Hounslow Education Partnership
Peer Challenge

AUTUMN TERM 2019

Hounslow Primary Peer Challenge 2019

Welcome to a new year of Peer Challenge delivered through the Hounslow Education Partnership. Following on from the successful summer term Peer Challenges, we have 45 schools actively involved in school improvement across the partnership.

Peer Challenge is now in its 6th year and together we have achieved a great deal across Hounslow due to the engagement of schools and the commitment of leadership teams.

In this handbook we have collated the strengths and common issues from the previous two rounds. HEP has agreed to take forward a number of areas as Joint Practice Development.

Further information will come out from the School Improvement Committee via the HEP Director.

The School to School support list has also been updated from the autumn term to focus on specific areas schools can offer support in. Please contact schools directly to discuss support.

The Peer Challenge judgement is 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 12 for a full list of other documents that you should also send.

Peer Challenge Lead Headteachers

Alison Small – Collaborative A
(shadowed by M Buckby in the autumn term)
John Norton – Collaborative B
Eileen Sheedy – Collaborative C
Debbie Norton – Collaborative D
HEP Director Cormac Bourne, email:
cbourne@hounsloweducationpartnership.co.uk

	Collaborative A Alison	Collaborative B John	Collaborative C Eileen	Collaborative D Deborah
Triad 1	Crane Park Heston Marjory Kinnon St Michael & St Martin's	Strand on the Green Inf Woodbridge Park Hounslow Heath Infants	Norwood Green Jnr Southville Primary Reach	Linden Bennet Edward Pauling Wellington Cardinal Road Infants
Triad 2	Sparrow Farm Infants Spring Grove Nishkam	Green Dragon The Rosary Springwell Primary	Fairholme St Lawrence Isleworth Town	Chatsworth Feltham Hill Infants Smallberry Green
Triad 3	Worple Cavendish Grove Road	Victoria Juniors Bedfont Alexandra	Our Lady & St John's Hounslow Heath Jnr William Hogarth Cedars	The Orchard Sparrow Farm Juniors Marlborough
Triad 4		Grove Park Belmont Norwood Green Inf		Lionel St Marys isle Ivybridge

From the Summer Term a number of common strengths were noted across schools:

Teaching and Learning - good and outstanding teaching was attributed to teacher's strong subject knowledge across the curriculum, varied teaching strategies, excellent questioning which enabled pupils to be engaged, independent and enthusiastic learners.

Leadership teams - very evident schools have cohesive leadership teams that know their schools well. Strong vision and ethos was mentioned in several reports, leading to comprehensive school development plans to take schools forward with this being underpinned by detailed tracking of data.

Early Years - In the majority of schools early years is a strength. This is attributed to strong early year's knowledge, enabling environments both indoors and outdoors and early assessment of pupils.

Learning behaviour of pupils - learning behaviour is excellent. Positive pupil attitudes, independent learning and high expectations from staff are very evident features.

Schools also raised a number of common issues:

– Further development and embedding of the wider curriculum

– Development of subject leaders and middle leaders

– Maintain consistency in light of staffing changes

– Decreasing budgets putting a strain on schools

– Writing, opportunities for extended pieces

– Improving attendance

– Use of data

Areas for Joint Practice Development

– Subject Leaders Network – arranged locally through partnership area group

– Attendance Network and workshops

– Middle Leader development

– Curriculum leadership

– Subject leadership

– Reading development, focus based on 2019 outcomes across Hounslow

– Moving schools from good to outstanding

– Understanding the Ofsted Framework

– Ofsted skills training

Further information regarding JPD can be sourced from Cormac Bourne.
cbourne@hounsloweducationpartnership.co.uk

Learning behaviour is excellent. Positive pupil attitudes, independent learning and high expectations from staff are very evident features.

School to School Support

AREA	SCHOOL	OFFER OF SUPPORT
Assessment	Ivybridge	Assessment and use of PiXL
	Edward Pauling	Moderating
	Orchard	Assessment practices
	Alexandra Primary	Two KS2 Moderators
Behaviour for learning	Worple	Developing positive learning characteristics in pupils e.g. motivation and independence
	Cavendish	Pupil behaviour and school ethos
	Norwood Green Jnr	Rights Respecting School (Silver level) Developing positive learning and emotional characteristics in pupils
	Orchard	Inclusion and behaviour management
CPD	Hounslow Heath Jnr	NQT Induction
Curriculum Development	Ivybridge	A well planned, rich, wider curriculum
	Cavendish	Curriculum design and development
	Spring Grove	Wider Curriculum offer
	Chatsworth	A broad and balanced curriculum
	Hounslow Heath Inf	Earth curriculum - Broad and balanced curriculum Adobes – development and effective use within the curriculum
	Alexandra	Writing and mathematics across the curriculum
Data	Hounslow Heath Jnr	Data Analysis Tools and Procedures
	The Rosary	The presentation of school's data
	Hounslow Heath Infant School	Presentation and analysis of data
EAL		
Early Years	Heston	Nursery and Reception – sharing approaches and strategies to ensure that outside areas are effective especially in the instance of a shared playground
	Crane Park	Early Years Provision
	St Lawrence	EYFS - standards and progress are very strong
	Isleworth Town	EYFS/ Effective 30 hour provision in Nursery
	Ivybridge	Early Years – particularly Nursery
	Worple	Ensuring high quality provision for pupils in the EYFS
	Cavendish	EYFS
	Sparrow Farm Inf	EYFS provision & transition to KS1
	Smallberry Green Primary	EYFS
	Wellington	Early Years Foundation Stage environment.
	Cardinal Road	EYFS learning environment
	Springwell Infant	Reception provision
	Hounslow Heath Inf	Early Years outdoor curriculum provision
	Strand on the Green Inf	EYFS offers exemplary practice of facilitating child-led learning and facilitates individual creativity

AREA	SCHOOL	OFFER OF SUPPORT
English	Nishkam	Developing the Power of Reading and home school Reading partnership
	Ivybridge	Reading (particularly accelerated reader)
	Cardinal Road Infants	Read Write Inc. school
Leadership	Nishkam	Development of Middle Leaders
	Cardinal Road	Strong senior & middle leadership systems
	Edward Pauling	Structures and systems
	Marlborough Primary	Leadership development
	Rosary	SDP -clear priorities and sharply focussed to aid improvement
Learning Environment	Heston	Art displays and learning walls
	Chatsworth	Learning environments
	Smallberry Green	Engaging displays
	Springwell Infant School	Learning environment – high quality displays
Maths	Our Lady & St Johns	Structure of maths lessons supporting children's fluency, reasoning, deep knowledge and understanding and secure recall
	Nishkam	White Rose Maths Scheme
	Grove Road	Maths No Problem
	Chatsworth	Consistent teaching of Maths across the school
	Smallberry Green	Maths problem solving
Mental health and wellbeing	Norwood Green Jnr	Developing pupil and staff well-being
	Wellington	Wellbeing for pupils
PPG	Victoria Junior	Identification and support of vulnerable pupils. School had a significant impact on PP attainment last academic year
SEND	Norwood Green Inf	Inclusion & SEN
	Grove Road	Integration of ASD pupils into mainstream
	Marlborough	SEN provision – inclusive provision and additional support for pupils
	Strand on the Green Inf	The Swan Centre continues to be a strength of the school and staff expertise would benefit many local schools, in particular those who have or intend to set up ASD centres within their school
Subject specific	Belmont	Music, Computing
	Isleworth Town	Science across KS1 and 2
	Rosary	RE planning
	Belmont	Kitchen Garden
	Wellington	Thinking Skills School Rights Respecting School.
Teaching and Learning	The Cedars	Children's books – marking, presentation and variety of activities
	St Lawrence	Consistency in presentation and handwriting standard across all subjects
	Our Lady & St. Johns	The school's approach to marking to support pupil progress and teacher workload
	Hounslow Heath Jnr	Inclusive Practice
	Spring Grove	Sharing of Outstanding practice across the year groups
	Edward Pauling Primary	SOLO Taxonomy D4D Framework (Differentiation for Depth)

Background to the model

Peer Challenge was designed with local Headteachers. 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.'

i   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.

ii   The Hounslow Performance Challenge

Peer Challenge starts from a shared understanding of present attainment and progress in Hounslow schools, summarised as the Hounslow Performance Challenge.

Hounslow Performance Challenge 2018/19
(Use for Autumn visit)

EARLY YEARS FOUNDATION STAGE

– To have no schools below 70% of pupils achieving a Good Level of Development in 2018/19

– All schools at or above 70% for pupils achieving a Good Level of Development in 2017/18 to improve by at least 2 percentage points in 2018/19

PHONICS (YEAR 1)

– To have no schools below 70% of pupils achieving the expected standard in the Phonics Screening Check in 2018/19

– To improve the overall performance in Hounslow for the percentage of pupils achieving the expected standard in the Phonics Screening Check by 2 percentage points from 84% to 86% in 2018/19

KEY STAGE 1

– To have no schools below 65% of pupils achieving the expected standard in Reading, Writing and Mathematics combined in 2018/19

– All schools at or above 65% in Reading, Writing and Mathematics combined in 2017/18 to improve by at least 2 percentage points in 2018/19

KEY STAGE 2

– To have no schools below 65% of pupils achieving the expected standard in Reading, Writing and Mathematics combined in 2018/19

– To improve the overall performance in Hounslow in Mathematics by at least 1 percentage point from 81% in 2017/18 to 82% in 2018/19

– To reduce the Gender gap in Reading by at least 1 percentage point in 2018/19

– To reduce the Gender gap in Writing by at least 1 percentage point in 2018/19

To respond to the Hounslow Performance Challenge, Peer Challenge has established an operational framework comprising four key areas of focus for support for school improvement:

– Outcomes of HEP School Peer Challenge Programme

– School support commissioned and brokered both by the LA and schools themselves

– Joint Practice Development

– School to School support

Primary School Improvement

PRIMARY PEER CHALLENGE

– Participating schools work in triads, coordinated by a Lead Headteacher

– Each school undertakes self-assessment, which is challenged by the other headteachers in the triad at a peer challenge visit

– Two peer challenges a year: Autumn (Teaching and Learning); Summer (Leadership)

– Peer challenge process includes handbook and support materials, including data: Hounslow Performance Challenge, 'Raise on a Page', based around the agreed Public Value Proposition Statement

– Outcomes from peer review considered by School Improvement Committee – shared with local authority at quarterly meeting

– Sample of peer reviews quality assured in each cycle

JOINT PRACTICE DEVELOPMENT

Developed in response to interest from schools and paid for separately

HEP COMMISIONED ACTIVITIES

Key area of future business development to be led by the Partnership Director

SCHOOL IMPROVEMENT COMMITTEE

– Oversight and review of overall programme, with customer feedback

– Operational Framework with clear roles and responsibilities

– Partnership Director accountable for delivery of service offer in line with business case and plan approved by the HEP Board

LOCAL AUTHORITY

– Data and Intelligence

– Development Funding

– Commissioning and Brokerage

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 scrutiny of one or more subjects.)**

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

Progress towards the new Hounslow Performance Challenge.

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 and will also take the opportunity to look at pupils' books across the curriculum.

Peer Challengers should also have discussions with school leaders and 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

– agree a category of school effectiveness

Protocol, Preparation and Procedure

- All colleagues must please prioritise Peer Challenge in their diaries

- The triad meeting is for Headteachers. 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 Headteachers, 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 an effectiveness 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:

- Progress on identified areas in autumn term

- Pupil progress with particular reference to gender, SEN, EAL and PPG pupils

- Progress towards the Hounslow performance Challenge (see page 9).

- Direct other members of the Challenge team with regard to specific areas to investigate

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.

> **The Peer Challenge is clear that Quality Assurance is essential to eliminate risk, ensure consistency and assure credibility and robustness of the model.**

Our Quality Assurance Team for Autumn 2019 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**
Sue Chesworth	*sue.chesworth@hotmail.co.uk*	**07783 354 307**
Ogugua Okolo-Angus	*ookolo@aol.com*	**07940 457 562**

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

– Progress towards the Hounslow Performance Challenge

– Inspection Data Summary Report found at *https://sa.education.gov.uk*

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 SEN, PP, G&T groups etc.

Lead and Support Headteachers:

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.

8.30 – 10.00 a.m.

Triad Headteachers meet to discuss:

– Discussion towards Hounslow Performance Challenge

– The impact of specific school improvement actions since the last PC visit

– Progress data, with specific attention to the impact of PPG spend

– 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

10.00 a.m. – 12.00 p.m.

Monitoring of the quality of education

Time could include lesson and group observations, learning walks, book scrutiny and conversations with pupils and 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.

12.00 – 1.00 p.m.

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

1.00 – 3.00 p.m.

Continue monitoring focus from the morning

3.00 – 4.00 p.m.

Final feedback meeting

This must include:

– Discussion on findings from the day relating to the quality of education

– Discussion on findings from the day specifics relating to pupil progress

– Discussion with the Headteacher on Hounslow Performance Challenge

– Agreement on overall effectiveness judgement in relation to the school's own SEF judgements

– 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

– Peer Challenge Judgement agreed

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

Criteria for overall effectiveness judgement and completion of the form.

A professional conversation is held to enable a final judgement to be agreed.

– HEP board reviews any financial considerations based on the outcomes

– Levels of support reflect the functions of the LA with regard to its statutory responsibilities for Schools Causing Concern

– **Please include specific strengths and best practice which can be shared across the HEP schools and areas of vulnerability where external support would be valuable for your school**

Peer Challenge Judgement

The Peer Challenge model is guided by Ofsted's evaluation schedule

The proposed designations are over the page and are the same as those used in previous rounds of peer challenge. They describe schools that are improving within their current category, as well as those that may be vulnerable. Outline information is provided about the agreed levels of support by both Peer Challenge and LA in relation to the Peer Challenge judgement that is made. This sheet should be referred to when making your final judgement at the end of the day.

Peer Challenge Judgements

PC effectiveness judgements confirm or challenge the school's SEF judgements
(based on Ofsted's evaluation schedule)

School SEF school judgement: Teaching, Learning and Assessment and outcomes for pupils		
Outstanding	Good	Requires Improvement
Peer Challenge Judgement		
Outstanding	Good	Requires Improvement (Every RI school is a School Causing Concern to the LA)
Improving	**Improving**	**Improving**
The school is securely 'outstanding' and self-improving	The school is securely 'good', self-improving and are improving within their current Ofsted category or are on a trajectory to Outstanding Mutual support across Triad and Collaborative brokered by Headteachers	The school is much improved and if this trajectory continues, it is expected to be judged at least 'good' at the next Ofsted
Mutual Support across Triad and Collaborative brokered by Headteachers		– Primary School Improvement Committee alerted and support brokered
Vulnerable	**Vulnerable**	– LA interventions reviewed
The school is considered to be at risk of losing its 'outstanding' judgement at the next Ofsted inspection	The school is not improving or is at risk of being judged 'RI' at the next Ofsted inspection	– Mutual support across Triad and
– Primary School Improvement Committee alerted	– Primary School Improvement Committee alerted and support brokered	– Collaborative brokered by Headteachers
– Mutual support from Triad and Collaborative brokered by Headteachers	– Mutual support from Triad and Collaborative brokered by Headteachers	– Support via School to School register and Joint Practice development
– Support via school to school register, Community of Interest, Commissioned Consultancy, Joint Practice development	– Support via school to school register, Joint Practice development	– Commissioned consultancy
	– An LA review could be commissioned to provide further evidence	**Vulnerable**
		The school is not improving fast enough or is at risk of being judged 'inadequate' at next Ofsted inspection
		LA Commissions support from a teaching school, NLE/LLE
		Supports 'Twinning' with an outstanding or good school, as judged by the collaborative
		LA Reviews reports, initiates direct discussions with school re action plan for improvement
		Considers Warning Letter and/or IEB

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

Report formats for Peer Challenge remain the same. They are:

1. Peer Challenge Report
2. Report format for Quality Assurance
3. Report format for completion by the Triad Lead Headteacher

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

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 Headteachers 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.

Hounslow Education Partnership
Peer Challenge

Hounslow Performance Challenge - Autumn Term 2019

Peer Challenge Report

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:	School SEF Judgement:	
Outstanding	Good	Requires Improvement
Quality of Education:	**Peer Challenge Judgement:**	
Outstanding	Good	Requires Improvement
Improving	Improving	Improving
Vulnerable	Vulnerable	Vulnerable

Contextual Information

Subject focus for this peer challenge: _____

Discussion on key findings from the day, addressing specifically: _____

Progress on initiatives (including actions from previous peer challenge visits): _____

_____

Progress in relation to the Hounslow Performance Challenge: _____

_____

Quality of Education:

_____

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

_____

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

_____

Impact (Pupil progress including PPG, pupil voice and 2019 Outcomes):

_____

_____

Strengths:

_____

_____

_____

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)

Overall Peer Challenge Judgement:

_____

Early Years judgement, if applicable:

_____

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

_____

_____

Signatures

Headteacher: _____

Lead Peer Reviewer: _____

Lead Headteacher Report – Autumn Term 2019

Collaborative A/B/C/D

TEACHING, LEARNING and ASSESSMENT Peer Challenge judgements: O or V; G or V; RI or V				
	Name Of School	Name Of School	Name Of School	Name Of School
Triad 1				
Triad 2				
Triad 3				
Triad 3				

Common strengths identified:

Common issues raised through peer challenge discussions:

Strengths and priorities for development and vulnerabilities

SHOOL - GOOD PRACTICE OR EXPERTISE

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

QA Summary for collaborative:

Hounslow Performance Challenge – Autumn Term 2019

Quality Assurance Report

Collaborative A/B/C/D

Date: _____ School: _____

Head teacher: _____

Lead Peer Challenge head teacher: _____

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

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

Questions for pupils about their learning

- How does the teacher help you improve your work?
- How do you know how well you are doing?
- Can you show me a piece of work that you feel is your best piece from the last week?
- Is this work better than similar pieces from before? How?
- How does this compare with the work completed by your peers?
- Do you think this work is better than the work you did before (week)?
- Can you show me an example of your best work and when?
- How do you know if you have achieved well?
- Who tells you this?
- How do you know what the next steps in your learning are?
- Can you talk about a time when you really enjoyed your learning?
- Can you show me some work where you have met one of your targets?
- Do you know what you need to do next to improve your reading?
- Show me a piece of work that you are proud of…
- How do you know that your completed task is successful/achieved LI?
- What did you learn from completing this task?
- How do you know how to improve it?
- Can you show me an example of where your more applied learning in literacy/maths in another area e.g. Science?
- If you had the opportunity to complete the piece of work again what would you change?
- Tell us something you have learnt which has been exciting
- What have you done which has made you proud?
- How do adults in school help you to be better learners?

Pupils asked to bring work with them

- Open questioning allowing children to articulate areas of improvement
- What way do you help plan what you are going to learn in each lesson?
- How do you know when you are successful?
- Do you get a chance to extend your learning?

Questions for middle / subject leaders about their roles and responsibilities

Outcomes for Pupils: Early Years Foundation Stage

- How have you embedded the schools 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 are assessments 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?