



Hounslow
Education
Partnership

PEER CHALLENGE HANDBOOK

Academic Year 2021 – 2022

Summer Term

PEER CHALLENGE Summer 2022

Welcome to the summer round of Peer Challenge 21/22, delivered through the Hounslow Education Partnership. Following on from the successful Peer Challenges – Autumn 2021 we continue to have 45 schools actively involved in school improvement across the partnership. We undoubtedly recognise that the last 24 months have been and continue to be, challenging for all connected with schools and their communities.

As leaders, you have been 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 8th year, we can 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 from our John Yates training, the school led system and the 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 12 for a full list of other documents that you should also send.

Peer Challenge 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.co.uk

Peer Challenge window Summer 2022: 19.04.22 to 10.06.22

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



From Autumn 2021 Peer Challenge a number of common strengths were noted across schools:

Teaching and Learning- good teaching was attributed to teacher's strong subject knowledge across the curriculum, varied teaching strategies, excellent questioning which enabled pupils to be engaged and enthusiastic learners following significant periods of home learning. Many schools had strategic SEND provision and interventions. Curriculum offers were well thought through providing engagement, enrichment and the promotion of cultural capital.

Leadership teams- very evident schools still have cohesive leadership teams that know their schools well. Comprehensive school development plans to take schools forward and to get pupils back on track as quickly as possible. Wellbeing provision for pupils and staff during the pandemic was comprehensive in schools.

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

Learning behaviour of pupils- learning behaviour had been a challenge following lockdowns but, on the whole, remained excellent. Positive pupil attitudes, and high expectations from staff to bring children back on track were clearly evident.

Schools also raised a number of common issues:

- Improving attendance
- Development of subject leaders and middle leaders
- Writing, opportunities for extended pieces
- Retaining and building on prior learning and making stronger connections in their learning.
- Phonic scheme development
- Further development of the subject leader roles in relation to the IEF, developing curriculum expertise and to develop monitoring using the deep dive approach.
- Catch up programmes
- Staff absence

Areas for Joint Practice Development

- Subject Leaders Network – facilitated through HEP
- Middle and Senior Leader development
- Curriculum leadership
- Ofsted skills training
- Get Hounslow Reading
- Back on Track programme

Further information regarding JPD can be sourced from Cormac Bourne, Partnership Director Mobile: 07770 734740

Email: c.bourne@hounsloweducationpartnership.co.uk

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.
- How well schools have performed have worked towards Hounslow's Performance Challenge

Hounslow Performance Challenge for Recovery 2021/22

Introduction

This paper outlines the Hounslow Performance Challenge for the school year 2021/22. The proposals were discussed in a meeting of Lead Headteachers and Local Authority officers on 9 July 2021 and again on 21 September 2021. Given the backdrop and impact of the global Covid-19 pandemic since March 2020, it means that the challenge we set for 2021/22 will be substantially different from the challenges we set in the years up to 2019/20. Therefore, it was agreed that we should describe it as the Hounslow Performance Challenge for Recovery 2021/22. The challenge includes some broad questions for schools to address and some more measurable targets. Evidence emerging from the pandemic and Hounslow's Back on Track project suggests that disadvantaged and vulnerable children are more likely to have been more adversely affected than their peers and we would ask schools to reflect on the outcomes for these children, throughout your engagement with the challenge for 2021/22.

Early Years

As **communication and language** are at the heart of the revised EYFS, we recommend that this is part of all schools' on entry assessments and schools can choose what aspects to focus on as many schools have noted the adverse impact of the pandemic on these crucial areas.

Schools are using their **attainment on entry analysis** to identify those children who are not on track and will develop relevant provision for them. The on-entry assessment data will give schools an indication of the percentage of children **on track and beyond**.

Key Stage 2 Progress

This will be the contribution of all schools towards the aggregate LA progress measures of 0+ in each subject, reading, writing and mathematics, based on our positive progress scores in all 3 subjects in 2019.

General discussion questions for all schools to address

What does your on entry data tell you about pupils' starting points in September 2021?

Possible responses:

- More pupils are above where we expected
- Most pupils are in line with our expectations
- More pupils are below where we expected

By Summer 2022 have pupils made progress in relation to their starting points?

Possible responses:

- More pupils have made progress than we expected
- As many pupils have made progress as we expected
- Fewer pupils have made progress than we expected

How have you identified your vulnerable children during the pandemic and how have you supported them?

What impact have you seen already on groups identified for intervention?

What are you planning to do with any additional funding for recovery to remove barriers to learning?

What has been the impact on the disadvantaged attainment gap across the whole school?

Possible responses:

- The gap has reduced (improved)
- The gap is largely unchanged
- The gap has widened (got worse)

The Hounslow Challenge 2021/22

Early Years

The Early Years Challenge is that all children, who are not on track at the start of the school year, make accelerated progress and that this is reviewed through the Peer Challenge.

Phonics

To sustain overall performance at pre-pandemic (2019) levels for Year 1 in the Phonics Screening Check, with at least 85% at the expected standard or above.

Key Stage 1

To sustain overall performance at pre-pandemic (2019) levels for Year 2 in Reading, with at least 78% at the expected level or above.

To sustain overall performance at pre-pandemic (2019) levels for Year 2 in Writing, with at least 74% at the expected level or above.

Key Stage 2

For Hounslow local authority to achieve positive scores for progress in Reading, Writing and Mathematics.

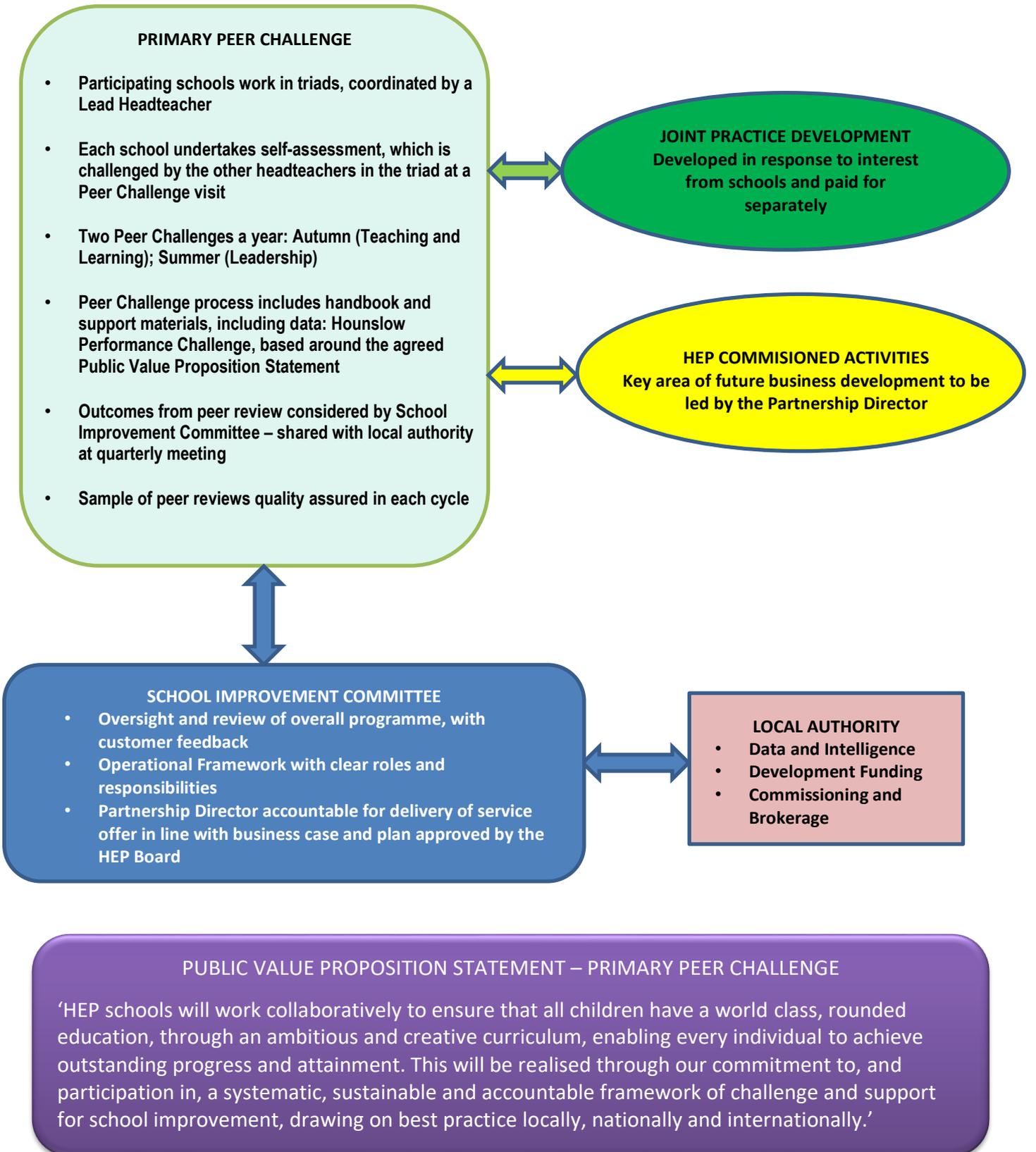
For the LA to track the progress of children schools have had on roll since Key Stage 1 and measure what percentage of them have made expected or above expected progress in each subject: Reading, Writing and Mathematics and to compare that with the performance of mobile pupils.

Wellbeing

Given the challenges faced by all schools since the start of the global Covid-19 pandemic, what steps have schools taken to develop wellbeing in the school for children, staff and parents?

Brief Safeguarding discussion – possible questions to aid the discussion.

- Have all stakeholders read and signed KCSIE September 2021
- How do you know your Single Central Register is compliant and who checks it?
- Have your DSLs and staff had relevant and recent training?
- What are your top three contextual safeguarding issues for your school?
- What systems do you have in place to record concerns?
- How is the teaching of safeguarding, planned for in your school?



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.

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
- agree a category of school effectiveness.

Protocol, Preparation and Procedure

Protocol

- 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 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 **(A virtual Peer Challenge can occur if face to face is not permitted due to COVID restrictions)**

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:

- Key issues that are related to Covid-19 and its impact on the school
- 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 for Autumn 2021 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 45 75 62
Sue Chesworth	sue.chesworth@hotmail.co.uk	07783 354307

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 at <https://sa.education.gov.uk>

Preparation for the day (Face to face):

- 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 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. Any substantial changes to the process should be agreed with the Lead Headteacher in advance.

Triad Headteachers 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 overall Peer Challenge 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

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.

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.

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)
<p>Improving The school is securely 'outstanding' and self-improving Mutual Support across Triad and Collaborative brokered by Headteachers</p> <p>Vulnerable The school is considered to be at risk of losing its 'outstanding' judgement at the next Ofsted inspection</p> <ul style="list-style-type: none"> • Primary School Improvement Committee alerted • Mutual support from Triad and Collaborative brokered by Headteachers • Support via school-to-school register, Community of Interest, Commissioned Consultancy, Joint Practice development 	<p>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</p> <p>Vulnerable The school is not improving or is at risk of being judged 'RI' at the next Ofsted inspection</p> <ul style="list-style-type: none"> • Primary School Improvement Committee alerted and support brokered • Mutual support from Triad and Collaborative brokered by Headteachers • Support via school-to-school register, Joint Practice development • An LA review could be commissioned to provide further evidence 	<p>Improving The school is much improved and if this trajectory continues, it is expected to be judged at least 'good' at the next Ofsted</p> <ul style="list-style-type: none"> • Primary School Improvement Committee alerted and support brokered • LA interventions reviewed • Mutual support across Triad and Collaborative brokered by Headteachers • Support via School-to-School register and Joint Practice development • Commissioned consultancy <p>Vulnerable The school is not improving fast enough or is at risk of being judged 'inadequate' at next Ofsted inspection</p> <p>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</p>

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 curriculum subject are the focus for the Quality of Education judgement.
- A judgement is agreed at the end of the day, before the Peer Challenge team leave.
- If the judgement is not agreed, both judgements can be submitted with the reasons for this.
- This may be followed up by mediation by the Collaborative Lead.

Post Visit

- Triad lead completes host school report – including both judgements if there has been a difference of opinion.
- 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 PA at Isleworth town.
- Collaborative Leads produce summative collaborative report highlighting common areas of interest, strengths and areas for development.
- 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

School to School support may be adapted due to COVID restrictions

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.

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 Summer Term 2022 (Held remotely / in person – delete accordingly)

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: School SEF Judgement:		
Outstanding	Good	Requires Improvement
Quality of Education: Peer Challenge Judgement:		
Outstanding	Good	Requires improvement

Current Contextual Information

Wellbeing of staff and pupils

Brief summary of Safeguarding procedures in place.

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):

Quality of Education:

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 – *Autumn baseline data/ Autumn 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 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:

Signatures:

Headteacher

Lead Peer Reviewer

Lead Headteacher Report – Summer 2022

Collaborative A/B/C/D

TEACHING, LEARNING and ASSESSMENT

Peer Challenge judgements: O G RI

	Name of School	Name of School	Name of School	Name of School
Triad 1				
Triad 2				
Triad 3				
Triad 4				

Common strengths identified:

Common issues raised through Peer Challenge discussions:

Strengths and priorities for development and vulnerabilities

School	Good Practice or Expertise

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

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QA Summary for collaborative

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Hounslow Performance Challenge Summer Term 2022

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 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

‘MODEL’ PEER CHALLENGE REPORT – Summer 2022 (Held remotely/in person)

Collaborative A/B/C/D

Date of Triad visit: 16th May 2022

Date of last Ofsted Inspection and Judgement: February 2018 - Good

Lead Peer Challenger:

Support Peer Challenger(s):

Others present: Deputy Heads from all three schools

Quality of Education: School SEF Judgement:		
Outstanding	Good	Requires Improvement
Quality of Education: Peer Challenge Judgement:		
Outstanding	Good	Requires improvement

Contextual Information – September 2020 – April 2022

During the autumn term 2020, approximately 28% of pupils had to be educated remotely. This included a group of pupils from Year 1 and all pupils in Year 3 and 6. In the spring term approximately 80% of pupils were being educated at home. Over 30% of vulnerable pupils and those with special educational needs and/or disabilities (SEND) were attending on site. School leaders had to manage significant staff absence, which had a considerable impact on the leadership team. The school worked extremely hard to ensure online learning was provided at a high standard during the spring term 2021. Pupils studied the school’s usual subjects. This included pupils who learnt on site and remotely. Staff checked which pupils participated in remote education, including those pupils who are vulnerable. They worked relentlessly to make sure that all pupil could access their work. Parents and carers highly value leaders’ determination to ensure that all pupils continued to receive an education. SLT have prioritised the development of the curriculum during this time. Subject leaders are now more secure in their understanding of what key knowledge pupils should learn and when.

Wellbeing - Staff and pupils

The wellbeing of the whole school community continues to be a high priority. All members of the school and wider community have been supported in a range of ways. The school promote an open and understanding culture, giving the same consideration and support to mental health as physical health, including in the management of staff absence. SLT have worked hard to control the risks associated with work-related stress in school as far as is reasonably practicable. SLT channel support to individuals whose role is known to have a significant emotional component. This might take the form of peer support, supervision,

and/or counselling. The leadership team ensure that staff understand the real benefits that sensitive pastoral support can have, while also recognising where their limits are as non-specialists. The school has recently bought into The Thrive programme and is enhancing its pupil wellbeing support, alongside strong practice that was already established.

Brief Safeguarding Procedures/Protocol Update:

All members of the school community are aware that schools in the UK have a statutory responsibility to protect children from abuse. They know they play a very important role in keeping children and young people safe.

The school has created a culture whereby:

- children feel confident to speak out if they have a concern about their own or another child’s safety
- adults feel confident to recognise and respond to safeguarding and child protection concerns.

Key Information:

DSL – Headteacher (*training March 2021*)

Deputy DSLs – Deputy Headteacher (*training March 2021*)/Attendance Officer (*training October 2021*)/Family Liaison Officer (*Assistant Heads to also be trained – June 2022*)

Safeguarding Governor – regular checks of the SCR/Headteacher Report updates/visits to school

Staff training: September Inset 2021 – all staff received the Andrew Hall Safeguarding training/read/signed KCSIE.

CPOMs – used by all staff in a comprehensive manner. Clear evidence available of follow up to concerns/Actions implemented. Thorough, informative chronology available when required. Completion of CFANs very detailed. (*Examples shown/discussed with the Peer Challenge Team.*)

Weekly safeguarding updates to all staff via the Admin Meeting/Andrew Hall Newsletter

Spring 2/Summer 1 2022	DSL- Headteacher/Deputy Head /Attendance Officer – Deputies (Assistant Heads to be trained – June 2022)
4	Child Protection Case Conferences have been attended by HT
8	Child Protection Core group meetings attended
1 child	Child Protection Plan
10 children	Child In Need Plan
35	closely monitored by school

Subject focus for this Peer Challenge: History

Progress on Autumn 2022 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)

At the start of the year teachers in all year groups focused on pupils' communication skills and wellbeing. SLT felt this was important because it would help pupils to understand and follow school routines, especially as these have been altered again since July 2021. Teachers checked all pupils' starting points, focusing first on English and mathematics. Teachers have used the information to adjust planning further to meet pupil's specific needs.

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 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
- 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 Judgement: Good

Early Years judgement, if applicable: Good

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

Signatures:

Headteacher

Lead Peer Reviewer

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 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 behavioral 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?