

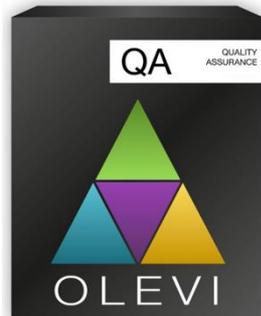


OLEVI

The International Centre for Leadership in Teaching & Learning

Engaging in Excellence

Quality Assurance



OLEVI: QUALITY ASSURANCE REPORT 2017-2018

Quality Assurance of:

Organisation: Altrincham Grammar School for Girls

QA Consultant: Nikki Meredith

Date: 8th May, 2018

Context

- OLEVI is committed to the ongoing evaluation and quality assurance of our Membership and Programme Facilitation. This enables us to identify and share learning to enhance the effectiveness of the Membership and Programmes as they develop.
- As part of this process the QA Consultants undertake a quality assurance visit to Membership & Associate Organisations within the academic year.

Protocols

- The QA Consultant will visit the organisation to conduct the Quality Assurance in a professional and developmental manner.
- The process is confidential and will not be published. Any comments used will be anonymised.
- The information will be captured and inform the programme development.
- Informal feedback will be provided to the participants on the day.



Website: www.olevi.com



National College for
Teaching & Leadership

Section 1: General Information

Classification:	Membership	Host Organisation:	Altrincham Grammar School for Girls
Date:	8 th May 2018	QA Consultant:	Nikki Meredith

Attendees and Contributors to the QA Visit:

Name	Role
Lisa Fathers	Director of Teaching School and Partnerships
Diane Pullen	Teaching School Administrator
Nicola Walker	OLEVI Lead Facilitator
Helen Cleary	OLEVI Lead Facilitator
Mandy Hickman	OLEVI Facilitator
Kathy Langridge	OLEVI Facilitator
Delegates and Partner school colleagues	Tom England and Stacey Kearney (AH), Wellacre School

Note from QA Consultant

Thank you so much for allowing us to spend time with such an outstanding group of professionals.

I really appreciated Lisa Fathers giving up her time to attend, Nicola Walker for her informative input and for the team's excellent co-ordination of the day, particularly Diane in organising for delegates to attend and for the valuable insight into the running of such a credible centre.

The team were full of passion and enthusiasm for their roles and the OLEVI programmes, and I evidenced a strong understanding of effective facilitation and the OLEVI models.





Section 2: Quality & Impact of the Partnership

		Yes	No	Partially
1.	The organisation shares and reflect the values and ethos of OLEVI.	√		
2.	The organisation understands the OLEVI concept. (<i>i.e. school to school work, not just programmes</i>)	√		
3.	All members of SLT are fully involved with the organisation's work of OLEVI.	√		
4.	The organisation intends to grow its relationship with OLEVI and develop its work.	√		
5.	The OLEVI principles of TLC are embedded within the organisation (beyond program delivery).	√		
6.	The organisation has grown over the period of the membership.	√		
7.	The organisation places importance on their working relationship with OLEVI.	√		
8.	The relationship with OLEVI has added value to the organisation or host school.	√		
9.	Is there evidence to support this impact.	√		

Areas of Strength:

- The really strong 'Team Ethos' which has grown out of the passion and enthusiasm for their roles. There is clear evidence of all SLT including the Executive Team, being fully involved with the OLEVI programme developments.
- The teaching school has quite understandably, a National Reputation for Quality, which they believe OLEVI has enhanced.
- The Teaching School Director Lisa, commented on the excellent communication between OLEVI and the school and recognised the support OLEVI has given them and the speed of their response.
- The team believe that the OLEVI programmes have brought teaching and learning to the forefront and have been a 'springboard' for colleagues to work together, in particular through JPD and developmental lesson observations.
- It was evident throughout the interview with the Outstanding Teaching School Director Lisa, that as a result of her strong leadership based on the school's core values, the partnerships with other schools are incredibly strong and mutually beneficial.
- The passionate Lead Facilitator Nicola, is driven by a strong moral purpose to ensure the quality of teaching and learning. Both her and the TS Director are determined to ensure their own school remains consistently outstanding but also that all their partner schools are developed to this high standard as well.



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- The rigour and challenge that the OLEVI programmes bring to schools across their alliance was noted. The team also recognised the benefits collaborating with other schools had brought to their own school and how it had informed practice.
- The school is very keen to develop its relationship with OLEVI, in particular to develop the suite of OLEVI programmes it offers and to be able to represent OLEVI within its educational community. They would relish the opportunity to become a flagship school to coach new teaching schools.

Points to Consider:

- Develop the suite of OLEVI programmes you offer – in particular OLE and OTAP.
- Explore the possibility of colleagues from your partner primary schools being trained as facilitators in order to develop collaborative facilitation.
- Explore the idea of a refresher day for your facilitators – an enquiry was made of the feasibility of a refresher day to be held at the school. QA consultant will follow this up with OLEVI.

Fit for purpose in this area:

	Yes	No
Section 2: The organisation represents OLEVI with quality and integrity.	√	

Section 3: Quality and Impact of Programme Provision

		Yes	No	Partially
1.	The selection process of the programmes meets the needs of the delegates.	√		
2.	Head Teachers allow delegates to engage with the whole programme, including the ISPs, etc.	√		
3.	There is good communication with OLEVI providing dates, information and evaluation forms.	√		
4.	There no more than 12-15 delegates on the programmes so quality is maintained.	√		
5.	The programmes run over a time period that promotes reflection and learning.	√		
6.	The programmes are advertised, promoted and supported using the OLEVI name and logo.	√		
7.	All facilitators are trained and accredited by OLEVI, including the Power of Coaching (POC) facilitators.	√		
8.	The quality of the booklets and resources are of a high standard and of the current format.	√		
9.	A high-quality learning environment is provided for the programmes in keeping with the OLEVI ethos.	√		



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10.	Refreshments are provided, including a high-quality lunch where appropriate.	√		
11.	Future facilitators have been identified and developed within the organisation to increase capacity.	√		
12.	The OLEVI work has had impact on the wider organisation, members and external schools.	√		
13.	There evidence to support this impact.	√		

Areas of Strength:

- The marketing and professionalism of the communication with delegates and partner schools. This is very much down to the hard work of the Teaching School Administrator.
- The school is a very credible organisation and their excellent school to school support contributes to this, with over 70 schools in their alliance.
- The school has developed a CPD Hub Group that meet once a term to share best practice following on from the OTP and ITP programmes.
- The school has fostered an outstanding selection process with the Teaching School Director personally involved with the process. This has been extended throughout the Alliance via the 'Learning Yearly Cycle', enabling colleagues' attendance on the programmes as an entitlement.
- The school also makes very clear their expectations to both their own delegates and those from partner schools. The school puts an emphasis on the development of strong effective relationships in everything they do.
- A purpose designed learning environment has been developed where the delegates' learning journey is clearly recorded and evidence of the impact of the post session challenges can be seen.
- My visit highlighted the amount of time spent, and the dedication of all the facilitation team to the programme development. All resources were of extremely high quality with some useful facilitation notes developed for the facilitators. A number of excellent case studies were also available showcasing the learning journey of the delegates. This is an area of best practice.
- During the visit, I was able to have a telephone conversation with the Assistant Head from one of their partner schools who informed me of the impact the programmes have had on the staff at her school and how much collaborative work has developed as a result of colleagues attending.

Points to Consider:

- The development of Conceptualisation events for Senior Colleagues from Partner Schools to see the quality of programme provision, facilitation and opportunities.
- Aim to keep the programmes within the same term wherever possible.
- The development of OTP coaches coaching ITP colleagues.



Fit for purpose in this area:	Yes	No
Section 3: Programme provision and impact is of a high standard.	√	

Section 4: Quality and Impact of Facilitation

(Vehicles: Discussion around A4 Graph, Co-facilitation, Filter Activity (Learning Walk + Session Observation Optional and if appropriate))

		Yes	No	Partially
1.	The facilitators understand DR ICE and their role in its modelling.	√		
2.	The benefits of co-facilitation are understood and fully maximised.	√		
3.	The programmes promote holistic development across T, L & C? (Teaching & Learning, Leadership & Coaching)	√		
4.	Delegates are made aware and accept 'the challenge' before being supported to achieve their goals.	√		
5.	The programmes are seen as the beginning of a journey, as opposed to the whole.	√		
6.	The stakeholders value staff, the programmes and the learning at different levels.	√		
7.	The roles of the Project Manager, Facilitators and Coaches are utilised effectively.	√		
8.	Programmes are evaluated as an ongoing developmental process.	√		
9.	Facilitators understand and employ a variety of facilitation models to illicit learning.	√		
10.	The different forms of observations are understood and utilised.	√		
11.	The purposes of different feedback methods are understood.	√		
12.	There is a high level of accountability for delegates to demonstrate their learning and leadership.	√		
13.	Delegates take responsibility for their own learning beyond the sessions.	√		
14.	The programmes have been developed and any innovations have been discussed.	√		
15.	The programmes that have been facilitated have had impact on delegates.	√		
16.	There evidence to support this impact.	√		



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Areas of Strength:

- The programmes are seen as a journey by the facilitation team and senior colleagues. The facilitation programme reviews carried out by the facilitators were regular, detailed and informative with clear reflection on both the facilitation and organisation of the sessions. An aspect worth mentioning is the 'Actions' section identified by the facilitators to plan future developments. These were also very informative, with some very honest observations that were then acted on. Again, evidence of their high expectations and standards!
- The whole team ethos – sharing, collaborating and developing. Capacity has been grown “together” for the future.
- The warmth of the programme facilitators and their ability to build rapport. I was able to observe part of a POC session and talk with current delegates who spoke of the programme’s impact on their development particularly the coaching sessions. Comments included, “opportunity to reflect”, “learning to listen and respond”, “warmth of the facilitators”.
- Staff at the school volunteer on a regular basis to support lesson observation for the programmes. This is part of the culture of high expectations across the school.
- The facilitators were supportive of the programme models for example GROW, AAA and CSP, and explained how they were being used with delegates on the programmes and across school.

Points to Consider:

- DR ICE being developed on the training room learning wall and across the school in order to role model to colleagues and delegates from other schools? It is clear that the ethos of DR ICE is part of the school’s toolkit across the alliance. A discussion ensued about whether it needs to be more explicit.
- A minor point to consider, but ensure the language of the programmes is explicit in conversation– ‘programme’ not ‘course’ and ‘facilitation’ not ‘delivery’.

Fit for purpose in this area:

Fit for purpose in this area:	Yes	No
Section 4: The facilitators effectively role model DR ICE and PAFF.	√	



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Section 5: Qualifying Statement

It is clear from the evidence presented that Altrincham Grammar School for Girls is an excellent provider of OLEVI Professional Development Programmes and is a credible ambassador for our work. The team of facilitators are focused, aspirational and professional in all their dealings with OLEVI.

As discussed on the day, there are some things to consider within the report that will help with developing yourselves further to maximise impact. These elements would also help to create the organisation that all parties are striving for.

In terms of quality assurance the following three standards have been met:

- The organisation represents OLEVI with quality and integrity
- The programme provision and impact is of a high standard
- The facilitators effectively role model DR ICE and PAFF

OLEVI looks forward to enjoying a close relationship with your organisation over the coming years as the school endeavours to move forward with its Professional Developmental work.

Section 6: Best Practice

- The 'whole team' development and approach
- The evaluation and self-reflection processes they have in place in order to action future developments.
- The school's selection process across their Alliance.

OLEVI QA Consultant:
Nikki Meredith

Date:
11 May, 2018

