large quickly, making this method of computation intractable where $n_1 + n_2$ is not small. As such, it can quickly become intractable. Thankfully, the approximate method tends towards the fully correction factor quickly. As such, where the computational intractability is an issue the approximate method is appropriate. In any event, the correction factor is likely to be small in this trial.

$$\rho = \frac{\text{var}(\eta_j)}{\text{var}(\eta_j) + \text{var}(\varepsilon_{ij})}$$

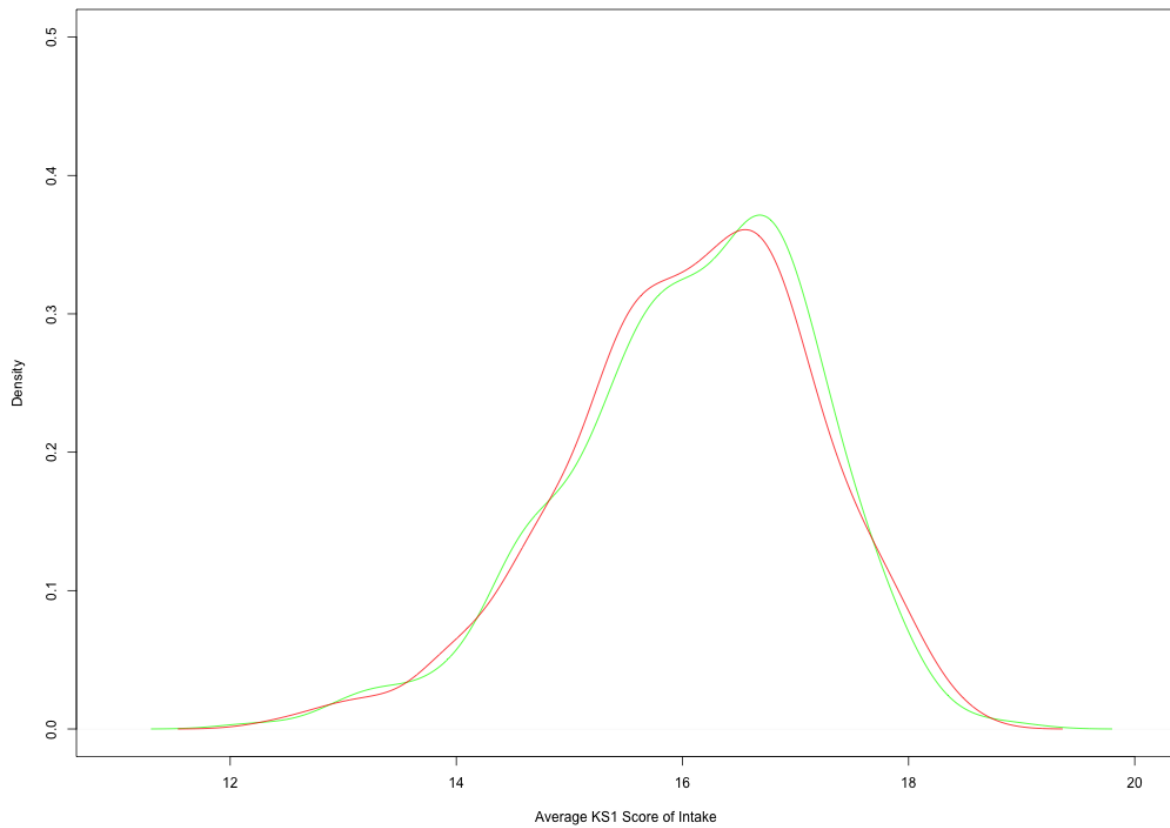
While it has not been possible to provide information on the intra-cluster correlation among our outcome data post-treatment, in order to provide what information from this project that may be useful for future research, we apply this method to KS2 test score data in our planned baseline year. This is done in two ways, each of which may be useful depending on that purpose to which they are being put:

- First, we estimate the ICC on the sample of SPP participating schools only, estimating the variation in our primary and secondary outcome measures at SPP cluster level as a proportion of variance at cluster- and school-levels. This approach is taken because only SPP participating schools are in identified clusters.
- Second, we broaden our ICC estimation to the full sample of SPP participating schools and matched comparator schools. We take the same basic approach as above, but as we are including matched comparator schools it is necessary to treat all of these as their own cluster.

Pupil and school characteristics

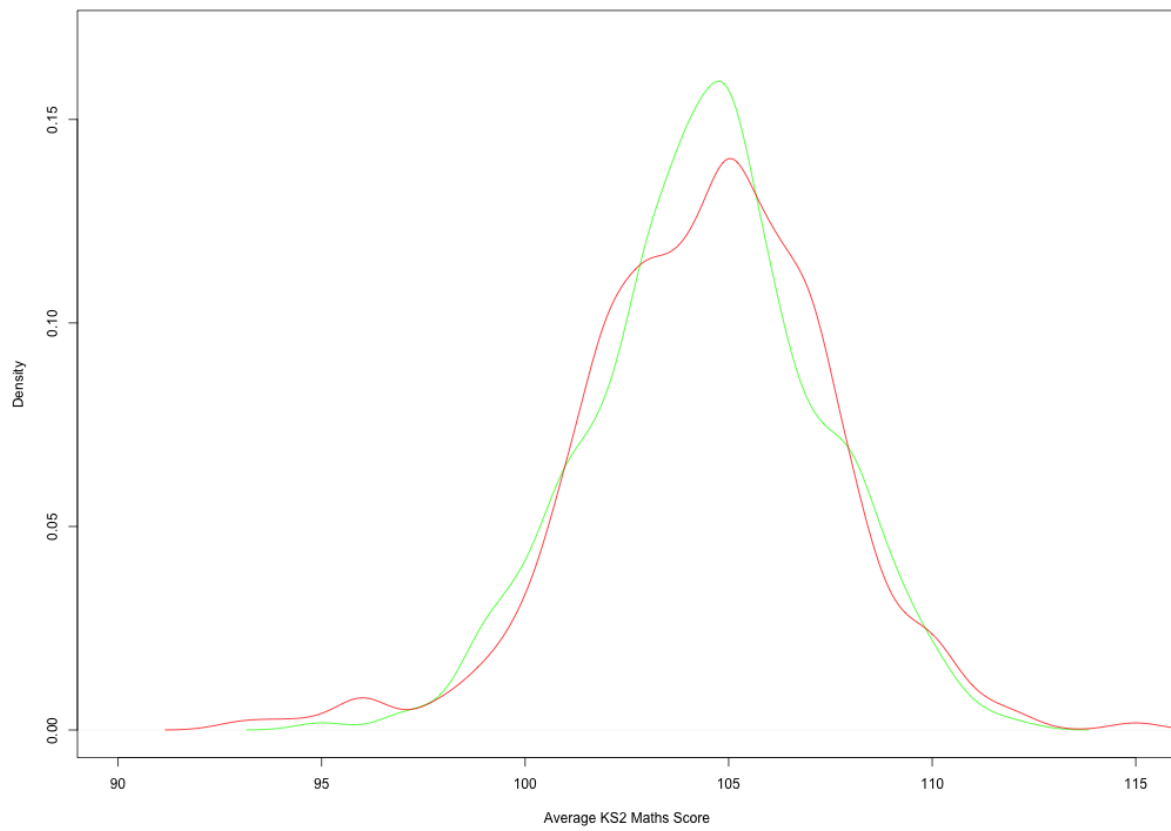
We demonstrate that the similarities in the means of continuous measures after matching is not hiding large differences in the distributions of the samples by plotting the full distribution of these variables in the treated and matched comparison samples. This is reported for KS1 average points score of intake, average KS2 maths score, average KS2 reading score, average KS2 maths score among FSM pupils, and average KS2 reading score among FSM pupils. Unsurprisingly, given that they are not explicitly included in the matching model, the distributions are not quite as closely matched among FSM pupils but still perform acceptably.

Figure 2.1. Distribution of average KS1 points score of intake in treated and comparison groups



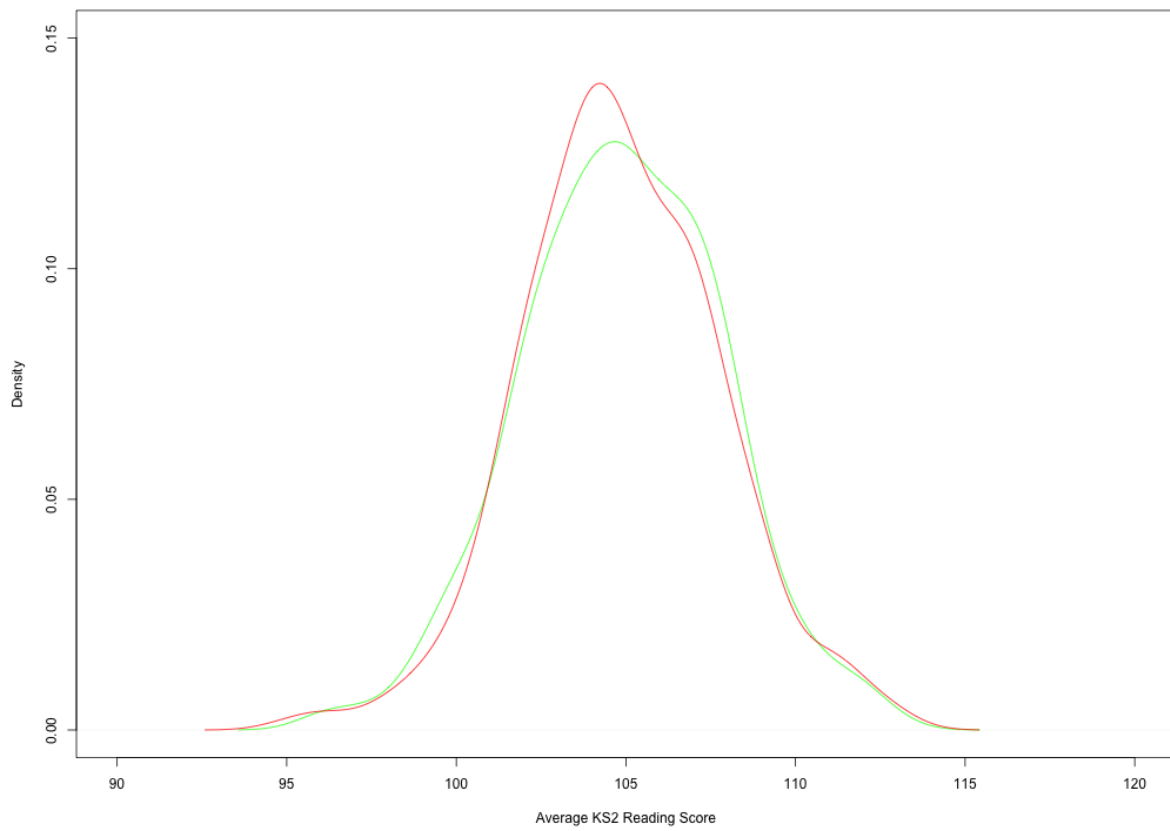
Notes. Kernel density plot of school average KS1 score of intake for treated (green) and comparison (red) schools.

Figure 2.2. Distribution of average maths score in treatment and comparison groups



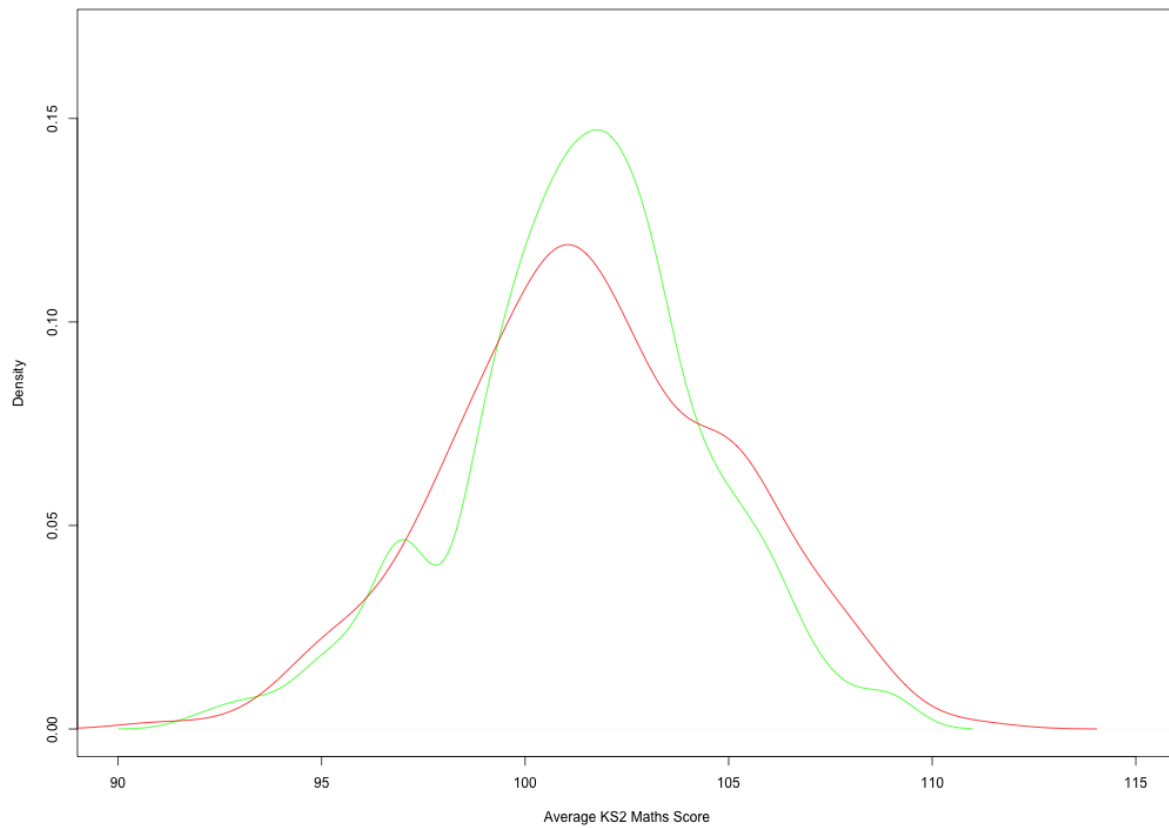
Notes. Kernel density plot of school average KS2 maths score for treated (green) and comparison (red) schools.

Figure 2.3. Distribution of average reading score in treatment and comparison group



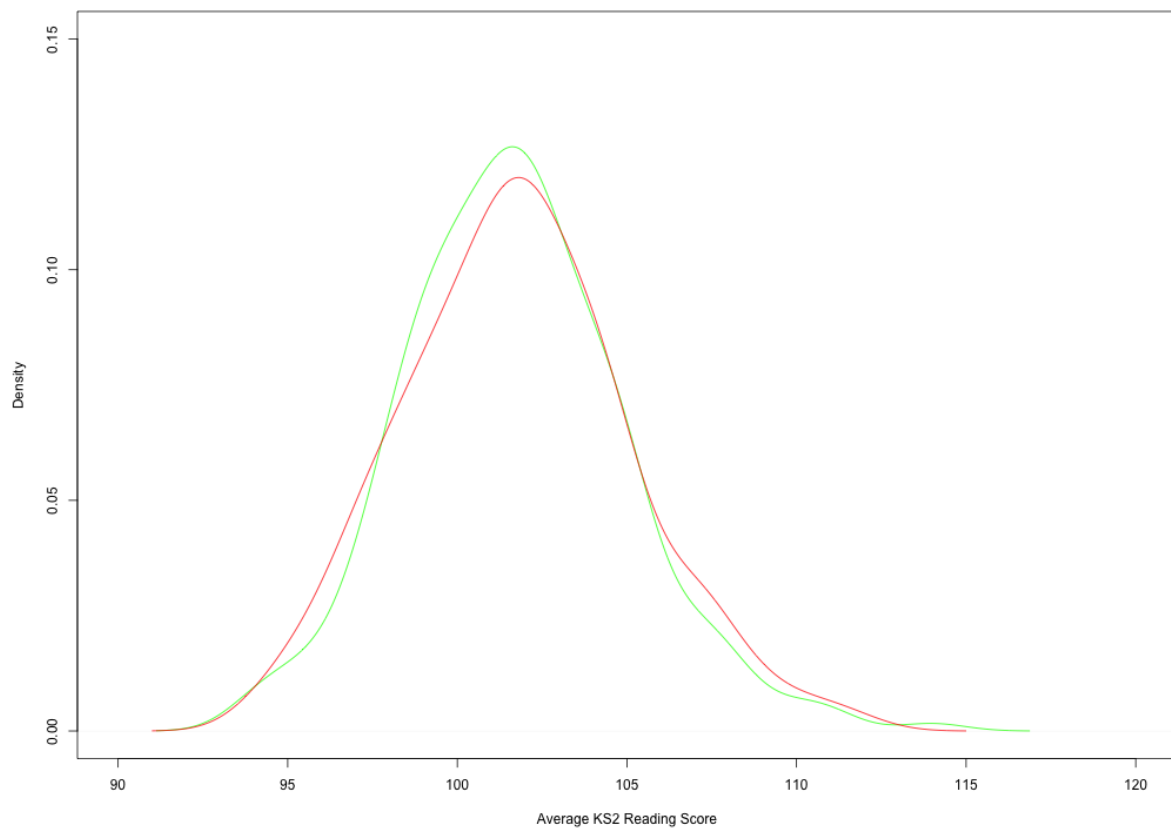
Notes. Kernel density plot of school average KS2 reading score for treated (green) and comparison (red) schools.

Figure 2.4. Distribution of average maths score among FSM pupils in treatment and comparison groups



Notes. Kernel density plot of school average KS2 maths score among FSM pupils for treated (green) and comparison (red) schools. Note that FSM characteristics are estimated from a reduced sample size due to suppression in schools with small numbers of FSM pupils.

Figure 2.5. Distribution of average reading score among FSM pupils in treatment and comparison group

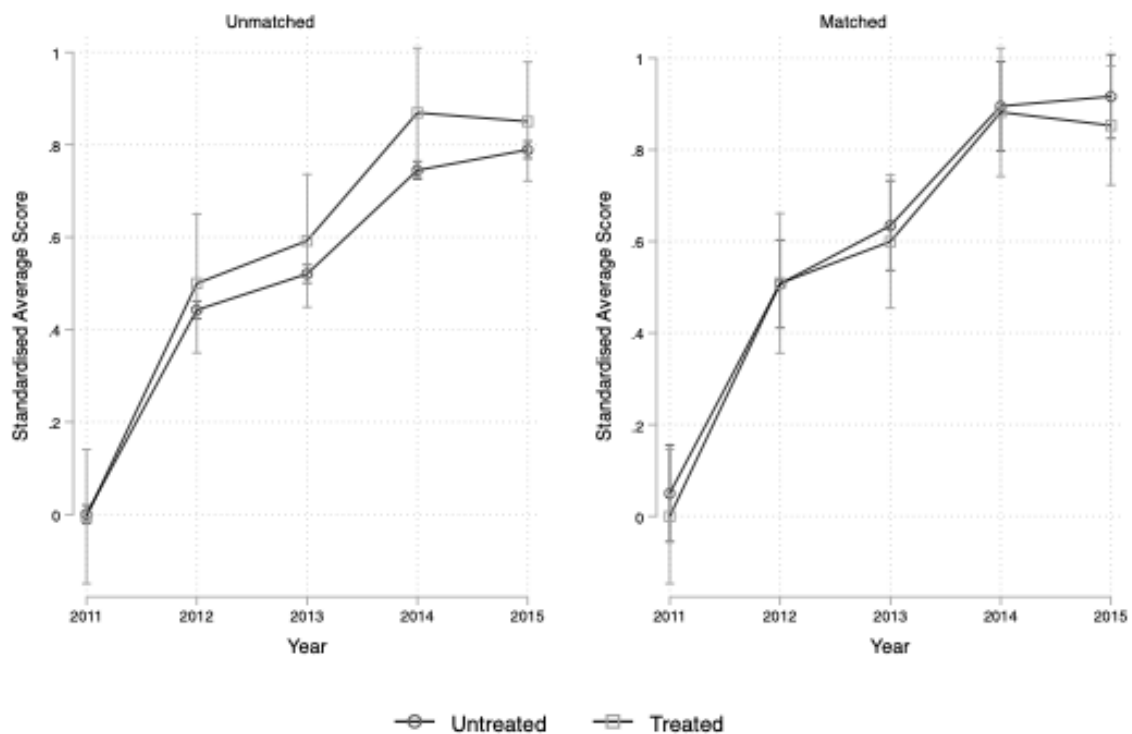


Notes. Kernel density plot of school average KS2 reading score among FSM pupils for treated (green) and comparison (red) schools. Note that FSM characteristics are estimated from a reduced sample size due to suppression in schools with small numbers of FSM pupils.

In the context of a difference in difference analysis, more important than balance at baseline in itself is the plausibility of the common trends assumption. We explored evidence of pre-treatment common trends in the performance of our treated schools, compared with the rest of schools considered for matching, and compared with our preferred matched sample. It should be remembered that this evidence is intended to explore the plausibility of the identifying assumption of difference in differences but does not and cannot “prove” this untestable assumption, which is that there would have been common trends between the two groups in the absence of our treatment. It should also be recalled that our matching exercise does not match directly on these trends but rather on observable school characteristics that we think are likely to have resulted in them being recruited into the study and, equivalently, on observable school characteristics that are likely to result in similar trends in their performance over time.

We plot the KS2 average points score in treated and comparison schools before and after matching, repeating this also for KS1 points score of intake, KS2 maths scores and KS2 reading scores, as well as average KS2 maths and reading scores among FSM pupils only. Each shows first the trends before matching in the left hand panel; these plots demonstrate that, in fact, even before matching there are fairly similar trends between the treated schools and all others that could have been selected. This suggests that the developer team did a good job of recruiting schools that are quite representative of the wider school population in the recruitment areas in terms of their performance trends. Each figure’s right hand panel shows the trends after matching (the plotted line for treated schools barely changes since barely any treatment schools are discarded in the matching process). Here, the trends generally match one another even more closely, which we believe provides strong suggestive evidence in favour of our study’s identifying assumption.

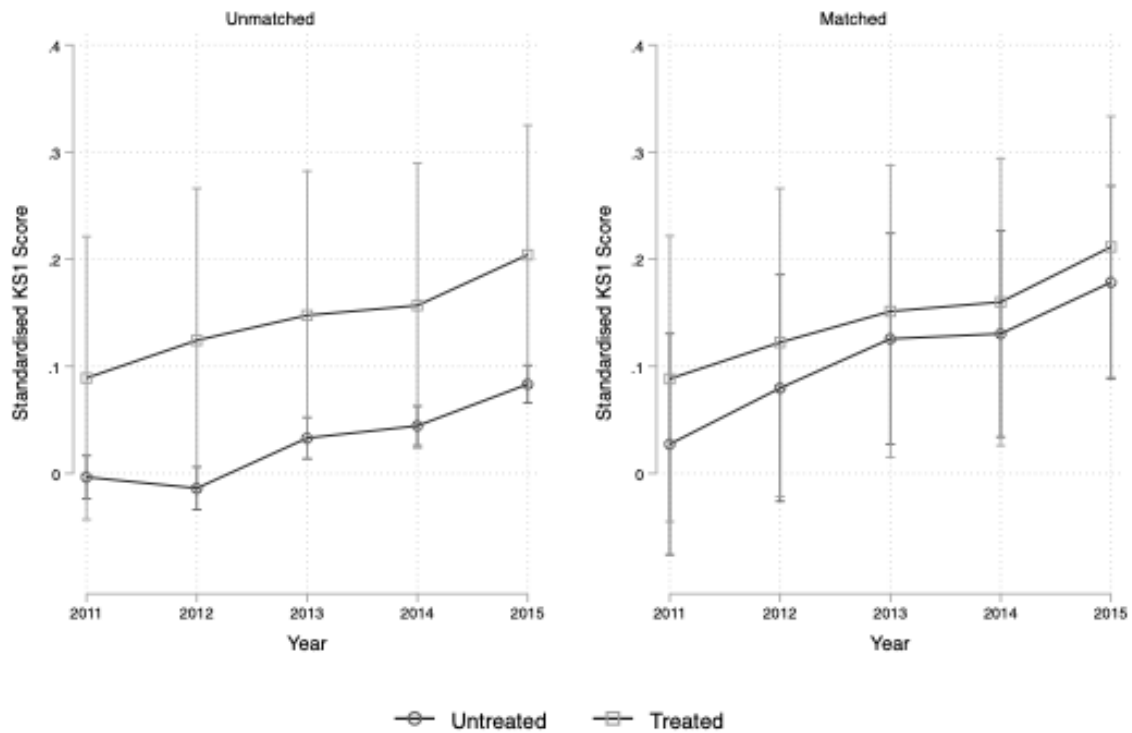
Figure 2.6. Average points score 2011-2015 in treatment and comparison schools



Notes. School KS2 average points score in treated and comparison schools with cluster-adjusted confidence intervals. Range of years reflects availability of consistent school-level measures. Scores

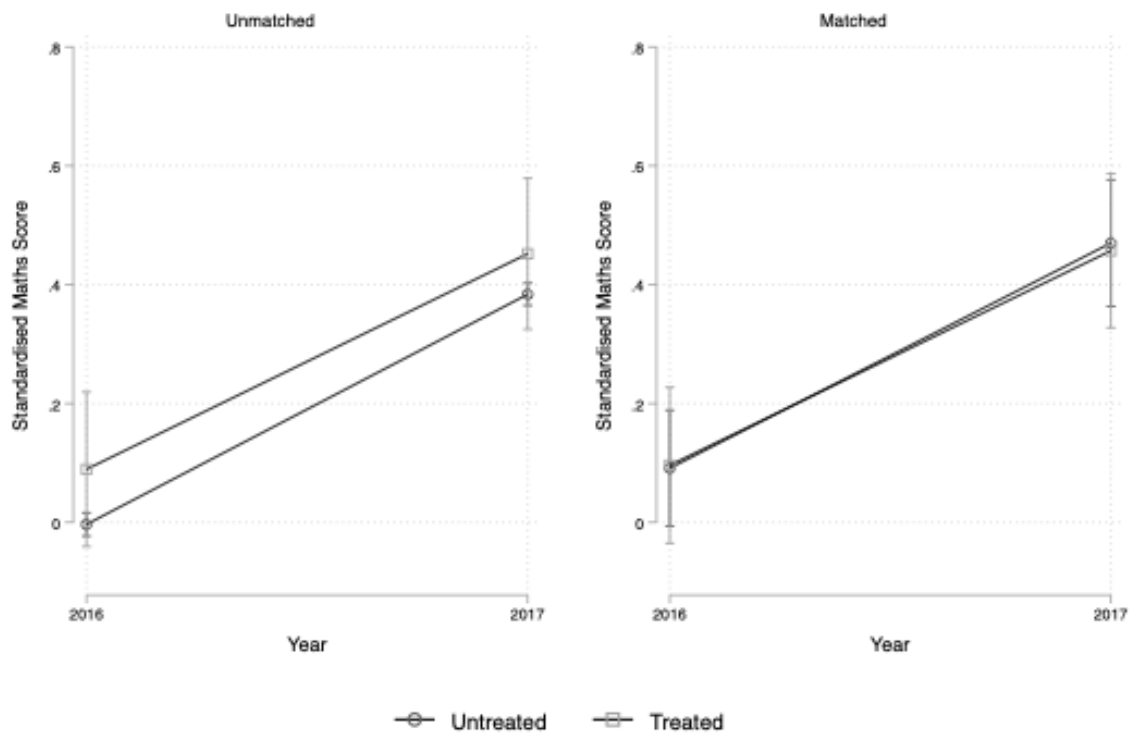
have been standardised to have mean zero and standard deviation one in the first year of data availability in the overall sample.

Figure 2.7. Average KS1 points score of intake 2011-2015 in treatment and comparison schools



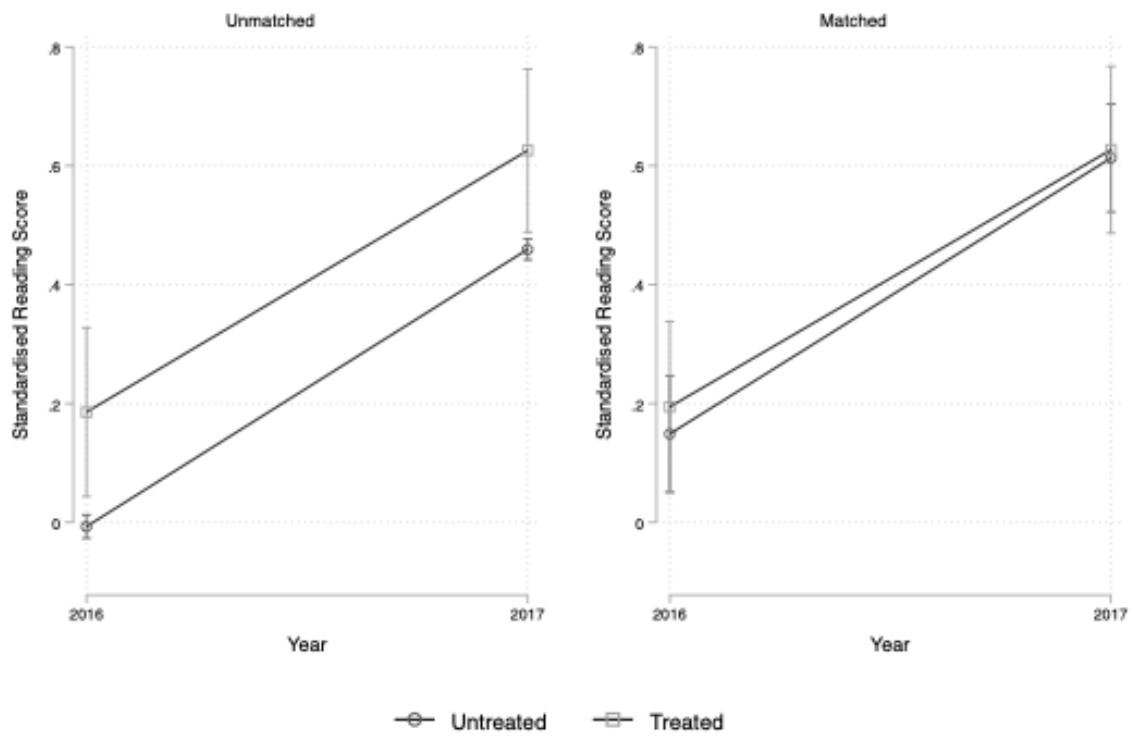
Notes. School KS1 average points score of intake in treated and comparison schools with cluster-adjusted confidence intervals. Range of years reflects availability of consistent school-level measures. Scores have been standardised to have mean zero and standard deviation one in the first year of data availability in the overall sample.

Figure 2.8. Average maths score 2016-2017 in treatment and comparison schools



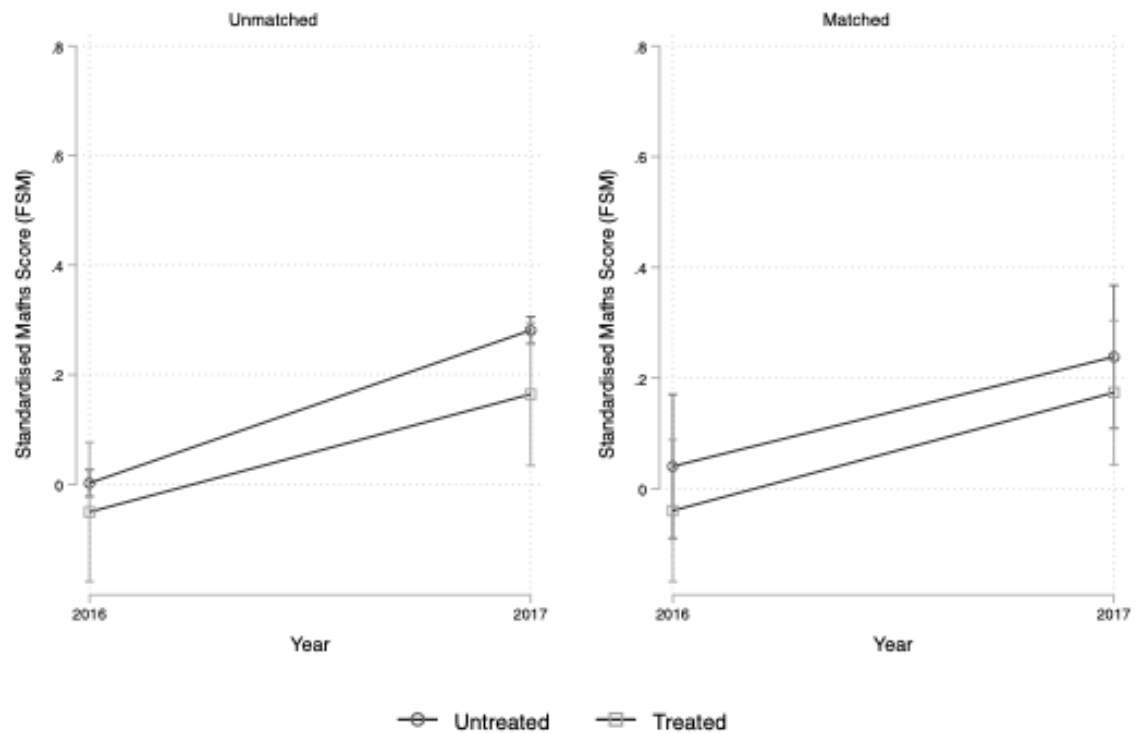
Notes. School KS2 average maths score in treated and comparison schools with cluster-adjusted confidence intervals. Range of years reflects availability of consistent school-level measures. Scores have been standardised to have mean zero and standard deviation one in the first year of data availability in the overall sample.

Figure 2.9. Average reading score 2016-2017 in treatment and comparison schools



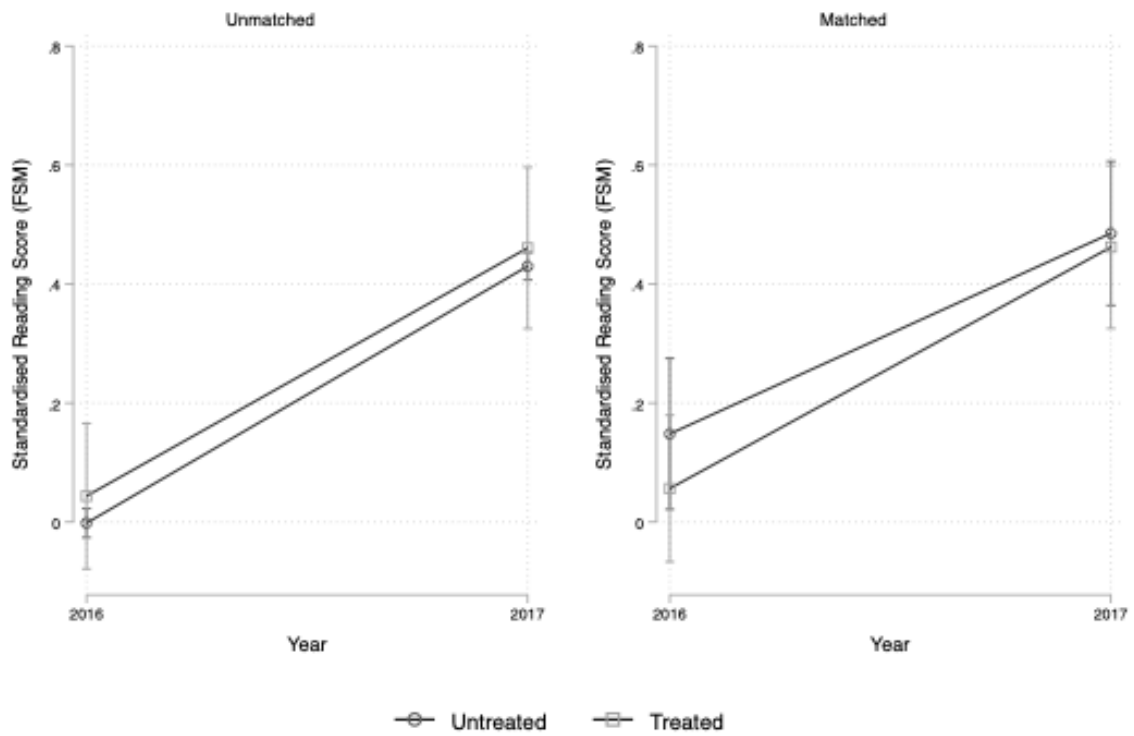
Notes. School KS2 average reading score in treated and comparison schools with cluster-adjusted confidence intervals. Range of years reflects availability of consistent school-level measures. Scores have been standardised to have mean zero and standard deviation one in the first year of data availability in the overall sample.

Figure 2.10. Average maths score for FSM pupils 2016-2017 in treatment and comparison schools



Notes. School KS2 average maths score among FSM pupils in treated and comparison schools with cluster-adjusted confidence intervals. Range of years reflects availability of consistent school-level measures. Scores have been standardised to have mean zero and standard deviation one in the first year of data availability in the overall sample. Note that FSM characteristics are estimated from a reduced sample size due to suppression in schools with small numbers of FSM pupils.

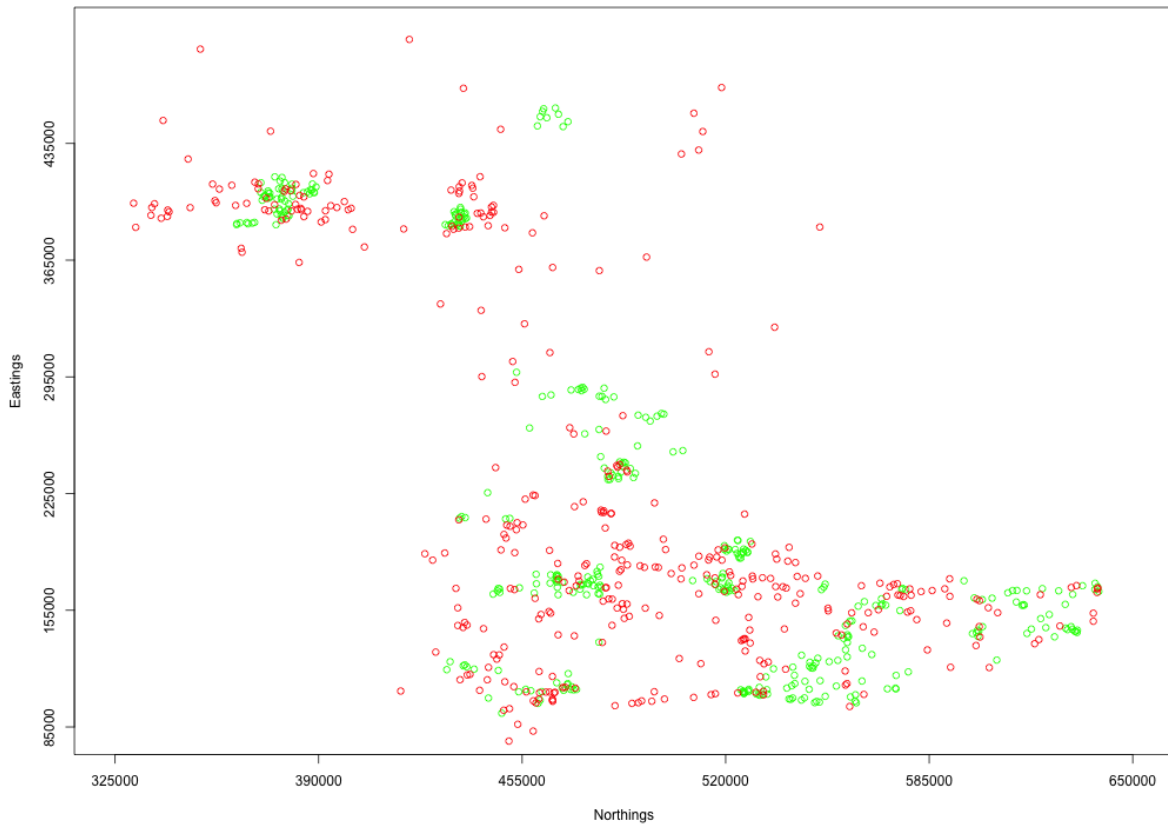
Figure 2.11. Average reading score for FSM pupils 2016-2017 in treatment and comparison schools



Notes. School KS2 average reading score among FSM pupils in treated and comparison schools with cluster-adjusted confidence intervals. Range of years reflects availability of consistent school-level measures. Scores have been standardised to have mean zero and standard deviation one in the first year of data availability in the overall sample. Note that FSM characteristics are estimated from a reduced sample size due to suppression in schools with small numbers of FSM pupils.

Given the importance of geography in the formation of school clusters, we explored the importance of this factor in predicting involvement in this trial. Ultimately, in our preferred specification we use exact matching on region and urbanity/rurality of schools to maximise comparability in this regard. We plot maps of the geographical location of treated and comparison schools.

Figure 2.12. Location of treatment and comparison schools in matched sample identified using preferred specification



Notes. Geographical location of schools plotted using Northings and Eastings grid references for treated (green) and comparison (red) schools.

Attrition

Due to the cancellation of the National Curriculum End of Key Stage 2 tests none of the expected outcomes data are available for analysis. As such, we have 100% attrition in both intervention and matched comparison groups.

Table 2.2: Pupil level attrition from the trial (primary outcome)

		Intervention	Matched comparison	Total
Number of schools	Matched	374	374	374
	Analysed	0	0	0
School attrition (from matching to analysis)	Number	374	374	374
	Percentage	100%	100%	100%

Primary analysis

All outcome data was missing due to the disruption to end of Key Stage National Curriculum testing as a result of the COVID-19 pandemic.

Secondary analysis

All outcome data was missing due to the disruption to end of Key Stage National Curriculum testing as a result of the COVID-19 pandemic.

Estimation of ICC

All outcome data was missing due to the disruption to end of Key Stage National Curriculum testing as a result of the COVID-19 pandemic. However, in the context of a longitudinal evaluation design, we provide some evidence on the intra-cluster correlation of our outcome measures at the baseline timepoint (2017/18 academic year), which may be of value to evaluators of similar interventions in future.

Intra-cluster correlations were estimated on two samples of these baseline data. First, we estimate the intra-cluster correlation of our primary and secondary outcome measures within clusters/between schools who are part of the group participation in SPP (noting, however, that this may not be the complete story in terms of an evaluation design in which some are in clusters and others are not):

- Average reading score cluster-level ICC in 2017 = 0.303
- Average maths score cluster-level ICC in 2017 = 0.186

Second, we estimate the intra-cluster correlation of our primary and secondary outcome measures within clusters/between schools across the full baseline sample (noting, however, that this requires us to treat matched comparison schools as each being in a cluster of their own for the purposes of these calculations):

- Average reading score cluster-level ICC in 2017 = 0.287
- Average maths score cluster-level ICC in 2017 = 0.298

Which of these is more informative depends upon the purpose for which they are intended. The former are more informative about the intra-cluster correlation of attainment across schools within self-selected clusters, per se. However, the latter seem more likely to be informative in the context of conducting power calculations as part of planning for an evaluation design (like ours) in which some schools are in clusters (the participants) and others are not (the matched comparators).

Appendix 3. Baseline treatment survey

Role

Name

School Nam

Telephone

If true, set 'now' to question 'StartTime'

If true, set 'now' to question 'SurveyTime'

Good morning. My name is AgentName. I am calling on behalf of the UCL Institute of Education. They have commissioned my company, Qa Research to run an evaluation of the School Partnership Programme. Your school is involved in this and your Head has already been notified about the evaluation. May I speak to Name?

Do not prompt but: If not possible, then the Head could nominate another, e.g. the Deputy but this person must be directly involved in the Programme (i.e. attending the training).]

As the headteacher [or Role], I would like to ask you to take part in a telephone interview about your school's involvement in the Schools Partnership Programme. This will take no longer than 20 minutes and can be arranged at a time convenient for you. The results will be published in the Spring of 2021 and will be made available on the EEF website.

Your answers will be treated confidentially. Your responses may be linked to other publically available statistical datasets. This linking is solely for statistical purposes your anonymity is guaranteed. Calls will be recorded for quality purposes.

Is it convenient to interview you now? Thank you very much for taking the time to participate in this research.

1. Participant details

We would like to first confirm some of your details.

1.1 We have your school name as SchoolName. Is this correct?

m Yes

m No

If = 1, do not ask '1.1b'

1.1b What is the correct school name?

1.2 May I confirm your name?

1.3 May I check your job title?: DO NOT READ OUT

- m a) Executive Head teacher
- m b) Head teacher/Principal
- m c) Head of School
- m d) Deputy Head teacher
- m e) Assistant Head teacher
- m f) Other: please specify

If = 6, Only ask '1.3_Other'

1.3_Other

1.4 And how long have you been in teaching?

- m Less than 5 years
- m 6-10 years
- m 11-20 years
- m More than 20 years

1.5 And how many years have you worked in senior management altogether?

- m Less than 2 years
- m 3-6 years
- m 7-15 years
- m More than 15 years

1.6 And how long have you been in post in your current role at this school?

- m Less than 2 years
- m 3-6 years
- m 7-15 years
- m More than 15 years

2. Details about your school

Now we would like to ask some details about your school and its partnership working

2.1. Which best describes your school's approach to self-evaluation? (READ OUT)

m All staff are fully engaged in the process. We draw on pupil attainment data and other sources of evidence and research to identify collective priorities for where and how to improve.

m The process mainly involves senior and middle leaders. We draw on pupil attainment data and other sources of evidence and research to identify collective priorities for where and how to improve.

m The process involves senior and middle leaders. We mainly draw on pupil attainment data to identify areas to improve.

m The process involves senior leaders. We mainly draw on pupil attainment data to identify areas to improve.

m We do not have a clear system or process for evaluating the strengths and areas for development across the school.

m None of the above: please specify

If = 6, Only ask '2.1_Other'

2.1_Other

2.2 To support your school improvement efforts, in this or the last academic year, has your school made use of any of the following types of support? (READ OUT)

(9 maximum responses)

q A Local Authority advisor or Improvement Partner

q An Ofsted inspection or HMI monitoring visit

q Peer review undertaken by another school or schools

q A National or Local Leader of Education

q A Teaching School

q A Multi-Academy Trust or sponsor

q A commercial consultant or service

q Support from or work with a local cluster, family of schools or network

q Don't know

2.3 During this or the last academic year, has your school introduced any significant new approaches to teaching or assessing literacy skills in Key Stage 2?

m Yes

m No

If = 2, do not ask '2.3a'

If = 2, do not ask '2.4'

2.3a How would you describe this new approach?

2.4 We are keen to understand how significant the changes are, in comparison to your previous approach to teaching literacy. Which of the following statements best captures the scale of the changes?

m The new approach builds on what we did before - it's an incremental change

m The new approach is substantially different to what we were doing before

m The new approach is radically different to what we were doing before.

2.5 During this or the last academic year, has your school introduced any significant new approaches to teaching or assessing numeracy in Key Stage 2?

m Yes

m No

If = 2, do not ask '2.6'

If = 2, do not ask '2.5a'

2.5a How would you describe this new approach?

2.6 We are keen to understand how significant the changes are, in comparison to your previous approach to teaching numeracy. Which of the following statements best captures the scale of the changes?

m The new approach builds on what we did before it's an incremental change

m The new approach is substantially different to what we were doing before

m The new approach is radically different to what we were doing before.

2.7 Within the last 2 years, have you been involved in any other peer review programmes i.e. other than SPP?

m Yes

m No

If = 2, do not ask '2.7.1'

If = 2, do not ask '2.7.2'

2.7.1 Which of the following programmes have you been involved in? (READ OUT)

(9 maximum responses)

- q Challenge Partners
- q NAHT Instead
- q Whole Education
- q A model that we have developed ourselves, in partnership with other schools
- q A model that has been developed by a local Multi-Academy Trust
- q A model that has been developed by a Teaching School Alliance
- q A model that has been developed by a Federation
- q A model that has been developed by a Local authority
- q Other : please specify

If = 9, Only ask '2.7.1_Other'

2.7.1_Other

2.7.2, Was this a model you were required to adopt or chose to buy into?

- m Required to adopt
- m Voluntarily bought into
- m Both

2.8 And can I check, do you intend to participate in any other peer review programmes over the next two years (i.e. alongside the SPP)?

- m Yes
- m No

If = 2, do not ask '2.8.2'

If = 2, do not ask '2.8.1'

2.8.1 Which of the following programmes? READ OUT

(9 maximum responses)

- q Challenge Partners
- q NAHT Instead
- q Whole Education
- q A model that we have developed ourselves, in partnership with other schools
- q A model that has been developed by a local Multi-Academy Trust

- q A model that has been developed by a Teaching School Alliance
- q A model that has been developed by a Federation
- q A model that has been developed by a Local authority
- q Other

2.8.2, is this a model they have been required to adopt or chose to buy into?

- m Required to adopt
- m Voluntarily bought into
- m Both

3. The Schools Partnership Programme review

In this section we would like to ask you more specifically about your motivation to take part in the SPP and focus for the reviews

3.1 What was your school's main reason for getting involved in the School Partnership Programme (SPP)? READ OUT

(7 maximum responses)

- q To add structure to existing partnership work
- q To find support on school improvement
- q We had prior experience of peer review, but wanted to switch to the SPP model
- q Reputation of SPP e.g. recommended by others
- q In order to ensure we are Ofsted ready
- q Cost
- q Other: please specify

If = 7, Only ask '3.1_Other'

3.1_Other

3.2 For the Schools Partnership Programme review, is the focus for your school on:

- m Improving pupils' literacy?
- m Improving pupils' numeracy?
- m Both numeracy and literacy?
- m Don't know

INTERVIEWER PROMPT: Ask whether or not they have had the pre-review set-up conversation yet to establish themes & specific review questions. If 'Yes', carry on with 3.3. & 3.4. If 'No, just record 'Too early to say' @ 3.3 & 3.4 and go to 3.5

3.3 Which two of the following are the main themes of your review in the Schools Partnership Programme? READ OUT (all should select the first option, so worth probing if not so)

(2 maximum responses)

- q 'Our impact' (Pupil attainment, progress & learning)
- q 'Looking forward' (Strategic direction)
- q 'Looking outward' (Building coalitions for improvement)
- q 'Looking inward' (What happens in the classroom)
- q Too soon to know
- q Don't know

If Size(??3.3??)<>2 and ??3.3??<>5, Prompt interviewee with message 'Please answer with two responses'

OUR IMPACT (Pupil attainment, progress & learning)

- Collecting and using information
- Breadth of pedagogical skill
- Offering breadth in skill development and opportunities

LOOKING FORWARD (Strategic direction)

- Strong leadership across and through the school or setting
- An accountable governance system
- A culture and ethos for improvement

LOOKING OUTWARD (Building coalitions for improvement)

- Parental & family engagement
- Community engagement
- Partnerships, collaboration and system leadership

LOOKING INWARD (What happens in the classroom)

- Effective teaching
- Building capacity and professional development
- Supportive management systems

3.4 What are your school's specific enquiry questions for the review?

[this is a question that focuses the review visit to the school, e.g. to what extent do all teachers understand the school's policies on cross-curricular numeracy? Respondents may or may not link responses to the list of prompts @ 3.3].

3.4_TSTK

(1 maximum responses)

q Too soon to know

If = 1, do not ask '3.4_1'

If = 1, do not ask '3.4_2'

If = 1, do not ask '3.4_3'

Question 1

Question 2

Question 3

3.5 Which of the following best describes your SPP peer review partnership?

m A Multi-Academy Trust

m A Teaching School Alliance

m A federation

m A local authority cluster

m Another (informal) local cluster/partnership

m A non-local cluster/partnership

m Mix of above elements

3.6 Can I please check, has your school had its own SPP review yet?

[THIS REFERS TO WHETHER THEIR SCHOOL HAS BEEN VISITED BY OTHERS IN THE PARTNERSHIP TO BE REVIEWED AROUND THEIR AGREED FOCUS]

m Yes

m No

If = 2, do not ask '3.6.1'

3.6.1 When was this? If possible, use DD/MM/YYYY format

3.7 Have you or other colleague at your school been part of a SPP review visit of one of the other schools in your partnership yet?

[THIS REFERS TO WHETHER THEY, OR OTHER STAFF INVOLVED IN SPP HAVE VISITED OTHERS IN THE PARTNERSHIP]

m Yes

m No

If = 2, do not ask '3.7.1'

If = 2, do not ask '3.7.2'

3.7.1 When was this? If possible, use DD/MM/YYYY format or similar for consistency.

3.7.2 What was their job role? Record 'Respondent' where applicable

4. Baseline statements

Now we would like to ask you about your partnership in the Programme. When I use the word partnership, I mean the group of schools who are reviewing each other's schools as part of SPP. In answering these questions, please think about how things were immediately prior to starting the School Partnership Programme training:

I will ask you to indicate whether you disagree or agree with specific statements I read out. We have developed a scale for your answers, which is as follows:

1 is strongly disagree

2 is tend to disagree

3 is neither disagree or agree

4 is tend to agree

5 is strongly agree

4.1 The first set of statements ask you for 1 to 5 ratings in relation to your school's context

1 - strongly disagree

2 - tend to disagree

3 - neither disagree or agree

4 - tend to agree

5 - strongly agree

6 - too soon to know

My school has the overall capacity it needs to improve during the next three years

My school will have sufficient funding over the next three years to employ the staff it needs

Within my locality, all schools that would benefit from external support are currently able to access appropriate help

Making sure my school does well in Ofsted inspections is one of my top priorities as a leader

A lack of trust between schools in my area hinders meaningful collaboration

There is a clear local hierarchy of schools in my area, in terms of their status and popularity with parents

4.2 The next set of partnership statements ask you for 1 to 5 ratings in relation to leaders across your partnership schools...

1 - strongly disagree

2 - tend to disagree

3 - neither disagree or agree

4 - tend to agree

5 - strongly agree

6 - too soon to know

Our partnership is well led we have a shared vision and values and we understand how collective decisions are made

Our partnership is well managed we meet regularly and communicate well, supported by systems and processes that are fit for purpose

All school leaders in our partnership have an equal level of status

My school draws on expertise and support from other schools in the partnership on a regular (i.e. monthly) basis

I feel responsible for the success of all schools and pupils in the partnership

Levels of trust are high between the schools in our partnership

All the schools in our partnership openly and transparently share data, systems and processes

4.3 The following statements ask for 1 to 5 ratings in relation to your own school's internal leaders

.....

1 - strongly disagree

2 - tend to disagree

3 - neither disagree or agree

4 - tend to agree

5 - strongly agree

6 - too soon to know

I am confident in my school leadership team's capacity to make improvements to our school

I am confident in my school leadership team's ability to lead improvement in our partner schools

Leaders within our school have a high level of trust in each other

Staff at our school feel a sense of shared responsibility for the success of all the pupils in our school

Peer review is firmly embedded in our school's improvement cycle

Staff at our school openly and transparently share systems and processes with each other

4.4 The final set of statements require 1 to 5 ratings in relation to your own internal staff as a whole

1 - strongly disagree

2 - tend to disagree

3 - neither disagree or agree

4 - tend to agree

5 - strongly agree

6 - too soon to know

Teachers in our school feel a sense of ownership of and engagement with our school's improvement aims

Teachers in our school feel a sense of ownership of and engagement with the improvement aims of all the schools in our partnership

Key stage 2 teachers at our school are aware of the school's improvement priority and their responsibility for changing practice

My school is usually able to recruit high quality teachers

4.5 Overall then, what rating between 1 to 5 would you give to the following three statements

1 - strongly disagree

2 - tend to disagree

3 - neither disagree or agree

4 - tend to agree

5 - strongly agree

6 - too soon to know

I am very confident that our school will achieve the aims it has set in the Schools Partnership Programme

I am very confident that our partnership will help this school to achieve the aims it has set in the Schools Partnership Programme

I am very confident that our partnership as a whole will achieve the aims it has set in the Schools Partnerships Programme

4.6 Would you like to add any other comments or concerns about the school's involvement in the Schools Partnership Programme?

Thank you for completing this survey, we really appreciate your time and views. The results will inform the independent evaluation of the School Partnership Programme by UCL Institute of Education on behalf of the Education Endowment Foundation. We would like your permission to contact you again in Summer 2020 near the end of the evaluation. The EEF are expected to publish the results in Spring 2021.

m Yes

m No

Close

Finally, have you been happy with the way this interview has been conducted?

m Yes

m No

Comments

Thank and close

Interviewer name

RECORD THE FOLLOWING DETAILS:

Start time of interview

If True, set 'Now' to question 'FinishTime'

Interview finish time (time when you arrive at this screen)

Duration of Interview (minutes)

This is the end of the questionnaire.

If you need to, go back and make any changes now.

If you are happy with this survey and are ready to move onto the next survey, press the green forward arrow.

If you are due to go out on your break or finish your shift, tick the "pause" box and press the green forward arrow.

IF THIS WAS A COMPLETION DO NOT USE THE RED X TO EXIT!!!

Complete

m Complete

m Test

If = 2, goto 'End' (and do not keep the questionnaire)

Appendix 4. Matched schools survey

This survey has been designed to transfer smoothly to QA's CATI system, and looks slightly different to a conventional survey. The questions themselves are the same, but are simply presented differently. The explanation below should help, but please do contact your contact at QA if you are unsure. All questions, (including prompts for interviewers/respondents e.g. 'Tick all that apply') are formatted with the 'Question' style in blue. All responses are listed and formatted using the 'Response' style in red. Questions followed by a blank line are an open-ended or numeric question.

Instructions (i.e. routing instructions) are formatted using the 'Instruction' style in italic. Rating questions are simply listed with the scale listed first followed by the responses and formatted using the 'Response' style.

Matched schools survey

Good morning/afternoon. My name is.... I am calling on behalf of the UCL Institute of Education. They have commissioned my company, Qa Research to speak to schools about their involvement in partnership working and peer review. We would be very grateful to hear about your experiences and your contribution will help inform their evaluation of the School Partnership Programme. May I speak to [IMPORT CONTACT NAME]?
IMPORT CONTACT NAME

DO NOT PROMPT: If not possible, then the Head could nominate another, e.g. Deputy or an Executive Head but this person must be directly involved in school partnerships/alliances/peer review and needs to have been in post ideally for three years or longer

As the headteacher [or Role], I would like to ask you to take part in a telephone interview about your school's involvement in partnership working and peer review. This will take no longer than 20 minutes and can be arranged at a time convenient for you. The results will be published in the Summer of 2022 and will be made available on the EEF website.

This interview will be carried out according to the Market Research Society's Code of Conduct and all your answers and information you provide will be treated as confidential in accordance with the Data Protection Act and GDPR legislation. We will treat your comments with confidentiality, anonymising anything that we later report, including your name and the school's name.

This call is recorded for quality assurance or training purposes, but this is purely for internal use.

Is it convenient to interview you now? Thank you very much for taking the time to participate in this research.

1. Details about you

Q1.1 May I check your job title?

SINGLECODE

Executive Head Teacher

Head Teacher/Principal

Head of School

Deputy Head Teacher

Assistant Head Teacher

Other (please specify)

OPEN RESPONSE

Q1.2 When did you start in your current post? (month/year)

Month

OPEN RESPONSE

DO NOT FORCE MONTH

Year

NUMERICAL RESPONSE

1.2 How many years have you been at the school?

NUMERICAL RESPONSE

2. Details about your school's involvement in peer review

Now we would like to ask some details about your school and its experience of peer review

2.1 Can I check, has your school participated in any peer review activities over the last three years?

Yes

No

IF 'Yes' ASK Q2.1.1

IF 'No' GO TO SECTION 3

Q2.1.1 Which of the following did you participate in? READ OUT

MULTICODE

Challenge Partners

NAHT Instead

Whole Education

A model that we have developed ourselves, in partnership with other schools

A model that has been developed by a local Multi-Academy Trust

A model that has been developed by a Teaching School Alliance

A model that has been developed by a Federation

A model that has been developed by a Local authority

Other (please specify)

OPEN RESPONSE

Q2.1.2. And why did you participate?

OPEN RESPONSE

3. Experiences of partnership working

We'd like to ask you about your school's experiences of partnership working, which could include peer review or other kinds designed to support school improvement. School improvement partnerships are strong alliances or affiliations either between two or more schools, or schools and organisations, aimed at increasing participant schools' capacity to provide high quality education for their pupils.

Q3.1 Which partnership has been the most significant to your school over the last three years?

OPEN RESPONSE

Q3.2 What would you say have been the most beneficial aspects of your involvement in this partnership?

OPEN RESPONSE

Q3.3 Which factors make involvement in this partnership challenging for your school?

OPEN RESPONSE

Q3.4 What are your school's current main improvement priority/ies for this partnership? PROBE: has there been more than one? (how many?)

OPEN RESPONSE

OPEN RESPONSE

OPEN RESPONSE

Q3.5 Thinking about the last three years. Has the school's main improvement priority/ies for this partnership changed?

Yes (expand)

OPEN RESPONSE

No (expand)

OPEN RESPONSE

Q3.6 In the light of the COVID-19 pandemic, which of the following best describes how you have adapted partnership working in your school?

SINGLECODE

We continued with partnership activities but adapted them, e.g. shortening them or missing out aspects

We shifted to online working but have now resumed face to face working

We shifted to online working and have continued with this until now

We paused all activities in the partnership or alliance but resumed them as normal once schools re-opened

We stopped all partnership activities and have not resumed them

Other (please specify)

OPEN RESPONSE

4. Experiences of partnership working (continued)

Now we would like you to respond to a series of statements about your experience of working with your most significant partnership over the last three years. I will ask you to indicate whether you disagree or agree with specific statements I read out. Please give your answers on a scale of 1-5 where 1 is strongly disagree, 2 is tend to disagree, 3 is neither disagree or agree, 4 is tend to agree & 5 is strongly agree.

Q4.1 Thinking about your school's most significant partnership over the last three years, please respond to the following statements

SINGLECODE

1- strongly disagree

2- tend to disagree

3- neither disagree or agree

4- tend to agree

5- strongly agree

Don't know

N/A

LOOP

Our partnership was well led, we had a shared vision and values and we understood how collective decisions were made

Our partnership was well managed, we met regularly and communicated well

All school leaders in our partnership had an equal level of status

I felt responsible for the success of all schools and pupils in the partnership

Levels of trust were high between the schools in our partnership

All the schools in our partnership openly and transparently shared data, systems and processes

Q4.2 Thinking about your own school, please respond to the following statements

SINGLECODE

1- strongly disagree

2- tend to disagree

3- neither disagree or agree

4- tend to agree

5- strongly agree

Don't know

N/A

LOOP

Participating in this partnership has increased my confidence in my school leadership team's capacity to make improvements to our school

Participating in this partnership has increased my confidence in my school leadership team's ability to lead improvement in our partner schools

Participating in this partnership has helped staff at our school feel a greater sense of shared responsibility for the success of all the pupils in our school

Teachers in our school feel a strong sense of ownership of and engagement with the improvement aims of all the schools in our partnership

Peer review is firmly embedded in our school's improvement cycle

Engagement in peer review has helped my school to identify its strengths and areas for development more rigorously

Engagement in this partnership has enabled my school to become more evidence informed

My school draws on expertise and support from other schools in this partnership on a regular (i.e. monthly) basis

This partnership has been a key source of support for me during the pandemic

Our partnership/s have been a key source of support for members of my team during the pandemic

Q4.3 Thinking about the overall impact of your school's participation in this school partnership, please respond to the following statements...

SINGLECODE

1- strongly disagree

2- tend to disagree

3- neither disagree or agree

4- tend to agree

5- strongly agree

Don't know

N/A

LOOP

I am very confident there has been a positive overall impact on pupils in our school

There has been a positive impact on the ability of our school's leaders to improve partner schools

There has been a positive impact on senior leaders' professional development There has been a positive impact on the professional development of middle leaders and teachers

5. Withdrawing from partnership working with schools?

Here we will ask you if you have withdrawn from a partnership or peer review over the last three years and if so, we would like to understand the reasons for this.

Q5.1 Have you withdrawn from one or more of your school's partners or alliances over the last three years?

Yes

No

N/A

IF 'Yes' GO TO Q5.1

IF 'No' OR 'N/A' GO TO Q6

Q5.1 Can I please check, approximately what date did you withdraw from this partnership?

Month

OPEN RESPONSE

Year

NUMERICAL RESPONSE

Q5.2 Which of the following best explains your reason for withdrawing? (choose up to three)

ALLOW UP TO THREE RESPONSES

Changes in the school meant we no longer had capacity to commit to this partnership or alliance

We wanted to focus on other areas due to the pandemic

We doubted the impact of the partnership or alliances and did not feel it was worth investing so much time in it

Changing in circumstances due to Ofsted inspection

New school leadership

Change in school's priorities

Changes in our existing partnership

Joining a Multi-Academy Trust

Conflicting priorities of partnerships led to us to withdraw from one

Other (please specify)

OPEN RESPONSE

Q5.3 Can you briefly expand on your answer?

OPEN RESPONSE

Q6. Would you like to add any other comments or concerns about the school's involvement in the partnerships or peer review?

OPEN RESPONSE

None

Thank & Close

Appendix 5. Final treatment schools survey

This survey has been designed to transfer smoothly to QA's CATI system, and looks slightly different to a conventional survey. The questions themselves are the same, but are simply presented differently. The explanation below should help, but please do contact your contact at QA if you are unsure. All questions, (including prompts for interviewers/respondents e.g. 'Tick all that apply') are formatted with the 'Question' style in blue. All responses are listed and formatted using the 'Response' style in red. Questions followed by a blank line are an open-ended or numeric question.

Instructions (i.e. routing instructions) are formatted using the 'Instruction' style in italic. Rating questions are simply listed with the scale listed first followed by the responses and formatted using the 'Response' style.

SPP treatment schools (routed) end survey for active and withdrawn schools

Email : [??Email??]

Good morning/afternoon. My name is... I am calling on behalf of the UCL Institute of Education. They have commissioned my company, Qa Research to run an evaluation of the School Partnership Programme. Your school is or was involved in this and your Head has already been notified about the evaluation. May I speak to [??Full Name??]?

IMPORT CONTACT NAME

DO NOT PROMPT: Preferably the same person that did the baseline survey in 2018. If the Head cannot do this or is very new, they could nominate another, e.g. this could be a Deputy or an Executive Head but this person must be directly involved in the Programme (i.e. attending the training).

As the [??School role??], I would like to ask you to take part in a telephone interview about your school's involvement in the Schools Partnership Programme. This will take no longer than 20 minutes and can be arranged at a time convenient for you. The results will be published in the Summer of 2022 and will be made available on the EEF website.

This interview will be carried out according to the Market Research Society's Code of Conduct and all your answers and information you provide will be treated as confidential in accordance with the Data Protection Act and GDPR legislation. We will treat your comments with confidentiality, anonymising anything that we later report, including your name and the school's name. This call is recorded for quality assurance or training purposes, but this is purely for internal use.

Is it convenient to interview you now? Thank you very much for taking the time to participate in this research.

1. 1. Details about you

Q1.1 May I check your job title?

SINGLECODE

Executive Head Teacher

Head Teacher/Principal

Head of School

Deputy Head Teacher

Assistant Head Teacher

Other (please specify)

OPEN RESPONSE

Q1.2 When did you start in your current post? (month/year)

Month

OPEN RESPONSE

DO NOT FORCE MONTH

Year

NUMERICAL RESPONSE

Q1.3 Were you in the school at the time we conducted the first survey in June 2018?

Yes

No

2. Details about your school's participation in the Schools Partnership Programme

Q2.1 Can I check, has your school participated in any other peer reviews over the last three years, other than the Schools Partnership Programme?

Yes

No

IF 'Yes' ASK Q2.1a AND THEN CONTINUE TO 2.1.1.

IF 'No' GO TO 2.1.3

Q2.1a Why did your school participate in other peer reviews in the last 3 years?

OPEN RESPONSE Q2.1.1 Which of the following did you participate in? **READ OUT**

MULTICODE

Challenge Partners

NAHT Instead

Whole Education

A model that we have developed ourselves, in partnership with other schools

A model that has been developed by a local Multi-Academy Trust

A model that has been developed by a Teaching School Alliance

A model that has been developed by a Federation

A model that has been developed by a Local authority

Other (please specify)

OPEN RESPONSE

Q2.1.3 Does your school intend to continue with a peer review programme other than SPP beyond this year?

Yes

No

Don't know

IF 'Yes' ASK Q2.1.3a AND THEN CONTINUE TO 2.1.4

IF 'No' GO TO 2.2

Q2.1.3a And why is that?

OPEN RESPONSE

Q2.1.4 Which of the following programmes do you intend to continue with?

READ OUT

MULTICODE

Challenge Partners

NAHT Instead

Whole Education

A model that we have developed ourselves, in partnership with other schools

A model that has been developed by a local Multi-Academy Trust

A model that has been developed by a Teaching School Alliance

A model that has been developed by a Federation

A model that has been developed by a Local authority

Other (please specify)

OPEN RESPONSE

Q2.2 Now we'd like to ask you about partnership working; School improvement partnerships are strong alliances or affiliations either between two or more schools, or schools and organisations, aimed at increasing participant schools' capacity to provide high quality education for their pupils.

Would you describe the Schools Partnership Programme as the most significant partnership your school has been involved in over the last three years?

Yes

IF 'Yes' ASK Q2.2a AND THEN GO TO Q2.4

No

IF 'No' ASK Q2.2A AND THEN GO TO Q2.3

Q2.2a And why is that?

OPEN RESPONSE

Q2.3 Which partnership has been the most significant to your school in the last three years?

OPEN RESPONSE

Q2.4. Did your school complete the SPP programme funded trial (between 2018 and Nov 2021) or has it withdrawn? (~~verify what it says on spreadsheet – i.e., should be known already~~)

DB completion status = [??Type??]

IMPORT STATUS FROM DATABASE

Completed

Withdrawn

IF 'Withdrawn' GO TO SECTION 4

3. Experiences of the Schools Partnership Programme (Active schools only)

We'd like to ask you about your experiences of the Schools Partnership Programme. This has multiple elements to it: the formation of a partnership with a partnership lead, a peer review team, the use of the SPP framework and other materials to review your school and to review others in your partnership, the role of improvement champions, improvement workshops following

reviews, 90-day review meetings, SPP training sessions and SPP progress events.

Q3.1 What would you say have been the most beneficial aspects of your involvement in the programme? (up to three, from above or other) And, briefly, why? PROBE

OPEN RESPONSE

OPEN RESPONSE

OPEN RESPONSE

Q3.2 Which aspects of your involvement in the programme have been the most challenging for your school, if any and, briefly, why? PROBE

OPEN RESPONSE

Q3.3 Briefly, how would you describe your school's main improvement priority/ies for SPP Reviews? PROBE: has there been more than one? (how many?)

OPEN RESPONSE

OPEN RESPONSE

OPEN RESPONSE

Q3.4 Thinking about the last three years. Has the school's main improvement priority/ies for SPP changed?

Yes (expand)

OPEN RESPONSE

No (expand)

OPEN RESPONSE

Q3.5 In the light of the COVID-19 pandemic, which of the following best describes how you have adapted the SPP programme in your school?

SINGLECODE

We continued with face-to-face reviews but adapted them, e.g., by shortening the visit time or missing out part of the process

We shifted to conducting online reviews but have now resumed face-to-face reviews

We shifted to conducting online reviews and have continued with these until now

We paused activity on the SPP programme during lock down but then resumed face-to-face reviews once schools re-opened

We stopped all activities on the SPP programme and have not resumed them

Other (please specify)

OPEN RESPONSE

Q3.6 Does your school intend to continue with the Schools Partnership Programme beyond this year?

Yes

IF 'Yes' GO TO SECTION 5

No

IF 'No' GO TO Q3.6a

Q3.6a And if no, briefly, why not?

OPEN RESPONSE

4. Withdrawing from working in the Schools Partnership Programme

SECTION 4 ONLY FOR WITHDRAWN SCHOOLS, ACTIVE SCHOOLS MOVE TO SECTION 5

Here we will ask you about your school's reasons for withdrawing from the schools partnership programme. Q4.1 Can I please check, approximately what date did you withdraw from the Schools Partnership Programme?

Month

OPEN RESPONSE

Year

NUMERICAL RESPONSE

Q4.2 Which of the following best explains your reason for withdrawing?

(choose up to three)

ALLOW UP TO THREE RESPONSES

Changes in the school meant we no longer had capacity to commit to this programme

We wanted to focus on other areas due to the pandemic

We doubted the impact of the programme and did not feel it was worth investing so much time in it

Elements of the programme did not work (eg numbers of reviewers, improvement champions, partnership lead, organisation etc)

Changing in circumstances due to Ofsted inspection

New school leadership

Change in school's priorities

Changes in our SPP partnership

Joining a Multi-Academy Trust

Changes in other alliances, which conflicted with the Schools Partnership Programme

Other (please specify)

OPEN RESPONSE

4.3 Can you briefly expand on your answer?

OPEN RESPONSE

5. Experiences of the Schools Partnership Programme (all schools)

Thinking about your involvement in the funded Schools Partnership Programme trial (between 2018-Nov 2021), we would like you to respond to a series of statements about your experience.

Please give your answers on a scale of 1-5 where 1 is strongly disagree, 2 is tend to disagree, 3 is neither disagree or agree, 4 is tend to agree & 5 is strongly agree.

Q5.1 Thinking about your (SPP) partnership, please respond to the following statements

SINGLECODE

1- strongly disagree

2- tend to disagree 3- neither disagree or agree

4- tend to agree

5- strongly agree

Don't know

N/A

LOOP

Our partnership was well led, we had a shared vision and values and we understood how collective decisions were made

Our partnership was well managed, we met regularly and communicated well

All school leaders in our partnership had an equal level of status

I felt responsible for the success of all schools and pupils in the partnership

Levels of trust were high between the schools in our partnership

All the schools in our partnership openly and transparently shared data, systems and processes

Improvement champions now play a significant role in the partnership

Q5.2 Thinking about your own school, please respond to the following statements

SINGLECODE

1- strongly disagree

2- tend to disagree

3- neither disagree or agree

4- tend to agree

5- strongly agree

Don't know

N/A

LOOP

Participating in SPP has increased my confidence in my school leadership team's capacity to make improvements to our school

Participating in SPP has increased my confidence in my school leadership team's ability to lead improvement in our partner schools

Participating in SPP has helped staff at our school feel a greater sense of shared responsibility for the success of all the pupils in our school

Teachers in our school feel a greater sense of ownership of and engagement with the improvement aims of all the schools in our partnership
Peer review is firmly embedded in our school's improvement cycle

The Improvement Champion role has been important to our school's capacity to engage successfully in SPP

Engagement in SPP has helped my school to identify its strengths and areas for development more rigorously

Engagement in SPP has helped teachers in our school feel a greater sense of ownership of and engagement with our school's improvement aims

Engagement in SPP has enabled staff in my school to collaborate with staff in other schools across the partnership more effectively

Engagement in SPP has enabled my school to become more evidence-informed

Engagement in SPP has led to specific positive outcomes for pupils in our school

My school draws on expertise and support from other schools in the partnership on a regular (i.e., monthly) basis

The SPP partnership has been a key source of support for me during the pandemic

The SPP partnership has been a key source of support for members of my team during the pandemic

Q5.3 Thinking about the Schools Partnership Programme...

SINGLECODE

- 1- strongly disagree
- 2- tend to disagree
- 3- neither disagree or agree
- 4- tend to agree
- 5- strongly agree
- Don't know
- N/A

LOOP

The training provided by the programme has been very high quality

The materials provided by the programme to support SPP are very high quality

The benefits that accrue from undertaking SPP reviews are not sufficient to justify the time and effort involved

The Schools Partnership Programme has helped our school get through the circumstances arising from the COVID-19 pandemic.

The SPP framework for reviewing has been highly effective

Q5.4 Thinking about the overall impact of your school's participation in the Schools Partnership Programme, please respond to the following statements

SINGLECODE

- 1- strongly disagree
- 2- tend to disagree
- 3- neither disagree or agree
- 4- tend to agree
- 5- strongly agree
- Don't know
- N/A

LOOP

I am very confident there has been a positive overall impact on pupils in our school

The feedback that my school has received from SPP reviewers has not been accurate or focussed enough to have real impact

There has been a positive impact on the ability of our school's leaders to improve partner schools

There has been a positive impact on senior leaders' professional development

There has been a positive impact on the professional development of middle leaders and teachers

Q6. Would you like to add any other comments about the school's involvement in the Schools Partnership Programme?

OPEN RESPONSE

None

Thank & close

Appendix 6. Case study schools data sources

Partnership/school Case label	Interviews	EDT partnership audits	Initial survey	End Survey	Reviews observed	Partnership leads group interviews	EDT training and workshops
1a	HT (also partnership lead) Year 1 (January 2019) and Y3 (March 2021) Total=4	x			Year one focus on TAs: pre review meeting 17.1.19, Review, 24.1.19 IW: 31.1.19 Feb 2021 (rapid online review)		X Year three
1b	N/a	x	x				
1c	Year 1: 5 interviews: HT (trained as peer reviewer), Peer reviewer (AHT), Improvement	x	x				X Year three

	<p>Champion (AHT), 2 x KS2 leaders</p> <p>Year 3 (June 2021): 2 interviews: HT (trained as peer reviewer), Peer reviewer (AHT)</p> <p>Total = 7</p>						
1d	<p>Year 1: 2 interviews: HT (trained as peer reviewer), DHT (Peer reviewer)</p> <p>Year 3 (June 2021): 2 interviews: (new) HT (peer reviewer), new DHT (Peer reviewer)</p> <p>Total = 4</p>	x	x	x			X Year three
1e	<p>Year 1: 2 interviews: HT (peer reviewer),</p>	x	x	x			X Year three

	AHT (Peer reviewer) Year 3 (June 2021): 2 interviews: Exec HT (peer reviewer), Acting Head of School (Peer reviewer) Total = 4						
2a	Year one interviews (30/1/19): Interim Head of school (IHoS) KS2 English leader (KS2) (IC) – Interim Assistant Head Total = 3	x	x	x			X Year one
2b	(30/1/19)Executive head (EH) and head of school (HoS) together	x	x	x	Pre-review (12 th November 2019)		X Year one/two/three

	KS2 English leader IC Total = 3				Review 12 th March 2020 IW (scheduled 17 th March 2020): Did not happen (due to pandemic)		
2c	Unable to gain participation of school	x	x				X Year one/two/three
2d	28 th January 2019 with HT AB at school. AHT via Skype interview on Friday 1 st Feb 2019. Year 2 interview only with HT in person on 28 th Feb 2020. Total = 3	x	x				X Year one/two/three
2e	24 th Jan 2019	x		x	X Pre review: 21 st September 2018	x	x

	<p>28th February 2020</p> <p>HT (also partnership lead)</p> <p>DHT</p> <p>ICs: (M) Maths teacher (interviewed year one)</p> <p>New IC for year two: (KN) Maths lead</p> <p>Total = 6</p>				<p>(20min recording). Review date: 25/9/18</p> <p>IW: 3rd October 2018, 3.30pm at school.</p>		
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Appendix 7 Case studies: Areas of the initial survey summarising and comparing cluster responses to items

Initial survey item	1a (bm)	1b (lak)	1c (Lt)	1d (skl)	1e (te)	2a (ha)	2b (mp)	2c (nu)	2d (rp)	2e (sp)
1.6 Time in current role (HT)	HT 7-15 years	HT 7-15 years	HT 7-15 years	HT 7-15 years	HT 7-15 years	IHoS Less than 2 years	EHT Less than 2 years	HT Less than 2 years	DNR	HT Less than 2 years
2.1. Approach to SSE	mainly senior and middle leaders	mainly senior and middle leaders	All staff	All staff	mainly senior and middle leaders	All staff	All staff	mainly senior and middle leaders	DNR	mainly senior and middle leaders
2.3. New approaches to literacy	Yes	Yes	Yes	Yes	No	No	No	Yes	DNR	Yes
2. 4 How significant ?	incremental	incremental	substantial	substantial	DNR	DNR	DNR	incremental	DNR	incremental
2.5 New approaches to numeracy	Yes	No	No	No	No	Yes	Yes	Yes	DNR	Yes
2.6 How significant ?	substantial	DNR	DNR	DNR	DNR	Substantial	substantial	substantial	DNR	substantial
2.7 Involvement in peer review in	No	No	No	No	No	No	Yes	No	DNR	No

last 2 years?										
3.1 Main reason for SPP?	To add structure	To add structure/s upport for improveme nt	To add structure/s upport for improveme nt	To add structure	To add structure/sup port for improvement	To add structure/suppor t for improvement	To add structure/supp ort for improvement	To add structure/supp ort for improvement	DNR	To add structure/supp ort for improvement
3.2 Focus?	Don't know	Numeracy and literacy	Literacy	Literacy	Don't know	Don't know	Numeracy	Literacy	DNR	Numeracy and literacy

Appendix 8 Details of partnership lead group interviews

Interviewer	Group ID Label	Date	Type and size of partnership	No. of participants in interview	Notes
David	A	21 June 2021	Smaller informal clusters P1 - 4 (was 5) (LA) P2- 7 (LA) P3 - 6 (LA) P4- 4 (LA) P5 - ? P6- ? P7-? P8-?	8 HTs	Included JS (P.1) Headteacher from Case study B (school 5)
David	B	22 nd June 2021	Smaller, informal clusters P1 – 2 (was 3) (LA) P2- 4 (was 5) (LA) P3 – 5 (LA) P4 – ? (infant school partnership, included as part of wider partnership) (TSA) P5 – 4 (LA)	5	
Toby	C	21 st June	Mostly formal partnerships P1 – 4 (was 3) P2- 9 (was 17) (TSA) P3 - 5 (from a larger “local collaborative trust”) P4 - ? P5 – ?	6	

			P6 - ?		
Toby	D	22 nd June	<p>Mostly formal partnerships</p> <p>P1 – 8 (was 7) (cooperative trust)</p> <p>P2- 8 (4 MAT plus 4 others from LA)</p> <p>P3 – 4 (was 5) LA</p> <p>P4 – 11 (was 10, joined by an LA school)(MAT)</p> <p>P5 – 6 (TSA)</p> <p>P6 – ?</p> <p>P7- ?</p> <p>P8 – ?</p> <p>P9 – ?</p> <p>P10- ?</p>	10	P3 also includes some infant schools
Louise	E	21 st June	<p>Both part of geographical LA schools that formally work together</p> <p>P1-6 (although participant's school was from outside, others had worked together)</p> <p>P2-7</p>	2	
Louise	F	22 nd June	<p>Informal LA partnerships:</p> <p>P1 – ? (LA)</p> <p>P2- 10 (was 11) (LA)</p> <p>P3 – 3 (LA)</p> <p>P4 – 4 (lost 2 and gained 2) (LA)</p> <p>P5 – 4 (was 30 (LA)</p> <p>P6 – 6 (was 7) (LA)</p>	6	
				37	

Appendix 9 Interview schedules used in process evaluation
Questions for Head teacher (or lead person for the SPP) year one

Introduction, use prompt sheet and consent forms

A. Setting the context (10mins and state up front)

Personal

- 1. Please tell me a little about yourself and how long you have been a Head (or otherwise) at this school.**

Over 4 years. First headship previously deputy in another school similar school.

School

- 2. Please tell me about your school.** (Ask for brief details about size of school, school recent history, local partners, staff numbers and structure of leadership posts.
- 3. What are your school's current development priorities?** (Probe: how did you generate these priorities? Self-evaluation process)
- 4. On the telephone survey, you said you had done...**(Probe for literacy/numeracy interventions), tell me a little about these.
- 5. Ask about prior peer review experience.** also check from Partnership Audit).

B. The Schools Partnership Programme (10mins)

I'd like to move onto some questions about the Schools Partnership Programme

1. **Why did you choose to get involved?** (Probe: why was it the right thing at this point? Check: Why with these particular schools? (if not clear above))

2. **What do you think the purpose of the Schools Partnership Programme is?** (Probe: what are the key features of SPP for you? How does this fit into your school's development priorities?)

3. **Other than you, who from your school has been involved in the SPP training?** (how did you select them/why etc.)

4. **And can you tell me about the partnership that you are working in as part of the SPP project:** (Probe: How long has it existed? How does it operate – for example, is there a formal partnership agreement and programme of activities beyond the SPP work? How significant would you say this work is in terms of its impact on the way that you undertake school improvement here in this school? **And can I check are you involved in any other significant partnership working apart from SPP?** (Probe: esp. those in the SPP, probe about power dynamics/trust)

C. The school's review process (17 mins)

The next questions are about your school's experience of the SPP process. Later we will ask you about your experience with other schools

1. **Can you tell me the story of your school's experience of the SPP process from the beginning? (ask to talk through process from start to finish, S.E./pre-review/review and Improvement Workshop, use to build vignettes, probe for the following)**
 - Check details of when school was reviewed. Who was involved in the review? The reviewers and IC's etc)
 - What was the focus of the review? (try to tease out exact focus question of review, the question/s) How useful has this focus been? Focused on something that really mattered to you?
 - Experience of pre-review? Involvement/engagement of staff/own personal involvement/engagement
 - Experience of the review? Involvement/engagement of staff/own personal involvement/engagement
 - Experience of the Improvement Workshop Involvement/engagement of staff/own personal involvement/engagement
 - Does it feel similar or different to other processes you have been involved in?
 - Like a joint exercise between the review team and the school?
 - Like it was based on principles of genuine professional dialogue and enquiry?

- Did the peer review process identify inspiring, excellent and effective practice?
- The identification of areas of strength and areas for development

2. **To what extent would you say that the review genuinely pushed your own and your team's thinking forward** – for example, in terms of your understanding of the issue or of how you might work to address it? Or was it more about confirming things you already knew, but giving you a chance to reflect on these as a team?

3. Did the review process introduce new research or evidence of effective practices that the school had not considered previously?

4. **Subsequent to the review, what have you been doing/going to do?**

(Probes: Did the 90 day check in happen yet? Who will be involved in these changes? What are you looking for in terms of successful outcomes? Do you have plans to monitor these changes? Tell me about these.)

5. **What challenges have you encountered/do you expect to encounter?**

(Probe: How equipped is the school to go about making the changes/improvements planned by the review? leadership capacity, overall climate and culture, staff levels/ knowledge/training/skills, How prepared are staff at the school to implement the proposed changes?)

6. What role is the partnership playing in providing support for these changes?

7. Will you need any additional external support to help you implement the changes?

D. Questions about leading a review (or being on a review team) (7mins)

The next questions are about your s experience of leading or participating in a review of another school or schools

1. **Can you tell me about your experience of the review process in another school/s**
(Probe: How many. what has worked particularly well, what has been challenging).

2. **What have you learned as a result of this review/s?**

E. Extra questions for HTs who are cluster leads (extra 5 mins)

The next questions are about your experience of leading a cluster of schools on the Schools Partnership Programme

1. **What is your role as the cluster lead?** (Probe: What approaches have you taken in this role? how much time/commitment/types of communication/sharing ideas/monitoring/follow up to reviews)
2. What have been your successes in carrying out this role?
3. **What have been the main challenges in carrying out this role?**

F. Partnership (7mins)

The next questions are about your Partnership working in the Programme

(Start at question 2 if they have answered section above about leading the cluster)

1. **What is your cluster lead's role? How is that going?**
2. What are your hopes for the partnership?
3. Have you offered support to other schools in your partnership?
4. **Are you seeing any changes in your partnership working so far as a result of SPP?**
(Probe: sharing of practice of practice, findings, supporting each other, exchange of staff)

G. Education Development Trust's role (Schools Partnership Programme) (7 mins)

The next questions are about your experience of the role of the Education Development Trust, specifically the Schools Partnership Programme, in terms of the support, guidance, framework and materials it provides

1. **How well did the SPP training prepare you for the process?** (Probe: quality of materials, ability to lead reviews)
2. How useful was the initial information prior to starting SPP?
3. **How useful is the framework?** (Probe: How easy is it to use? Website, timing.)

H. Finally (2mins)

The next questions are about your experience of the role of the Schools Partnership Programme as a whole

- 1. How different is SPP different so far compared to other things you've been involved in?**
2. Is there anything you know now that you wish you'd known at the beginning?
3. Look forward to the rest of the programme, what are your hopes and expectations and needs?

Questions for Improvement Champions (40mins)

A Setting the context (8 mins)

Personal

1. **Please tell me a little about yourself and how long you have been at this school/in this role etc**

School

2. **What are your school's current development priorities? How did the school generate these?** [NB self-evaluation answer from survey]

SPP

3. **What do you think the purpose of the Schools Partnership Programme is?** (Probes: What are the key features as far as you are concerned? Do you know what your cluster's/partnership's aims/goals are for this programme? [NB get these in advance of all interviews])

B. Your experience as an Improvement Champion (12mins)

4. **How did you get to be the Improvement Champion?**
5. **What is your role as Improvement Champion?** (Probe: What are the most important elements?)
6. **Have you run and IC workshops? If so can you talk me through this. (Important to flesh this out:** (probe: If they have done one or more IC workshops, ask them to talk through where that was, who they worked with, what happened etc. What was the issue for the school? How did they run the workshop – who attended, which tools did they use? Did they introduce any new research as part of the session? How effective was the process overall in their view? What's really worked well and Why?)
7. **What's have been the challenges in fulfilling your Improvement Champion role?** (Probes: Time issues/capacity/ confidence)

C. As a staff member in a school being reviewed (focus on last section if running out of time) (5 mins)

8. **What's your experience of your own school's review?** (Probes: Your own and other staff's involvement in self-evaluation, pre-review, review and follow up. Any surprises in terms of what's come out of the review or workshop?)
9. **What's happened since the review and IW?** (Probes: Has anything helped or hindered the process in your school? Do you feel your colleagues are ready, able and willing to take forward the findings and make the necessary changes in practice?)

D. EDT training and support (7 mins)

10. **What are your reflections on the IC training and materials?** (Probes: did you feel prepared? What was most helpful? Was there anything that could have been improved?)
11. If you've had any difficulties, how have you resolved them? What help did you get? From whom?

E. Moving forward (8 mins)

12. **What do you anticipate will be the biggest challenges moving forward for your school this year and next?**
13. What have you learnt about what helps or hinders a school getting the best from the process?
14. Do you have any other feedback about the SPP from an IC's perspective?

Questions for Head teacher (or lead person for the SPP) – Year 2 (55-60mins)

Read back through last year's interview and case study in advance – adapting questions as required.

Introduction, use prompt sheet and consent forms

A. Setting the context (5mins)

Personal

- 6. (If not interviewed last year) Please tell me a little about yourself and how long you have been a Head (or otherwise) at this school.**

School

- 7. Last year, you/your predecessor told me a bit about your school. Has anything significant changed in the past year, for example in terms of: the staff and leadership team structure, any significant changes of personnel, an Ofsted inspection, decision to become an academy/join a MAT etc?**
- 8. What are your school's current development priorities?** (Probe: how did you generate these priorities? Self-evaluation process). **How have those priorities changed since last year?** (If they have changed) **What has driven the changes?**
- 9. If they talked about literacy or numeracy interventions last time (interview schedules will need to be checked): Are you still working on these? Briefly, how's it going?*

B. The Schools Partnership Programme (10mins)

I'd like to move onto some questions about the Schools Partnership Programme

- 5. Now that you are 18 months in, what are your reflections on the Schools Partnership Programme?**(Probe: what are the key features/areas of impact of SPP/benefits/problems/challenges)

6. **Can I check, who from your school has been involved in the SPP training this academic year?** (how did you select them/why/ any changes?)
7. **And can you update me on the partnership that you are working in as part of the SPP project:** (Probe: has the membership changed? Any developments in how it operates – for example, is there a formal partnership agreement and programme of activities beyond the SPP work? How significant would you say this work is in terms of its impact on the way that you undertake school improvement here in this school?)
8. **How many improvement champions does your partnership have?** [Probes: Has this been a sufficient number? From your experience, what about the quality?]
9. **And can I check are you involved in any other significant partnership working apart from SPP?** (Probe: esp. those in the SPP, probe about power dynamics/trust)

C. The school's review process (17 mins)

The next questions are about your school's experience of the SPP process since I saw you last year. Later we will ask you about your experience with other schools

8. **Can you tell me the story of your school's experience of the SPP process this academic year? (ask to talk through process from start to finish, S.E./pre-review/review and Improvement Workshop, use to build vignettes, probe for the following)**
 - Check details of when school was reviewed. Who was involved in the review? The reviewers and IC's etc)
 - What was the focus of the review? (try to tease out exact focus question of review, the question/s) How useful has this focus been? Focused on something that really mattered to you?
 - Experience of pre-review? Involvement/engagement of staff/own personal involvement/engagement
 - Experience of the review? Involvement/engagement of staff/own personal involvement/engagement
 - Experience of the Improvement Workshop Involvement/engagement of staff/own personal involvement/engagement
 - Does it feel similar or different to other processes you have been involved in?
 - How important do you think the role of the IC is in the SPP approach? Why?
 - How does it feel doing it for a second time – what has been different and why do you think that is?
9. **To what extent would you say that this year's review genuinely pushed your own and your team's thinking forward** – for example, in terms of your understanding of

the issue or of how you might work to address it? Or was it more about confirming things you already knew, but giving you a chance to reflect on these as a team?

10. Did the review process introduce new research or evidence of effective practices that the school had not considered previously?

11. Subsequent to the review, what have you been doing/going to do?

(Probes: Did the 90 day check in happen yet? Who will be involved in these changes? What are you looking for in terms of successful outcomes? Do you have plans to monitor these changes? Tell me about these.)

12. What challenges have you encountered/do you expect to encounter?

(Probe: How equipped is the school to go about making the changes/improvements planned by the review? leadership capacity, overall climate and culture, staff levels/ knowledge/training/skills, How prepared are staff at the school to implement the proposed changes?)

13. What role is the partnership playing in providing support for these changes?

14. Will you need any additional external support to help you implement the changes?

D. Questions about leading a review (or being on a review team) (7mins)

The next questions are about your s experience of leading or participating in a review of another school or schools

3. Can you tell me about your experience of the review process in another school/s
(Probe: How many, what has worked particularly well, what has been challenging?).

4. What have you learned as a result of this review/s?

E. Extra questions for HTs who are cluster leads (5 mins)

The next questions are about your experience of leading a cluster of schools on the Schools Partnership Programme

4. **Has anything changed over the last year in your role as the cluster lead?** (Probe: What approaches have you taken in this role? how much time/commitment/types of communication/sharing ideas/monitoring/follow up to reviews)

5. **What have been your successes in carrying out this role?**

6. **What have been the main challenges in carrying out this role?**

F. Partnership (7mins)

The next questions are about your Partnership working in the Programme

5. **Are you seeing any changes in your partnership working so far as a result of SPP?** (Probe: sharing of practice of practice, findings, supporting each other, exchange of staff)

6. **What is your cluster lead's role? How is that going?** (*omit if they have answered section above about leading the cluster*)

7. **How important do you think the partnership element of this programme is?** (Probe: What are the most important features? Has anyone played a particularly significant role in this (who and how))

8. What are your hopes for the partnership?

G. Education Development Trust's role (Schools Partnership Programme) (7 mins)

The next questions are about your experience of the role of the Education Development Trust, specifically the Schools Partnership Programme, in terms of the support, guidance, framework and materials it provides

4. **Reflecting back, has the SPP training prepared you well for all aspects of the SPP process?** (Probe: quality of materials, ability to lead reviews)

5. **Have you continued to find the framework useful?** (Probe: How easy is it to use? Website, timing.)

6. **How have you found other aspects of SPP support?**

H. Finally (2mins)

The next questions are about your experience of the role of the Schools Partnership Programme as a whole and about your thoughts on sustainability

4. What do you think the biggest impact has been from the programme? Why? (could be more general than asked earlier, i.e. to school and partnership/long term/systemic)
5. This phase of the EEF project will finish at the end of the summer term. What do you hope to have achieved by then? Are there any barriers or issues you face in that?
6. Thinking about next year, do you expect to carry on with the SPP approach? How closely will you adhere to it – will you carry on attending the EDT training and using their materials? If not, will you continue to work as a cluster to undertake full reviews – any elements you will drop?

Questions for Improvement Champions (50mins)

Read back through last year's interview and case study in advance – adapting questions as required.

Introduction, use prompt sheet and consent forms

A Setting the context (6 mins)

Personal and school

10. **Have there been any significant changes for you personally or for the school since we last spoke?** [e.g. illness/leave, staffing, structural changes, inspection, SPP links?]

11. **Have there been any changes in your school's development priorities since last year/the start of SPP?** (Probe: reason for change, how they generated these priorities, if SPP had anything to do with this, self-evaluation process) [*We need to try to unpack the potential influence of SPP on anything?*]

SPP

B. Your experience as an Improvement Champion (13 mins)

15. How did you get to be the Improvement Champion? [*ask if new this year only*]

16. **How has your role as Improvement Champion developed or changed since we last spoke?** [*Or, if not asked before*] **What is your role as Improvement Champion?** (Probe: What are the most important elements?)

17. **Please talk me through a recent Improvement Workshop (IW)? (Important to flesh this out:** (Probe: If they have done one or more IWs, ask them to talk through where that was, who they worked with, what happened etc. What was the issue for the school? How did they run the workshop – who attended, which tools did they use? Did they introduce any new research as part of the session? How effective was the process overall in their view? What's really worked well and Why?).

18. **Tell me about the differences between facilitating IWs now and when you first started.** [*They are likely to talk about greater confidence, experience, expertise – Probe: try to get them to unpack this – what has led to this? What has helped?*]

19. **Looking back, what have been the greatest challenges in fulfilling your Improvement Champion role? (*Look at what they said last time*: Probes: Time issues/capacity/confidence. What strategies have you found to overcome any of these challenges?)**

C. As a staff member in a school being reviewed (focus on finding out their role in their own school reviews and Q8 if running out of time) (9 mins)

20. **What's your experience of your own school's review(s)?** (Probes: Your own and other staff's involvement in self-evaluation, pre-review, review and follow up. Any surprises in terms of what's come out of the review or workshop? Have you played any particular role as a SPP IC in helping your own school through the review process?)
21. **What's happened since the review and IW?** (Probes: Has anything helped or hindered the process in your school? Do you feel your colleagues are ready, able and willing to take forward the findings and make the necessary changes in practice? Have you played any particular role as a SPP IC in helping your own school through the review process?)
22. **Has your school benefitted from participating in SPP?** [Probe: How? **Have you used your IC skills for anything else in school?** What, how?]

D. Training, support, networking and partnership (12 mins)

23. **Reflecting back, what are your/do you have further reflections on the IC training and materials?** (Probes: did you feel prepared? What was most helpful? Was there anything that could have been improved?)
24. **How important has collaborating and networking with other ICs been?** Probe: Any differences between the small number you work with most closely and the larger network who have met at training? Do you have regular contact with the larger network? If yes: What, how and how often? If you've had any difficulties, what help did you get from them?
25. **What support has been provided by your partnership for you as an IC?** Probes: What has worked well? What would have been better?
26. **Since you became an IC, has the partnership drawn on your IC skills in any other way?** [Probe: What, how, when?]

E. Moving forward (10 mins)

27. **What do you anticipate will be the biggest challenges moving forward for your school?**

28. What have you learnt about what helps or hinders a school getting the best from the process?

29. What have you learnt about being a successful IC?

30. Reflecting back, what are your reflections on the Schools Partnership Programme?
(Probe: what are the key features/areas of impact of SPP/benefits/problems/challenges?)

Headteacher interview schedule - matched schools

Setting the context

Personal

12. **Please tell me a little about yourself** and how long you have been a Head (or otherwise) at this school.

School

13. **Please tell me about your school.** (Ask for brief details about size of school, school recent history, structure eg maintained, academy, MAT etc, local partners, staff numbers and structure of leadership posts).
14. **What are your school's current development priorities?** (Probe: how did you generate these priorities? Self-evaluation process and who involved ie what is their approach to self-evaluation)
15. During the last two academic years has **your school introduced any significant new approaches to teaching literacy or numeracy?** **If yes:** Probe: Selecting the most significant of these changes, please tell me briefly what it involved
16. What types of **external support** has the school drawn on in the past academic year for school improvement – for example from the LA, MAT, national organisations (The Key, NGA etc), Ofsted, consultants, Teaching Schools etc.
17. Are they using any evidence-based approaches (e.g. from the EEF toolkit)?
- If so, which ones and how / why were they selected?
 - What (if any) guidance of support did you receive ?

Partnerships

18. Can you tell me a little about your history of partnership working (Probe: e.g. local cluster/pyramid informal or formal networks). Probe: strength, length, depth of partnership.
19. Thinking about your strongest partnership, (check who is involved – other schools, facilitators, own staff etc), what are the main activities that you work together on?

(Probe: moderation, CPD, pupil learning activities, sharing and comparing data, peer review, school-to-school support)

20. If peer review and/or school to school support are mentioned: (check if these involve a literacy or numeracy focus):
- a. How did you learn to do this? (Did you have any training and support? From whom? Over what period of time)
 - b. How do you evaluate this?
 - c. What outcomes have been achieved or noted?
 - d. What role has the peer review/school partnership played in supporting the changes you wish to implement
 - e. How has your partnership working changed as a result of working in the above peer review/partnerships mentioned above?
21. Have there been any unintended (positive or negative) outcomes from the partnership activities?
- a. What, why and how did these outcomes occur
 - b. What are the implications

Questions for Key Stage 2 lead/s (1 or 2 to be interviewed) (40mins)

Read back through last year's interview and case study in advance – adapting questions as required.

Introduction, use prompt sheet and consent forms

A. Setting the context (10mins)

Personal

- 31. (If not interviewed last year) Please tell me a little about yourself and how long you have been at this school/in this role etc.**

School

- 32. What are your school's current development priorities?** (Probe: how did you generate these priorities? Self-evaluation process and their specific involvement in this). **How have those priorities changed since last year?** (If they have changed) **What has driven the changes?**

SPP

- 33. Now that you are 18 months in, what are your reflections on the Schools Partnership Programme?**(Probe: what are the key features/areas of impact of SPP/benefits/problems/challenges)

B. Your school's SPP review (10mins)

- 1. Please tell me about your involvement in your school's review this year** (including self-evaluation for pre- review/review/improvement workshop/check if focus has shifted/nature of review changed from last year)
- 2. What issue was identified and how significantly does this impact on your work as a leader of Key Stage 2?** (was this an accurate reflection of your school and did it also identify great practice i.e. things to celebrate?)

C. Implementation following Improvement Workshop (10mins)

1. **What's happened since the review and Improvement Workshop this academic year?** (check if both completed)
2. **Do you have a particular role in taking this forward?** (Also probe their own role in monitoring.)
3. **Has anything helped or hindered the process in your school?** (Probes: trust, staff/their own agreement with focus, skill, confidence, knowledge of changes proposed, resources, PD, time)
4. **Do you or colleagues need any support for taking forward the actions as a result of the SPP review and IW? If yes: what and where from?** [Probe: from within school, across partnership, elsewhere, Do you feel your colleagues are ready, able and willing to take forward the findings and make the necessary changes in practice?]

D. Reflections on the SPP (10mins)

1. **Can you tell me how you work with other colleagues in the partnership and has the SPP changed the nature of that partnership working?**
2. **Looking forward, what are your hopes for the school and partnership and what role do you think SPP will/has play/ed in this?**

Questions for Senior Leader who is also a peer reviewer in the Schools Partnership Programme Year 2 (40mins)

*NB Could be the same person as Improvement Champion in some cases

Introduction, use prompt sheet and consent forms

A. Setting the context (5mins)

Personal

22. If not interviewed last year) Please tell me a little about yourself and how long you have been at this school and in what capacity (past and present).

School

23. What are your school's current development priorities? (Probe: how did you generate these priorities? Self-evaluation process). **How have those priorities changed since last year?** (If they have changed) **What has driven the changes?**

B. The Schools Partnership Programme (8mins)

I'd like to move onto some questions about the Schools Partnership Programme

10. Now that you are 18 months in, what are your reflections on the Schools Partnership Programme? (Probe: what are the key features/areas of impact of SPP/benefits/problems/challenges?)

11. Can I check, who from your school has been involved in the SPP training this academic year? (why/ any changes?.)

12. And can you update me on the partnership that you are working in as part of the SPP project: (Probe: has the membership changed? Any developments in how it operates – for example, is there a formal partnership agreement and programme of

activities beyond the SPP work? How significant would you say this work is in terms of its impact on the way that you undertake school improvement here in this school?

C. The school's review process (15 mins)

The next questions are about your school's experience of the SPP process since I saw you last year. Later we will ask you about your experience with other schools

15. Can you tell me the story of your school's experience of the SPP process this academic year? (ask to talk through process from start to finish, S.E./pre-review/review and Improvement Workshop, use to build vignettes, probe for the following)

- Check details of when school was reviewed. Who was involved in the review? The reviewers and IC's etc)
- What was the focus of the review? (try to tease out exact focus question of review, the question/s) How useful has this focus been? Focused on something that really mattered to you?
- Experience of pre-review? Involvement/engagement of staff/own personal involvement/engagement
- Experience of the review? Involvement/engagement of staff/own personal involvement/engagement
- Experience of the Improvement Workshop Involvement/engagement of staff/own personal involvement/engagement
- Does it feel similar of different to other processes you have been involved in?
- How important do you think the role of the IC is in the SPP approach? Why?
- How does it feel doing it for a second time – what has been different and why do you think that is?

16. To what extent would you say that this year's review genuinely pushed your own and your team's thinking forward – for example, in terms of your understanding of the issue or of how you might work to address it? Or was it more about confirming things you already knew, but giving you a chance to reflect on these as a team?

17. Did the review process introduce new research or evidence of effective practices that the school had not considered previously?

18. Subsequent to the review, what have you been doing/going to do?

(Probes: Did the 90 day check in happen yet? Who will be involved in these changes? What are you looking for in terms of successful outcomes? Do you have plans to monitor these changes? Tell me about these.)

19. What challenges have you encountered/do you expect to encounter?

(Probe: How equipped is the school to go about making the changes/improvements planned by the review? leadership capacity, overall climate and culture, staff levels/ knowledge/training/skills, How prepared are staff at the school to implement the proposed changes?)

20. What role is the partnership playing in providing support for these changes?

21. Will you need any additional external support to help you implement the changes?

D. Questions about leading a review (or being on a review team) (4mins)

The next questions are about your s experience of conducting a review of another school or schools

5. **Can you tell me about your experience of reviewing another school/s** (Probe: what has worked particularly well, what has been challenging).

6. **What have you learned as a result of conducting a review or reviews of an/other school/s?**

E. Partnership (4mins)

The next questions are about your Partnership working in the Programme

9. **Are you seeing any changes in your partnership working so far as a result of SPP?**
(Probe: sharing of practice of practice, findings, supporting each other, exchange of staff)

10. **What is your cluster lead's role? How is that going?**

11. **How important do you think the partnership element of this programme is?**
(Probe: What are the most important features? Has anyone played a particularly significant role in this (who and how))

12. What are your hopes for the partnership?

F. Education Development Trust's role (Schools Partnership Programme) (3mins)

The next questions are about your experience of the role of the Education Development Trust, specifically the Schools Partnership Programme, in terms of the support, guidance, framework and materials it provides

7. **Reflecting back, has the SPP training prepared you well for all aspects of the SPP process?** (Probe: quality of materials, ability to lead reviews)
8. **Have you continued to find the framework useful?** (Probe: How easy is it to use? Website, timing.)
9. **How have you found other aspects of SPP support?**

G. Finally (1min)

The next questions are about your experience of the role of the Schools Partnership Programme as a whole

7. What do you think the biggest impact has been from the programme? Why? (could be more general than asked earlier, i.e. to school and partnership/long term/systemic)
8. This phase of the EEF project will finish at the end of the summer term. What do you hope to have achieved by then? Are there any barriers or issues you face in that?

Appendix 10 Memorandum of Understanding

Schools Partnership Programme Agreement

Agreement between:

Education Development Trust of [Highbridge House, 16-18 Duke Street, Reading, RG1 4RU] "Education Development Trust" and

This agreement is for the period: 1st January 2018 to 30th August 2020 ("The Initial Period")

- The Partnership has the right to terminate this agreement at the end of the Initial Period by giving 3 months' notice. Such notice must be signed by an appropriate representative of the Partnership.

Operational expectations of each party:

Partnership:

1. The Partnership will ensure that it is represented at all relevant meetings and events unless there is an unavoidable reason to prevent this.
2. The Partnership will nominate a Partnership lead. This individual will hold the post for duration of the contract (unless the post is delegated to another representation of the cluster) and will be responsible for:
 - a) providing leadership to the Partnership, ensuring that Partnership members work effectively together and that all members participate in all aspects of the SPP, including Self-Review, Peer Review, School-to-School Support and developing an Action Plan
 - b) being the key point of contact between the partnership and Education Development Trust, providing information and data to Education Development Trust as requested;
 - c) agreeing to participate in evaluation activities, with other members of the partnership e.g. Improvement Champions, with the independent evaluation team at UCL Institute of Education, including interviews.
3. All members of the Partnership will agree to share and be transparent on data, in accordance with the Data Sharing Agreement with other members of their Partnership, Education Development Trust, and the independent evaluation team at UCL Institute of Education;
4. The Partnership will maintain confidentiality: any information, data or documents received by any member of the Partnership will not be shared with any third party, or used outside of the SPP and the independent evaluation team at UCL Institute of Education, without the consent of the disclosing party;
5. In order to support system improvement, the Partnership will share the outcomes their peer reviews with the rest of their partnership, Education Development Trust and the independent evaluation team at UCL Institute of Education. Parties will not share these outcomes without the permission of the school and reviewers concerned and will use them only for the purposes of the SPP and the independent evaluation by UCL Institute of Education;
6. In order to support governors' accountability, all members of the Partnership agree to ensure that the governing body of each school is kept fully informed of their Partnership work and receives relevant feedback following peer reviews. Individual partnerships will be expected to discuss and agree the governance arrangements for their Partnership;
7. The Partnership will develop their own Memorandum of Understanding to encapsulate their partnership approach but also to ensure that clear lines of accountability are agreed.
8. If any concerns about a school come to light following a peer review, such as evidence of illegal activity or safeguarding concerns, the Partnership will ensure that the appropriate body is informed;

9. The Partnership will undertake to appoint the appropriate personnel, including Improvement Champions prior to initial training.
10. Partnership members will pay Education Development Trust the agreed financial contribution for involvement in the project.

Education Development Trust:

1. Education Development Trust will assign the Partnership a named Education Development Trust contact who be their key point of contact for the project.
2. Education Development Trust will retain ownership of all intellectual property in materials created or used by Education Development Trust and/or a Partnership for the purposes of the SPP. Education Development Trust will allow all Partnerships to use all materials for the sole purpose of the SPP only while they are affiliated to the programme;
3. Education Development Trust will maintain confidentiality: any information, data or documents received by Education Development Trust will not be shared with any third party, or used outside of the SPP and the independent evaluation team at UCL Institute of Education, without the consent of the disclosing party;
4. Education Development Trust will ensure that it keeps partnerships informed of its research programme and international opportunities, insofar as the same are relevant and appropriate to the Partnership or the SPP.

General legal terms

1. Nothing in this agreement is intended to create or shall constitute or be deemed to constitute a legal partnership or joint venture between the parties.
2. This agreement is not intended to confer any rights upon any third parties or persons not a party to it.
3. This agreement shall form the entire understanding between Education Development Trust and the Partnership and may only be amended by written agreement of either party.
4. This agreement shall be governed by the laws of England and Wales.

Data Sharing

Effective partnerships will work collaboratively in a mutually challenging and supportive way in order to bring about system-wide improvement. To be truly effective, partnerships will benefit from sharing their data in an open and transparent way, allowing data to be used effectively to underpin the work of peer review teams. In order to achieve this, members are asked to sign a data sharing agreement.

Permission to share data

I agree to share school and subject level data with the schools indicated below on the terms outlined by the Partnership below:

The Partnership recognises that the practice of data sharing must comply with all confidentiality, data protection, intellectual property and safeguarding regulations of the schools and contained within legislation.

The Partnership understands that any data shared should not contain any pupil information, must be treated confidentially and used to support collaborative work and the sharing of best practice by schools within the group.

Where data is shared with Education Development Trust, the terms of this agreement will be upheld by Education Development Trust.

SPP EEF trial Phase 1 programme training and support (March 2018 - July 2019)

Peer review & improvement champion training x 1 event - for heads, deputies and nominated improvement champions (improvement champions are a shared capacity across the cluster – up to 2 places per school for Senior Leaders (i.e. the Headteacher, Deputy etc) who will be undertaking the peer reviews. A further 3 places across the cluster for the role of the improvement champion will also be allocated.

Improvement Champion (IC) training day 2 – for nominated improvement Champions (those identified above)

Impact / review workshops x 3 over the year - to establish and monitor impact through baseline / interim & summative improvement conversations with SPP Associate.

Access to all tools; SPP handbook / improvement framework etc.

SPP EEF trial Phase 2 programme and support (September 2019 – July 2020)

Peer Review Training for middle leaders / beyond x 1 event – 2 places per school

Collaborative leadership training for senior leaders x 1 event – 2 places per school

Impact / review workshops x 3 throughout the year - to establish and monitor impact through baseline / interim & summative improvement conversations with SPP Associate.

Throughout the duration of the programme, clusters will have full affiliation to Education Development Trust (including access to events, termly newsletters)

Costs of the programme

The total cost of the programme is £1300 +VAT per primary school participating.

The cost for other phases of schools is £2600+VAT.

The Partnership lead will coordinate the payment from each school, although each school can make their payment directly to Education Development Trust.

Full payment must be made 30 days after being invoiced by Education Development Trust.

Partnership details

Please confirm details the name of your 'Partnership Lead' and the names of the 3 'Improvement Champions' you have nominated for your cluster.

Name or Partnership Lead	<ul style="list-style-type: none">• Name 1 / email address
Names of Peer Reviewers (x 2 per school)	<ul style="list-style-type: none">• School 1 – names / email address• School 2 – names / email address• School 3 – names / email address• School 4 – names / email address• School 5 – names / email address• School 6 – names / email address• School 7 – names / email address
Names of Improvement Champions (x 3 per cluster)	<ul style="list-style-type: none">• Name 1 / email address• Name 2 / email address• Name 3 / email address

5								
6								
7								

Add more rows if required.

Signed on

behalf of Education Development Trust:

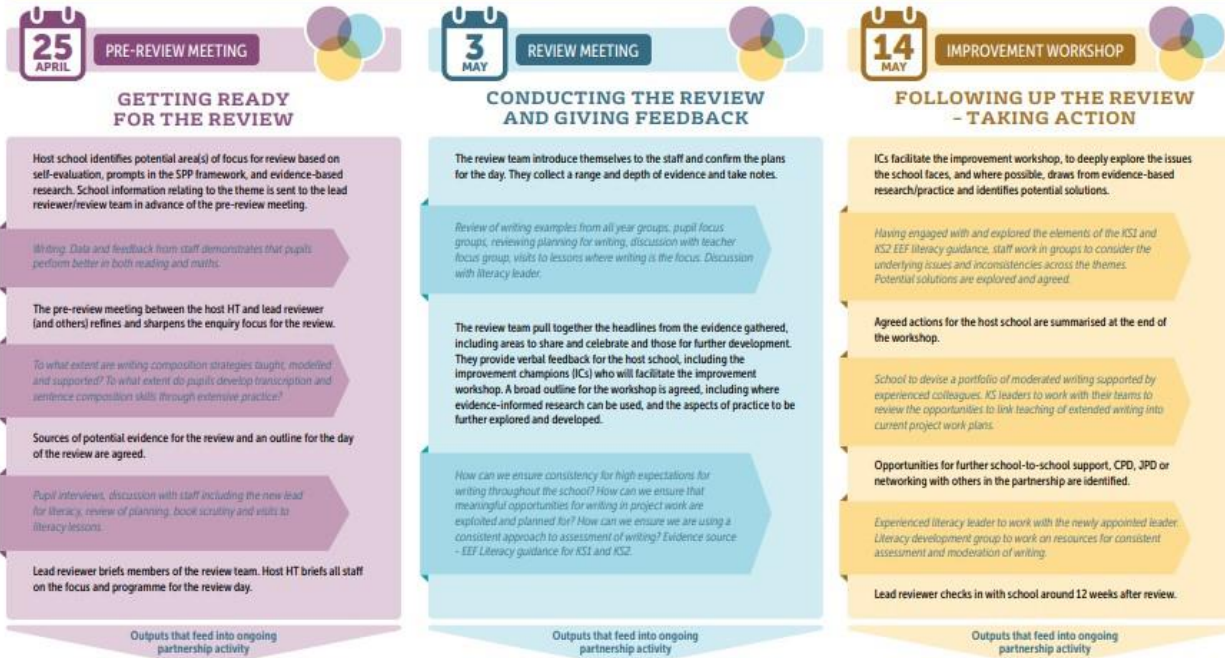
Dated:

Appendix 11: The Schools Partnership Programme Learning Map



SCHOOLS PARTNERSHIP PROGRAMME

Education Development Trust



Follow up activity at school level

The SLT embeds outcomes from the workshop into the school improvement plan and INSET plans. Change team and leadership identified to take forward the identified solutions and strategies. Specific support and training required to make changes are identified and where possible sourced from the partnership.

Follow up activity at partnership level

Colleagues from the host school are supported by colleagues across the partnership with appropriate expertise. Staff from the host school observe and discuss related practice in literacy and teaching of writing in other settings across the partnership. Common issues and themes inform partnership based INSET. Partnership leaders commission specific training and support where there is limited capability and capacity within the partnership.



SPP is refined and contextualised by the partnership for the next phase of reviews

Larger view:



SPP Learning Map.pdf

Appendix 12: Glossary of abbreviations

AHT: Assistant Headteacher

CPD: Continual Professional Development

DHT: Deputy Headteacher

HT: Headteacher

EDT: Education Development Trust (the umbrella organisation for the SPP)

EHT: Executive Headteacher

IC: Improvement Champion

IHoS: Interim Head of School

IW: improvement Workshop

LA: Local Authority

MAT: Multi-Academy Trust

TSA: Teaching School Alliance

TSH: Teaching School Hub

PL: Partnership lead

HT: Headteacher

SENCO: Special Educational Needs Coordinator

SEND: Special Educational Needs and Disabilities

SLT: Senior leader

SI: School Improvement

SIP: School Improvement Plan

SPP: The Schools Partnership Programme

SSE: School Self-Evaluation

KST 2 (leaders): Key stage 2 subject leaders (Maths or English)

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