

APPENDIX

AN EXAMPLE IN PRACTICE



Bedford Nursery Schools Foundation

This image drawn from their first Fellowship review shows how Bedford Nursery Schools Federation shaped the to suit their context.

From the outset headteacher Isabel Davis was clear that the Fellowship could not be an add-on, an extra burden that was absorbed. Therefore it had to be integral to all of the school's thinking, planning and review at every level.

Year 1

So during their first Fellowship year, the school development plan was re-shaped around the four quadrants. But these needed to be shaped also to reflect the context and values of the school. Isabel believed it was important as well to take account of OFSTED requirements whilst not being dominated by them. So the four elements of the OFSTED Framework were subsumed within but subservient to the four quadrants, as shown in the diagram.

The next step was to re-organise the governing body sub-committees to reflect the changes to the development planning and review process. So four sub-committees were formed each taking responsibility for monitoring one element of the Four Quadrant Framework. Through the work of these groups and wider consultation priorities were established, but it was decided to give the highest priority to this:

“To ensure the views of all stakeholders (children, parents, staff and governors) are equally represented through evaluation and monitoring”

Year 2

A number of strategies were chosen to help pursue this goal. These included the involvement of:

- Parent forums / U3s groups
- Stay & Play sessions
- Child : Adult interactions
- Questionnaires
- Group time evaluations

A particular concern was to ensure that the views of those who would not normally be heard were represented. This proved a hugely challenging piece of work, with some slow success and many difficulties and disappointments, which caused some of the initial strategies to be re-thought. But, as an unintended consequence, the introduction of ‘In the Moment Planning’ allowed parent/practitioner interviews which gave the opportunity to gain further valuable feedback.

BNSF worked with two Fellowship partner schools, both secondary, to challenge their thinking across the two years. In order to report to their partners at the end they decided to make a film of simple interviews with a full

range of stakeholders. Their final evaluation identified that progress had been made but was incomplete and two next steps were identified:

- Continue to find ways for children to evaluate their learning.
- Develop a UNIQUE child project with parents.

One further outcome at this stage was an even closer integration of values, OFSTED expectations and the four quadrant framework.

