

Trust Peer Review

The Challenge Partners Trust Peer Review (TPR) enables development and improvement in host Trusts through challenge and collaboration. It provides reviewers with unique insights to support their own Trust's development, and helps share knowledge about what works across the education system so all can benefit. The Trust Peer Review:

- Evaluates the Trust on its own terms
- Is sharply focused on school improvement and the impact the Trust has on outcomes
- Captures and shares effective practice
- Identifies areas for improvement
- Provides input on key challenges facing the Trust
- Is expert-facilitated
- Is done with, not to, the host Trust
- Provides powerful CPD and insight for reviewers, which benefits their own Trusts
- Builds evidence of what works in Trust school improvement

How it works

Led by an independent expert over three-days, the external review team works with host Trust leaders to build a picture of how school improvement operates across the trust and the impact it is having. This informs professional dialogue about strengths, areas for development and next steps, which are captured in a written report. There is also the opportunity for the host Trust to harness the expertise of their peers to explore a particular challenge they are facing and identify ways forward.

The Trust Peer Review relies on asking powerful, open questions in a spirit of appreciative inquiry and collaboration. We know all Trusts are different and that there is not a single formula for Trust success, so our reviews do not start with a framework or checklist, or otherwise presume to know "the answer". The review does not check compliance or provide an audit of finance, governance or HR – though we do consider how these important factors contribute to school improvement.



Our impact

Our Trust Peer Review is being formally evaluated by the NFER. Without exception, participants in the Trust Peer Review process found it to be of great value.

“The team provided challenge to the key principles that underpin the MAT ethos, culture and climate, distilling the best of what we have to offer our schools through our governance and systems, while assisting us to objectively review the impact of our delivery models. Undoubtedly, of substantial benefit was the opportunity to work with credible, knowledgeable and skilled colleagues on system leadership from different Trust structures, each openly and willingly sharing their experiences.” - Dr Tesca Bennett, Principal, Haberdashers' Aske's Knights Academy, part of the Haberdashers' Aske's Federation

For more information please email liz.smissen@challengepartners.org, call 020 7803 4970, or visit www.challengepartners.org/mat-peer-review