# Sheffield (Pilot 3): Project Aims

Two key strands to our plan:

**Strand A - School Report Cards**

o  the **development of school report cards** (below – strand A) to test how different reported information about a school could provide a more rounded perspective of a school and enhance both the culture of professional accountability and the quality of information for parents, carers and the community.

**Strand B - Moderated MAT Peer Review**

o  **moderated MAT peer review** (below – strand B) to support rigorous internal evaluation using external (to the MAT but not the civic partnership) moderation. This will develop a locality framework to support rigorous and supportive accountability and explore how this might promote local professional accountability.
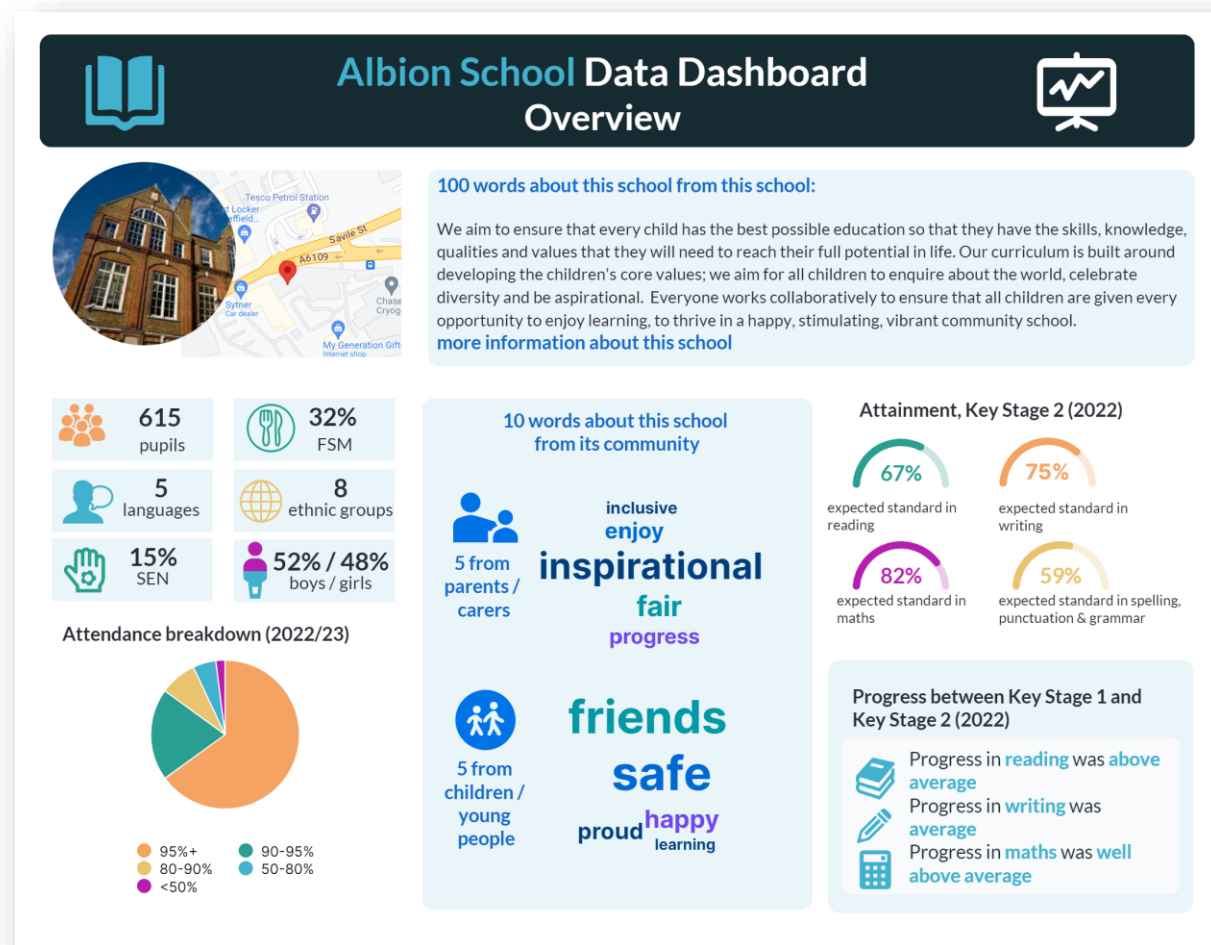


*Year 1 focus has been on the report card strand*

**1. Please summarise what you think you have achieved in Y1.**

**Have you got to where you had planned?  If not, what key barriers have you encountered?**

**Year 1 Achievements:**
- o Thinking hard about an unsolved challenge – moving towards the development of products is an achievement!
- o Continuing to move forwards given wider challenges – stepping away would have been a legitimate option.
- o Dancing like nobody is watching – we have generally managed to avoid the distractions of national agendas.

**Progress to target:**
- o Delayed the MAT peer review strand activity to 2023/24.
- o On track - products to test/develop with group in July, the project team in August & the sector in the autumn.
- o We have had lower participation rates than planned and more cursory governance than would normally have been the case in a project like this.

**Key Barriers:**
- o Changes to the local landscape – required us to re-appraise our role more generally in civic education (i.e. practical and strategic barriers).
- o 2022/23 academic year – project in the context of a challenging time in education.
- o Capacity – partly linked to local challenges but more broadly to 'free-up' specific capacity within a small organisation that cannot carry surplus capacity easily.

**2. What are your key learning points and reflections on your project so far about what you have needed to do to make your project work? What might you have done differently if starting again?**

**Key learning points & reflections:**

o The decision to get involved was based on the need to explore a new Sheffield school improvement strategy – between application and start the landscape changed and we had a period where the internal purpose and relevance wasn't as clear (and other demands were high).

o Our internal scoping could have been different to respond to those changes. We needed slightly different and broader skill sets (including a technical data skillset) earlier – this would have been complex but could have happened earlier.

o We might not have done two strands – we have ended up narrowing focus in 2022/23.

o We could have created a higher bar to being 'bought-in' to secure a more consistent attendance and commitment – although this could equally have forced colleagues to opt out.

o I would also reflect on the depth of buy in to this work – colleagues really care about this work, are excited by it and generally enjoy how hard it makes them think. This is empowering (which has benefits beyond the project itself) and it would be a mistake to judge engagement only through attendance.

**4. In broad terms, how might your existing plan need to change during Y2 to achieve this?**
**Where might you need support in Y2?**

## Report Cards – Y2 plans & support…

o We will need to develop a series of 'sprint' approaches to autumn testing with both engaged and non-engaged (in the project) settings plus key stakeholders – harder to resource in capacity terms.

o Once content has been agreed in principle then there will need to be a build and test phase.

o UNICEF TOC – product evaluation is followed by going back to the (step 0) motivation step – the momentum can then come through the fresh buy in of school leaders (easier with a product).

o Source funding – either through by a further project, a new civic partnership or a commercial offer.

## MAT Peer Review - Y2 plans & support…

o We will need to scope the activity realistically (due to reduced time) and amend the evaluation accordingly in order to capture and share the learning.

o Testing and development of activity will inform local approaches and support more rigorous MAT self-evaluation.

o Capacity (and funding) of high-quality external eyes will be challenging with less lead in time or flexibility to scope the work around available capacity – the development of case studies will be crucial.