

The background of the cover is a collage of two photographs. The top photograph shows a group of young children in red school uniforms sitting at a desk in a classroom; one girl in the center is smiling at the camera. The bottom photograph shows two older students in dark school uniforms working together on a project, with one student writing on a piece of paper.

# IMPACT REPORT

2022/23

# WHAT IS CHALLENGE PARTNERS?

**Challenge Partners is a national partnership of schools and trusts who believe the best way to reduce educational inequality and enhance the life chances of children is to work together, to combine our wisdom.**

Our mission is to reduce educational inequality and improve the life chances of all children. Through collaboration, challenge and leadership development, we are working to ensure every school community can benefit from the combined wisdom of the education system.

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# A PARTNERSHIP OF STRENGTH AND DIVERSITY



## **Chris Davison** Chair of Trustees

**I am delighted to welcome you to Challenge Partners' Impact Report, summarising the partnership's performance over the 2022/23 academic year.**

I have served as Chair of Challenge Partners' board of trustees since September 2021, after five years as a trustee. It's been clear since my first day that everyone involved with Challenge Partners, whether as partner, practitioner, staff member or trustee, shares two important traits – ambition and adaptability.

It's not an ambition for individual glory; it's an ambition to reduce educational inequality and improve the lives and prospects of all children. And adaptability ensures Challenge Partners never stands still, but instead looks for ways to drive improvement for schools and trusts in the face of new and continuing challenges.

Challenge Partners recently announced an ambitious five year strategy to enhance and expand the partnership. The aim is that, by the end of 2027, over half a million children and young people each year will benefit from the collaboration, challenge and leadership development at the core of the charity's mission.

A great deal of thought went into developing this clear path for the future, while looking at practical solutions to enhance the Challenge Partners experience for partner schools and trusts. The support and critical challenge of the board of trustees is a crucial part of the Challenge Partners structure, extending management thinking and allowing leadership to draw on knowledge from the wider world.

To that end, we intentionally recruited new trustees whose skills aligned to the strategy, with their expertise in digital transformation, innovation and growing healthy organisations, to complement the insights already represented by trustees from business, finance and education.

We deliberately sought candidates from ethnic minority backgrounds and those with lived experience of educational disadvantage to ensure that the board better represents the diversity of the communities we serve.

I feel very privileged to be part of this ever-evolving partnership where everyone involved is passionate about education's capacity to change lives for the better.

# Our ambitious new strategy: Enhancing and extending our partnership



**Dr Kate Chhatwal OBE**  
CEO

Among my objectives for 2020 was the ‘small’ task of working with practitioners and trustees to devise a new long-term strategy for Challenge Partners, but the process was rather derailed.

The upside is that the strategy we went on to publish in January 2023 reflects the seismic shifts of 2020 and 2021, and directly addresses the challenges and opportunities of our post-pandemic sector, including the enduring blight of the disadvantage gap.

Our strategy, **Enhancing and Extending our Partnership**, describes a bold ambition to enrich our partnership by welcoming more schools and trusts with a disposition to challenge, collaborate and combine wisdom. All of this in service of boosting life chances, especially for children and communities who are – to borrow Professor Lee Elliot-Major’s phrase – “under-resourced”.

We have made rapid progress in implementing key pillars of our strategy, including innovating new programmes to tackle the most acute challenges facing the sector. These include a developmental peer review to improve the quality of SEND provision in mainstream schools; a new review dedicated to augmenting subject and middle leadership; and a new group model of our Trust Peer Review.

Together these developments strengthen our partnership, providing practical support and stretch for schools and trusts and creating the conditions for human flourishing.

# Our collective aims

The strategy will help our partnership to maximise impact and meet our collective aims:

## AIM 1:

Maximise the life chances of all pupils and accelerate the **PROGRESS** of the disadvantaged



## AIM 2:

**SUPPORT** leaders at all levels to develop and grow capacity for sustained improvement in schools and trusts



## AIM 3:

Extend **EXCELLENCE**, shaping a world-class system in which all pupils thrive





## Crisis and complexity



**Dame Sue John**  
Executive Director

**During the period of the coalition government a decade ago, school leaders rose to the challenge of implementing a raft of policy reforms and hoped for a period of stability. Then the pandemic hit our shores with its devastating effects on the sector.**

Post pandemic, school leaders are grappling with the long-term effects of the loss of learning that has impacted disproportionately on the most disadvantaged young people. Poor mental health is affecting 1 in 6 pupils aged 5-16 and 44% of Year 13s are classified as experiencing high psychological distress.

Practitioners inform us that they are trying to address these issues, but the challenges are compounded by the cost of living crisis, increasing inequality and insufficient school funding, alongside low attendance in English schools. All of this at the same time as a recruitment and retention challenge, linked to teacher pay, workload and the lack of opportunity for flexible working.

Last year, Challenge Partners' activities were impacted by the teacher strikes, having previously been affected by the pandemic. These sector challenges have a huge impact on school leaders' capacity to engage in collaborative activity and for us at Challenge Partners reciprocity is at the heart of what we do.

We have listened very carefully to our practitioners, through our Education Advisory Groups and our Senior Partner/Hub Manager network, to address any obstacles that may have led to a perceived lack of commitment from some colleagues. We have improved our systems and processes, updated the website and introduced new opportunities and programmes.

It appears to me that the words of the sadly departed Professor Sir Tim Brighouse have never been more apposite – regard crisis as the norm and complexity as fun.

## A year of innovation and impact



**Laura Lewis Williams**  
Managing Director

**This report encapsulates the successes of our partnership in a year when, yet again, school and trust leaders had to show remarkable resourcefulness and resilience in trying to minimise the impact of disruptions on children's education.**

Being part of the Challenge Partners' network gives like-minded leaders a place to share expertise and moral support, collectively addressing the challenges faced by their schools, trusts and the sector itself.

Our report **Collaborative Responses to Challenging Times** celebrated the work of the partnership's leaders, schools and trusts, showcasing key themes from over 330 Quality Assurance Reviews. Its findings were also shared with the wider education sector.

And I'd like to highlight some of the amazing collaborative work across the network in 2022/23. Aspire Hub, a mainstream hub in the north west, gained support for their SEND provision by linking up with Ash Field, a special hub in the Midlands. Thames Valley Hub ran an inclusion conference for schools in their hub and wider local area, focused on supporting SEND and pupil premium students. Expert speakers included David Bartram, Will Cannock, Emily Martin and Marc Rowland.

**Programmes and networks went from strength to strength. We delivered a record-breaking 413 Quality Assurance Reviews (QAR) and 10 Trust Peer Reviews, including three from our regional pilot. We also worked with 46 schools across our Growing the Top and Extending Leading Practice programmes, giving them meaningful opportunities to build deeper relationships and drive improvement in their settings.**

We've also taken innovative strides in continuing to improve our offer. We piloted a new regional model for the Trust Peer Review and updated the framework for our QAR to ensure it provided adequate rigour and challenge for school leaders.

We also partnered with the Teaching School Hubs Council to pilot our strongly evaluated Teaching School Hub Peer Review programme.

Finally, we significantly updated and improved our QAR scheduling system. This has made the process of arranging reviews much smoother for schools and leaders across the network – and this increased efficiency allows us to reach and support even more schools and trusts.

# Board of Trustees

We welcomed five new trustees to the board in 2022/23, adding new skills aligned to our strategy and additional practitioner voices. Two trustees, Gary Lewis and Gulcin Sesli, were appointed following partnership elections in summer 2022. Three further trustees were appointed following open recruitment, and offer expertise in digital transformation (Pav Bansal and Candice Lott), and legal and organisational development (Luci Ingram).

Our recruitment processes were explicit in their goal of enhancing board diversity, with 50% of posts ring-fenced for candidates from ethnic minority backgrounds and/or with lived experience of disadvantage. This is one example of how our commitment to diversity, equity and inclusion is guiding our decision making and actions, ensuring better representation of the disadvantaged youngsters we prioritise in our mission.

Our trustees ensure that Challenge Partners continues to work towards our aims and that the partnership remains financially and legally compliant. The board meets five times a year and is chaired by Chris Davison. Trustees are generous in sharing their time and expertise outside meetings to enhance the work we do.



**Chris Davison**  
(Chair of Trustees)  
Partner, Permira



**Arwel Jones**  
Education Consultant  
& retired headteacher



**Alison Beane OBE**  
(Safeguarding Trustee)  
Retired CEO of a special school trust & retired Challenge Partners senior partner



**Gary Lewis**  
CEO, Lighthouse Schools Partnership



**Susanna Eastham**  
Global Knowledge Management Services Leader, EY



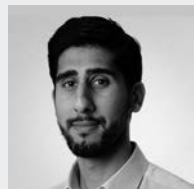
**Janine Harion, (Chair of Finance and Audit Committee)**  
Managing Director, Permira Credit Limited



**Vijita Patel**  
Principal, Swiss Cottage School, Development & Research Centre



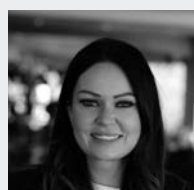
**Louise Wolsey**  
Group Chief Strategy Officer, London & South East Education Group



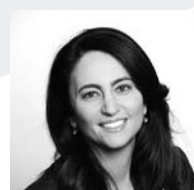
**Pav Bansal**  
Microsoft Enterprise Architect, Avanade



**Luci Ingram**  
General Counsel for group functions, Johnson Matthey PLC



**Candice Lott**  
Owner & Founder of The Digital Type



**Gulcin Sesli**  
Co-CEO, The Spring Partnership Trust

# Practitioner leadership

Challenge Partners is proudly practitioner-led and our Educational Advisory Group (EAG) acts as our standing practitioner reference group. It plays a critical role in shaping our strategy and partnership offer. This year the EAG provided valuable input on changes to the Quality Assurance Review framework, development of our strategy, which innovations to pursue, pricing, and improvements to our national knowledge exchange offer.

In 2022/23 we said goodbye to Rob Carpenter, George Croxford, James Greenwood, Jayne Keller, Carolyn Robson and Josie Valentine, thanking them for their long and valuable service in steering Challenge Partners' development.

We welcomed five new members to the group following elections: Steve Kneller (voted EAG Chair), Vanessa Ogden, Jemima Rhys-Evans, Toby Sutherland and Paul Watson. Trustee Vijita Patel attended EAG meetings to provide a direct link between the two groups.



**Steve Kneller (EAG chair)**  
Deputy CEO, Ascend Learning Trust



**Paul Watson**  
CEO, Preston Hedges Trust



**Jemima Rhys-Evans**  
Director, London South, EEF research school



**Toby Sutherland**  
Headteacher, St Clement Danes School



**Dr Vanessa Ogden**  
CEO, Mulberry Schools Trust



**Jayne Jardine MBE**  
CEO, The Rise Partnership Trust



**Stephen Deadman**  
Headteacher, Children's Hospital School Leicester



**Elliot Costas-Walker**  
Director of Learning & Partnerships, Forward As



**Ann Marie Mulkerins**  
CEO, Middlesex Learning Trust & Executive Headteacher of The Compton School



**Nicola Forster**  
Headteacher, North Primary



**Chris Wheeler**  
Principal & CEO, Monkton Family of Schools



**Sufian Sadiq**  
Director of Teaching School, Chiltern Learning Trust



**Liz Laws**  
Headteacher, Pickhurst Infant Academy

Our programmes, networks and local hubs are shaped by practitioners to ensure they directly address the needs of schools and trusts. In the midst of the teacher strikes in 2022/23, our hub leaders (Senior Partners and Hub Managers) helped inform our approach to mitigating QAR disruption.

Our lead practitioners and advisory boards gave valuable feedback and input into the structure, development and delivery of our programmes and networks. Towards the end of the report, we celebrate all those practitioners who generously contributed their time and expertise alongside demanding day jobs in schools and trusts.





# PARTNERSHIP REACH

The Challenge Partners' Network of Excellence grew to its largest ever in the 2022/23 academic year, taking us closer to our goal of reaching 500,000 pupils each year by 2027.

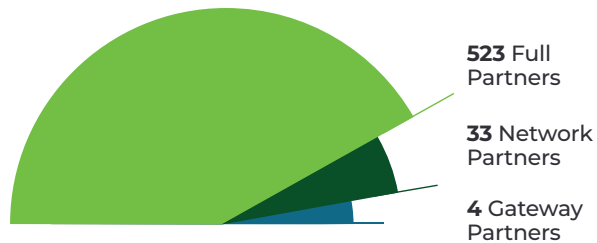
**369,365**  
pupils across all schools and trusts in our partnership<sup>1</sup>

**313,888**  
pupils in schools benefiting from our most impactful programmes and networks

**560** schools in our partnership

**129** trusts in our partnership

### School partnership level breakdown

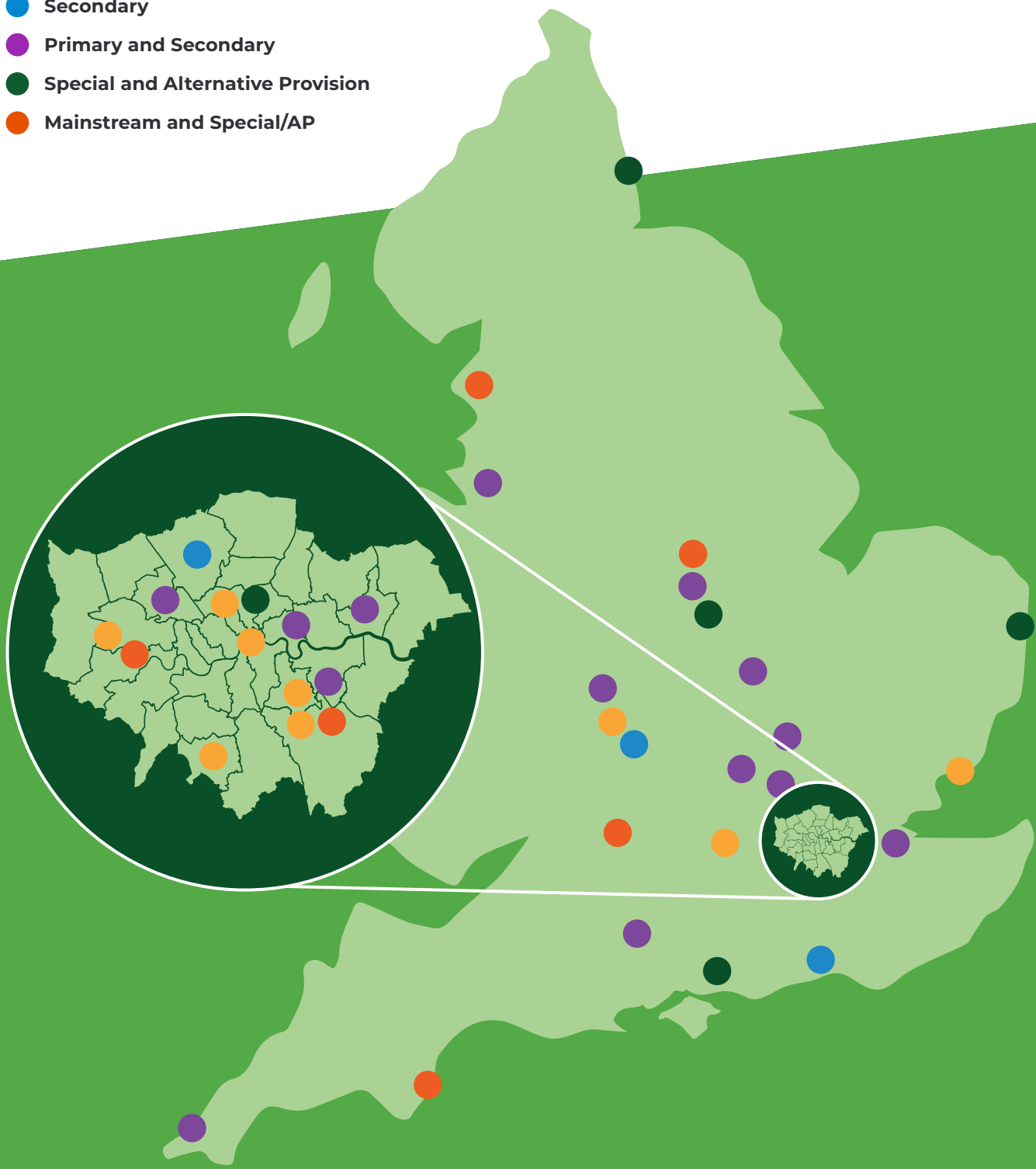


### Trust programme breakdown

Trust Peer Review only 3/38	7.9%
Regional Trust Peer Review 3/38 <sup>2</sup>	7.9%
Trust Leaders Network only 19/38	50%
Trust Leaders Network with residential and coaching 9/38	23.7%
TRUST PACKAGE (Trust Peer Review, Trust Leaders' Network, Trust Leader Residential and Executive Coaching) 4/38	10.5%

## Our partnership hubs and schools 2022-23

- Primary
- Secondary
- Primary and Secondary
- Special and Alternative Provision
- Mainstream and Special/AP



<sup>1</sup> self-reported pupil numbers on roll

<sup>2</sup> There were four trusts in the regional TPR pilot which took place between 21/22 and 22/23 with one TPR taking place in the 21/22 year and three in the 22/23 year

# OUR NETWORK AND THE SECTOR

## KEY STATS: Who is part of Challenge Partners?

An overview of the schools in our partnership and how the network's composition compares to the sector as a whole.

Comparing Challenge Partners to the sector - disadvantage		
	Challenge Partners' schools	All schools in England
Pupil premium population (average)	29.3%	23.6%
Free school meal population (average)	28.2%	24%

Comparing Challenge Partners' schools to the sector - phase		
Phase	Challenge Partners' schools	All schools in England <sup>1</sup>
Primary	48.7%	76.2%
Secondary	27.5%	15.7%
Special	19.8%	4.6%
Other (including all-through, alternative provision, 16+ and middle schools)	4%	3.5%

Comparing Challenge Partners' schools to the sector - Ofsted (overall)		
Ofsted grade	Challenge Partners' schools	State-funded schools in England <sup>2</sup>
Outstanding	19.2%	16%
Good	73.7%	73%
Requires Improvement	5%	9%
Inadequate	2.2%	3%

<sup>1</sup> Source: [besa.org.uk/key-uk-education-statistics/](https://besa.org.uk/key-uk-education-statistics/)

<sup>2</sup> Source: Main findings: State-funded schools inspections and outcomes as at 31 August 2023, published 14 November 2023



Comparing Challenge Partners' schools to the sector - Ofsted in 2022/23		
Ofsted (for schools inspected in 2022/23)	Challenge Partners' schools <sup>1</sup>	All schools in England <sup>1</sup>
Outstanding	16.2%	6.8%
Good	67.6%	69.9%
Requires Improvement	10.3%	20%
Inadequate	5.9%	3.6%

Ofsted inspected **69** schools which had been part of Challenge Partners' Network of Excellence for more than a year.

Of these, **33%** of schools previously rated Outstanding by Ofsted maintained that rating for the 2022/23 inspection, compared to **21%** of previously Outstanding schools nationally.

**16%** of Challenge Partners' schools rated Good in a previous inspection jumped to Outstanding, compared to **6%** nationally.

**75%** of Challenge Partners' schools rated Requires Improvement or Inadequate moved to at least Good, compared to **72%** of schools nationally.

#### Comparing Challenge Partners' schools to the sector - Progress 8 and Attainment 8 2022/23<sup>2</sup>

Challenge Partners' schools are attaining results above the national average	
Attainment 8 - Partnership average	Attainment 8 - National average
47.9 (+3.4)	44.4

More young people in Challenge Partners' schools are progress above the national average	
Progress 8 - Partnership average	Progress 8 - National average
0.1 (+0.1)	-0.02

**20%** of Challenge Partners' secondary schools are making well above average progress (P8>0.5)

#### Comparing Challenge Partners' schools to the sector – KS2 data

Reaching expected standard in Reading, Writing and Maths		
National average:	Challenge Partners' average:	Difference:
57.9%	62.2%	4.3%

Gap between disadvantaged and non-disadvantaged students in reaching expected standard in Reading, Writing and Maths		
National gap:	Challenge Partners' gap:	Difference:
20.3%	18.6%	1.7%

Progress measures of Challenge Partners' Schools compared to the national average:		
Reading:	Writing:	Maths:
+0.3	+0.6	+0.7

# KEY STATS: Schools in the Challenge Partners' network

### Areas of Excellence

**85** Areas of Excellence were accredited across all phases in 2022/23

Overall view of the network: Quality Assurance Review estimates in 2022/23	
Estimate	Percentage of schools
Leading	23%
Effective	47%
Not Yet Effective	2%
Not applicable/elected not to have an estimate	27%



### Overall view of the network: year-on-year progress

As a result of feedback from school and trust leaders and our lead reviewers, the peer evaluation estimate descriptors became more challenging for schools that remained in the network between 2021/22 and 2022/23. This was to ensure that the leading descriptors in particular represent genuine excellence and stretch for schools.

#### Effective

Schools who received an effective estimate in 2021/22 and chose to include estimates as part of their QAR:

**88.5% maintained their effective estimate from 21/22 and 11.5% improved on their 21/22 estimate and were evaluated to be leading in 22/23.**

#### Leading

Schools who received a leading estimate in 2021/22 and chose to include estimates as part of their QAR:

**88.5% maintained their leading estimate from 2021/22 and 11.5% were estimated to be effective in 2022/23.**

<sup>1</sup> rounded to 1 decimal place

<sup>2</sup>All figures referring to state-funded mainstream schools in England. KS4 data using provisional data released October 2023

# PROGRAMMES AND NETWORKS

## Quality Assurance Review

The Quality Assurance Review (QAR) programme is a three-day rigorous peer evaluation of teaching and learning, curriculum and outcomes, and leadership at all levels. It has a sharp focus on how schools are supporting the most disadvantaged learners.

Through the process, schools and visiting reviewers collaboratively identify areas of success for celebration and areas where improvements could be made. Schools taking part in the QAR programme host an annual review and reciprocate by sending their headteacher and senior leaders to review other schools in the network, providing continuous professional development for all involved.

### What happened in 2022/23?

This was a record-breaking year for QAR delivery. We delivered 413 QARs, exceeding our pre-pandemic record of delivering 388 QARs in a single year, while maintaining extremely high satisfaction ratings from both host schools and reviewers.

Over **95% of host schools** reported they were satisfied or highly satisfied with their experience, and **97% of reviewers** said they were either satisfied or highly satisfied with their experience.

*"All leaders working collaboratively was highly successful. We were open and honest and our lead reviewer was incredibly experienced which ensured we had a high quality & robust review!"*

**Host Jenny Stafford, Headteacher,  
Richard Lee Primary School**

## Headline figures for 2022–23

# 98.5%

of schools said participating in the QAR had left their school in a better place



# 92%

of reviewers brought an idea back to their own schools to discuss as a result of taking part in a QAR in the past year



# 70%

of school leaders agreed that taking part in the QAR allowed them to identify areas for development in their school that they were not necessarily able to identify or articulate before



# 78%

of school leaders agreed that taking part in the QAR allowed them to identify areas of strength to celebrate in their school that they were not necessarily able to identify or articulate before

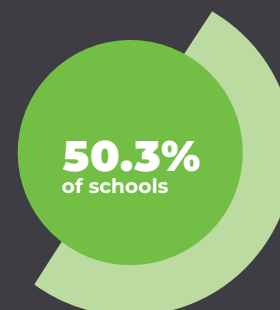


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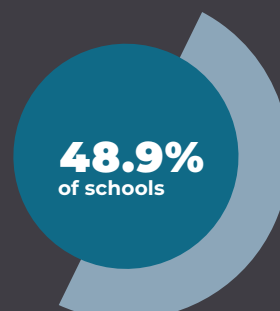
new senior leaders were trained as peer reviewers through the Challenge Partners peer reviewer training process, preparing them to go out on review as part of a visiting review team and to host a review in their own school/s



Even better ifs (EBI) identified in previous QAR



EBIs previously identified have been fully resolved since their last QAR



EBIs previously identified have started to be addressed but need further work

"Our review team worked extremely well together and the host school was very welcoming and open. It felt like a genuinely collaborative experience. It gave me excellent professional development and hopefully provided the school with genuinely empowering insights." **Reviewer Emma Taplin, Kibworth Mead Academy, QAR at Elstree Studio Arts Academy**



# PARTNER STORY



**Jane Hayman** Headteacher  
of Fred Nicholson School.

Located in Dereham, Norfolk, Fred Nicholson School is a complex needs residential special school for young people aged seven to 18. The school has been part of Challenge Partners since 2019.

## Identifying challenges, ways forward and areas to celebrate in our own QAR

One of our reviews focused on a Key Stage where the practice wasn't as strong. We were all in agreement around that and we got into the nitty-gritty about what we could do and how we could tackle this. This helped us to strategise what went into the development plan. It was a collaborative human approach to how we would deal with [the issue]



It was also a point where we were recognising how well the behaviour management was being supported in school. It was a good opportunity to take this back to the team and say 'here are all the things you are doing fantastically well!'.

## The benefits of reviewing other schools at a national level

[My team] have all absolutely loved it and I did too! I have had to take a back seat and try to be generous to spread it around the team as they have all found it so useful.

You compare and contrast – everyone has come back with ideas and enthusiasm from looking at other schools, either because it supports you to know you are doing the right things in your own school, or you see good ideas to think about how you can evolve your practice. And people have stayed in contact afterwards. In particular, one of the schools we linked up with last year had some really amazing stats for very reduced use of physical intervention around management of dysregulated young people. We were really interested in how they were achieving that and we have stayed in contact to consider how that can inform our practice.

There are 14 LA maintained special schools in Norfolk. We wouldn't get the breadth of experience and opportunity unless we went out of county. Reviewing other schools gives us a whole world to go and visit! While we do collaborate heavily within Norfolk already, it's great to cross-pollinate out of county and make those links to shake up our thinking.

# Trust Peer Review

The Trust Peer Review (TPR) is an expert-led three-day peer review, which evaluates a school trust's effectiveness in driving improvement in its schools and outcomes for the children and young people it serves. The review is led by recently retired CEOs of successful trusts, trained in Challenge Partners methodology. They lead a team of peer reviewers, drawn from different trusts across our national network, who work alongside the host trust to explore strengths, areas for development and next steps.

## What happened in 2022/23?

We delivered 10 Trust Peer Reviews (TPR) with 40 trust leaders from 21 different trusts as reviewers. We invited participants from the Trust Leaders' Network to train as reviewers and take the chance to join a team as a visiting reviewer. Satisfaction with the programme was high, with 80% of host trust respondents either satisfied or highly satisfied with their experience of the TPR, while 84% of TPR reviewers said they were highly satisfied with their experience of the programme.

For the first time we piloted a regional model of the Trust Peer Review. A group of four trusts in the South West agreed to review each other in turn, deepening relationships over the course of the programme. Three of the reviews this year were part of this pilot. This model will continue to be developed over 2023/24 as an additional option for trusts who wish to strengthen their relationships and collaboration while identifying next steps for each trust.

**"A valuable professional development opportunity. It was great to work with other professionals and have the opportunity and time for discussion and reflection."**

**Reviewer Carol McLachlan,  
Vision Trust**



Evidence of knowledge exchange and skills development/challenge between trusts was clear from the feedback, demonstrating that the TPR process inspires visiting trust leaders to bring new ideas for continued improvements back to their trusts, and provides hosts with concrete plans for improving their trust functions.

# 96%

of TPR reviewers said they had gained experience/knowledge that they'd take back to their own trust



# 18

new trust leaders were trained as reviewers



# 80%

of host trust respondents agreed that "Participating in the trust peer review ignited concrete ideas to improve how the trust functions"





# PARTNER STORY



**Dave Baker** Chief Executive of Olympus Academy Trust.

**Located in Bristol, Olympus Academy Trust has grown to nine schools since it was formed at the start of 2012 — three secondary, five primary and one all-through. The trust has been with Challenge Partners since 2020.**

## What did you hope to get out of the TPR experience?

All of us involved hoped to get an external view and some validation about the processes that we had put in place for our school improvement within our trust. We also hoped to get some good ideas from the other trusts that we were reviewing.

What came out of it was a deep sense of understanding of one another's trust and a desire to collaborate more, build on that shared learning, and support one another with the gaps or underdeveloped areas. When it came to our turn to be reviewed, I was surprised how significant the process was in terms of the importance of what was fed back to us and how that could be used.

## What's been the impact on the trust?

We have done quite a lot since the review. There were some things that were obvious and we knew about, but there were others that were penny-dropping moments. We talk about being a values-led trust and the challenge was thrown back at us that those values are not framed around what they mean for the young people. We have done work with external support about providing value descriptors and the behaviours that we would see if the values have been enacted.

The other big thing was that we were in the process of launching a revised school improvement strategy at trust level. It helped us to articulate that and for that to be tested. We have gone through a process of refinement within the trust since the review. We have also been doing a massive review of our scheme of delegation to make sure that we have absolute clarity about people's responsibility for decisions and where the accountability sits. Individually, those things may not be big, but actually together, they are big pieces of work that will help move us forward over a period of time.

## What about on your leaders?

I think it has deepened relationships with other trust leaders locally. It has enabled us to have honest conversations about things we know about one another's trusts, and talk openly about what the future might look like in the local landscape and how we might work together within that. It has given us confidence to have conversations with one another about where there are gaps in expertise and where we might be able to draw support from one another's trusts.

There have been follow-on conversations where the leader of one trust has been asked to do something in support of a developing leader in another trust, whether that be in a mentoring or coaching role, or giving someone an opportunity to go on a placement. We are in a good place in terms of the way we work together. It has taken it to another level in a way that is unusual for neighbouring trusts.

## And on pupils?

One of the challenges thrown at us was seeing ourselves as an all-through trust and making sure that we are all-through in the way that we operate. We got into the habit through lockdown of having secondary head and primary head meetings separately and remotely. We started doing them face-to-face post-lockdown, but we had not really embedded the idea of all heads meeting together again. Now we are doing that once a month without fail and talking about issues and themes that thread through from primary to secondary, and really looking at what that means in an all-through sense. For example, we have gone back to curriculum principles that fit across primary and secondary, rather than having separate for each. And making sure our policies are fit for purpose across all phases.

For the young people's experience, I think this will make a massive difference to them in terms of the coherence of going from primary to secondary, whether that is in one school or between schools because most students do go from one of our primary to secondary schools. It is important that that continuity is real.





# Trust Leaders' Network

Our national Trust Leaders' Network (TLN) is an expertly facilitated space that brings together CEOs and other senior trust leaders from across England to share knowledge and best practice. It provides a supportive space for individual and trust development aligned with each trust's priorities and context.

TLN members have access to a range of activities, including facilitated trust visit days, interactive business webinars (delivered in partnership with the Social Business Trust<sup>2</sup>), a national Trust Leaders' Conference, and an optional leadership residential.

### What happened in 2022/23?

This was the third year of the TLN, and membership grew to 36 trust leaders from 36 trusts, seven more than in 2021/22.

There were high satisfaction levels for all aspects of the TLN offer:

Visit days: 99% were satisfied or highly satisfied

Webinars: 95% were satisfied or highly satisfied

Conference: 87% were satisfied or highly satisfied

Residential: 100% of participants rated it excellent or good

The TLN was highly effective in facilitating knowledge exchange between trusts, allowing those in potentially isolated roles to share best practice and develop their leadership skills, resulting in stronger trusts and schools for the young people they serve.

<sup>2</sup>Social Business Trust links charities and social enterprises to corporate partners who provide practical skills and expertise.

100%

of respondents taking part in a trust visit learned something that they'd be taking back to their own trust



100%

of respondents taking part in a business webinar learned something they'd be taking back to their own trust



#### TRUST LEADERS' CONFERENCE:

93% of participants heard/learned something that they wanted to share with their trust colleagues

80% of participants felt that something they'd heard will influence how they work with their own trust

#### TRUST LEADERS' RESIDENTIAL:

All participants gained new insights and tools that will help them in their leadership role through attending the residential

All participants intended to apply the learning from the residential workshop in their leadership role going forward

"The networking and shared thoughts of other trust leaders are invaluable." **Chris Marks, Danes Educational Trust**

# Growing the Top

The Growing the Top (GTT) programme brings together top-performing schools to collaborate and drive their schools – and the education system – to become world class by sharing excellent practice, exploring challenges and drawing on expertise from other sectors. Participating schools are grouped together for facilitated school visit days, led by Challenge Partners-trained practitioner facilitators, and whole-cohort events across an academic year.

### What happened in 2022/23?

Thirty schools took part — 10 secondary, 14 primary and 10 special schools.

#### Visit days

Satisfaction levels with the programme visit days were incredibly high, with leaders from host schools rating them an average of **4.7/5** and visiting school leaders rating them an average of **4.9/5**.

#### Whole cohort events

Following comments from previous participants, this year's mid-year event moved to virtual delivery to limit time out of school for participating leaders. Attendee satisfaction continued to be strong, albeit slightly lower than previous years, with an average satisfaction of **4.1/5**. Feedback included helpful suggestions for improvements, which will be implemented in 2023/24 and beyond.

### FOLLOWING A VISIT DAY:

90%

of participants said they will use something they have seen/learned/discussed in their own school's improvement journey in the **short term**



91%

of participants plan to use something that they had seen/learned/discussed in their own school's improvement journey in the **longer term**



82%

of participants have seen or learned something they would like to share with middle leaders and others in their school and would like to continue developing a relationship with the host school at this level for ongoing sharing and learning



"It has been a fantastic opportunity to get into other school contexts and reflect upon our own school with even more depth" **St Hilary School**

# PARTNER STORY



**Andy Roberts** Headteacher of Riverside School and Executive Principal of Hornchurch High School.

**Located in Barking, Riverside School has been participating in Growing the Top since 2021 and in Challenge Partners' East London hub since 2020.**

## What's been your experience of the Growing the Top programme?

I'm in my third year of Growing the Top so I wouldn't still be doing it if I didn't think it worked well. It's quite high energy and the work that goes into thinking hard about your school is probably equal to writing the School Improvement Plan, which is a massive piece of work.

When thinking about hosting others to your school you want to get the best value out of the day so you have to think very hard about what your school and what you want the focus to be on. That's as important as the day itself – what you do before and what you do after. The day they come

to your school is a pivotal part of the process. You have to think about what's excellent as well as what's your real number one area of improvement that you want people to give you feedback on. And subsequently, what you prioritise to aim to improve after the day – that's the big work. But none of that happens without that one visit day.

We had Ofsted in October 2022. We had an Outstanding judgement and we had our Growing the Top meeting about a month later. The Growing the Top visit was more informative and had a greater impact on our improvement than the Ofsted visit. It is a core part of what we do every year. I don't think there's a better way to improve.



In our first few years as a new school it was all about taking, because we had nothing to give! The way we built our school is we visited and looked at other schools, taking everything that we thought was good and would work in our setting. But it's quite nice for us now to give back. If you give a lot it makes you innovative because then you'll look for better things. It's as much about the giving away than it is about going and seeing innovative practice.

## What do you value about other aspects of the Growing the Top programme?

I enjoy the whole cohort events, they're very different from the in-school visit experience. The main reason I enjoy them is to see colleagues I have worked with over the years, old schools who we've partnered with or who I facilitated for. I like the element of having good, rich conversations with other professionals on your tables. And practitioners who partner with Challenge Partners are typically quite a certain type – they're generally quite open, they want to learn, and they want to make things better. There's an awful lot of potential there to share. There are really high quality guest speakers, there's always an element of interest. I quite enjoy the element of drawing parallels with business and I think they bring a lot of experience to the table.



## How has Growing the Top supported your approach to school improvement?

**We're a high performing school, we're a top 1% school nationally for progress and our disadvantaged cohort have no gap – they exceed other students nationally. We haven't always been like that, we're far from done – the things that we're focusing on now are quite niche and small but still very important. For us as an Outstanding school you've got to stay ahead of the curve and know your environment.**



# Extending Leading Practice

A programme designed for schools driven to make the shift from good to excellent practice. Schools focus on a specific in-school improvement initiative linked to their school development plan, while collaborating with two or three other schools over the course of an academic year. This structured programme of facilitated school visits allows school leaders to observe excellent practice in other schools and co-create solutions to challenges, while accessing insights from beyond the education sector at whole-cohort events.

## What happened in 2022/23?

Twelve schools participated in Extending Leading Practice (ELP) in this second year of the programme – four secondary, five primary, and three special schools. They were grouped into trios and quads by phase and matched with a practitioner facilitator to lead visit days. These visits were highly rated by practitioners – **97%** of respondents reported they were satisfied or highly satisfied with the experience.

Whole-cohort events for ELP are shared with Growing the Top to enable wider networking and greater sharing of excellence. Practitioner feedback has prompted us to review their format and content for 2023/24.

“The opportunity to see other schools’ practice in action is invaluable, also the sharing of excellence, discussions around the strategic leadership of change and the ethos/approaches/initiatives that schools adopt in relation to their context”

A London primary school reflecting on the programme as a whole

## FOLLOWING A VISIT DAY:

92%

of participants said they will use something they saw/learned/discussed in their own school’s improvement journey in the **short term**



87%

of participants responded that they will use something that they have seen/learned/discussed in their own school’s improvement journey in the **longer term**



77%

said that the discussions showed/taught them something that will help move their own in-school project forward



69%

responded that they saw/learned something that they would like to share with middle leaders/others in their school and would like to continue developing a relationship with the host school at this level for ongoing sharing and learning



# Jubilee Networks

These relational networks enable headteachers to build strong connections with peers across a region, sharing knowledge, experience and different strategies for school improvement. A leadership focus is embedded in the network approach. Schools in each regional network take turns to host all-day meetings for eight to 12 headteachers, showcasing areas of strength and areas for development. This provides inspiration for visiting headteachers to stimulate improvement in their own schools, while the host school benefits from feedback and questions to develop their approach further.

## What happened in 2022/23?

We launched a new Primary Jubilee Network in the Midlands (seven schools) while Secondary Jubilee Networks continued in the Midlands (11 schools) and South Central regions (seven schools).

This year saw a successful shift to practitioner-led facilitation of Jubilee Networks, with trained practitioners designing visit days and creating social capital among their groups supported by our central team. This change was well received by participants. They gave an average satisfaction rating of **4.9/5** for the practitioner facilitation of each visit, and an average satisfaction rating of **4.8/5** for each visit day overall.

We also partnered with **BTS Spark**<sup>3</sup> to pilot the delivery of a series of leadership workshops during visit days. These well-received workshops were tailored to the leadership development needs of the headteachers in each network. The pilot is being assessed by **ImpactEd** as part of their independent evaluation of Jubilee Networks.

<sup>3</sup>BTS Spark is a not-for-profit education practice within BTS, a multi-award winning global leadership consultancy.

## FOLLOWING A VISIT DAY:

100%

of respondents stated that they had seen or heard something during the visit that they would take back to share with senior leaders in their own school



98%

of respondents said that meeting as a JN had helped them to deepen their relationships and build social capital which they will use to support their work as a leader



“Extremely valuable discussion on live issues. It is always fruitful seeing other schools in action and I found my colleague’s overview insightful and chimed with many issues all schools are facing in the current educational landscape.” **North Bromsgrove High School**

# Hubs

Collaboration is an essential element for trusts and schools striving to achieve the best for their students. Schools in our Network of Excellence join forces in local hubs, bringing together school leaders to address agreed local school improvement and leadership development priorities. Challenge Partners' local hubs collaborate within, or across, phases and types, including special and alternative provision (AP) schools.

Challenge Partners' hubs are led by locally appointed Senior Partners and Hub Managers, drawn from strong schools or trusts. Each hub agrees an annual action plan to address local priorities, and a proportion of school subscription fees are returned to hubs to fund their activities.



## What happened in 2022/23?

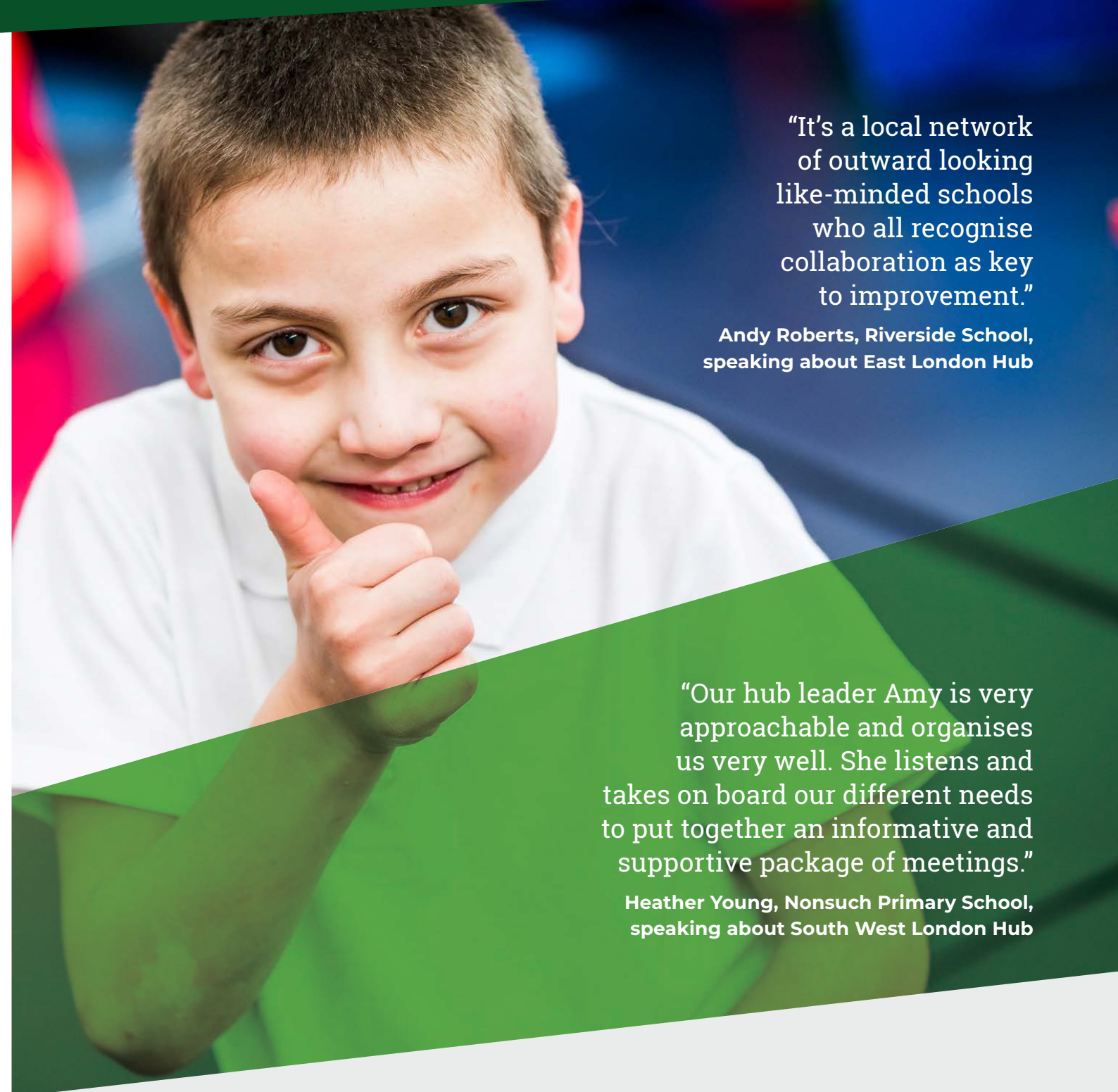
We facilitate a Hub Manager network to support our hubs in collaborating and sharing best practice effectively. It launched this year with an in-person Hub Manager development day where all hubs carried out a self-audit against our hub gold standard. Over the course of the year, four further sessions covered the themes of:

- Establishing vision and expectations**
- Encouraging local growth**
- Hub activities and collaboration**
- Evaluation of the year**

Each year we provide hub funding to further enable collaboration. During 2022/23 over £300,000 was shared among hubs across the country. It funded activities including local delivery of our Leadership Residency Programme, hub conferences on key local priorities (including SEND), CPD courses and programmes, sharing best practice in areas such as reading, and instructional coaching.

In 2022/23 we piloted a Hub Manager Accreditation process to support our managers and improve consistency across hubs. During the academic year, three Hub Managers achieved accreditation and received a stipend to support their ongoing leadership development in their roles as Hub Managers and beyond:

- Vanessa Beckley, Aylesbury Vale Hub**
- Elliot Costas-Walker, Aspire Hub**
- Alice Toft, Chrysalis Hub**



"It's a local network of outward looking like-minded schools who all recognise collaboration as key to improvement."

**Andy Roberts, Riverside School,**  
speaking about East London Hub

"Our hub leader Amy is very approachable and organises us very well. She listens and takes on board our different needs to put together an informative and supportive package of meetings."

**Heather Young, Nonsuch Primary School,**  
speaking about South West London Hub



# PARTNER STORY



**Mary Collins** is the Senior Partner for South East London Hub and Executive Headteacher at Holy Cross Primary School and St Augustine's. She has been an executive headteacher for six years and a headteacher for 13.

**Mary talks about her experience as Senior Partner for a Challenge Partners' local hub of collaboration.**

## Can you tell us about your hub and your role as a senior partner?

I love my role – the hub is really active and vibrant. My schools are located in Lewisham but I love the fact the hub is spread across South East London and there is a great deal of buy-in to the hub, everybody is really a part of it. We have one leaders' group which meets once a term but we also have lots of smaller groups – an English group, maths group, a mental health group, SEND group and Early Years group. We always meet at different schools and any meeting finishes with a walk around the school, so all the time your eyes are being opened to different ideas. I like that we get out and do this.

We also love the freedom regarding hub funding to decide what we want to focus on, we've brought in excellent speakers across the years. This year we have someone coming in to facilitate a year-long project on anti-racism. Our facilitator has done whole-staff training for all staff in each of the schools (about 250 staff) and is also working with each school individually to develop their curriculum to be more ethnically and racially diverse. Before we had a brain surgeon come and do a three-hour session — his whole talk was on the links in the brain and neurotypical and neurodiverse brains. His conclusion was you just have to love the children and they will be able to learn, it's about making the children feel safe and secure to learn. We've had some really good speakers and there is comfort in working with schools who have chosen to work together. Our hub work is also very far reaching.



**What's been the impact of working in a hub for you?**

**There is a huge sense of well-being from it. I look at our EYFS group for example, there is a huge deal of EYFS work done around the authority but our Challenge Partners EYFS group has become very close and goes to visit each other's schools to look at the provision offered, which is excellent. They now have a whole team of people they can turn to and ask questions of, to have this goodwill is so valuable. These groups are for the individual subject leads but when we bring headteachers together it again feels like everyone is there to give support.**



# Teaching School Hubs Peer Review Pilot

In late 2022, the Teaching School Hubs Council (TSHC) invited Challenge Partners to support their work in building capacity and consistency across Teaching School Hubs by piloting a Teaching School Hubs Peer Review programme.

They recognised Challenge Partners' sector leadership of peer review and we didn't hesitate to share our expertise in service of improvement across Teaching School Hubs and the schools and practitioners they work with. The pilot received very positive feedback from Teaching School Hubs and there was evidence of demand from others the TSHC hadn't selected to take part.

## Adapting our methodology to drive improvement in Teaching School Hubs

The pilot design used tried-and-tested approaches from our Quality Assurance Review and improvement programmes, adapted to address the focus and priorities of Teaching School Hubs.



## The pilot aimed to:

- Establish a culture of collaborative learning and improvement across the Teaching School Hub network
- Develop a collective understanding of what an efficient and effective Teaching School Hub looks like
- Exemplify effective practice, with tangible insights and actions that can be shared more widely
- Establish a culture of robust and supportive conversations to drive improvement

The structure drew on Challenge Partners' successful Growing the Top programme model and offered:

- Facilitated visit days**  
Each participating hub hosted a day to share areas of systemic excellence and systemic challenge, receiving input from visiting hubs
  - Practitioner-led knowledge exchange facilitation**  
Senior leaders from each facilitating hub joined an in-person training event covering key principles of knowledge exchange facilitation, including creating social capital and using questions to challenge and deepen thinking
  - Centrally delivered virtual events for the whole cohort**  
Senior leaders from each participating and facilitating hub attended virtual launch and wrap-up events, designed to create social capital among groups and opportunities for open discussion and reflection, which fed into the overall evaluation of the pilot
- The pilot ran between March and July 2023. Twelve Teaching School Hubs took part as participating hubs and six as facilitating hubs. Each hub had to commit two senior leaders to all programme activities.

## Impact

Evaluation of the pilot highlighted the efficacy of the model and its positive impact on participating Teaching School Hubs. Data strongly suggested that being part of the programme enabled Teaching School Hubs to collaborate with and receive effective challenge from colleagues. They were exposed to ideas from others that supported their approach to operational planning, strategy development and professional development design<sup>4</sup>.

“From taking part in the Peer Review Pilot we have utilised various ideas from other TSHs to create a robust strategic action plan for next academic year focusing on several key areas. These cover: increasing engagement, developing partnerships, developing marketing, exploring different methods related to effective QA, measuring of impact and development of a CRM system aimed at streamlining communication and hub reporting. To date we have as a hub team mapped out how these key areas will be achieved using ideas from the Peer Review pilot.”

## Participating hub reflecting on the programme



## VISIT DAY FEEDBACK:

97%

of participating hubs agreed or strongly agreed that they had seen, learned or discussed something they would implement in the short term

97%

agreed or strongly suggested that being part of the programme enabled Teaching School Hubs to collaborate with and receive effective challenge from colleagues

<sup>4</sup>Find the full Teaching School Hubs Peer Review evaluation on the Challenge Partners' website.



# Knowledge Exchange Facilitation

The skill of the facilitators we recruit, train and quality assure is crucial to the success of Challenge Partners' programmes, networks and events. We make sure leading knowledge is in the room, so that excellent practice becomes common practice. A well-facilitated session ensures all voices are heard, leading practice is shared, and new knowledge is co-created. Recognising that "anything non-facilitated is random and serves to amplify the loudest voice" (Teaching School Hub participant). This is what differentiates Challenge Partners and makes collaboration in our partnership such an impactful experience for all our schools and trusts.

### What happened in 2022/23?

In September 2022, we ran our highly rated facilitation training for 22 selected practitioners. Seventeen of these practitioners then joined these programmes as practitioner facilitators:

- **Jubilee Networks:**  
three practitioner facilitators
- **Growing the Top:**  
10 practitioner facilitators
- **Extending Leading Practice:**  
four practitioner facilitators

In January 2023, 12 further practitioners were trained in knowledge exchange facilitation for the Teaching School Hubs Peer Review Programme pilot.

### Knowledge Exchange Facilitation training impact

Now in its third year, our bespoke training provides excellent preparation for practitioners facilitating collaboration and best practice sharing through our programmes and networks. School leaders gain powerful CPD and it builds leadership capacity across the system.

"Just a great experience that has actually helped me as a Headteacher to slow down a little, pause for thought and to question more rather than impose my ideas. It's a challenge (a good one) to withhold opinion whilst doing your best to enable people to achieve their objectives through questioning. A great programme: well structured, with the right numbers and the handbook is very helpful as well."

**Ian Travis, Headteacher of Glebe School, on facilitating the Extending Leading Practice programme**



**All training participants agreed or strongly agreed that they would use what they had learned during the training in their own school/trust context**



### Impact of expert facilitation within programmes and networks

Participants rated the expert facilitation support across all programmes and networks, resulting in:

**4.9/5** average satisfaction rating on Jubilee Networks

**4.8/5** average satisfaction rating on the Growing the Top programme

**4.8/5** average satisfaction rating on the Extending Leading Practice programme

**4.6/5** average satisfaction rating on the Teaching School Hubs Peer Review pilot

"Our facilitator has a wealth of knowledge and experience to bring to the trio. She is very skilled at allowing time for and enabling discussion as well as ensuring that all aspects of the visit are covered." **Forest Academy**



# PARTNER STORY



**Paul Thomas** Headteacher at Parkwood Primary School and one of our knowledge exchange facilitators.

**Paul has been a facilitator on both the Growing the Top and the Extending Leading Practice programmes.**

## Can you tell us about your experience of knowledge exchange facilitation at Challenge Partners?

I think before any of the visits take place, one of the key things is the knowledge exchange facilitation training. It is really valuable to help you get into the facilitation headspace and understand the intended outcomes of the programmes you are facilitating, as well as building that social capital between the facilitators to share experiences and great practice. When you go into the visits you feel more prepared to work alongside other senior leaders. The training helps you to identify your strengths and challenges your way of thinking.

As a facilitator, one of the key things to think about is that the leaders you work with come with challenges which they want to focus on, but it is key to check that this is the real issue within the school. You get leaders to dig down and find the cause of the issues or understand if it is something else that it would be worth working on in order to have a wider impact within the school.

Within the programmes, having leaders come together in an established group is really effective. As a facilitator you support them to share good practice, build social capital and trust. As the sessions progress throughout the year you can see their confidence in sharing with and challenging each other is much stronger.



## How has your work as facilitator supported your own development as a leader?

It has had an impact in a number of ways as I have been able to be reflective of my practice and I have developed the ability to ask more challenging questions to extend the thinking of those I work with. This has led to conversations with my senior leaders that challenge and stretch their thinking. I have also benefited from the opportunity to see best practice in other schools and how that can develop here at Parkwood as well as building that network of leaders within different contexts. All of the different schools I have worked with are in different settings and areas with different challenges but they were all similar in the way they approached those challenges, in terms of getting staff onboard and working to get everyone moving in the right direction. This is something I have reflected back on in my role within my school.



# National Network Conferences

These half-day online conferences bring the whole partnership together to hear from inspirational expert speakers on current and strategically significant topics. Attendees get the chance to question speakers and discuss challenges, as well as learn from peers sharing excellent practice.

## What happened in 2022/23?

We held three National Network Conferences, which received an average overall satisfaction rating of **4.65/5**. Each conference brought in speakers focused on our theme of human flourishing, with topics as diverse as:

**“AI Powered human flourishing. The relationship between AI and HI in schools”**  
- **Priya Lakhani, CEO of Century Tech**

**“The importance of considering equality and human rights in education”**  
- **Marcial Boo, Chief Executive of the Equality and Human Rights Commission**

**“The Power of One” which delved into the importance of safeguarding** - **Nazir Afzal, British solicitor and Chancellor of the University of Manchester**

**“What makes us human?”** - **Ali Oliver, Chief Executive, Youth Sport Trust**

**“What a change from dry DfE and RPA seminars! Positivity, affirmation, celebration and appreciation in abundance - thank you!”** **David Coaché, Executive Headteacher, Bengeworth Trust**



# 73%

of those who previously attended a National Network Conference had implemented or changed something to support their ongoing school improvement work as a result



# Sharing Leading Practice Events

Sharing accredited excellence and promising innovations is central to our efforts to drive system-wide improvements. Areas of Excellence are formally accredited by peer reviewers and lead reviewers during Quality Assurance Reviews. Our other networks, programmes and hubs also afford opportunities to identify and share best and next practice. We share strong practice in a number of ways, including helping schools find the excellence they need through exclusive partner access to our online School Support Directory and resources, as well as practice carousels at many of our events.

Challenge Partners' schools present their Areas of Excellence in our dedicated Sharing Leading Practice (SLP) sessions. They candidly share their approach, difficulties and key decision points so other practitioners can understand how they might replicate or adapt the practice in their own schools. Sessions are run as 90-minute webinars or in-person school visits. Both offer opportunities to engage and ask questions, to take away resources, and the option to follow up and collaborate in depth.

## What happened in 2022/23?

We delivered four Sharing Leading Practice events, which received an average satisfaction rating of **4.4/5**. These provided both in-person and virtual opportunities for leaders from all phases to engage with specific excellent practice from other schools in the network:

- **Oaklands Special School's SLP was on championing best practice for autistic children**
- **Salisbury Primary School ran their SLP on reading**
- **Kingsbury Green School delivered an SLP for secondary colleagues on careers guidance**
- **North Primary School shared their expertise on primary MFL (Spanish)**

The willingness of schools to host SLP events – and the capacity of teachers and leaders to attend – was limited by school staff shortages and the impact of teacher strikes. As a result, we are reviewing how best to continue sharing accredited excellence across our partnership, recognising the capacity constraints schools are under.

**“Everyone was so engaging, inspiring and happy to share their amazing practice. Lots of opportunities to see evidence of things, ask questions and see everything in action with the children and the extremely talented staff.”** **Jo Jeffs, AHT & SENCO, Brocklewood Primary School on the Oaklands School SLP**







# THANKS AND ACKNOWLEDGEMENTS

## We would like to thank

Our supporters and partners who contributed to the impact captured in this report. This includes our partner organisations, grant-making bodies, and our practitioner leaders who work with us to ensure we can have the greatest impact on the work of schools, leaders and children across the country.

Partner Organisations:	Funders:
Social Business Trust	Artemis
ImpactEd	Barratt Foundation
Fair Education Alliance	The David and Elaine Potter Foundation
	Garfield Weston Foundation
	Teaching School Hubs Council
	Permira Foundation
	SBT Digital Impact Fund

With thanks to our practitioner leaders and supporters:
Our Education Advisory Group (page 11)
The Hub Manager Network facilitators Vanessa Beckley, Elliot Costas-Walker and Alice Toft

### Our practitioner facilitators who support the delivery of our programmes:

#### Growing the Top:

Dave Turner, David Welsh, Gurdeep Singh, Natalie Snowden, Sarah Goosani, Sarah Wilson, Stephen Whittle, Tracey Dinnage, Toby Sutherland, Tom Andrews

#### Extending Leading Practice:

Andy Roberts, Ian Travis, Kate Frood OBE, Paul Thomas

#### Jubilee Networks:

Andy Stainton, Carey Ayres, Michelle Ginty

#### Teaching School Hubs Peer Review:

Anita Johnson, Anne-Marie Garnett, Cathryn Mortimer, Clare Oberman, Dan Smith, Jennifer Murphy, Karen Taylor-Paul, Lisa Rhodes, Nicola Cornfoot, Ruth Smith, Tessa Blair, Tracy Williams

### Senior Partners (SP) and Hub Managers (HM)

**Ash Field Hub:** Ellen Croft (HM)

**Aspire Hub:** Karen Bramwell, Penny France and Amanda Ryan (SP), Elliot Costas-Walker (HM)

**Aylesbury Vale Hub:** Mark Sturgeon (SP) and Vanessa Beckley (HM)

**Barking and Dagenham Hub:** Matt Murphy (SP) and Ben Spinks (HM)

**Brighton and Hove Hub:** Shelley Baker (SP) and John Lamb (HM)

**Camden Hub:** Rob Earrey (SP) and James Humphries (HM)

**Chiltern Hub:** Adrian Rogers (SP) and Nicola Hickton (HM)

**Chrysalis Hub:** Nikki Hyde-Boughey (SP) and Alice Toft (HM)

**Compass Hub:** Nicola Forster and Sarah Wilson (SP)

**Compton Hub:** Ann Marie Mulkerins (SP) and Stuart Merritt (HM)

**Cornwall Hub:** Les Hall (SP) and Darren Payne (HM)

**Cotswold Cornerstone Hub:** John Sanderson and Sharon Nicholls (SP), Beth Gregory (HM)

**Coventry and Warwickshire Hub:** Michele Marr (SP) and Marie Orton (HM)

**Doncaster Hub:** Beryce Nixon (SP)

**East Coast Hub:** Sally Garrett and Tom Ward (SP) and Philippa Whipp (HM)

**East London Hub:** Ruth Smith (SP) and Lara Boyer (HM)

**East Midlands South Hub:** Sara McAdam (SP) and Simon Renshaw (HM)

**Essex East Hub:** Glenn Moore (SP)

**Herts and Bucks Hub:** Toby Sutherland (SP) and Michael Garvey (HM)

**Impact Alliance Hub:** Steve Whittle (SP), Michelle Toner and Sally Spence (HM)

**Leigh Hub:** Will Monk (SP) and Molly Allen (HM)

**Lighthouse Hub:** Phil Cocks (SP) and Jon Nunes (HM)

**Link 2 Learn Hub:** Tracey Dinnage (SP) and Faye Blain (HM)

**London Special and AP Hub:** Penny Barratt (SP) and Gary Morrissey (HM)

**London West Hub:** Stephen Davis (SP) and Marie-Anne Leregle (HM)

**North East Special Hub:** Carolyn Morgan (SP) and Rachel Hargreaves (HM)

**North West Hub:** Ruth Coupe and Wendy McCormack (SP)

**Northants Hub:** Robert Hardcastle (SP) and Nicholas Salisbury (HM)

**Nova Hub:** Andy Seymour (SP) and Leah Miller (HM)

**Pickhurst Juniors Hub:** Matt Rampton (SP) and Ben Broughton (HM)

**Portsmouth Hub:** Sharon Burt (SP) and Ashley Oliver-Catt (HM)

**Somerbay Hub:** Tim Hughes (SP)

**South East London Hub:** Mary Collins (SP) and Paul Hooper (HM)

**South of the River Hub:** Cassie Buchanan and Jan Shadick (SP), Kafilat Agboola (HM)

**South West London Hub:** Philip Hedger (SP) and Amy Carlile (HM)

**Synergy Hub:** Alison Tones (SP) and Tara Gilman (HM)

**Thames Valley Hub:** Andy Johnson (SP) and Rob Buck (HM)

**West Shires Hub:** David Coaché (SP) and Kirsty Shaw (HM)

**Wootton Bassett Hub:** Steve Kneller and Ian Tucker (SP), Paul Day and Caroline Whittaker (HM)

### Our Programme and Network advisory board members:

#### Growing the Top and Extending Leading Practice

Dr Josephine Valentine OBE, Kate Frood OBE, Sue Higgins, Tracey Hemming.

#### Quality Assurance Review

Dr Calvin Pike, Nick Butt, Stuart Busby

#### Trusts

Annie Wiles, Gary Wilkie, Jan Shadick, Gary Wilkie, Phil Hedger, Sarah Ridley, Sharon Burt.

### With thanks to our partners and supporters:







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