



# Annual Impact Report 2021

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

## CONTENTS

Chris Davison: A partnership of proven value	1
Dr Kate Chhatwal OBE: Together we thrive	2
Dame Sue John: Stronger and bolder	3
Our school improvement programmes	6
Trust partners	9
Our aims	11
National Network of Excellence and local hubs	14
Jubilee Networks	17
Getting Ahead London	18
Courageous leadership	19
Board of Trustees and Educational Advisory Group	20
Our partnership hubs and schools 2021-22	21
Senior Partners and Hub Managers	22
Our partners and supporters	25

# A partnership of proven value

**Chris Davison** Chair of Trustees



I am delighted to be making my first contribution to the Challenge Partners Annual Impact Report in my capacity as Chair, after five years as a trustee. Those years confirmed my initial perception of Challenge Partners as a charity with a clear sense of purpose, as well as a deep commitment and ambition across the partnership and the central team. They also helped me appreciate the close parallels that exist between Challenge Partners and my day job.

For the last 15 years I have worked in an investment firm, backing companies for the long-term to help them grow faster and more sustainably. We have a rigid set of criteria before we commit, including a strong value proposition; customer loyalty; resilient business model; a platform for further growth; and great leadership. We might not always use the same language here but these are all defining features of Challenge Partners.

**Everyone in and around the partnership is hardwired to seek ways to drive improvement.**



When it comes to how we engage with our investments, the essence is about collaborating with aligned management and sharing knowledge built over many years. We don't want to start from the beginning every time — we want to leverage the knowledge that is already in the system. Again, that is Challenge Partners. It is incredibly hard to get it right but hugely powerful when it works. This Annual Impact Report once again bears testimony to that.

My admiration for Challenge Partners continues to grow. Everyone in and around the partnership is hardwired to seek ways to drive improvement. No matter how demanding the operating environment, and it is hard to imagine one more demanding than the last two years, the partnership has risen to prove its value.

I feel privileged to have the chance to play a small part. We have a lot to do but we are in good health, with an outstanding team and dedicated partners, and a great platform to build on. I look forward to doing everything I can to support the work in the years ahead.

# Together we thrive

Dr Kate Chhatwal OBE CEO



**In my introduction to our 2020 report, I noted how the magnificent resilience, innovation and impact witnessed across our partnership gave me optimism for the year ahead. Hope became reality in 2021 and our [Innovation in the Time of Covid](#) report<sup>1</sup> highlighted the ongoing creativity and care exhibited by our schools. Looking further ahead, I am more convinced than ever that the new ways schools and trusts are finding to work together in Challenge Partners will enable more youngsters to thrive, allowing us to extend the impact of hard-edged collaboration and mutual accountability into poorly-connected areas.**

In her piece, one of our founding practitioners, Dame Sue John, takes us back to the origins of Challenge Partners more than a decade ago, and reflects on our evolution and impact since then. Moving confidently into our second decade, we continue to build on our founding principles and mutual commitment to achieving more for our young people and communities by working together, than any institution could do alone.

**Moving confidently into our second decade, we continue to build on our founding principles and mutual commitment to achieving more for our young people and communities by working together, than any institution could do alone.**

We are fortunate that substantial reinvestment from the Social Business Trust will provide us with support from leading global consultancy Bain & Company to devise a strategy for renewed development of our partnership in the years ahead. Proudly practitioner-led, we will be working closely with our Education Advisory Group, Senior Partners and Hub Managers, and consulting schools and trusts across the partnership, as this work gets underway in summer 2022.

There are some important questions we will be grappling with, such as what more we can do together to extend the boundaries of excellence and redouble our efforts on behalf of the pupils who face the greatest challenges. This is something we are already examining through our national programme of events and knowledge-sharing, where we are focusing this year on how schools can and are driving excellence and inclusion, while addressing disadvantage, through their curricula. Our strategy will further explore how, as a sector and a partnership, we can better exploit the potential of technology to enhance collaboration and learning for students and staff.

We will also be asking how to enrich our partnerships with and between school trusts. 2019 saw the introduction of our [NFER-evaluated](#)<sup>2</sup> Trust Peer Review, our popular Trust Leaders' Network launched in 2020, and in 2021 we introduced greater flexibility in how trusts can engage in our partnership to accelerate tailored improvement strategies in their schools. As courageous leaders in the system, we are using the evidence gathered through these activities to shape practitioner and policy-makers' understanding of what makes strong and healthy trusts, and how to grow and support them.

In doing so, we remain steadfast in our commitment to equity, ensuring that no school or pupil is left behind as the system moves forward. This means continuing to embrace and learn from schools of all types who are prepared to contribute to and benefit from our collective endeavour of enhancing life chances for all. Together we thrive.



1 [challengepartners.org/innovation-time-covid-what-worked-our-schools-and-what-next](https://challengepartners.org/innovation-time-covid-what-worked-our-schools-and-what-next)

2 [challengepartners.org/research-and-evaluation](https://challengepartners.org/research-and-evaluation)



# Stronger and bolder

**Dame Sue John**  
Executive Director



**On a cold and windy night in September 2021, trustees old and new joined with Senior Partners, Hub Managers and the Challenge Partners central team to celebrate the 10-year anniversary of our charity. We met in the dining room at the House of Commons, the seat of government, and celebrated our independence as a practitioner-led, subscription-based charity.**

Over the past 10 years we have seen five Secretaries of State for Education come and go and no less than four Permanent Secretaries. This spring, the government has announced a further re-organisation of the Department for Education following lessons learned during the pandemic.

During this 10-year period, Challenge Partners has been led by two CEOs, the visionary Professor Sir George Berwick, architect of the Teaching Schools concept and the courageous and determined Dr Kate Chhatwal OBE who has refocused our attention on the principles of excellence, equity and social justice.

Whilst the pandemic proved to be a tricky period for an organisation such as Challenge Partners I believe that we have emerged stronger and bolder as we look towards the next decade, with the support of our new Chair of Trustees, Chris Davison and the continued sponsorship we receive from the Social Business Trust.

## Harnessing experience and generosity

So, where did it all start? A coffee date between Sir George Berwick and Sir Jon Coles, the appointment of Mark Goodchild from Accenture as Managing Director and Dame Yasmin Bevan and I each agreeing to become founding trustees, alongside George and Jon.

The 2013 annual report published after the first 18 months of Challenge Partners is an interesting read. The cultural legacy of the London Challenge, of using the best of what already existed and harnessing the experience, generosity and commitment of the profession was the inherent strength of that initiative and we believed that this could be replicated on a national scale. Our intention was encapsulated by Sir Jon Coles in his first annual report as our Chair of Trustees and I quote:



Over the last 10 years, the educational landscape has shifted dramatically, particularly in relation to governance structures. Challenge Partners continues to be a broad church, based on a collective educational ambition and mutual trust. There are now 529 schools – more than half are part of multi-academy trusts – across 43 hubs in 2021-22, from the north-east of England down to Penzance in Cornwall.

There is no doubt that colleagues were attracted to the idea of an annual Quality Assurance Review (QAR), not as a preparation for Ofsted but to check their self-evaluation processes and the effectiveness of their school improvement strategies.

The framework for the review has been revised and now places a much greater emphasis on how schools are supporting the most disadvantaged young people. There is a tried-and-tested Trust Peer Review running alongside the successful Trust Leaders' Network. It is testimony to the resilience of Challenge Partners as an organisation that we were able to develop a virtual Leadership QAR during the pandemic which was well received by practitioners.

**“If it were possible to develop a form of organisation which was based less on control and more on voluntary association, which drew together the best leadership and knowledge available and used systematically the methodologies for school-to-school support which had been developed, then it could be possible to have significant impact on the quality of a lot of young people’s education. Such an organisation might have a small but capable enabling centre, drawing in some of the best expertise around, but take advantage of the strength of outstanding schools in the system to support others, while ensuring that knowledge is mobilised widely within a network.”**

Schools did not need government permission to collaborate and join such an organisation, and in the first partnership year, 70 schools took a leap of faith and signed up. These schools were predominantly secondary schools in London and a small number of primary and special schools. By 2013, there were 179 schools and the trend was set for the establishment of more regional hubs and the rapid expansion of primary and special school partners.



But Challenge Partners is about so much more than the QAR. It is about local collaboration at a hub level and that all-important access to our national network, an opportunity for practitioners to support us in designing disciplined innovative projects and programmes. Our offer is now much richer and there is greater choice for schools to engage in a range of school improvement activities.

It took a pandemic to turbocharge our knowledge exchange offer across our network and we now have a hybrid model of face-to-face conferences and online National Network Meetings, Sharing Leading Practice events and masterclasses. **The positive feedback we received from our events and curated resources on our website is quite exceptional and we were delighted this year to have a retention rate of over 90%.**

I believe that Challenge Partners, as it has matured, is now a very well-established and respected network of practitioners. We are known for the high levels of trust within and between our schools, and a belief in trust-based accountability which focuses on sustained improvement and high levels of equity.

We are very excited to work alongside our practitioners in developing our bold and ambitious next-10-year strategy. This point was highlighted at our 10-year anniversary by Vijita Patel, Executive Principal of Swiss Cottage School and Challenge Partners trustee, as she reminded us of how unique we are as an organisation in capturing the collective wisdom that resides in our schools and trusts.

The final word goes to our new Chair of Trustees, Chris Davison, who when he spoke at our anniversary celebration described Challenge Partners as a rare creature and concluded by saying that as an organisation we are in good health, we have an outstanding team and dedicated partners, a strong sense of purpose and a great platform to build on as we look forward to the next decade.



IN 2020-21

**43**

hubs

**529**

schools

**290,000**

pupils

# Focus on excellence

In schools up and down the country, the challenges of the pandemic prompted innovation and adaptation on an unparalleled scale, and many found new ways to work collectively. We were powerfully impressed by the determination of schools to continue to focus on excellence and school improvement through peer challenge and support.

Innovation at pace was also taking place in the Challenge Partners central team where we spent the autumn term designing and piloting a virtual version of our flagship peer Quality Assurance Review (QAR); which we called the virtual Leadership Quality Assurance Review (vLQAR). It had a focus on leadership at all levels, school improvement strategies and schools' approach to recovery post-pandemic. This programme now forms part of our core offer at Challenge Partners.

This work meant that when we entered the January 2021 lockdown, and for the rest of the academic year, we were able to offer a choice to our school leaders. They could opt for a consultancy with a lead reviewer (in person or virtual) or a QAR or our new vLQAR. So we were able to offer schools a range of support, allowing them to choose the option that best met their needs and context.

The option to choose what support was most appropriate for each school resulted in yet again very high satisfaction rates from host schools and reviewers. Regardless of the option a school chose, 100% of schools reported that their review/consultancy left them in a better place. Reviewers also benefited with 91% reporting that they had gained something that they would be taking back to their own school through the QAR/vLQAR process.

**“It was an excellent experience from start to finish. The feedback from the last QAR helped drive a complete change of our curriculum. This review forced us to fully appreciate just how far we have come as a school. All involved in the process were ‘buzzing’ after the review and it gave us all a real boost after such a challenging time in education.”**

**Johnny Magee** Headteacher, Great Missenden Church of England School

## OUR IMPACT

**91%**

of schools will use their report to plan development



**76%**

to showcase success



**78%**

to provide a focus for areas of improvement



**81%**

to report to parents or governors



# Pupil benefits broaden and grow



**RUTH COUPE** is headteacher of Marton Primary Academy and Nursery in Blackpool. Visiting Pickhurst Infants in Bromley as a reviewer on a Quality Assurance Review led her to transform Marton's approach to reading, create a programme for other schools across her local area, and eventually work with a university to develop a similar initiative for maths teaching – spreading excellence across the system and benefiting each new intake at her school.

## OUR SCHOOL CHALLENGES

Marton is in a deprived area and many of the children have challenges and impoverished language. We were a good school but we needed inspiration to know what to do next and new ideas to help us to improve further.

## WHAT WE DID

Visiting Pickhurst inspired us and completely transformed our approach. Everything about the school emphasised reading and language acquisition, as soon as you walked through the front door the high importance given to reading was clear for all to see. The outdoor learning areas were of such high quality and that gave us lots of ideas for language development through play. Each area had books, vocabulary and literacy activities as well as the other activities so, for instance, in the garden area there were books and words about gardening. They also had a reading dog which they used with children who were very reluctant readers. The children would read to the dog to develop their confidence and enjoyment. Reading and language development was clearly at the heart of the whole school.

After visiting Pickhurst on the Quality Assurance Review, I arranged to take my whole EY and KS1 team down to visit and we had a day immersed in the school looking at their practice. Back at Marton, we transformed our approach to teaching vocabulary acquisition and reading, weaving them into our curriculum and environment. We became a reading school in its truest sense. Classrooms were transformed with links to book characters and the library was developed into somewhere the children can't wait to go. Working closely with our parents, we arranged experiential learning around texts, such as taking the children and their families out to the



woods for a bear hunt whilst focusing on the story language and structure. We screen children upon arrival and both universal and bespoke language development packages are in place. Everybody is seen as a teacher of speech and language, whereas before it was almost like a bolt-on. We also now have two therapy reading dogs, Marty and Murphy.

## IMPACT ON OUR PUPILS

Our children still have significant barriers, but progress significantly improved, and staff understanding was integral to that. It had a wider impact, too, with other ideas we picked up such as forest schools which we now offer, really helping with wellbeing for all children, but particularly those with mental health issues. In particular, it's had a huge impact on our early-years provision.

## IMPACT ACROSS THE SECTOR

Early language acquisition was a common area that a lot of schools were focusing on, so we took the ideas from Pickhurst and wove them into a programme for the whole hub. Wendy McCormack, who has three Salford schools in the hub, went on to do further funded research and developed a resource package for schools. She secured £125,000 funding to run it as a programme for 25 Salford schools, to raise literacy and language skills, drawing on the work of Professor Kathy Nutbrown and Peter Hannon of the University of Sheffield. My staff also worked with Professor Kathy Nutbrown to develop a similar approach for maths, developing the principles into a maths programme. It has had a huge impact which is growing and benefiting so many children.

# Growing and adapting

**T**he 2020–21 Growing the Top (GTT) cohort was our largest ever, with 33 schools choosing to take part in the programme in addition to or instead of the Quality Assurance Review.

Global circumstances meant that delivery of the programme was adapted to ensure that the programme benefits and objectives could still be achieved with programme activities going ahead in a way that kept everyone safe.

Our whole-cohort events were moved to an online platform that allowed us to continue to bring external speakers to our participants. With the aim of bringing the latest research and leadership approaches to challenge the thinking of our participant leaders; creating a space and an opportunity to look forwards and outwards after a long time of working in the moment and reacting to circumstances.

A large part of the value of the GTT programme comes through the relationships established and the incidental observations that occur through the process of the trio visit days. Due to this, we decided to postpone all trio visit days until it was safe and possible for schools to hold these in person. Although delayed, the value in these visits was maintained with participants rating them highly.

**“The GTT programme has been the highlight of the year, without a doubt. Every part of the programme has been useful and on each day/event there has been a really good take-away. Some speakers were excellent. It has helped a great deal with clarifying the vision for our school, and has been inspiring to see what others have achieved through clear strategic thinking. For my personal growth, it has been incredible. As a pragmatic organiser I can get things done and I feel I do make changes and improvements. However, this programme has really widened my horizons, and I can see what others have achieved, seen their strengths and their developments and this has been the inspiration I have been missing. I feel able to see much more and feel confident that I will be able to lead more important and substantial change as a result. I am excited for new academic year!”**

Anonymous school leader



## OUR IMPACT

# 4.8/5

Visit day satisfaction average

# 33

participating schools

(13 primary, 9 secondary, 10 special and 1 AP)

# 66+

senior leaders involved

“I will use something that I have seen/learnt discussed today in my own school on our school improvement journey.”

# 4.7/5

strongly agree



# Inspiration and trust support

**It has been a transformational year for our partnerships with trusts as we launched a new network for trust leaders, held another successful trust leaders' conference and launched the first full year of our Trust Peer Review, despite the challenges of the pandemic.**

Our growing Trust Leaders' Network provides a space for CEOs and their trust leaders to learn from each other and from business. We convene events that enable trusts to explore different approaches, take away inspiration and build a supportive network of peers. Through trust visits where trusts can learn together, business webinars with corporate partners, and off-site opportunities to explore leadership capacities, our trust leaders find this network a source of inspiration and professional development.

**“Being part of the Trust Leaders’ Network has been hugely developmental and rewarding. I’ve taken a lot of inspiration from other trusts, re-evaluated the ways that I do things and built lasting relationships with trust leaders across the country.”**

Jo Brinkley CEO, Spring Partnership

During 2020–21, our business webinars with expert speakers from EY, Permira and KekstCNC have shared industry best practice on top team development, communications and PR, and diversity in leadership to name just some of the highlights.

Our offer for trusts now comprises our Trust Peer Review programme, this national Trust Leaders' Network and a choice of school improvement programmes and networks for schools within the trusts. Trusts can build a bespoke trust package from across our programmes to access the support that is most valuable to their trust's development needs. This year, a number of trusts have opted for school peer reviews offering highly valued benchmarking and CPD for senior leaders; participation in Growing the Top for outstanding schools within their trust to learn from other stand-out schools; and have commissioned a trust-wide peer review of the effectiveness of their school improvement. With this package, a trust typically receives a complementary place on our popular Trust Leaders' Network.

Visits to other trusts allow trust leaders to explore common strategic challenges, such as developing a trust-wide culture, governance, balancing autonomy and alignment on curriculum and assessment, and building capacity for growth. So much innovation has been shared, including harnessing technology for creativity in learning, educational outreach and wrap-around services in the local community as part of reimagining the role of trusts in regenerating local communities, and developing seamless transition bridges from primary to secondary. The year



culminated with our national trust leaders' conference with keynote from Education Minister Baroness Berridge and a thoughtful discussion with National Schools Commissioner, Dominic Herrington.

## Valuable trust reviews

The Trust Peer Review was piloted in 2018-19 and independently evaluated by the NFER to be a sustainable and effective programme. Due to Covid-19, the programme was postponed from 2019-20 to 2020-21 when we were finally able to undertake a series of trust reviews. Programme feedback demonstrated that hosts felt the review was really valuable. Host and peer reviewers highly valued the reviewer training, programme handbook and CPD opportunities throughout the review.

**“[It] has helped to confirm that we are developing our trust along the right lines and to articulate areas for development and consideration. It also gave us feedback from a number of people in the trust outside the executive team.”**

**“The opportunity to prepare for, discuss and concentrate on school improvement was incredibly valuable. [This] allowed us to really firm up our purpose and next steps.”**

During 2021-22, Challenge Partners will continue to deliver these sought-after high-quality reviews, with a focus on continually improving the effectiveness and efficiency of this practitioner-led programme, further increasing the level of challenge for the host trust and ongoing programme evaluation.

## CASE STUDY

# Trust benefits from shared wisdom



**PHILLIP HEDGER** shares the impact of our trust programmes on LEO Academy Trust, which covers seven primary schools in London and Surrey, with 500 staff and 4,000 pupils.

### OUR TRUST CHALLENGES

Scaling up our school improvement model ready for the next stage of our growth, as well as governance and our people strategy.

### WHAT WE DID / CHANGES WE MADE

The trust hosted a Trust Peer Review and attended another as a reviewer. Through the Trust Leaders' Network we hosted a trust visit; visited other trusts in person and virtually; attended business webinars and a Trust Leaders' Residential. We changed our trust development plan; reviewed our central team model and school improvement strategy; implemented a new people strategy and professional development model; created a new governance structure and reviewed our scheme of delegation.

### THE IMPACT / WHAT WE LEARNT

The opportunity for us to visit other trusts, attend webinars and training, and network with colleagues in similar roles at similar-sized trusts has benefited us enormously. The Trust Leaders' Residential was one of the most powerful pieces of professional development I've ever attended. The opportunity to explore areas such as coaching, transactional relationships and leading at scale was invaluable. I have used a lot of the advice, techniques and shared wisdom from the group, which has helped our trust move forwards. I now have a far wider support network of trust leaders which really helps when talking through issues and saves time finding solutions to common problems. I feel empowered to tackle some difficult issues at strategic and system leadership level, with a developed understanding of what will be required to successfully grow/lead a trust of 12+ schools; deeper knowledge of school improvement at scale; a new way of trust governance; and model of performance management.

# Our aims

We are a nationwide network of schools working together to improve education outcomes for all. Our mission is to reduce educational inequality and improve the life chances of all children. Through collaboration, challenge and professional development, we are working to ensure every school community can benefit from the combined wisdom of the whole system.

## Together we aim to:

- 1 Maximise the life chances of all pupils and accelerate the progress of the disadvantaged
- 2 Support leaders at all levels to develop and grow capacity for sustained improvement in schools and trusts
- 3 Extend excellence, shaping a world-class system in which all pupils thrive

## Aim 1

### Maximise the life chances of all pupils and accelerate the progress of the disadvantaged

Programmes, networks and knowledge exchange through our Network of Excellence help leaders share excellent practice, so more children benefit from an excellent education.

**100%** said their Quality Assurance Review (QAR), virtual Leadership Quality Assurance Review or consultancy left the school in a better place.

**91%** of reviewers saw something they planned to take back to their own school.

**98%** of schools said they had taken action to work on areas of development identified in their previous review.

Specific examples of improvements included:

- Work on retrieval, memory and recall
- Ethos of the SLT team and development of leaders
- Classroom practice development through CPD and Rosenshine

- Development of the curriculum
- SEND focus
- Subject leaders

Many refer to using the EBIs in their School Improvement Plan or development plan, while several commented on how their improvements were recognised in a subsequent Quality Assurance Review:

**“Our main foci were the development of a proper SLT team ethos and the development of subject leadership/middle leadership. The first was identified as a significant positive in this review, and the second area was recognised as well on the way toward completion, only delayed by the two lengthy Covid-19 lockdowns.”**

**“We have a clear set of EBIs which we believe will help us to continue on our improvement journey. The review helped us to refocus on school improvement which would have been easily taking a back seat during the pandemic.”**

**45%** of schools who had QAR data to compare improved their estimate either from Effective to Leading or from Working Towards Effective to Effective.

*Continued on page 12*

## Aim 1 cont.

**827** people attended our 25 Sharing Leading Practice webinars across the year on remote learning, wellbeing, literacy, life after special school and more. A further **247** attended masterclasses by subject experts, including Loic Menzies on Helping young people on the margins bounce back.

**1,559** attendees enjoyed our National Network Meetings and our National Conference which again addressed complex and crucial areas of concern including social mobility, mental health and support for care experienced young people.

**This year we knew that the impact of the pandemic would be felt disproportionately by disadvantaged children and that we needed to support our schools to respond quickly to closing the gap and supporting schools with long-term solutions.**

Our Network of Excellence does include more children from deprived families,

**26%** compared to 21% average in schools across England.

**To help leaders support them we invited expert speakers to talk to schools about diversity, mobility, targeted support for disadvantaged and vulnerable children.**

**Feedback has been incredibly positive with attendees reporting actions they would take including: Using the strategies suggested to refine approaches to improving provision and outcomes for disadvantaged; Trialling new ideas to support disadvantaged pupils; Prioritising oracy for disadvantaged students; and Embedding stable leadership of disadvantage to build the culture and relationships and see through strategies the school has to address disadvantage.**

**26** schools took part in our Excellence for Everyone programme across two hubs, using in-person sessions and the specially created webinars. The programme helps schools to evaluate research on closing the disadvantage gap and adapt it for their own unique contexts.

## Aim 2

### Support leaders at all levels to develop and grow capacity for sustained improvement in schools and trusts

Our programmes, networks and hubs bring leaders together to collaborate, challenge and learn from excellent practice, helping more to become leading schools.

#### In 2020-21

Despite huge disruption caused by long school closures:

**53** Quality Assurance Reviews

**35** schools in Growing the Top

**88** Virtual Leadership Quality Assurance Reviews

**43** Network of Excellence hubs

**119** lead reviewer-only tailored reviews

**28** aspiring heads trained for Getting Ahead London

**2,498** reviewers went on review

**43** aspiring senior leaders trained for Getting Ahead London

#### Ofsted data 2020-21 (423 schools)

There were far fewer Ofsted inspections in 2020-21

**25%**  
**OUTSTANDING**  
National average: 19%  
Difference: +6%

**56%**  
**GOOD**  
National average: 67%  
Difference: -11%

**10%**  
**REQUIRES IMPROVEMENT**  
National average: 10%  
Difference: 0%

**1%**  
**SERIOUS WEAKNESS**  
National average: 4%  
Difference: -3%

**9%**  
**NO CURRENT OFSTED RATING**



Percentages do not total 100% exactly due to rounding.

## Aim 3

### Extend excellence, shaping a world-class system in which all pupils thrive

Our partner schools and trusts made significant contributions to research, as well as sharing and encouraging excellence in 2020–21.

We shared excellent practice identified in our Quality Assurance Review in a new report, ***Innovation in the Time of Covid: what worked in our schools and where next?*** The report synthesises and analyses practice identified in partner schools, as schools innovated to adapt to the challenges of the pandemic: switching to remote learning, supporting wellbeing and building links in new ways with parents and communities.

We continued to accredit and share excellent practice across the sector and this year added

**25** Areas of Excellence from Challenge Partners schools.

Our partner schools, Swiss Cottage School, Development and Research Centre, as well as The Charter School East Dulwich and Alperton Community School were selected for a global showcase of 100 schools who shared best practice in webinars online for the inaugural **World Education Week**.

Congratulations to Claremont High School, the lead school in our Chrysalis Hub, who have recently been awarded **Inclusion Quality Mark Centre of Excellence** status. This is a nationally recognised validation for UK schools, which validates inclusive practice and ongoing commitment to developing educational inclusion. Claremont's success is testament to their excellent work including to close attainment gaps for underachieving black Caribbean boys.

Two secondary schools from our partner Chiltern Learning Trust are among more than 40 **EdTech Demonstrator** sites across England, along with our partner schools Cheam Common Junior Academy, part of the LEO Academy Trust. The programme, funded by the Department for Education, can include strategic support with School Leadership Teams, staff training and CPD, procurement advice, technical audits, school visits and support.

Partner schools also contributed to a new professional learning tool, **Catalyst**, intended to bring to life the findings of collaborative research and development projects carried out between researchers at the UCL Institute of Education and Challenge Partners. It is a collection of specially designed cards created to support and promote the professional learning and development of groups of teacher leaders, working across schools.

We also contributed to sector knowledge in three new reports: Dr Kate Chhatwal worked with NAHT's **School Improvement Commission**, whose *Improving Schools* report launched last year focuses substantially on staff development and the need for collaboration across schools. Dame Sue contributed to a new report ***Developing a new locality system for English Schools***.

Partner schools also supported **ImpactEd's** research into the impact of lockdown, *Lockdown Lessons* which revealed large disparities in the effects of lockdown and school closures, with poorer and GCSE pupils most affected. There is more on information on some of this work on page 19.

In 2020, the Department for Education launched a **Flexible Working Ambassador Schools** programme, and Charles Dickens Primary School was granted one of eight national commissions for this work.



# Network of Excellence

## Connecting across the network

Despite the challenges of the pandemic, schools in our network rapidly adjusted and continued their commitment to collaborating and sharing excellent insights and practice – something that is now more important than ever.

Our Network of Excellence proved highly adaptable as we pivoted to offer online events and networking when face-to-face events could not go ahead. A silver lining to pandemic restrictions proved to be the ability to rapidly and easily connect practitioners and experts across our national network. Online National Network Meetings offered an opportunity for the whole Network of Excellence to come together to hear from inspiring speakers, share excellent practice, networking and peer support. We hosted a range of great national and international speakers including:

- **Jay Altman** who shared lessons from New Orleans after the floods and shared his reflections on leading transformation through crisis.
- **Anne-Marie Canning**, Chair of Bradford Opportunity Area and CEO of The Brilliant Club, spoke about the importance of place in helping to improve social mobility.
- **Alastair Campbell** and **Fiona Millar** spoke about building mental health resilience in challenging times.

Thanks partly to support from The Dulverton Trust, we also worked with schools to facilitate Sharing Leading Practice webinars on timely and relevant issues including: mental health support; life after special school; improving reading; raising students' aspirations; using personalised early-years' curricula to close gender gaps; supporting children after trauma; and best practice for children with autism.

**“Guest speakers were so relevant to current school development and both presentations gave me a springboard for action.”**

**Karen Reynolds** Deputy headteacher, Court Lane Junior School



## Our Network of Excellence in 2020-21:

**424** | **43**  
schools | hubs

**219,436**  
pupils

Our virtual National Conference was an engaging event. Lemn Sissay was an enchanting speaker and his vision of children who are the 'least served but ask the most of school' powerfully evokes the importance of teachers in children's lives. He was a real champion for the transformative potential of education.

Justine Greening led a debate about how we build back better, and the sessions led by our partner schools were so strong they proved the wisdom is here in our network and we will continue to focus on how we move it around.

## Helping those who need us most

**RACHEL LAURIE**, Reading and Year 6 Lead from Grange Primary School in Southwark, attended the Sharing Leading Practice webinar *Developing Comprehension from the Start: Improving Reading for all Children*, by Salusbury Primary School.

In Grange primary, 51% of pupils were eligible for free school meals in 2019, more than double the national average of 23%; and the school had reading attainment well below average at Key Stage 2 with only 39% of pupils reaching the expected standard, compared to 65% nationally.

After the webinar, Rachel looked at, “Reading in KS1 and how we can feed in what we are doing in KS2 to create a whole-school reading approach”. Three months after doing this, Rachel reported: “Children were actively discussing books more. Teachers were more confident in their ability to teach reading. KS1 and EYFS teachers were engaging in using the stems used in KS2 and adapting to suit their cohorts.”

The school reported that their data shows improvements in pupils’ reading attainment, and as reading is a core skill for all learning, this will have multiple improvements across the attainments of pupils in Grange Primary School.

Improving reading attainment at this early stage also positively impacts outcomes for pupils as they progress to secondary school, and reading attainment is particularly important for improving life chances for disadvantaged learners.

We also piloted masterclasses, leadership cafés and sharing knowledge from Growing the Top. Masterclasses were presented by specialists in their field including Dr Sam Sims on Getting the best from your teachers, Loic Menzies, and Angela Browne of the Nourished Collective on Exploring Diversity, Equity and Inclusion. Regular phase-specific leadership cafés were also held in the spring term, offering an opportunity for engagement and support through networking and discussions on current challenges. And we’ve continued this year to refine our website and present our growing archive of resources in an appealing and easy-to-use format.

## Hubs go for gold

Our hubs and networks bring groups of schools together to address shared challenges on a local or regional level. Having made the shift to virtual meetings, we also launched a new Hub Managers network in 2020–21, run by Elliot Costas-Walker, Hub Manager of Aspire Hub, Alice Toft, Hub Manager of Chrysalis Hub, and Vanessa Beckley, Hub Manager of Aylesbury Vale Hub. The network meets once a term, and looks at different elements of the Hub Gold Standard, using each session as a platform to share ideas and best practice, as well as to problem-solve collectively.

Last year we also adapted our impactful programme to close the attainment gap, Excellence for Everyone, into an online CPD programme, which can run as a hub-led programme. The Excellence for Everyone programme is designed to deliver transformational support for disadvantaged pupils, supporting schools to challenge the link between poverty and poor outcomes, and provide outstanding professional development to school staff.

The toolkit of resources sets out a curriculum of workshop sessions providing a great opportunity for collaboration and development for a hub. Alternatively the resources provided can serve as standalone webinars to supplement a schools CPD schedule. The programme resources are focussed around the key themes of academic success, resilience and self awareness for pupils.

Our other hub-led programme is the Leadership Residency Programme, which is a dedicated practitioner-led leadership development programme for middle or senior leaders. It provides opportunities for focused leadership development through purposeful immersion in another school.

# 25

Sharing Leading Practice webinars

# 827

attendees at SLP webinars

# 7,056

views of catch-up videos

# 4

National Network Meetings

# 1,159

National Network Meeting attendees

# 4.5/5

average feedback score

# Being remote brings people together

**NIKKI GOODMAN**, Hub Manager of Chiltern Hub, found overcoming barriers from the pandemic by running hub CPD online had the advantage of opening up training for more people to access.

## OUR HUB

The Challenge Partners Chiltern Hub is a network of schools and most are a part of, or have associations with, the Chiltern Learning Trust. The schools in the hub range from primary and middle schools to upper and secondary schools across Bedfordshire and its borders. Each year, the hub has grown and more schools involve themselves in the QAR CPD programme (eight in total for 2021–22). One school is part of the Growing the Top programme and we are looking to have more schools involved with that next year.

## HUB CHALLENGES

A challenge universally felt by many hubs nationally this year has been the impact of the pandemic. This meant schools found it more challenging to network and share practice across schools due to limited opportunities to go out and gain quality CPD as a leader, to then reflect upon and develop to make an impact in their own school setting. In line with this, a key challenge felt by many in the Chiltern Hub has been the development of whole-school literacy and how this can still be supported by schools in remote learning settings, to reduce barriers and gaps in core reading and writing skills.

## CHALLENGE PARTNERS SUPPORT

Through regular hub meetings held with senior leaders remotely in the various schools who are part of the QAR process, it was then easier to identify an area of need that all schools wanted to address and wanted CPD as a way to develop. Making whole-school reading and writing approaches a priority on the hub action plan gave me confidence in knowing how and where I could support schools in the hub strategically, and continue to maintain collaboration and sharing of high quality CPD across the wider trust as well.



## WHAT WE DID

I drew on colleagues' areas of specialism in primary and secondary sectors from across the hub and trust to put together a schedule of four CPD twilight events in summer term 2021: secondary whole-school approaches to reading and writing; and primary whole-school approaches to reading and writing. The sessions were well attended and recorded so they were accessible through the Challenge Partners Chiltern Hub website in the CPD area.

## THE IMPACT

For many schools, whole-school reading and writing approaches formed part of their SDP and CPD for the 2021–22 academic year. This included time on Personal Development Days for schools to discuss and share good practice of approaches and strategies in their teams, as well as being a key focus in the QAR programme for those schools involved. By recording the sessions, they are reusable and readily available to view at any point by anyone, adding to the collaborative nature and ethos we have adopted as a hub whether in person or remotely. As a result of these events, teams in certain schools contacted the speakers directly to then hold the sessions in their school setting or curriculum subject area to further review and develop their reading and writing strategies for pupil impact, as well as raising the profile of the individuals who led the sessions further. They also were then shared via the trust's YouTube CPD channel.

## WHAT WE LEARNT

The key learning experience as a Hub Manager is to not let what might be perceived as barriers stand in the way of leaders collaborating and networking so their pupils are receiving a high quality education. Despite the restrictions in terms of in-person CPD and meetings, remote-led CPD has, in my specific example, been a more impactful way of collaborating and sharing excellent resources and strategies, which can be reused over time and by many. Although there is a place for in-person CPD, this normally limits the number of people attending and a remote CPD format can mean more key strategies and developmental opportunities being accessible more widely.

# Jubilee Networks

**Our regional headteacher Networks continued to meet virtually throughout the pandemic to share Covid-19 strategic responses and offer each other support through a very challenging period.**

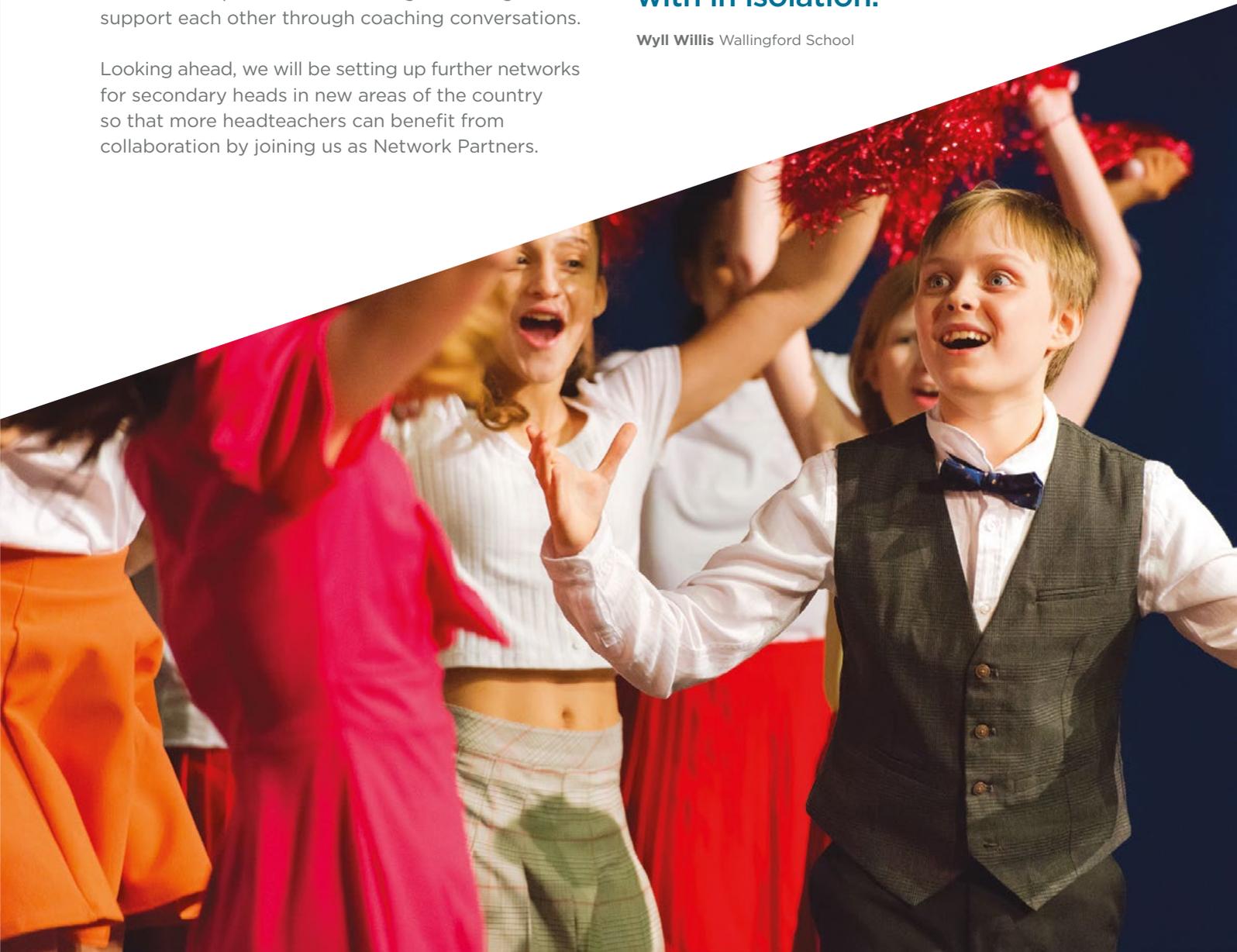
With secondary networks in the south-west, south central and midlands, headteachers find space to talk and reflect on how they are leading school improvement and developing leaders. The groups are formed of heads of similar schools across a region and take turns to host network meetings at which strong and developmental practice is shared, ideas tested and benchmarking is encouraged.

These networks offer a rich CPD experience for headteachers. Schools open up their doors to share their learning and receive feedback, and heads have a facilitated space to share strategic challenges and support each other through coaching conversations.

Looking ahead, we will be setting up further networks for secondary heads in new areas of the country so that more headteachers can benefit from collaboration by joining us as Network Partners.

**“It’s a brilliant process. I don’t go to meetings outside school unless I can be sure they benefit my students. I always have at least three things I mean to change when I come away from Jubilee Network meetings... The group has real integrity and has created a culture where what is said in the room stays there and we feel free to speak of things heads usually contend with in isolation.”**

Wyll Willis Wallingford School



# Getting Ahead London



**G**etting Ahead London (GAL) is a one-year coaching programme, funded by the Greater London Authority and Permira, which aims to develop the next generation of educational leaders in London. As part of our ongoing evaluation, we track changes in effect-size to monitor participants' growth over the year.

Our post-programme survey sent to 28 aspiring headteachers and 43 aspiring senior leaders saw some large effect-size changes (<0.8) on leadership skills and topics, demonstrating GAL's clear impact on how ready participants feel to move into school leadership and how aware they are of their development. Some highlights are:

- "I feel confident I can identify potential bias in my practice and how to employ strategies to overcome this."
- "I feel prepared to lead a school."
- "I understand how to always be open and consultative in my leadership."
- "I feel prepared to manage staff wellbeing."



A focus of GAL this year was to reflect the capital's diversity within the programme. Research shows 81% of pupils in inner London and 65% of pupils in outer London were from a non-white background. Therefore, at programme events, we wanted to ensure that participants and coaches heard from speakers with diverse backgrounds and a range of experiences, with 41% of our external speakers and panel members identifying as non-white British.

**"The practical and one-to-one coaching sessions have definitely motivated me, meeting others on the same journey has been really helpful such as talking with each other about different issues and relevant subject areas. I think if I was to point at one area as the most motivational it would be the coaching. I am very thankful to my coach, they have been the best mentor I have had in 20 years as a teacher. She empowers us and has really shown how important and lasting coaching is."**

GAL 2020-21 aspiring headteacher participant

## 27

aspiring headship participants

**11%** from non-white backgrounds

**85%** women  
**15%** men

**68%** primary  
**18%** secondary  
**11%** all through

Drawn from 18 of London's 33 boroughs

**9** promotions to headship (within six months)

## 44

aspiring senior leaders

**40.5%** from non-white backgrounds

**73%** women  
**27%** men

**50%** primary  
**43%** secondary  
**2%** special  
**2%** all through

Drawn from 22 of London's 33 boroughs

**5** promotions to senior leadership positions

# Courageous leadership

**W**e continued to contribute to research and share leading practice, commissioning a report which offers insight into innovation in schools and trusts during this unprecedented period in our history.

*Innovation in the Time of Covid: what worked in our schools and where next?* analyses leading practice identified in more than 250 Challenge Partners schools across England in spring and summer 2021. The report is based on excellence identified through our Quality Assurance Review, and was published to share insights on leading practice so more schools and pupils benefit. It records how schools and trusts innovated to establish remote learning, build relationships with parents, support wellbeing and the most disadvantaged pupils.

- At one Wiltshire primary school, teacher modelling during remote lessons enabled parents to learn how to better support their children with phonics, which proved particularly powerful in sustaining progress.
- Meanwhile, what started as one teacher's initiative became a whole-school movement. The Doncaster EYFS leader used Twitter to share their learning intentions with parents, and they responded enthusiastically by sharing photographs of their children engaged with learning at home.
- One London school continued to provide free digital English for Speakers of Other Languages classes for parents, gym sessions aimed at strengthening the family unit, and European Settlement Scheme workshops.

A silver lining of remote learning during the pandemic is strengthened relationships with parents and the wider community. At one Evesham primary, home-school relationships which deepened during lockdown have enabled staff to better address gaps and re-engage previously 'hard-to-reach' parents.



The full report and key themes of *Innovation in the Time of Covid: what worked in our schools and where next?* can be found [here](#).

We also continued to develop relationships across the sector and welcomed Baroness Berridge to address our Trust Leaders Conference, as well as hosting the Recovery Tsar Kevan Collins at meetings of our Education Advisory Group and school pastoral leads. Dame Sue John and Dr Kate Chhatwal addressed the Foundation for Education Development (FED) National Education Summit in conversation with Lord Jim Knight.

Dame Sue John contributed to a new report, *Developing a new locality system for English Schools*, by Susan Cousin and Jonathan Crossley-Holland, which examines high-performing education systems and makes recommendations for change in England, focusing on the middle tier.

We supported ImpactEd on a study to understand the impact of lockdown, to which many partner schools contributed. *Lockdown Lessons* summarises ImpactEd's findings from 62,254 pupils across England: the largest pupil-facing study of its kind in the UK. It demonstrated large disparities in the effects of lockdown and school closures, with poorer and GCSE pupils most affected. Read the report [here](#).

Dr Kate Chhatwal worked with NAHT's School Improvement Commission, whose Improving Schools report launched last year focuses substantially on staff development as the driver of improvement, and stresses that to improve the education system, as well as individual schools, collaboration is key.<sup>3</sup> Read the full report [here](#).

# Board of Trustees

Our Charity Trustees ensure that Challenge Partners continues to work towards our aims and that the partnership remains financially and legally compliant. The Board meets regularly and in 2020-21 was chaired by Sir Jon Coles before he handed over to Chris Davison for 2021-22. We were delighted that Sir Jon agreed to become our first Honorary President and will be an ambassador for Challenge Partners to our network, partner organisations and the public. In 2020-21 we were sorry to say farewell to long-serving trustee Dame Vicki Paterson, as well as Sir Jon Coles and Nitin Pasricha, but delighted to welcome new trustees Louise Wolsey and Vijita Patel. In 2022 we will be seeking further nominees to the Board and would like to further extend the diversity of those represented to fully reflect our broad and inclusive network.



# Education Advisory Group

The Education Advisory Group (EAG) is a group of school and trust leaders, nominated by schools and trusts in our partnership, who support and challenge us to inform our development. The group meets regularly and is chaired by Jayne Keller. Dame Vicki attended as an observer providing a link between the EAG and our Board of Trustees. In 2020-21 we were delighted to welcome new members Nicola Forster, Sufian Sadiq and Elliot Costas-Walker. As we recruit new members in 2022, we are actively looking to re-establish and enhance diversity of our board, so that it better reflects those we serve.



**Dr Kate Chhatwal** OBE  
Chief Executive Officer



**Sir Jon Coles**  
Honorary President



**Rob Carpenter**  
CEO, Inspire Partnership



**Elliot Costas-Walker**  
Director of Learning,  
Forward as One CE MAT



**George Croxford**  
CEO, Royal Wootton  
Bassett Academy Trust



**Chris Davison**  
Chair of Trustees



**Alison Beane** OBE  
Trustee



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



**Nicola Forster**  
Headteacher, North  
Primary School



**James Greenwood**  
Headteacher, Manor  
Leas Junior School



**Susanna Eastham**  
Trustee



**Gary Handforth**  
Trustee



**Jayne Jardine** MBE  
CEO, Brent Specialist  
Academy Trust



**Jayne Keller**  
Headteacher, Sherwell  
Valley Primary School



**Liz Laws**  
Headteacher, Pickhurst  
Infant Academy



**Janine Harion**  
Trustee



**Arwel Jones**  
Trustee



**Ann Marie Mulkerins**  
Headteacher, The  
Compton School



**Carolyn Robson** CBE  
CEO, The Mead  
Educational Trust



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



**Vijita Patel**  
Trustee



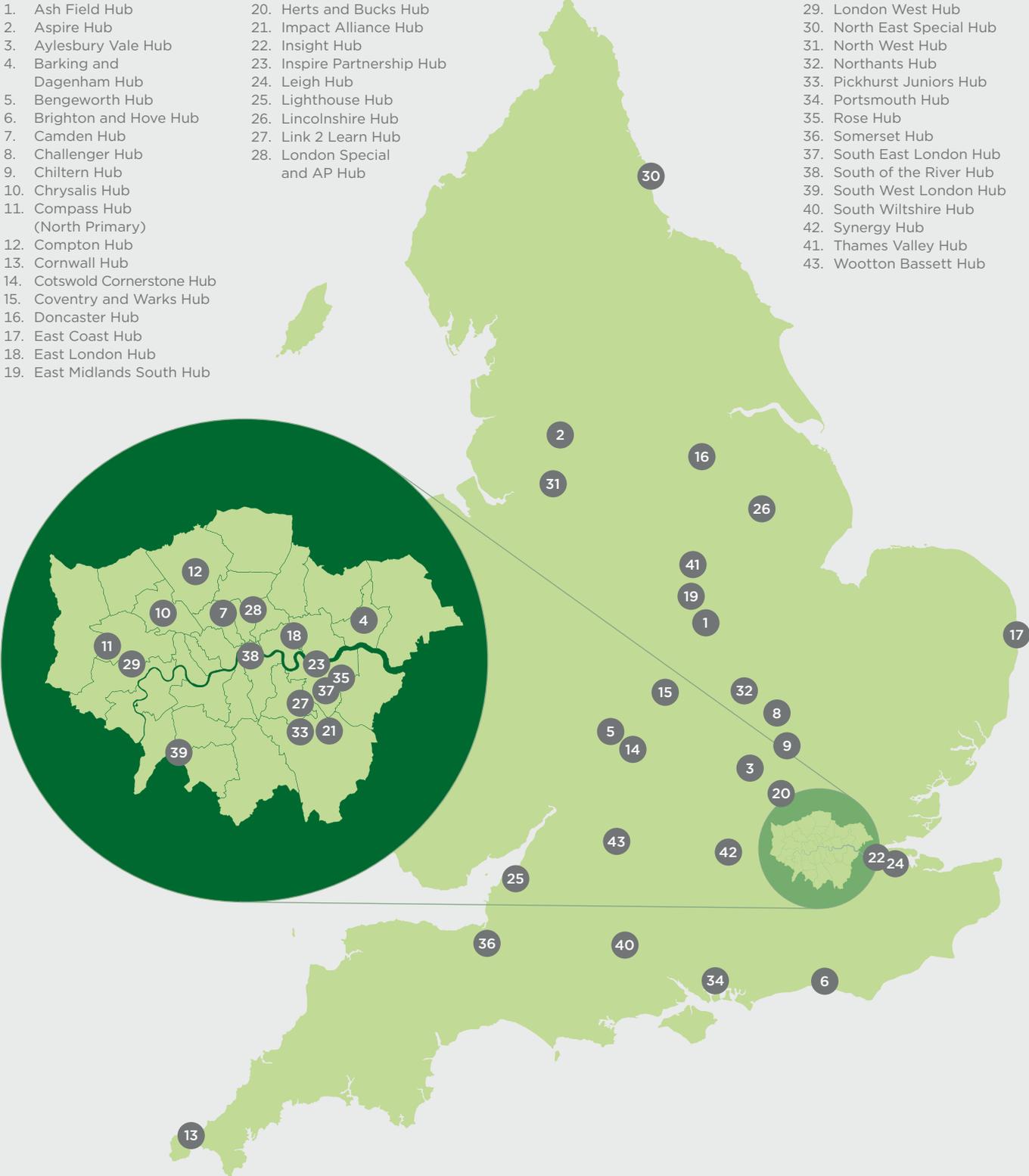
**Louise Wolsey**  
Trustee



**Josie Valentine** OBE  
CEO, Danes  
Educational Trust

# Our partnership hubs and schools 2021-22

- |                                 |                               |                            |
|---------------------------------|-------------------------------|----------------------------|
| 1. Ash Field Hub                | 20. Herts and Bucks Hub       | 29. London West Hub        |
| 2. Aspire Hub                   | 21. Impact Alliance Hub       | 30. North East Special Hub |
| 3. Aylesbury Vale Hub           | 22. Insight Hub               | 31. North West Hub         |
| 4. Barking and Dagenham Hub     | 23. Inspire Partnership Hub   | 32. Northants Hub          |
| 5. Bengeworth Hub               | 24. Leigh Hub                 | 33. Pickhurst Juniors Hub  |
| 6. Brighton and Hove Hub        | 25. Lighthouse Hub            | 34. Portsmouth Hub         |
| 7. Camden Hub                   | 26. Lincolnshire Hub          | 35. Rose Hub               |
| 8. Challenger Hub               | 27. Link 2 Learn Hub          | 36. Somerset Hub           |
| 9. Chiltern Hub                 | 28. London Special and AP Hub | 37. South East London Hub  |
| 10. Chrysalis Hub               |                               | 38. South of the River Hub |
| 11. Compass Hub (North Primary) |                               | 39. South West London Hub  |
| 12. Compton Hub                 |                               | 40. South Wiltshire Hub    |
| 13. Cornwall Hub                |                               | 42. Synergy Hub            |
| 14. Cotswold Cornerstone Hub    |                               | 41. Thames Valley Hub      |
| 15. Coventry and Warks Hub      |                               | 43. Wootton Bassett Hub    |
| 16. Doncaster Hub               |                               |                            |
| 17. East Coast Hub              |                               |                            |
| 18. East London Hub             |                               |                            |
| 19. East Midlands South Hub     |                               |                            |



# Senior Partners and Hub Managers



## ASH FIELD HUB



**Senior Partner**  
Jenny Eshelby

**7 schools**  
Leicester,  
Northamptonshire  
and Derbyshire

**Hub Manager**  
Ellen Croft

## ASPIRE HUB



**Senior Partner**  
Karen Bramwell



**Senior Partner**  
Penny France

**22 schools**  
Knowsley, Bolton,  
Bury, Halton  
and Sefton

**Hub Manager**  
Elliot Costas-Walker

## AYLESBURY VALE HUB



**Senior Partner**  
Mark Sturgeon

**16 schools**  
Buckinghamshire

**Hub Manager**  
Vanessa Beckley

## BARKING AND DAGENHAM HUB

**Senior Partner**  
Martin Nicholson

**9 schools**  
Barking and  
Dagenham

**Hub Manager**  
Ben Spinks

## BENGEWORTH HUB



**Senior Partner**  
David Coaché

**5 schools**  
Gloucestershire  
and Worcestershire

**Hub Manager**  
Kirsty Shaw

## BRIGHTON AND HOVE HUB



**Senior Partner**  
Shelley Baker

**4 schools**  
Brighton and Hove

**Hub Manager**  
John Lamb

## CAMDEN HUB



**Senior Partner**  
Rob Earrey

**13 schools**  
Camden and  
Islington

**Hub Manager**  
James Humphries

## CHALLENGER HUB



**Senior Partner**  
Glenn Moore

**4 schools**  
Essex, Central  
Bedfordshire,  
Southend-on-Sea  
and Bedford

## CHILTERN HUB



**Senior Partner**  
Adrian Rogers

**8 schools**  
Central Bedfordshire,  
Buckinghamshire,  
Luton and Bedford

**Hub Manager**  
Nikki Goodman

## CHRYSALIS HUB



**Senior Partner**  
Nicki Hyde-Boughey

**16 schools**  
Brent and Harrow

## COMPASS HUB (NORTH PRIMARY)



**Senior Partner**  
Nicola Forster

**9 schools**  
Harrow, Ealing  
and Hillingdon

**Hub Manager**  
Vivien Peasah

## COMPTON HUB



**Senior Partner**  
Ann Marie Mulkerins

**14 schools**  
Enfield, Brent,  
Hillingdon, Haringey,  
Barnet and Hackney

**Hub Manager**  
Emma Hazlegreaves

## CORNWALL HUB



**Senior Partner**  
Les Hall

**6 schools**  
Cornwall and  
the Isles of Scilly

**Hub Manager**  
Darren Payne

## COTSWOLD CORNERSTONE HUB



**Senior Partner**  
John Sanderson

**3 schools**  
Oxfordshire and  
Gloucestershire

**Hub Manager**  
Beth Gregory

## COVENTRY AND WARKS HUB



**Senior Partner**  
Michele Marr

**16 schools**  
Coventry and  
Warwickshire

**Hub Manager**  
Michaela Carrick

### DONCASTER HUB



**Senior Partner**  
Beryce Nixon



**Senior Partner**  
Sarah Cairns

**Senior Partner**  
Andrew Buxton

**17 schools**  
Yorkshire and  
the Humber

### EAST COAST HUB



**Senior Partner**  
Sally Garrett

**10 schools**  
Cambridgeshire,  
Suffolk and Norfolk

**Hub Manager**  
Chloe Crane

### EAST LONDON HUB



**Senior Partner**  
Ruth Smith

**9 schools**  
Tower Hamlets,  
Barking and  
Dagenham,  
Newham, Camden,  
Enfield and Barnet

**Hub Manager**  
Edward Rakshi

### EAST MIDLANDS SOUTH HUB



**Senior Partner**  
Rita Hindocha MBE



**Senior Partner**  
Mark Oldman

**30 schools**  
City of Leicester,  
Leicestershire,  
Nottinghamshire and  
Wolverhampton

**Hub Manager**  
Simon Renshaw

### HERTS AND BUCKS HUB



**Senior Partner**  
Toby Sutherland

**6 schools**  
Hertfordshire and  
Buckinghamshire

**Hub Manager**  
Mike Garvey

### IMPACT ALLIANCE HUB



**Senior Partner**  
Stephen Whittle

**18 schools**  
Bromley, Lambeth,  
Kent, Kingston  
upon Thames,  
Hammersmith  
and Fulham

**Hub Manager**  
Michelle Toner

### INSIGHT HUB



**Senior Partner**  
Adam Lowing

**3 schools**  
Kent

**Hub Managers**  
Claire Foster  
Esther Cook

### INSPIRE PARTNERSHIP HUB



**Senior Partner**  
Rob Carpenter

**15 schools**  
Tower Hamlets,  
Greenwich, Medway,  
Croydon, Harrow  
and Hertfordshire

**Hub Manager**  
Imandeep Atwal

### LEIGH HUB



**Senior Partner**  
Tracey Trusler

**8 schools**  
Kent and Medway

**Hub Manager**  
Jo Johnson

### LIGHTHOUSE HUB



**Senior Partner**  
Tom Inman

**3 schools**  
Bristol

**Hub Manager**  
Jon Nunes

### LINCOLNSHIRE HUB



**Senior Partner**  
James Kelwick

**6 schools**  
Lincolnshire

**Hub Manager**  
Reece Breakell

### LINK 2 LEARN HUB



**Senior Partner**  
Tracey Dinnage

**3 schools**  
Bexley and Bromley

**Hub Manager**  
Faye Blain

### LONDON SPECIAL AND AP HUB



**Senior Partner**  
Dr Penny Barratt oBE

**55 schools**  
London, South East  
and East

**Hub Manager**  
Gary Morrissey

*Continued on page 24*



### LONDON WEST HUB



**Senior Partner**  
Stephen Davis

**14 schools**  
Ealing, Kensington and Chelsea, Hounslow, Slough, Buckinghamshire, Westminster and Camden

**Hub Manager**  
Marie-Anne Leregle

### NORTH EAST SPECIAL HUB



**Senior Partner**  
Carolyn Morgan

**7 schools**  
Stockton-on-Tees, Sunderland, Hartlepool, Redcar and Cleveland, North Yorkshire and North East Lincolnshire

**Hub Manager**  
Rachel Hargreaves

### NORTH WEST HUB



**Senior Partner**  
Gary Handforth



**Senior Partner**  
Ruth Coupe

**6 schools**  
Sefton, Manchester, Salford and Blackpool



**Senior Partner**  
Wendy McCormack

### NORTHANTS HUB



**Senior Partner**  
Robert Hardcastle

**12 schools**  
Northamptonshire, Warwickshire and Cambridgeshire

**Hub Manager**  
Nick Salisbury

### PICKHURST JUNIORS HUB



**Senior Partner**  
Matt Rampton

**3 schools**  
Bromley and Croydon

**Hub Manager**  
Ben Broughton

### PORTSMOUTH HUB



**Senior Partner**  
Sharon Burt

**8 schools**  
Portsmouth, West Sussex and Southampton

**Hub Manager**  
Ashley Oliver-Catt

### ROSE HUB



**Senior Partner**  
John Camp

**7 schools**  
Greenwich

**Hub Manager**  
Yasmin Melehi

### SOMERSET HUB



**Senior Partner**  
Jayne Keller

**8 schools**  
Somerset and Torbay

**Hub Managers**  
Matthew Briant

### SOUTH EAST LONDON HUB



**Senior Partner**  
Mary Collins

**10 schools**  
Lewisham, Bexley, Greenwich and Southwark

**Hub Manager**  
Paul Hooper

### SOUTH OF THE RIVER HUB



**Senior Partner**  
Cassie Buchanan  
OBE



**Senior Partner**  
Jan Shadick

**17 schools**  
Southwark, Lewisham, Bexley and Lambeth

**Hub Manager**  
Kafilat Agboola

### SOUTH WEST LONDON HUB



**Senior Partner**  
Phillip Hedger

**14 schools**  
Sutton

**Hub Manager**  
Amy Carlile

### SOUTH WILTSHIRE HUB

**Senior Partner**  
Sarah Busby

**13 schools**  
Dorset and Wiltshire

**Hub Manager**  
Nicola Bull

### SYNERGY HUB



**Senior Partner**  
Alison Tones

**8 schools**  
Nottingham, Nottinghamshire and Derby

**Hub Managers**  
Tara Gilman

### THAMES VALLEY HUB



**Senior Partner**  
Mary Davies

**14 schools**  
Windsor, Maidenhead, Reading, Oxfordshire and Wokingham

**Hub Manager**  
Rob Buck

### WOOTTON BASSETT HUB



**Senior Partner**  
Steve Kneller

**22 schools**  
Wiltshire, Bath and North East Somerset, Gloucestershire and Swindon

**Hub Manager**  
Paul Day

## With thanks to our partners and supporters

---



**Social Business Trust** is a charity whose mission is to support high-potential social enterprises and charities to accelerate and sustainably grow their impact, using the high-calibre business expertise and grant funding of their corporate partners.



**ImpactEd** is a not-for-profit organisation working in collaboration with Challenge Partners to support schools in understanding and evaluating the impact of the programmes they run.



**The Dulverton Trust** is a grant-giving trust who support UK charities tackling a range of social issues, protecting the natural world and preserving heritage crafts.



**Permira Foundation** aims to: advance education of young people; prevent and relieve poverty; advance and preserve good health, and prevent and relieve sickness; promote social inclusion by preventing people from becoming socially excluded.



**Artemis Charitable Foundation** supports core charities in the UK and internationally, covering health, poverty, education and environment.



The **Garfield Weston Foundation** is a family-founded charitable grant-making trust which gives money to a range of causes. A consistent theme of the Foundation is the importance placed on support for education and learning, both within formal school settings and lifelong learning projects.



The **Greater London Authority (GLA)** is the democratically elected strategic authority for London. It comprises two distinct parts, the Mayor of London's office and the London Assembly. One aspect of their work is to distribute grants to support communities and civil society organisations.

**And with appreciation for our supporters Tim and Sarah Bunting**



John Keats Primary School  
391 Rotherhithe New Road  
London SE16 3FN

info@challengepartners.org  
020 7803 4970  
[www.challengepartners.org](http://www.challengepartners.org)

**“Our work with Challenge Partners and the Aspire Hub has helped our schools and leaders to grow in many ways. They have grown in knowledge and in confidence, and benefited enormously from being outward-facing, learning from other strong schools and their talented creative leaders.”**

**Karen Bramwell** Senior Partner and CEO,  
Forward As One CE Multi-Academy Trust

