

Primary Subject Leader Network Report 2025/26

Introduction

Primary Subject Leader networks were delivered over three terms. 13 subjects were offered to delegates – a small change from 2024/25 – with Poetry being delivered through the English network and RE being delivered by a Hounslow local authority advisor. HEP employs the help of London West Alliance (LWA) at Lampton School to provide high-quality subject specialists for seven subjects, while HEP is responsible for the remaining six. The main administration and organisation of Primary Subject Leader networks sits within HEP.

There have been two major developments to the primary networks since Spring term 2025 which have had significant benefits for Subject Leaders, facilitators and the administration of the networks:

- The introduction of a new database means that Headteachers can update their Subject Leader registers each term directly on the database. This provides HEP with up-to-date contacts for each network to generate registers and monitor attendance. Subject Leaders can also register their attendance helping facilitators to focus their time on delivering the session. The database has also reduced HEP's administration time significantly.
- The introduction of a [Padlet dashboard](#) for all subjects means that facilitators and Subject Leaders can access information with one link. Padlet is a centralised and interactive communication platform where each subject has its own space to upload agendas, meeting links and resources. HEP also publishes a [full schedule of dates](#) for the year so Subject Leaders and Headteachers can add them to their school diaries. HEP communicates any changes to the schedule directly with Subject Leaders and Headteachers. Subject Leaders are encouraged to share resources and best practice on their network Padlet. An added benefit is that everything is accessible to delegates who are unable to attend a session.

Included in this report, is information about network attendance and feedback from Subject Leaders. We will also include comments from facilitators who led the networks. Since introducing the database in Spring 2025, we are also able to compare attendance data from the last two years.



Subject Leader Attendance

The table below shows 2025/26 termly data of **registered Subject Leaders** who attended their network session.

Subject	Autumn Delegates attended/registered + (%)	Spring Delegates attended/registered + (%)	Summer Delegates attended/registered + (%)
Art	31/59 (53%)	32/56 (57%)	25/59 (42%)
Computing	22/58 (38%)	27/57 (47%)	24/53 (45%)
DT	27/61 (44%)	22/57 (39%)	cancelled
English	46/97 (47%)	44/97 (45%)	43/102 (42%)
Geography	27/59 (46%)	29/53 (55%)	29/55 (53%)
History	22/50 (44%)	30/48 (63%)	35/49 (63%)
Maths	28/68 (41%)	35/72 (49%)	29/75 (39%)
MfL	16/39 (41%)	17/39 (44%)	13/39 (33%)
Music	23/54 (43%)	27/51 (53%)	24/50 (48%)
PE	25/41 (61%)	36/63 (57%)	24/62 (39%)
PSHE	28/62 (45%)	23/61 (38%)	22/66 (33%)
Science	29/64 (45%)	30/64 (47%)	25/62 (40%)
SENDCo	24/55 (44%)	20/53 (38%)	20/53 (38%)



Hounslow Education Partnership Primary Subject Networks

The table below shows 2025/26 termly data of **primary schools** who were represented at a network meeting (new this year).

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Subject	*Autumn Schools attended/registered a network + (%)	Spring Schools attended/registered a network + (%)	Summer Schools attended/registered a network + (%)
Art	26/52 (50%)	26/44 (59%)	20/45 (44%)
Computing	18/50 (36%)	20/45 (44%)	18/44 (41%)
DT	19/50 (38%)	18/42 (43%)	cancelled
English	23/53 (43%)	18/48 (38%)	20/49 (41)
Geography	22/49 (41%)	23/42 (55%)	21/44 (48%)
History	19/49 (39%)	26/42 (62%)	29/42 (69%)
Maths	17/54 (31%)	25/47 (53%)	21/48 (44%)
MfL	14/40 (35%)	15/34 (44%)	13/36 (36%)
Music	17/48 (35%)	21/43 (49%)	19/42 (45%)
PE	17/50 (34%)	27/46 (59%)	19/47 (40%)
PSHE	20/50 (40%)	17/44 (39%)	17/45 (38%)
Science	20/52 (38%)	19/46 (41%)	16/47 (34%)
SENDCo	19/49 (39%)	17/41 (41%)	16/42 (38%)

¹ *We invite 56 schools to register subject leaders to attend termly networks. The database shows attendance by school, not by number of delegates. Some schools do not register a leader for every subject so that is shown in the total number of schools (e.g. In Autumn, Art and Design showed 52 schools registered a subject leader and 26/52 schools were represented. However, there were 59 subject leaders on the register and 39 attended the meeting showing the number of attendees is more for Art and Design so some schools had more than one subject leader represented.)



HEP started using the new Subject Leader database in Spring 2025.

The table below shows data from Spring and Summer 2025 of registered subject leaders who attended their network session.

Subject	Spring Attended/Registered + (%)	Summer Attended/Registered + (%)
Art	38/51 (75%)	29/60 (48%)
Computing	20/45 (44%)	29/50 (58%)
DT	29/46 (63%)	31/53 (58%)
English	49/75 (65%)	44/85 (52%)
Geography	30/48 (63%)	27/52 (52%)
History	29/45 (64%)	25/50 (50%)
Maths	32/52 (62%)	29/62 (47%)
MfL	–	11/31 (35%)
Music	24/40 (60%)	Summer conference
PE	25/43 (58%)	27/53 (51%)
Poetry	13/24 (54%)	13/27 (48%)
PSHE	28/47 (60%)	26/53 (49%)
RE	–	26/49 (53%)
Science	34/60 (57%)	33/59 (56%)
SENDCo	17/40 (42%)	23/45 (51%)



When comparing termly attendance numbers for each subject over the two years, we see a marked difference in the data for most subjects. The table and analysis below explains what appears to be a fall in percentage of subject leader attendance.

2024-26 Attendance summary

Term	Registered	Attended	Evaluation
Autumn 2024	544	362 (67%)	244 (67%)
Spring 2025	616	368 (60%)	150 (41%)
Summer 2025	729	373 (51%)	255 (68%)
Autumn 2025	767	348 (45%)	191 (57%)
Spring 2026	771	372 (48%)	232 (62%)
Summer 2026	725	313 (43%)	194 (62%)

With the introduction of a new database, there are almost 50% more names on the register than actually attend. However, when we look at the number of attendees over two years, the numbers are very similar. The database has evolved into a dual-purpose tool where we now have the capacity to reach more subject leaders directly with information about their networks and also other relevant professional development opportunities.

2025/26 Attendance summary

Over the year Subject Leaders were invited to attend a termly network meeting. Based on the feedback:

- 8% attended 1 out of 3 sessions
- 32% attended 2 out of 3 sessions
- 60% attended all 3 sessions



Reasons for non-attendance

- Parents' evenings, other network/CPD meetings, internal meetings, school journey/trips, school INSET days, after school clubs
- Illness, medical appointments, personal, non-working day
- High workload, managing multiple roles, covering other staff members/classes/sessions
- Not aware of the date, new to the role
- Technical issues

Facilitator feedback on attendance and participation

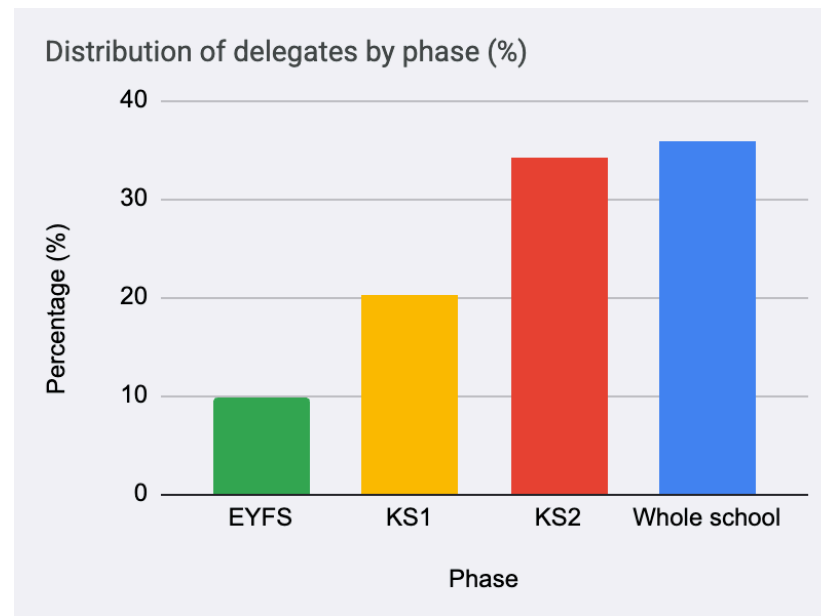
While session attendance was generally lower than the number of registered delegates, those present showed strong engagement, primarily by actively participating through the text chat function. However, interactive discussions, especially in breakout rooms, were frequently hindered by technical limitations, such as delegates using school devices without working cameras or microphones. Verbal contributions during the main sessions tended to be driven by a small, highly active group of participants, while the majority of delegates remained quiet or had their cameras turned off.



Subject Leader evaluations

193 Subject leaders submitted feedback about the 2025/26 networks.

They were asked which primary phase they lead their subject in.





Evaluation data for 2025/26

The table below shows termly data of 193 **attendees** who completed an evaluation form after their network session.

Subject	Autumn Number of Evaluations + % of Attendance	Spring Number of Evaluations + % of Attendance	Summer Number of Evaluations + % of Attendance
Art	19/31 (61%)	22/32 (69%)	14/25 (56%)
Computing	17/22 (77%)	12/27 (44%)	14/24 (58%)
DT	16/27 (59%)	11/22 (50%)	cancelled
English	24/46 (52%)	21/44 (48%)	24/43 (56%)
Geography	21/27 (78%)	26/29 (90%)	22/29 (76%)
History	9/22 (41%)	22/30 (73%)	17/35 (49%)
Maths	5/28 (16%)	22/35 (63%)	15/29 (52%)
MfL	12/16 (75%)	11/17 (65%)	6/13 (46%)
Music	11/23 (48%)	19/27 (70%)	19/24 (79%)
PE	16/25 (64%)	25/36 (69%)	17/24 (71%)
PSHE	20/28 (71%)	13/23 (57%)	12/22 (55%)
Science	13/29 (45%)	19/30 (63%)	15/25 (60%)
SENDCo	8/24 (25%)	8/20 (40%)	9/20 (45%)



The table below shows **Spring and Summer 2025** data of 274 attendees who completed an evaluation form after their network session.

Subject	Spring Number of Evaluations + % of Attendance	Summer Number of Evaluations + % of Attendance
Art	21 (55%)	26 (90%)
Computing	9 (45%)	20 (69%)
DT	15 (52%)	26 (84%)
English	20 (41%)	33 (75%)
Geography	12 (40%)	14 (52%)
History	5 (17%)	15 (60%)
Maths	15 (47%)	25 (86%)
MfL	–	10 (91%)
Music	8 (33%)	See delegate feedback**
PE	15 (60%)	15 (56%)
Poetry	5 (38%)	6 (46%)
PSHE	11 (39%)	17 (65%)
RE	–	13 (50%)
Science	8 (24%)	17 (52%)
SENDCo	6 (35%)	18 (78%)





Reflections

193 delegates responded positively to the following statements compared to 274 responses in 2024/25.

Evaluation statement	Positive responses % 2025/26	Positive responses % 2024/25
I have enjoyed sharing practice with, and gathering ideas from, the facilitator and other leaders	86%	85%
I believe I have made the most of the network sessions	86%	88%
Having the agenda and online meeting guidance beforehand, helped me to participate fully	81%	83%
My confidence as a subject leader has increased this year.	78%	85%
I am better able to support teachers with planning and delivery	73%	83%
I have used the delegate checklist to help me have the best networking experience	58%	

The [delegate checklist](#) remains a significant tool to support Subject Leaders with their networking experience. This is on the Padlet and also shared with Subject Leaders directly by email each term.

This year we also introduced a [frequently asked questions](#) (FAQs) document and added it to our email message to support Subject Leaders trying to access their meetings when HEP wasn't available. This proved to be a successful intervention offering instant help to delegates and also lightening the admin's role.

In addition, HEP shares an [Admin schedule](#) at the start of each term to help keep administrators and facilitators on track.

Padlet

We introduced our Subject Leaders and facilitators to Padlet – an interactive communication platform to further streamline our offer and make for a better networking experience. As this was the first year using Padlet, we felt it was important to gather delegate and facilitator feedback.



Padlet statements	Positive delegate responses	Positive facilitator responses (Based on 12 responses)
I found Padlet to be a useful platform to access Subject Leader Networks	80%	83%
The Padlet dashboard is useful if you lead more than one subject	71%	
The communication around using Padlet was clear and there was help if I needed it	83%	100%
Padlet made communicating with Subject Leaders more effective		83%
I'd like more Padlet training	36%	2%

Subject Leaders were mostly positive about the introduction of the Padlet. Some found Padlet challenging and would like more training and guidance to help them feel more confident using and navigating the platform more effectively. We plan to offer more Padlet training in the autumn term.

Subject Leaders said:

"It's good to be able to go back and relook at areas covered. Also if I can't attend all meetings, due to having more than one subject to lead."

"It is a really useful way of sharing ideas across a large number of schools. The advice has been good."

"I think it's great to be able to network with other leaders."

"A wealth of knowledge and resources at your finger tips."

"I like having the information to go back to."

"Padlet was easy to navigate and really effective for sharing ideas, resources and examples between schools."

"Such a clear, useful format. This is the best ever organised thing we've had out of the borough in years!"

"It's excellent, thank you"



Facilitators valued Padlet as an excellent, centralised space to upload and access meeting documents, noting it is much more reliable than sharing files via Zoom chat or email. The platform was praised for being clear, well-organised and helpful in making session-management easier. Facilitators would like subject leaders to contribute more to make it a better interactive communication tool. There is strong interest among facilitators to look at other subjects' Padlet boards to see how they are developing and to share best practices.

Quality of the networks

When asked how the network meetings impacted Subject Leaders' work in schools, the overall feedback was highly positive. Subject Leaders highlighted significant benefits in collaboration, curriculum design and leadership confidence.

About the network	Positive responses %
The length of this year's networks were sufficient	83%
The network meetings met my expectations	85%
The quality of the subject specialist met my expectations	90%

Here's a summary:

Enhanced collaboration and sharing of best practice

Subject Leaders frequently noted that the network sessions provided a vital space to connect with peers, share high-quality resources and learn from other schools' experiences, which helped reduce professional isolation. Hearing how other schools tackle similar challenges allowed leaders to reflect critically on their own school's practices. Many leaders noted gaining practical ideas and resources via platforms like Padlet to implement immediately (e.g. wellbeing resources, music materials and art projects).



Direct impact on curriculum development and lesson delivery

The insights gained from the sessions directly translated into classroom practice, medium-term planning and instructional improvements across various subjects. Leaders used the sessions to update medium-term plans, adjust lesson pacing and embed specific skills. The sessions helped schools stay up to date with new initiatives, funding opportunities (such as the Wandle English Hub) and statutory changes (such as RSHE/PSHE guidance and AI integration).

Growth in leadership confidence and staff support

The sessions empowered Subject Leaders – especially those new to their roles or phases – to lead with greater authority, run internal CPD and support colleagues across different key stages. Leaders felt better equipped to pass on knowledge, share resources and provide focused, constructive feedback to teachers in their schools. The sessions helped leaders focus and prioritise their actions, informing their monitoring processes and providing evidence to feedback to Senior Leadership Teams.

Future meetings

Subject Leaders would like future networking sessions to cover:

- **Assessment, moderation and progress monitoring**
 - Opportunities to look at other schools' work to understand what excellent progress looks like from EYFS to KS2
 - How to present and assess work using floor books, photos or digital portfolios rather than writing-heavy tasks
- **SEND, inclusion and adaptive teaching**
 - Adapting writing, phonics, science and computing for children with complex special educational needs
 - Providing practical solutions, case studies and specialised resources for pupils with specific needs (e.g. ADHD, Dyslexia, Social, Emotional and Mental Health (SEMH) and Pathological Demand Avoidance (PDA))
- **Ofsted preparation, policy updates and new curriculum readiness**
 - Stay ahead of national changes, statutory guidelines and inspections
 - Specific guidance on upcoming RSHE/PSHE curriculum changes
 - New writing framework
 - How to confidently share the impact of their subject with governors, visitors, and inspectors



- **Collaboration, peer networking and sharing best practices**
 - Showcasing pupil work, displays, projects and successful schemes of work from other Hounslow schools
 - Arranging visits to other schools to see how they implement specific subjects (e.g. DT, Computing or Music)
 - Requesting longer breakout rooms or fewer lecture-style slides to allow for deeper peer-to-peer discussion
 - Creating a shared directory of subject leaders, their contact details and the specific curriculum schemes their schools use to enable better networking
- **Subject leadership and staff CPD/upskilling**
 - Strategies for subject leaders to train and build confidence in their own staff (especially when timetables are tight or when the leader is in-class full-time)
 - Practical advice on how to monitor a subject, design whole-school insets and write effective action plans
- **Subject-specific practical content and workshops**
 - **English:** Focus on reading fluency, spelling integration, handwriting and oracy strategies
 - **Art and DT:** Low-budget printing, clay projects, textiles, risk assessments and linking technology (electronics) with primary DT in upper KS2
 - **Music and PE:** Singing techniques, using untuned percussion with Charanga, running school concerts/choirs and gymnastics training
 - **Geography and History:** Map making, local history, fieldwork progression from KS1 to KS2 and diversifying common history topics to make them more inclusive
 - **Computing:** Practical AI integration, teaching AI in Early Years and managing online safety

Facilitator thoughts to improve future sessions

To improve future meetings, facilitators recommend establishing clear expectations and protocols for delegates, such as arriving on time and using devices with functioning cameras and microphones to foster a more collaborative and interactive environment. There is also a strong desire for more face-to-face sessions, particularly for practical subjects, alongside requests for administrative and IT support to help facilitators manage technical tasks like admitting participants and monitoring chat while presenting. Facilitators would like to continue to refine the balance between direct information delivery and interactive breakout discussions.



Primary Subject Leader Networks in 2026/27

HEP will continue to provide 13 Subject Leader networks next year. HEP is further strengthening its partnership with St Mary's University, Twickenham with Sam Lovatt taking over the Computing network from James Walsh. He is joining Alison Frost who has delivered MfL for four terms. Sona Patel from Westbrook Primary, will continue to lead the Maths network, covering Laura Tsolaki's maternity leave. Charlotte Raby will continue to facilitate the English network.

Nikola standing
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