



Hounslow
Education
Partnership

PEER CHALLENGE HANDBOOK

Academic Year 2024 – 2025

Autumn Term

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PEER CHALLENGE Autumn 2024

Welcome to the autumn round of Peer Challenge 24/25, delivered through the Hounslow Education Partnership. Following on from the successful Peer Challenges during the academic year 24/25 we continue to have 41 schools actively involved in school improvement across the partnership. We undoubtedly recognise that although the context may have changed, considerable challenges continue to present themselves for all connected with schools and their communities.

As leaders, you have been, and continue to be, instrumental in keeping your school community together, developing learning online and supporting staff, children and parents through the difficult times.

As Peer Challenge completes its 11th year, we continue to re-engage, review and reimagine teaching and learning. Together, we have achieved a great deal across Hounslow due to the engagement of schools and the commitment of leadership teams.

As we are aware the school led system and school-to-school support is the future. As John Gardener states *'the self-improving school system does require school leaders, individually and collectively, to be leading and not just managing. They need to be actively engaged in shaping the future – for their school and their partnership (formal or informal).'*

The Hounslow Peer Challenge is a low-cost efficient model of school-to-school support for all Hounslow schools. The outcome of Peer Challenge is a judgement based on the Public Value Proposition and the agreed Hounslow Performance Challenge in relation to your SEF. Therefore, a SEF is a core document required as part of the paperwork that is sent in advance of Peer Review. Please refer to page 13 for a full list of other documents that you should also send.

Peer Challenge Collaborative Lead Headteachers:

Alison Small – Collaborative A

John Norton – Collaborative B

Eileen Sheedy – Collaborative C

Debbie Norton – Collaborative D

HEP Director Cormac Bourne, email: cbourne@hounsloweducationpartnership

PEER CHALLENGE Triads / Quads – 2024-2025

Autumn Peer Challenge Window –

04.11.24 – 06.12.24 *QA – Quality Assurer to be booked

	Collaborative A - Alison	Collaborative B - John	Collaborative C - Eileen	Collaborative D - Debbie
Triad 1	Crane Park Primary Chatsworth Primary Southville Primary QA	Feltham Hill I&N Hounslow Heath School QA Springwell School	Isleworth Town Primary Strand on the Green Juniors Heston Primary QA	Lindon Bennett Wellington Primary QA Belmont Primary Norwood Green I&N
Triad 2	Sparrow Farm Primary QA Spring Grove Primary Edison Primary	Grove Park Primary Edward Pauling Primary QA Bedfont Primary	Fairholme Primary St Lawrence Primary Smallberry Green Primary QA	Norwood Green Jnr St. Mary's Chiswick Strand on the Green I&N The Cedars Primary
Triad 3	Cardinal Road Infants Victoria Junior QA Green Dragon Primary	Alexandra Primary Cavendish Primary Ivybridge Primary QA	Lionel Primary St Mary's Isleworth Reach Academy	The Orchard Primary QA Marlborough Primary Our Lady & St John's Primary
Triad 4	Grove Road QA St Michael's and St Martin's Beavers			

Common Strengths noted from Peer Challenges:

- Clear Vision and Values
- Student Articulation
- Improved Subject Leader Presentations
- Impact of Phonic Teaching and Reading
- Resilience among pupils
- Positive Relationships and Learning Behaviour
- Well-Considered Curriculum Offers
- Strategic SEND Provision
- Leadership Identification
- EYFS Focus
- Ambitious Curriculum Planning
- Provision for SEND Students.
- Strong Relationships Across the School and between school
- Subject Leadership in Non-Core Subjects
- Behaviour for Learning and Engagement
- Early Years Provision
- Clear Vision and Direction in Leadership and Management
- Learning Attitudes and Behaviour:
- Enthusiastic and Knowledgeable Subject Leaders
- Experiences and Curriculum Offer in Early Years
- Effectiveness of Teaching and Learning Support Assistants

Schools raised common issues:

- Staffing Difficulties and Absences
- SEND Provision
- Writing Issues
- Budget Concerns
- Pressure on Senior Leadership Team (SLT)
- Complex SEND Provision
- Workload and Wellbeing
- Curriculum Delivery and Subject Leadership
- Student Progression and Learning Dept
- Pupil Attendance
- Falling Rolls and Budget Management
- Meeting Needs of Pre-Verbal and Complex Pupils
- Staff Recruitment and Retention

Areas for Joint Practice Development

- Subject Leaders Network – facilitated through HEP
- Middle and Senior Leader development
- Curriculum leadership
- Get Hounslow Reading
- Get Hounslow Writing

Further information can be sourced from Cormac Bourne, Partnership Director Mobile: 07770 734740 Email: c.bourne@hounsloweducationpartnership.co.uk

Support that can be offered to other schools including any specific strengths

AREA	SCHOOL	OFFER OF SUPPORT
Assessment	Norwood Green	Assessment in the foundation subjects that is meaningful to class teachers and subject leaders
Behaviour for learning	Ivybridge	Behaviour and relationships, level of focus and routines
	Grove Park	Managing/Introducing Change
	Cedars	Zones of Regulation
Curriculum Development	Norwood Green	Curriculum planning in core and foundation subjects that demonstrates a clear progression of skills from playgroup to the end of Key Stage 1.
	Alexandra	Curriculum design
	Wellington Primary	Challenge for all pupils
	Feltham Hill Infants	Curriculum challenges faced by I&N schools in meeting the expectations of the Ofsted framework
	Nishkam	The Enrichment mapping and how this links to subjects/ curriculum
	St Michael's and St Martin's	Curriculum design and personalising the curriculum to suit the needs of all learning
	Edward Pauling	Use of sticky knowledge in curriculum design
	Strand on the Green Infants	Ambitious curriculum
Early Years	Bedfont	Share EYFS and 2-year-old provision
	Norwood Green	Nursery environment that is engaging and creates opportunities for pupil to achieve highly and engage with enthusiasm in all areas of the curriculum.
	St Michael's and St Martin's	Phonics and early reading, including enabling environments in the EYFS
	Spring Grove	EYFS leadership
	Isleworth Town	Early letters and sounds implementation
	Lionel	EYFS
	Our Lady & St Johns	ELS Phonic Scheme
	Cardinal Road	EYFS Provision
	Smallberry Green	EYFS provision
	Cavendish	EYFS provision
	Strand on the Green Infants	Early Years Environment
	Ivybridge	Early years environment with quality activities and resources
	Hounslow Heath Junior	EYFS learning environment – supporting child initiated learning
English	Grove Park	Whole class reading approach
	Cardinal Road	Read Write Inc. Package
	Chatsworth	The Reading Canon
	Bedfont	Share phonics practise
	St Michael's and St Martin's	Use of vocabulary within all areas of the curriculum

	Smallberry Green	Reading culture across the school
	Green Dragon	Early Reading and Phonics
	Alexandra	Supporting English as a second language
	Hopunslow Heath Infants	Provision of intervention for EAL pupils
Leadership	Alexandra	Leadership
	Grove Park	Leading subject leaders
	Lionel	Subject lead training
	Belmont	The development of Subject Leaders and their clear understanding of the role
	Norwood Green Juniors	The school has a high level of expertise amongst its middle and senior leaders
	Cardinal Road	Leadership
	Reach	Welcome local school visits by subject leads.
Learning Environment	Beavers	OPAL and Outdoor learning
	Grove Road	Outdoor environment
	Springwell	Indoor and outdoor learning environment and the opportunities that have been created.
	Hounslow Heath Infants	Opportunities for outdoor play
Other area	Our Lady & St Johns	Parental engagement
	Fairholme	Pastoral support of the staff and leadership
	Wellington	High expectations and standards in KS2 - Challenges for all pupils
	Southville	Supporting pupil's wellbeing and personal development and trauma informed approach.
	Chatsworth	'The Greening of Chatsworth' – embedded recycling across the school in many areas
	Grove Road	Performance management system with facility for staff to take ownership of targets and evidence.
	Bedfont	Use of pop-up pool to ensure swimming expectations are met.
	St Michael's and St Martin's	Induction and CPD for ECTs and trainees
	Victoria	Family Support Worker expertise from the HEP SHEL programme
	St Lawrence	Use of directed time - all teachers at St Lawrence run an after-school club.
	Hounslow Heath Junior	Pastoral support of the staff and leadership
	Green Dragon	Catch up programmes
	Alexandra	Pastoral care and work of DSLs
	Alexandra	Supporting Young Carers
	Ivybridge	Adult interactions in CIP
SEND	Sparrow Farm	Trauma response and attachment awareness SEND Strategy
	Alexandra	SEN

	Cedars	SEND support for SEMH Outreach work – de-escalation
	Belmont	Provision and support for SEND
	Grove Road	Inclusion strategies including effective inclusion of children from the centre into mainstream.
	Strand on Green Jnrs	Model of ASD provision – The Swan Centre
	Wellington	Support for SEND who are well supported
	Cavendish	Ordinarily available provision for SEND
	Edward Pauling	Differentiation for depth through the use of SOLO taxonomy with a particular focus on supporting PPG and SEND pupils
	Strand on Green Infants	Support provided for all children to access learning
Subject specific	Crane Park	Developments and improvements in History curriculum.
	Spring Grove	History curriculum leadership
	Nishkam	P.E Lead to share their practise and show other Triad P.E leads their subject leadership
	Our Lady & St Johns	Music
	Our Lady & St Johns	PE
	Our Lady & St Johns	RE
	Isleworth Town	Science; supporting schools in achieving the PSM
	Hounslow Heath Juniors	PE – implementation of ‘Get Set’
	Hounslow Heath Juniors	Computing, including cross-curricular
	Hounslow Heath Juniors	Music - whole class instrument tuition
	Green Dragon	MFL Teaching
Teaching and Learning	Belmont	The effective use of Teaching Assistant
	Reach	Strong teaching and learning rubric.
Writing	Southville	Southville’s approach to writing for high outcomes.

Background to the model

Peer Challenge was designed with local head teachers. Peer Challenge has evolved from the Hounslow Learning Partnership. It is a partnership between schools that promotes collective responsibility and shared accountability for the educational outcomes of children and young people in Hounslow. The shared moral purpose for Hounslow schools is reflected in Peer Challenge's public value proposition.

'Peer Challenge will work collaboratively to ensure that all children have a world class, rounded education, through an ambitious and creative curriculum, enabling every individual to achieve outstanding progress and attainment. This will be realised through our commitment to, and participation in, a systematic, sustainable and accountable framework of challenge and support for school improvement, drawing on best practice locally, nationally and internationally.'

Peer Challenge

Peer Challenge is a school improvement system for all Hounslow schools including academies and free schools. It is designed to drive improvement in the quality of education for Hounslow children and young people.

The aims of Peer Challenge are to:

- Foster and embed ambition, high aspiration and achievement for all the children and young people educated in Hounslow
- Establish a distinctive and sustainable 'Hounslow' approach to support for school improvement, created, developed and owned by Hounslow schools, and founded on the principles of 'system leadership', in which school leaders contribute to school improvement beyond their own school
- Adopt an approach to school improvement that supports and challenges all schools - not just those at risk - at whatever stage of their improvement journey

The impact of the Peer Challenge Framework will be measured by:

- Pupil attainment and progress against national expectations and London-wide benchmarks
- The attainment and progress of pupils eligible for the pupil premium and the most able
- The proportion of Hounslow schools assessed as good or outstanding by Ofsted.
- How well schools have performed have worked towards Hounslow's Performance Challenge

Hounslow Performance Challenge 2023-2024.

Early Years

The Early Years Challenge is towards a GLD of 70%, through each school identifying the elements of the Early Learning Goals such as speaking and listening or writing that will help close the overall gap.

To have a greater percentage of Schools achieving the target. (27% 2023)

Goals: Area for Improvement Lit generally – Writing specifically (Currently 5% lower than other Goals)

Phonics

To embed the phonic programmes that school use to make progress towards the target of 85% or better achieving the expected standard in Year 1 Phonics.

To have over 50% of schools achieving the target of having 85% or more Year 1 pupils achieving the expected standard.

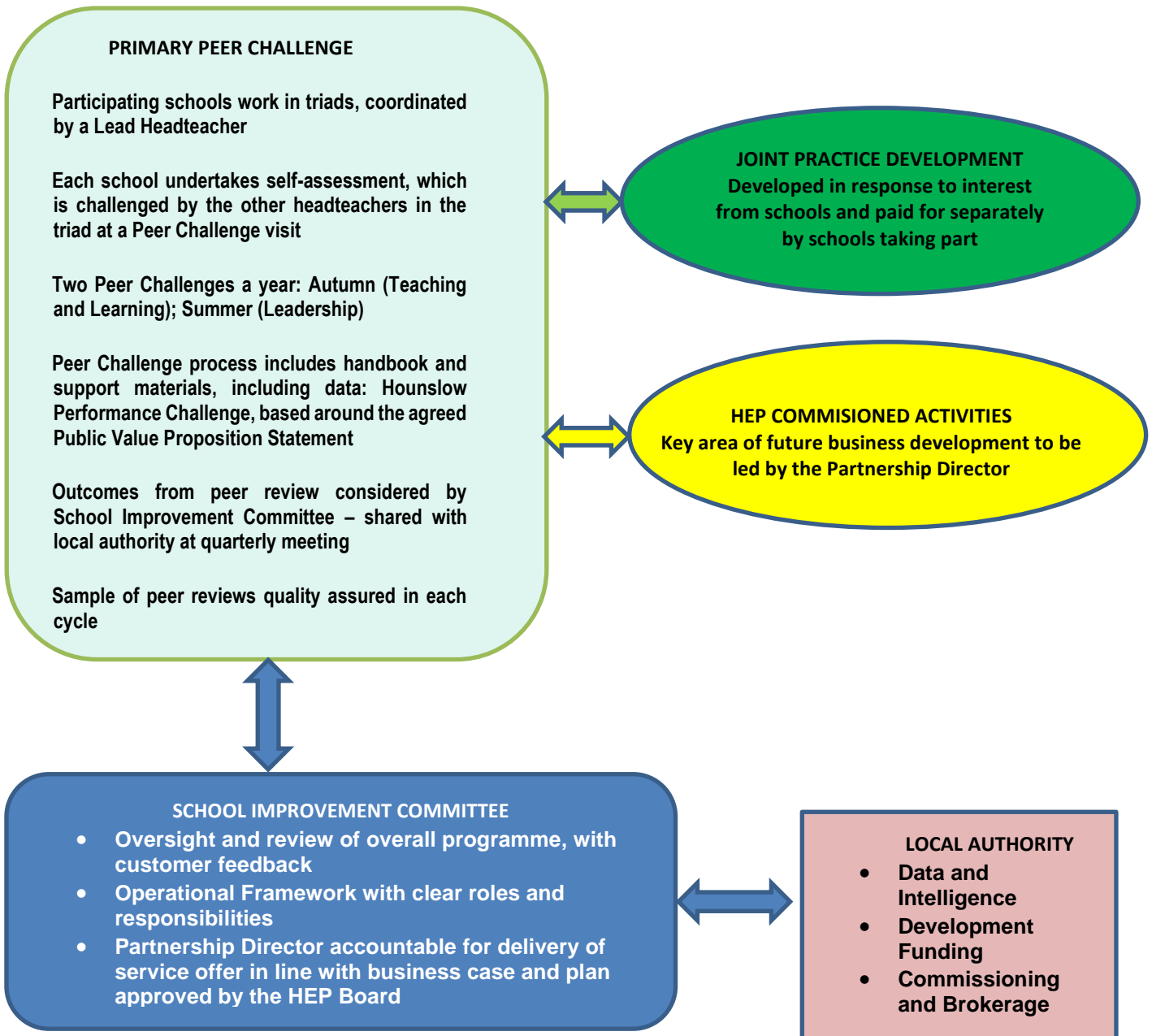
Key Stage 1

To improve the percentage of pupils achieving the expected standard in Writing leading to an improvement in the percentage of pupils achieving the expected standard in Reading, Writing, and Maths combined.

All schools to improve by 5% compared to 2023 in Writing, (if achieving over 80% in 2023 to maintain performance)

Key Stage 2

To achieve 65% meeting the expected standard in Reading, Writing and Maths (RWM) in line with the London average.



PUBLIC VALUE PROPOSITION STATEMENT – PRIMARY PEER CHALLENGE

‘HEP schools will work collaboratively to ensure that all children have a world class, rounded education, through an ambitious and creative curriculum, enabling every individual to achieve outstanding progress and attainment. This will be realised through our commitment to, and participation in, a systematic, sustainable and accountable framework of challenge and support for school improvement, drawing on best practice locally, nationally and internationally.’

Peer Challenge in Practice

The focus for Peer Challenge is the quality of education, (standards in English and Maths, plus an in-depth review of one or more areas.)

The Peer Challenge will look at the identified areas for development since the previous Peer Challenge report in your school.

Peer Challengers will then look at the quality of education across the whole curriculum with senior school staff to assess the impact that teachers and support staff are having on pupil learning and progress.

Peer Challengers should also have discussions with school leaders and possibly a range of staff about the quality of teaching at the school and how they know.

Key to the success of our model is consistency in terms of:

- **Protocols**
- **Preparation**
- **Procedures**

Successful practice over the past five years has shown the importance of prompt completion and circulation of Peer Challenge reports, with a draft to the host school within **48 hours**.

The Peer Challenge remit is:

- to carry out a programme of Peer Challenge to support school improvement across Hounslow
- to scrutinise school self-evaluation
- to identify strengths, vulnerabilities and priorities for support

Protocol, Preparation and Procedure

Protocol

- All colleagues must please prioritise Peer Challenge in their diaries
- The triad meeting is for head teachers. The host school is welcome to involve senior managers to participate as part of their CPD
- The schools within the triad / quad may decide to involve additional SLT / subject leaders, in agreement with schools.
- All colleagues within the Triad must commit sufficient time to meeting preparation, attendance, and follow up
- All colleagues must ensure that they are appropriately prepared for their peer challenge visits, specifically in relation to the last Peer Challenge report relating to the Host school, and knowledge and understanding of any subsequent information provided by the Host school
- The written report should be turned around by the Lead Peer Challenger within 48 hours and sent to the host school to read and return with any amendments within 3 working days
- The final Report should be sent to the Collaborative Lead Headteacher, and within 7 working days of the Challenge visit
- The full findings of the visit, the report and effectiveness judgement are confidential to the Triad, Collaborative Lead head teachers, and the LA with the following provisos:
 - The Host Headteacher should share outcomes with their Chair of Governors
 - A brief summary of overall outcomes from the Peer Challenge will be shared at the School Improvement Committee of which the LA is a partner. The HEP Board will identify funding streams to support joint professional practice
 - The LA may share the report with the School Effectiveness Team, Ofsted or SRB as part of its statutory responsibility for Schools Causing Concern
- If a judgement cannot be agreed at the end of the final meeting, reasons for this must be stated and understood by all involved and both judgements need to be recorded
- When a Triad cannot agree on a Peer Challenge Judgement, the report must be submitted to the Lead Headteacher to clarify areas of disagreement as soon as possible

Roles and responsibilities during the day

Roles should be as stated on the collaborative timetable, if in doubt please clarify at the beginning of the day or with your collaborative lead.

Host Headteacher:

- Manage logistics as set out below
- Invite other members of SLT to participate in the day as part of their CPD.
- Engage actively with the process throughout the day, with a completely free diary
- Identify other areas the school would like validation with

Lead Peer Challenger:

Liaise with the Host HT and support HTs prior to the visit and lead the Challenge process throughout the day and chair the discussions about:

- Wellbeing of pupils and staff, including the leadership group
- Progress on identified areas since the last Peer Challenge
- Pupil progress of school's previously identified groups
- Direct other members of the Challenge team with regard to specific areas to investigate
- Discuss Hounslow's Performance Challenge for recovery

Lead final meeting of the day:

- Celebrate the school's strengths
- Identify areas for improvement and vulnerabilities
- Discuss further support needs from Triad, Collaborative or external commissioning as per Peer Challenge classification
- Identify opportunities for the school to contribute to school-to-school support or joint practice development
- Agree a Peer Challenge judgement in relation to the school's own SEF judgement before you leave the school

Support Headteacher(s):

- Play an active part in the Challenge process through preparation
- Ask follow up questions as appropriate
- Note all meetings to support Lead, being mindful of final report format
- Note good practice to share across Peer Challenge
- Note excellent teaching (year group/subject/specific good practice)
- Support the identification of gaps in current school improvement support, and note possible Collaborative solutions.

Quality Assurance

There is a rolling programme of quality assurance. The QA proforma for completion is attached.

The Peer Challenge is clear that Quality Assurance is essential to eliminate risk, ensure consistency and assure credibility and robustness of the model. Quality Assurance demonstrates our commitment to continuous improvement.

The role of the Quality Assurer is to be independent and objective, unbiased and to identify critical risks before they become significant issues. The assessor will possess the essential skills in order to make sound judgements about the Peer Challenge model, and will also validate judgements made by the Triad. The Quality Assurer's report will make recommendations on the whole of the Peer Challenge process in terms of adding value to the model, as well as commenting on specifics in relation to the Triad observed.

The consultants who undertake the QA role will be experienced in Ofsted procedures as well as having experience of working with schools in an advisory role. QA colleagues will have knowledge and understanding of our Peer Challenge model.

Our Quality Assurance Team are:

Eithne Leming	eithne@e-l-a.co.uk	07920 460 033
Clementina Aina	clemntina29@gmail.com	07984 416 033
Neil Harvey	nharvey2013@gmail.com	07956 818 239
Ogugua Okolo-Angus	ookolo@aol.com	07940 457 562
Dr Julia Coop	julia.coop524@gmail.com	07495 310 742

Preparation

Host School

The Host School is asked to ensure that documentation is provided to the Lead Support Headteacher and the QA, if you are having one, at least one week before the Triad convenes in your school. **Along with the SEF**, the following are recommended:

- Pupil progress Data in your school's chosen format for all year groups
- Your latest PPG report
- Most recent OFSTED or any external reports
- Relevant sections of the School Development Plan
- Any other reports that the host school would like to share e.g. a recent HT report to Governors or Challenge Partner report
- Curriculum statement or rationale
- Inspection Data Summary Report found [here](#)

Preparation for the day:

- Host school to make sure that a suitable room is available for the day with access to refreshments, including a 'working lunch'
- Host school staff must be informed in good time and understand the purpose of the visit and class / set planning to be available during lesson observations
- A contextual sheet for the classes or sets to be available with lowest 20% identified.

Lead and Support head teachers:

Familiarity with the Host School's documentation is essential. Please ensure that you have given sufficient time to reading and absorbing the information provided and plan some challenging questions as a result of your reading.

A suggested outline for Peer Challenge visit day

The Host Headteacher should feel free to amend this timetable to suit the particular needs of their school, but any changes should be shared with members of the Triad prior to the meeting. Any substantial changes to the process should be agreed with the Lead Headteacher in advance.

Triad head teachers meet to discuss:

- The impact of specific school improvement actions since the last PC visit
- Discuss Hounslow's Performance Challenge for recovery
- Progress data, with specific attention to the impact of Catch-Up funding & PPG spending this academic year. Is this on the school website? (DFE Pupil Premium Strategy Template)
- Current school priorities and how these are to be achieved, as demonstrated through the school development plan
- The impact of leadership in creating an ambitious vision and culture of high expectations for the curriculum

Monitoring of the quality of education

Time could include conversations with middle and subject leaders, in order to validate the school's own evaluation of the impact teachers and support staff are having on pupils' progress.

Discussions with Peer Challenge Team on findings from the morning's monitoring over lunch.

Final feedback meeting

This must include:

- Discussion on findings from the day relating to the quality of education and pupil progress
- Agreement on school strengths, areas for development and any current areas of vulnerability.
- Identification of a key strength or strengths which could be considered for sharing across Peer Challenge schools
- Participation in any areas of joint practice development
- A professional conversation is held to discuss the day's findings in relation to the schools self-evaluation.

Quality Assurers should feedback key findings on the process at the end of the day.

Critical Incidence on the day of the Peer Challenge

If, on the day of a Peer Challenge the school has a critical incident, the host HT in agreement with the lead HT will make a decision about cancelling or rescheduling the visit.

A critical incident may be a sudden bereavement, premises issues, or a serious safeguarding incident.

Peer Challenge may also need to be adapted or rescheduled due to a recent Ofsted or in relation to any of the above.

Timeline for Peer Challenge

Pre Visit

- Collaborative leads liaise with schools to organise dates and QA's.
- Host Headteacher ensures all paperwork is sent out at least 1 week before the visit to the Peer Challenge Team and the QA if applicable

During Visit

- The agenda sent by the Host Headteacher is followed and English, Maths and another area of focus for the Quality of Education.
- A professional discussion is held at the end of the day, before the Peer Challenge team leave.
- If there is a difference of opinion, all points of view are submitted with the reasons for this.

Post Visit

- Triad lead completes host school report – including all opinions if an agreement has not been reached.
- Report sent to host school and to support Headteacher to check factual accuracies and forwarded to the Collaborative Lead.
- The QA Report is sent to all members of the triad to check for factual accuracies and also forwarded to the Collaborative Lead.
- Collaborative Leads send all reports to HEP lead.
- Collaborative Leads produce summative collaborative report highlighting common areas of interest, strengths, areas for development and vulnerabilities.
- Reports forwarded to LA prior to SLIPS meeting.

SLIPS COMMITTEE

- School Led Improvement Primary Committee receive information regarding the strengths and areas for development across all Hounslow schools.
- Vulnerable schools and Focus schools are followed up by the LA.
- Joint practice development priorities are discussed
- Commissioning proposals from SLIPS are provided for agreement by the Board

School 2 School Support

One of the key outcomes of effective sector led school improvement is the identification and dissemination of best practice. Each Triad is invited to put forward at least one case study and to identify best practice in any of the schools.

School to school support has two distinct areas:

- An up to date, relevant list of effective practice or lead practitioners in our schools by theme or subject
- Case studies of successful projects/initiatives highlighting how you might wish to start a similar piece of work in your own school.

The support list is assembled with reference to the following principles:

- Peer Challenge promotes collective responsibility and shared accountability for the educational outcomes of children and young people across the Borough.
- The support list will enable schools to share expertise and skills through offers of school-to-school support, as we work together to improve the quality of education for Hounslow's pupils.
- The support list is quality assured by head teachers themselves.

Joint Practice Development

JPD will be formed following each round of Peer Challenge based on identified needs. Schools will be welcome to join or may be asked to share good practice through JPD. This service may be spot purchased where schools would like to participate.

In the Appendices at the back of this booklet you will find:

1. The Peer Challenge reporting format
2. An example of a good Peer Challenge Report
3. Summative report format for completion by the Collaborative Lead Headteacher, which will form the basis of the report to the School Lead Improvement Committee Primary (SLIPS).
4. Sample questions for pupils
5. Sample questions for middle / subject leaders.

Accountability

In partnership with the LA, the School Improvement Committee will take responsibility for:

- Providing an oversight and direction for the Hounslow school improvement strategy
- Maintaining an overview of school performance including schools causing concern
- Establishing a quality assurance system for the school Peer Challenge programme
- Holding the commissioning budget and commissioning and brokering support for schools
- Identifying strengths and priorities across Hounslow schools
- Receiving, approving and monitoring progress against action plans for schools causing concern

Hounslow Performance Challenge Autumn Term 2024

Peer Challenge Report

Name of School

Collaborative A/B/C/D

Date of Triad visit:

Date of last Ofsted Inspection and Judgement:

Lead Peer Challenger:

Support Peer Challenger(s):

Others present:

Quality of Education: Peer Challenge Outcome:

Triad in agreement with the school's SEF for Quality of Education	Triad not in agreement

Current Contextual Information

Hounslow Performance Challenge Outcomes

Hounslow Performance Challenge 23-24	Outcomes for the school
EYFS The Early Years Challenge is towards a GLD of 70%, through each school identifying the elements of the Early Learning Goals such as speaking and listening or writing that will help close the overall gap.	
Phonics To embed the phonic programmes that school use to make progress towards the target of 85% or better achieving the expected standard in Year 1 Phonics.	
Key Stage 1 To improve the percentage of pupils achieving the expected standard in Writing leading to an improvement in the percentage of pupils achieving the expected standard in Reading, Writing, and Maths combined.	

Hounslow Performance Challenge 23-24	Outcomes for the school
<p>Key Stage 2 To improve the percentage of pupils achieving the expected standard in Writing leading to an improvement in the percentage of pupils achieving the expected standard in Reading, Writing, and Maths combined.</p>	

Progress on Summer 2024 initiatives including actions from previous Peer Challenge

Subject focus for this Peer Challenge (English and Maths)

Discussion on key findings from the day, addressing specifically:

Progress on initiatives (including actions from previous Peer Challenge visits):

Quality of Education (including Early Years):

Intent (Vision – discussions with senior leaders and subject leaders):

Implementation (Teaching and Learning – book look, lesson observations, learning walks – *feedback from school*):

Impact (Pupil progress from Autumn data set):

<p>Strengths:</p>

Priorities for Development:

Current support –

Support required -

Vulnerabilities –

Good Practice that can be offered to other schools across the Peer Challenge – be specific

(Quality assured through the Peer Challenge process or through external validation)

Peer Challenge Triad are in agreement / not agreement with SEF for the following reasons:

Early Years judgement, if applicable, in agreement/ not agreement with SEF:

Any other comments about the visit including comments from any members of the Triad:

Collaborative Lead Report – Autumn 2024

Collaborative A/B/C/D

TEACHING, LEARNING and ASSESSMENT							
	Name of School	Name of School	Name of School	Name of School	Name of School	Name of School	Name of School
Triad 1							
Triad 2							
Triad 3							
Triad 4							
<p>Common strengths identified:</p> <p>Common issues raised through Peer Challenge discussions:</p>							
Strengths and priorities for development and vulnerabilities							
School		Good Practice or Expertise					
Support that can be offered to other schools including any specific strengths							
QA Summary for collaborative							

Quality Assurance Report

Collaborative A/B/C/D

Date:

School:

Head teacher:

Lead Peer Challenge headteacher:

Also present:

Did you receive all relevant paperwork in advance? Please note what paperwork you received:

Please provide evaluative comments on the strengths of this Peer Challenge in relation to:

Confirming school self –evaluation judgements relating to Quality of Education identifying school strengths and areas for development. Discussion re the Hounslow Performance Challenge for Recovery.

Please provide evaluative comments on the quality of questioning and management of the day by the visiting team

Can you signpost other resources / research that might support the school in the areas they have identified?

Please provide feedback on any process issues which could strengthen and improve the effectiveness of this model.

Any further comments which should be brought to the attention of the School Improvement Committee.

Please comment on any specific support or input from the Quality Assurer

Signed:

Date:

The draft report should be sent to the host HT and when agreed sent to the Triad and the lead HT for the collaborative

Collaborative A/B/C/D

Date of Triad visit: 8th Nov 2024

Date of last Ofsted Inspection and Judgement: Newly formed primary school (April 2023) to be inspected within 3 years

Lead Peer Challenger:

Support Peer Challenger(s):

Others present: Deputy Heads from all three schools

Quality of Education:	Peer Challenge Outcome:
Triad in agreement with the school’s SEF for Quality of Education	Triad not in agreement

Contextual Information –

The Infant and Nursery School and Junior School amalgamated in April 2022. The newly formed Primary School is a three-form entry school with a reduced PAN of 60 in some year groups to support the low numbers. There are currently 499 pupils on roll; 257 boys, 242 girls. The school has a very diverse community and 51 different languages spoken. 69.3% of pupils have English as an additional language. The proportion of pupils supported by the pupil premium is 14.9 %. The proportion of pupils with SEND is 12% (2 of whom have EHCPs). Attainment on entry is below average. Attendance is 94%). The school is part of HEP and takes part in two Peer Challenges each year.

The Headteacher of the Junior school was appointed as the Headteacher for the newly amalgamated school after a period of an interim role. A new leadership team was formed with a priority on bringing the staff in both phases together. The school rebranded to symbolise the beginning of a new journey and the SLT have been successful in bringing everyone together.

The Primary School is due to be inspected within 3 years of amalgamation.

Hounslow Performance Challenge Outcomes

Hounslow Performance Challenge 23-24	Outcomes for the school
<p>EYFS The Early Years Challenge is towards a GLD of 70%, through each school identifying the elements of the Early Learning Goals such as speaking and listening or writing that will help close the overall gap.</p>	Target met
<p>Phonics To embed the phonic programmes that school use to make progress towards the target of 85% or better achieving the expected standard in Year 1 Phonics.</p>	Progress towards 86% should pass the phonics test (4 children will retake the test in June 2024)

<p>Key Stage 1 To improve the percentage of pupils achieving the expected standard in Writing leading to an improvement in the percentage of pupils achieving the expected standard in Reading, Writing, and Maths combined.</p>	<p>Progress towards: Due to the high SEND and absence, the results of this year group will be lower than 2023 cohort Target not met</p>
<p>Key Stage 2 To improve the percentage of pupils achieving the expected standard in Writing leading to an improvement in the percentage of pupils achieving the expected standard in Reading, Writing, and Maths combined.</p>	<p>Progress towards: Non mobile cohort - positive scores across all three subjects Mobile cohort – negative progress - writing</p>

Subject focus for this Peer Challenge (English and Maths)

Progress on Summer 2024 initiatives including actions from previous Peer Challenge

- Middle leaders are supporting monitoring activities and have developed practice that is more consistent with school policies.
- Supportive work scrutiny has led to an increase in standards in writing.
- English and Maths subject leaders have been able to coach newer members of staff and this has led to an increase in expectations and therefore attainment recently.
- The School has focussed on pedagogy and consistency of expectations across the curriculum with assessment in non-core being the next focus.

Quality of Education

Intent (Vision – discussions with senior leaders and subject leaders)

The senior leaders are able to clearly articulate the school vision and values. They have recently been revised and are being embedded across the school. The Head explained that pupil discussions showed the school values of independence, ambition and creativity were understood well and this was also demonstrated through recent learning walks by SLT. The senior leadership team are currently revising the curriculum plan for the whole school.

Implementation (Teaching and Learning – book look, lesson observations, learning walks)

Subject leaders for English and history were able to report how the curriculum has been designed through collaboration with another school. The history curriculum is designed through a thematic approach and lessons are well planned with key skills and knowledge identified. SLT informed the triad that progress in history across the school was very evident in book looks. A recent scrutiny of science revealed this is a key area for development. The subject leader is new to post and the curriculum is less well developed than other subjects. However, recent lesson visits and book looks by SLT showed progress across the curriculum in English, maths and history.

The English lead explained that the standard and expectations in English are also evident in other curriculum areas. In year 2 pupils were able to use previously taught vocabulary and grammar to write recounts related to their topic on the Fire of London.

In year 4 pupils used research from a local visit and a number of first-hand resources to write a visitor guide to the local area.

The SLT reported that reading activities were recently observed in years 2,4 & 6. Whilst the majority of books were matched well to pupils reading ability, there was not consistent practice evident across the school. Senior leaders are aware of this (*listed on SDP as a key action*) and they have invested in a number of training sessions to equip teachers and TAs with the necessary skills to teach reading in KS2.

Impact (Pupil progress)

The Head informed the triad that internal data and most end of key stage outcomes show maths is consistently good across the school. In year 6 book looks and lesson visits showed pupils were able to solve problems, attempt difficult calculations and explain their answers. End of KS2 data for reading had seen an understandable drop in both progress and attainment; as previously mentioned the school is rapidly trying to improve this through CPD. Teachers clearly know the needs of pupils with SEND and book looks show they plan activities to meet their needs in the majority of year groups. In the core subjects disadvantaged pupils have well differentiated work which enables them to succeed. SLT reported that this level of differentiation was not consistent across Key Stage 2 and was an area of focus.

Early Years

The Assistant Head for EYFS explained that children have made progress in Nursery from low starting points, but the impact of the pandemic can clearly be seen. (Language and communication being very evident.) The high-quality environment that supports an ambitious and well-planned curriculum, will hopefully enable greater progress to be seen during the year. Nursery pupils are fairly independent in their learning. In Reception there is a focus on developing children's early reading and writing skills. The indoor learning environment supports this. Staff read to children every day. However, in Reception there are limited opportunities for children to develop their physical skills and explore the natural environment outdoors.

Strengths:

- Senior leaders are clear about how the curriculum should be taught and have put a management structure in place to support this
- Maths and history are curriculum strengths. Subject leaders have a good understanding of their subjects and have clearly disseminated this across the school
- Trauma response & attachment aware provision.
- The support SEND and disadvantaged pupils receive is also a strength. Clear adaptations to the curriculum have been made to enable pupils to succeed
- Progress of the nursery cohort, despite the number of high needs, is excellent. Staff are committed and focussed ensuring the needs of all pupils are met.
- Pupil's positive behaviour and attitudes is strong across the school. Pupils are polite, respectful and caring towards each other.

Priorities for Development:

- Ensure all subject leaders are equipped with the knowledge and skills to carry out their roles and responsibilities
- Review the provision for Reception pupils to ensure they have regular access to outdoor learning
- Further embed the teaching of reading by sharing the good practice that already exists in the school

Current support – Early Years is currently being supported by an external adviser

Support required - The school is part of a network of other schools and will be looking at more collaborative working around subject leadership

Vulnerabilities – none at the moment

Good Practice that can be offered to other schools across the Peer Challenge (Quality assured through the Peer Challenge process or through external validation)

Senior leaders would be happy to share their thematic approach to history with other schools. In particular, how they have mapped out skills and knowledge across the key stages

Overall Peer Challenge Triad are in agreement / not agreement with SEF for the following reasons:

The Peer Challenge Team saw strong practice across the school and this was evidenced in lesson observations, book looks and pupil voice.

Early Years judgement, if applicable, in agreement / not agreement with SEF:

Any other comments about the visit including comments from any members of the Triad:

It was a pleasure to visit the school and particularly to learn about all the nurture work that is going on to support a vulnerable community. It was a useful day of discussion and it is very impressive to see how SLT have navigated the recent changes.

Signatures:

Headteacher

Lead Peer Reviewer

Examples of Questions:

Questions for middle / subject leaders about their roles and responsibilities

Outcomes for Pupils: Early Years Foundation Stage

- How have you embedded the school's vision and values in your curriculum area?
- How well do different groups of pupils adapt to going to school?
- How does the pupil profile compare with that of similar schools nationally?
- What is the improvement plan for the EYFS? How was it developed?
- Talk me through why the priorities are as identified.
- How does the EYFS improvement plan relate to the school improvement plan?
- How are its implementation and effectiveness monitored and evaluated?
- How is this reported to senior leadership and governors?
- What is your role in the appraisal/performance management and professional development of your staff?
- Can you describe how you have helped a colleague to improve his/her performance through this process?
- How well do pupils progress relative to starting points?
- How do you ensure that children are set ambitious targets?
- How do you ensure that the curriculum meets the needs of the children?
- How well do pupils with special educational needs (SEN) progress?
- How do you identify pupils with SEN?
- What proportion of pupils are making below typical, typical or rapid progress?
- Can you provide case studies of looked after pupils and pupils with disabilities or mental health needs?
- Do you know which pupils qualify for the pupil premium? What additional support do they receive?
- How do you monitor their progress?
- What evidence do you have that these children are catching up with their peers?
- How do you ensure that the children are safe?
- Who is the designated safeguarding lead?
- Have you ever reported a potential child protection issue? If so, what happened and how were you informed of the outcome?

In schools with provision for two-year-olds:

- How have you ensured that staff are aware of the typical development characteristics of two year-olds, and how these change as they approach their third birthday?

Outcomes for Pupils: Key Stages 1-4

- How well do pupils progress relative to starting points in English, mathematics and science/your subject areas?
- How is the school developing assessment and feedback to ensure that teaching and learning is most effective?
- How do your assessment methods match the curriculum?
- How assessments are moderated both internally and externally?
- How well do pupils progress relative to starting points in different subjects?
- How well are gaps narrowing between the performance of different groups?
- How does the narrowing of gaps between different groups in school compare with the performance of other pupils nationally?
- How well do pupils learn in a range of (your) subjects?
- How well are reading, communication, writing and mathematics skills learned and applied?
- What are the standards by the end of the Key Stage?
- How do standards/progress at the end of the KS compare with those of similar schools nationally?
- How do results compare with floor standards?
- What conclusions have you drawn from the analysis of results, and what action have you taken? What impact have these actions had?
- Can you indicate the progress made by pupils who qualify for the pupil premium?

Quality of Education

- How do teachers use data/information to plan learning experiences that will extend previous knowledge, skills and understanding?
- How are skills in reading, writing, communication and mathematics developed and applied across the curriculum?
- How is the effectiveness of this monitored and evaluated?
- How does the school ensure that pupils' SEN education plan targets are known by teachers and met?
- What teaching strategies have been developed to engage pupils in learning? How are these shared?
- How does the school ensure that tasks are challenging enough to stretch the most able pupils?
- How does teaching set challenging tasks for specific learning needs?
- What strategies are used to increase independence in learning? How is success measured?
- How does written and verbal feedback given to pupils help them to improve their learning? Can you show me examples?
- What training and development has been done to enable teachers to use questions and discussion to promote learning? How effective has this been?

- Where would I see good examples of questioning and discussion?
- How does the school evaluate the extent to which teachers enthuse and motivate pupils?
- How is curiosity encouraged? Where would I see good examples of this?
- How is homework used to encourage, enthuse and develop pupils' skills and understanding?
- How is ICT used to encourage, enthuse and develop pupils' skills and understanding?
- How do teachers ensure that their planning and teaching extend all of the 'sub-groups' within a class?
- How well do teachers evaluate lessons?
- Give examples of actions taken as a result.
- How do teachers reinforce the school's behaviour code and core values?
- Is this consistent across the school?
- How well do they do this?
- How willing are staff to seek additional training to develop professionally?
- How do teachers contribute to achieving the targets set out in the school's development plan?
- How do you work with other schools to adopt best practice in assessing pupils?

Personal Development, Behaviour and Welfare

- How does the school ensure consistent management of behaviour?
- How does the school assist pupils in combatting harassment and bullying? What evidence is there of improvement?
- How do staff promote a fair and unprejudiced approach on the part of pupils?
- How are pupils encouraged to live and act safely?
- What is the quality of home-school links with regard to attendance/behaviour/performance?
- How well do members of staff understand specific behavioural and health needs, and how is the consistency of response monitored?
- Can you provide case studies that relate to the experience and progress of looked after pupils?
- Can you do the same for pupils who have disabilities and mental health issues?

Effectiveness of Leadership and Management

- Can you articulate the school's vision and values?
- How are high expectations of teachers demonstrated, monitored and assisted?
- How does the school demonstrate high expectations for all pupils?
- How does your school's curriculum design meet the needs of all pupils?
- How does leadership ensure and develop a broad and balanced curriculum?
- What specific steps have been taken to improve pupils' behaviour and learning?
- How and where does the school address pupils' spiritual, moral, social and cultural (SMSC) development?
- How has leadership capacity been strengthened? What impact has this had?
- What detailed steps are taken to ensure that all pupils are safe?
- How does the school engage with parents / carers in key areas such as behaviour/achievement and SMSC development?
- How do you work with governors to indicate progress and problems?
- How do governors know how well your subject area is achieving? What feedback do you receive from governors about the performance in your area? (This is to find out how well governors are involved in monitoring and evaluating the performance of the school and holding school leaders – including middle leaders – to account.)
- What is the improvement plan for your area of leadership?
- How was it developed? Talk me through why the priorities are as identified.
- How does the improvement plan for your area relate to the school improvement plan?
- How are its implementation and effectiveness monitored and evaluated?
- How is this reported to senior leadership and governors?

Capacity to Improve

- How is SMSC development specifically encouraged by positive actions, initiatives and external links?
- Who are the 'hard-to-reach' pupils/families and what action is being taken to improve the situation?
- How well informed are staff about strategic goals?
- How does the school use the Teaching Standards?