



**Schools
Partnership
Programme**

A young girl with red hair in a ponytail, wearing a light blue school polo shirt, is drawing on a whiteboard with a blue marker. She is looking towards a man who is looking at her work. The man has a beard and is wearing a grey sweater over a white collared shirt. The background is a brightly lit classroom with various educational materials and decorations.

Unleashing greatness:

Discover how peer
review can facilitate
school improvement

Education Development Trust's flagship programme led by schools, for schools

Who we are

Schools Partnership Programme (SPP) is the **largest school peer review programme** in the UK, developed with schools and leading education experts.

Aimed at giving young people the very best start in life, SPP provides a collaborative approach, supporting continuous school and system improvement. The SPP is the only peer review model which is informed by research evidence and benefits from a global network of partners, making the programme both distinctive and highly effective.

We provide the training, framework and network necessary to enable school leaders to collaboratively address areas for improvement and evaluate the impact; with the added rigour of objective peer review and joint accountability.



8,800+

school leaders



2,200+

schools



60+

local authorities

Our impact

Between January 2018 and December 2021, Education Endowment Foundation (EEF) conducted an evaluation of Schools Partnership Programme – the flagship programme of Education Development Trust – involving 422 schools. This project is one of the largest research evaluations on the impact of peer review and collaboration on school partnerships, leaders, staff and pupils.

Key findings from EEF

- » The benefits accrued from undertaking SPP reviews, justified the time and effort involved.
- » Participating in SPP increased school leaders' confidence and capacity to make improvements to their school.
- » The Improvement Champion role, which is unique to our programme, leads to a greater sense of ownership of the change process by teachers and leaders.

91% of survey participants rated the SPP resources, including the review framework and training materials, **very high quality**.

What we do

EEF found that the Schools Partnership Programme:



Builds trust

Teachers and leaders reported that SPP has a positive impact at partnership, leadership and teacher level, including increased ownership of partnership and school improvement aims and the deepening of trust.



Develops skills

Leadership skills are developed at all levels through the acquisition of evaluation and reviewing skills, and the social learning elements of peer review.



Empowers people at all levels

The Improvement Champion (IC) role helps develop teachers, middle and senior leaders in a collaborative school improvement. Our training provides the methodology, skills and tools to lead an improvement process.



Forges strong partnerships

SPP develops stronger partnerships, sharing and transparency, and provides clearer structures to work towards shared improvement objectives.



Provides ownership

The IC coaching model, which is used in improvement workshops, leads to a greater sense of ownership of the change process, by teachers and leaders.



Supports disadvantaged schools

The many benefits of SPP were more keenly found in schools with higher levels of deprivation. These benefits were perceived as being significantly greater in schools engaged in SPP than in matched schools.

How we do it

Our model



Dr David Godfrey, Lead Evaluator for EEF's report and Associate Professor in Education, Leadership and Management at UCL concludes that:

“The SPP model of peer review process develops outstanding leadership and skills.”

Participants:

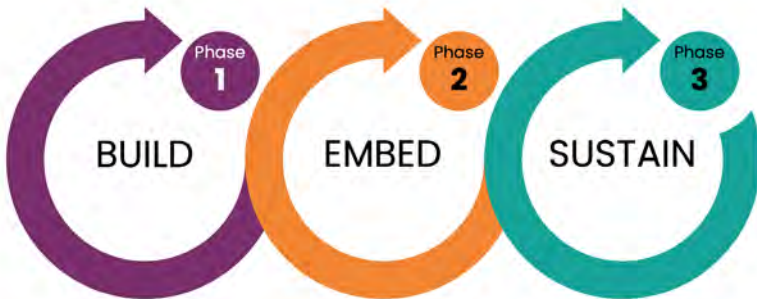
- » employ a coaching model approach
- » improve their research literacy
- » inform their decision making through data analysis
- » lead collaborative school improvement
- » learn to understand the evidence
- » review and evaluate aspects of another school.



Build, embed, sustain

We use an enquiry-based framework in three phases to:

- » Build peer review skills of school leaders across middle and senior leadership
- » Embed the culture change across all levels - rather than just at the top
- » Sustain the continuous cycle of improvement through planning and professional development.



We continue to develop staff throughout the programme. Building on skills, over time rather than delivering one-off training sessions. The SPP model builds capacity in local areas as well as giving ownership of the model to schools, empowering them to continue to develop peer review, which in turn supports local priorities and enables school-to-school support.

Peer Reviewers

Headteachers and senior leaders are suitable for the Peer Reviewer role.

We equip Peer Reviewers with the skills and tools to carry out effective and focused peer review. SPP will help your Partnership in building capacity by:

- » providing the framework and process for peer review
- » continuous professional development in delivering effective reviews
- » offering support from the wider SPP network.

“Reviewers learned valuable skills of reviewing and self-evaluation; and school leaders learned how to collaborate more rigorously and transparently, offering increasing challenge to each other with time, and enabling more fluid knowledge exchange and shared professional development that benefitted their staff and schools.”

Peer Reviewer, EEF Report



Improvement Champions

A unique feature of SPP is the role of Improvement Champion for middle leaders, providing professional development and the empowerment to make a difference in their school and wider partnership.

“I have seen senior staff ‘buzzing’ about conducting reviews at other schools and Improvement Champions ‘growing’ by being afforded the opportunities through SPP such as training, working with colleagues elsewhere and being a mechanism for change across schools. This has been wonderful to be part of, as a headteacher.”

Kim Earle, Headteacher, Altrincham College

Improvement Champions:

- » own school and partnership improvement
- » become experts in coaching and facilitating improvement workshops
- » develop evidence-based improvement strategies and school-based research
- » monitor the impact of peer review.



Making a difference

As soon as the programme begins, partnerships are ready to start identifying their area of focus for improvement and conduct their first SPP peer review cycle. Partnerships take ownership of their own cycle of improvement from day one.



Some of our recent and on-going collaborations:

- » GWE North Wales Regional School Improvement.
278 active schools*
- » Kent County Council Inclusion Leadership Programme in partnership with [LLSE](#) and [nasen](#).
136 active schools*
- » KYRA Teaching School Alliance, Lincolnshire.
55 active schools*
- » Partnership Evaluation and Development Tool co-created with Essex County Council.
13 partnerships with 141 schools*
- » MAT to MAT review programme.
4 active MATs*

*Correct at time of publishing – November 2023

Stay in touch



Sign up to our mailing list to be one of the first to hear about our latest news and resources.



Request a meeting to find out more about SPP and how you can get involved.



Book a free presentation from a member of our team at your next conference or meeting, to explore:

- » findings from our EEF evaluation
- » latest research in peer review
- » insights from SPP across the UK.

Contact us

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#UnleashingGreatness



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