

**Manchester City Council
Report for Information**

Report to: Children and Young People Scrutiny Committee – 17 July 2018

Subject: School System

Report of: Director of Education

Summary

This report provides a brief overview of the school self-improving system in Manchester and how the Local Authority works in partnership with schools to ensure improving educational outcomes.

Recommendations

Members are asked to note and comment on the contents of this report and the proposed actions to further embed the self- improving school system.

Wards Affected: All

Alignment to the Our Manchester Strategy Outcomes (if applicable)

Manchester Strategy outcomes	Summary of how this report aligns to the OMS
A thriving and sustainable city: supporting a diverse and distinctive economy that creates jobs and opportunities	An improving school system and thereby improving educational outcomes will contribute to Manchester's young people becoming happy, safe and highly skilled and have increased life chances. Improved educational outcomes will enable Manchester's young people to contribute to the economic growth and take advantage of the job opportunities created.
A highly skilled city: world class and home grown talent sustaining the city's economic success	Improving educational outcomes amongst the Manchester school population is essential for young people to gain qualifications and contribute to Manchester's economic success.
A progressive and equitable city: making a positive contribution by unlocking the potential of our communities	A high quality education offer at EYs, primary, secondary and post 16 seeks to ensure all children and young people have the opportunity to fulfil potential and therefore make a contribution in their communities and beyond Improving educational outcomes will ensure all young people have the best possible opportunity to succeed.

A liveable and low carbon city: a destination of choice to live, visit, work	An improving school system will make Manchester an attractive place to live and work and create schools of choice in both the primary and secondary sector. Investment in modern, energy efficient and high quality education infrastructure drives reductions in carbon across the estate of schools.
A connected city: world class infrastructure and connectivity to drive growth	Increasing quality of education provision will enhance the City's attractiveness to potential residents and contribute to the development of high quality neighbourhoods.

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Background documents (available for public inspection):

The following documents disclose important facts on which the report is based and have been relied upon in preparing the report. Copies of the background documents are available up to 4 years after the date of the meeting. If you would like a copy please contact one of the contact officers above.

Manchester Children and Young People Scrutiny Committee, attainment and Progress report, 2017 ; Feb 2018.

School Causing Concern Guidance (Feb 2018); School Standards and Framework Act 1998; Education and Inspections Act 2006 ("the 2006 Act"); The School Governance (Transition from an Interim Executive Board)(England) Regulations 2010 ("Transition Regulations"); Academies Act 2010; Education Act 2011 (amended the 2006 Act, and Schedule 14); Children and Families Act 2014; Education and Adoption Act 2016 (which amends the 2006 Act and the Academies Act 2010);

Enabling school Improvement produced for the LGA by the Isos Partnership;
<https://www.local.gov.uk/enabling-school-improvement>

1.0 Introduction

- 1.1 This report provides an update on the Manchester school system in light of the changes in accountability and school improvement responsibility nationally since 2010.
- 1.2 The Education White Paper (2010) 'The Importance of Teaching' recognised that the 'primary responsibility for improvement lies with schools', as did the responsibility for making the best use of the challenge and support available to them. The Education Act 2011 confirmed that the Local Authority had a significant strategic role. Although no longer a provider of school improvement the Local Authority still had a duty to secure school improvement and intervene in maintained schools and to work particularly closely with those schools at likelihood of risk and those requiring additional support.

The responsibilities and decision making in relation to schools causing concern that exist between Local Authorities and the Regional School Commissioner were set out in the March 2016 Schools Causing Concern guidance document and were revised in February 2018 with the Regional School Commissioner having increasing powers of intervention.

- 1.3 Manchester City Council's approach to securing school improvement centres on the quality assurance of each school's self-evaluation, providing appropriate challenge and support, which in turn leads to a robust and accurate assessment of the school's outcomes, priorities and next steps for action. The Local Authority uses this evidence to work with the Manchester School Improvement Partnership (MSIP) to broker support and intervention. There is strong evidence that securing sustainable improvement requires the following: robust self-evaluation, strong school leadership and governance, improving teaching and working collaboratively with other schools to build capacity leading to a self improving system. A preventative model of early intervention rooted in local intelligence and evidence of impact is at the heart of our approach.

2.0 Background

- 2.1 The school system nationally has changed since 2010 when the large majority of schools were maintained by Local Authorities. More than two thirds of secondary schools nationally are academies, with slightly more than a quarter of primary schools being academies. Manchester mirrors this national picture with greater academisation in the secondary sector than the primary sector.

Nationally there has been a growth of schools in multi academy trusts and as the national picture has moved to a self-improving school system there are more than 800 teaching school alliances. The school self-improving system focuses on the belief that school improvement expertise lies within schools.

Commissioning of school improvement now supports this model as large budgets have been available for teaching schools to bid for from the Strategic School Improvement Fund established by the Department for Education.

2.2 Regional School Commissioners (RSCs) act on behalf of the Secretary State for Education. Regional School Commissioners were introduced in 2014 to exercise oversight and accountability for the academy sector. The role expanded in 2015 to include responsibility for conversion of underperforming maintained schools into academies and deciding on sponsors. RSCs also make decisions about the support any school that meets the coasting definition may need. They also make recommendations in regard to free school applications and in regard to changes to existing multi academy trusts.

2.3 In relation to school improvement and outcomes, Local Authorities do still have powers of intervention in schools they maintain. Like RSCs, Local Authorities have powers to intervene in maintained schools where standards are unacceptably low, where there has been a breakdown in leadership or governance or if there are serious safeguarding concerns. Local Authorities have a duty to promote high standards of education. The Schools Causing Concern Guidance February 2018 clarifies this duty and states:
'A local authority must exercise its education functions with a view to promoting high standards. Beyond this statutory guidance, local authorities have considerable freedom as to how they deliver their statutory responsibilities. Local authorities should act as champions of high standards of education across their schools, and in doing so should:

- *Understand the performance of maintained schools in their area, using data as a starting point to identify any that are underperforming, while working with them to explore ways to support progress;*
- *Work closely with the relevant RSC and other local partners to ensure schools receive the support they need to improve;*
- *Where underperformance has been recognised in a maintained school, proactively work with the relevant RSC, combining local and regional expertise to ensure the right approach, including sending warning notices and using intervention powers where this will improve leadership and standards; and*
- *Encourage good and outstanding maintained schools to: take responsibility for their own improvement; support other schools; and enable other schools to access the support they need to improve.*

Local authorities should focus their activity on the schools they maintain rather than academies which are accountable to the Secretary of State. However, should a local authority have any concerns about an academy's standards, leadership or governance, they should raise these directly with the relevant RSC.

RSCs will apply the same rigour to the academies and free schools in their regions, as local authorities should apply to maintained schools in their area, and will similarly champion education excellence.'

3.0 School provision in Manchester 2017/18

3.1 Currently Manchester has 182 schools. The primary phase includes 135 schools, of these 89 are maintained schools; this comprises 39 community

schools; 39 voluntary aided schools; 13 voluntary controlled schools. In addition, there are 36 primary academies, 2 foundation schools and 6 free schools. The secondary phase includes 31 schools, the majority are academies; there are 21 academies, 3 free schools, 5 voluntary aided schools and 1 foundation school. There are two schools, William Hulme School and Abraham Moss which provide all through education from the age of 3 -16. Manchester also has 14 special schools; 3 of these are academies.

4.0 Ofsted Outcomes

- 4.1 82.7% of Manchester pupils currently attend a school judged to be good or better by Ofsted; this is 3.7% below the national average. Our aspirations for young people are that 100% of young people should have access to a good or better school. Ofsted judge that 91.1% of pupils attending primary school in Manchester attend a good or better school. This is 2.2% above the national average of 88.9%. This contrasts with 65.5% of young people attending a secondary school that is good or better. Nationally 82.6% of young people attend a secondary school that is good or better. This is a significant challenge in the city to close this gap.
- 4.2 86.2 % of Manchester schools are judged to be good or better which is 1.6% below national. Currently 91.7% of Manchester primary schools are judged to be good or better with no inadequate schools; this is 2.3% above national. Currently 57.7% of Manchester Secondary schools are judged to be good or better, which is below the England average of 79.7%.
- 4.3 There has been a significant increase in Ofsted activity in 2017/18; there has been 64 inspections in the city so far this year. Overall Ofsted outcomes continue to improve which reflect an improving school system.

Of the inspection reports published between September 2017 and June 2018, twenty primary schools remained good; two new primary schools inspected for the first time were judged to be good; two primary schools previously judged to require special measures were judged to be good resulting in no inadequate primary provision in the city. One primary school previously judged to 'Require Improvement ' (RI) was judged to be outstanding as was another primary school, previously judged to be good. A nursery school continued to be judged as outstanding. Four primary schools, previously judged good were judged to be RI, whilst two others remained RI.

In the secondary sector there has been a mixed picture of inspection outcomes. One high school remained outstanding; a new school, inspected for the first time was judged to be good with excellent leadership and management; a sixth form, previously RI improved to Good; the two all through schools, offering education from the age of 3-16 were both judged to be good with one improving from RI. A school with its first inspection was judged to be RI, however the trajectory of improvement was clearly recognised in the report. Two high schools have been judged to require special measures.

5.0 Pupil outcomes and the wider curriculum

2017/18 attainment outcomes are not yet available for any key stage. Both provisional results and validated results will be analysed and reported to Children and Young People Scrutiny Committee when published. The 2016/17 attainment and progress outcomes were published in the February attainment report.

In addition to traditional attainment and progress outcomes, Manchester schools and the Council contribute to the wider curriculum and there are some real successes to report in 2017/18.

In Manchester, there has been a 37% growth in participation in the Duke of Edinburgh award since 2015. Manchester has the highest participation in Duke of Edinburgh of a city in North. With music, 96% schools work with Music hub and 13,000 pupils access weekly instrumental lessons. Manchester schools boast 700 choirs and ensembles. Schools participated in Manchester Hill centenary work including 4 Manchester Secondary Schools participating with schools from across GM in a battlefield tour to Northern France.

10,000 primary school children access school swimming service with 83% achieving 25m swimming unaided (double national average); Manchester sent biggest team of 104 students from 23 schools and colleges to the Greater Manchester Schools Athletics Competition and won 39 medals.

Curriculum for Life is ready to pilot September 2018 - Coproduction has involved over 200 children and young people from across the City and over 60 staff

6.0 The self-improving school system

The development of a self-improving school system is a key aspect of Manchester's school system. Manchester City Council actively supports school's autonomy and school to school working as a strategy for improvement. The impact of the self-improving school system has led to an increased proportion of good or better schools in Manchester and improving outcomes for Manchester children, particularly in the primary sector.

The Manchester School Alliance and the Manchester School Improvement Partnership are integral to the Manchester self-improving system as detailed below.

7.0 Manchester School Alliance

The Manchester School Alliance (MSA) is the umbrella organisation for Manchester schools and has been key in embedding a self-improving school system with the MSA facilitating both continuous professional development in schools and educational strategy with Headteachers and Manchester City Council and other partners.

7.1 MSA Membership

In 2017/18 there are 146 nursery, primary, secondary and post-16 members of the MSA, 80% of all schools in Manchester.

The MSA employs a Lead Headteacher for 1 day per week and a Business Manager full time, both term-time only. The Lead Headteacher reports to the MSA Board that meets half-terminally and is made up of 2 secondary heads, 2 primary heads, 1 special head, 2 governors and 1 LA representative.

As members of the MSA schools receive a number of benefits which support school improvement including full access to the school's Fischer Family Trust (FFT) Aspire data dashboard and free places on a number of conferences, events and sessions. Appendix 1 details MSA's offer to schools. To explain further, Fischer Family Trust (FFT) Aspire Dashboard is the UK's leading education data analysis tool and members of the MSA can access a wide range of data about their schools in one place to support self-evaluation and target setting. The dashboard compares a school's information to local and national data.

7.2 Manchester School Alliance's In Service Training Offer

Manchester Schools Alliance has developed a strong training offer and has delivered training sessions for all its members. These conferences and Development sessions have included Outstanding EAL (English as Additional Language) Practice in which Kingsway Trust's Ethnic Minority Achievement Lead shared the Trust's practices and resources with 31 school leaders and teachers. Feedback was that the content and knowledge was excellent. The MSA, in partnership with Manchester Local Authority, ran a 'Working towards Excellence' conference attended by 50 senior leaders from across primary, secondary and special schools. Feedback from the session was that it was thought-provoking and relevant and that the opportunity to share and discuss practice with colleagues was extremely valuable. Fischer Family Trust, FFT provided training on data analysis to 32 primary senior leaders. Feedback included that the session was very valuable for a delegate's personal development and role at school and that it was a useful and informative session. In addition, FFT ran further training sessions giving 34 governors the opportunity to look through the governor dashboard learning what information each section gives, how this can be used in their role as governors and suggesting useful questions that could be asked. Feedback from the session was excellent with one governor suggesting it had given them the confidence to challenge and another that it had given them an improved understanding of school performance. 'Resilient pupils...resilient parents...resilient schools' training was given to a mix of 41 senior leaders, SENCOs, inclusion leads and teachers. Feedback suggested that the training was inspiring and the sharing of different strategies gave schools lots of ideas to work with. 'Working towards Excellent Governance' was delivered to 45 governors and feedback included that the session was powerful and informative and one governor commented that this was the best 'training' they had ever been on as a governor. RMA Governance delivered a finance training session to 28

governors and headteachers. The session focussed on areas such as the roles and responsibilities of the governor, how a governor ensures that reports reflect the actual and building confidence and knowledge to ask the intelligent questions. Feedback from the session was excellent with the majority of attendees agreeing that the presentation was both engaging and informative. One governor commented that it was the 'most useful session on finance I have ever attended'.

7.3 Manchester School Alliance as a Strategic Partner

7.3.1 Headteacher Strategy Groups

The MSA facilitates the Primary Strategy Group, the Special Heads Group and the Manchester Secondary Collaborative. The Primary Strategy group is a cross city group of primary headteachers. The creation of this group has been an important step in improving communications between primary heads and enabling Primary Headteachers to strategically influence education in the city. The Director of Education has attended all of the monthly meetings and the Primary Strategy Group continue to work closely with the Director of Children and Education Services. The MSA also continue to facilitate the Special School Heads Group consisting of all special school heads from across the city. This group contributes a great deal to shaping specialist support in Manchester and have been heavily involved this year in the production of a 'Matching Provision to Need' tool and decisions around maximising capacity in the city. The MSA also continues to support the Manchester Secondary Collaborative through the management of the group's finances, personnel and IT. To ensure the Collaborative is meeting requirements set by bodies such as HMRC and Companies House, it sits under the umbrella of the MSA which is responsible for the administration of these areas.

7.3.2 Safeguarding Strategy Group

In addition, the MSA facilitates both the Safeguarding Strategy Group and the Strategic Education Partnership Board.

The Safeguarding Strategy Group was created in partnership with Manchester City Council with the aim of supporting the ongoing development of effective safeguarding practice in Manchester in early years settings, schools and colleges by reviewing new legislation and supporting communication with schools. This strategy group have co-designed the annual safeguarding self-evaluation, the 'Information Sharing on Transition' guidance for schools and the updated city-wide model safeguarding and child protection policy.

7.3.3 Strategic Education Partnership

The MSA continue to facilitate the Strategic Education Partnership Board which is chaired by the Leader of the Council and brings together Manchester City Council, schools and city partners to agree and connect key educational, skills and employment priorities for Manchester.

7.3.4 Manchester School Improvement Partnership

The MSA is a member of the Manchester School Improvement Partnership (MSIP); the Lead Headteacher represented the Alliance at MSIP meetings throughout the year. MSIP provides strategic oversight for the brokering of school to school improvement support and intervention within the City from the Teaching Schools (Manchester Teaching School Alliance, Teach Manchester) and their partners. Attending these meetings has enabled the MSA to focus future developments on the needs of schools in the city to support good progress for all pupils.

7.3.5 Headteacher well-being Group

The issue of headteacher well-being has been raised at a number of different forums recently. The MSA has set-up a Headteacher well-being working group with representatives from schools and LA officers that have met twice so far. There was a lot of discussion at the meeting in April and a draft plan was formed. This is currently being worked through with the hope of some of this in place for September. The MSA is currently developing conferences and sessions for 2018/19 including a programme of Science Lead Networks led by the University of Manchester' Science and Engineering in Education Innovation Hub (SEERIH).

8.0 Manchester School Improvement Partnership

Manchester City Council has close working relationships with system leaders working in Manchester schools, LA officers, the Director of Education and the Director of Children and Education Services all continue to engage with systems leaders in Manchester; this includes Headteachers of teaching schools, Headteachers who are National leaders of Education (NLEs), leaders of Academy chains, leaders of smaller Multi Academy trusts and free schools. This has led to the development of the Manchester School Improvement Partnership (MSIP) and through MSIP, Local Authority officers work in partnership with Manchester Teaching schools to broker support to impact on school improvement. This has resulted in many examples of individual school brokered support which has resulted in schools improving their ofsted grade and pupil attainment and progress outcomes; this has also resulted in federations between schools.

Over the last two years brokered school to school support has become more strategic, in line with national thinking and has been developed in partnership with MSIP, the two Manchester Teaching School alliances, National Leaders of Education. This has resulted in successful thematic school improvement; targeted schools have participating in projects leading to measurable impact; including in phonics and reading. Last year of the 12 schools participating in the phonics school improvement project all but 2 schools saw an improvement in phonics and reading at KS1 with an average of a 6% increase at phonics.

Collaboration through MSIP has also enabled success in gaining a Strategic School Improvement Fund bid to support reading development at the transition point between primary and secondary schools.

This year Manchester City Council has funded a Maths Mastery project led by Teach Manchester teaching schools, with primary teachers and leaders working with teachers and leaders in secondary schools to improve the understanding of the Maths Mastery approach, now embedded in primary, in the secondary sector to improve transition.

8.1 Partnership capacity

The primary and special system in Manchester has matured with a significant number of schools identified as outstanding. A smaller percentage of high schools have this Ofsted rating. This in turn has produced number of headteachers accredited as National Leaders of Education. Manchester has a number of primary, special and secondary schools that have gained accreditation as teaching schools and this has led to the two key teaching school alliances in the city. There are also new schools in Manchester that are part of larger academy trusts which in turn have links to other teaching alliances within their trust (e.g. Deans Trust, Tauheedhal Trust, Laurus Trust).

There is significant capacity to draw on across the city to support effective school improvement, however at secondary level we will need to grow this capacity further to support the development of the system.

There are times when the nature of a school also demands partnership capacity from outside of the city and this has been seen most recently in the brokered support from a Salford school to support a Catholic high school in Manchester.

9.0 Manchester Teaching Schools

There are two teaching school alliances in Manchester, Teach Manchester and the Manchester Teaching School Alliance.

Teach Manchester comprises of five Manchester teaching schools with a core partnership of early years, primary, secondary, sixth form and special schools across the city. Manchester Teaching School Alliance is an alliance of four teaching schools and nine partner schools.

Both teaching school alliances offer bespoke training to schools, continuous professional development including leadership development courses, brokered school to school support and both are established initial teacher trainer providers. Both Teaching School Alliances have also completed School Strategic Improvement fund bids in partnership with Manchester City Council. Teach Manchester is currently delivering thematic school improvement projects including phonics and maths mastery and Manchester Teaching School Alliance and supported thematic cross city school improvement on reading.

10.0 The role of Manchester City Council in effective school improvement partnership working

Manchester City Council's approach to securing school improvement centres on the quality assurance of each school's self-evaluation, providing appropriate challenge and support, which in turn leads to a robust and accurate assessment of the school's outcomes, priorities and next steps for action. Manchester City Council uses this evidence to work with the Manchester School Improvement Partnership (MSIP) to broker support and intervention.

Manchester City Council works actively to influence and sustain the development of positive relationships with all schools, irrespective of status, based on trust and respect. Its success is predicated on influencing schools to choose to work with Manchester City Council as a partner and with each other as appropriate because of the benefits this brings to all partners and to the City community as a whole. This relationship with schools is based on a recognition by all partners of the positive impact of school self-evaluation and the self-improving system; the importance of raising standards and improving lives for children and young people. It also revolves around the principle of local authority intervention in inverse proportion to success and relies on a culture of trust and openness.

10.1 The Quality Assurance Process

The LA's Quality Assurance policy provides clarity on what is provided by the LA as the universal offer to all schools and bespoke to schools identified as vulnerable or at risk. This has ensured coherent and consistent challenge and is currently being refreshed. The LA's School Quality Assurance policy outlines clearly how the LA will effectively support, challenge and intervene where appropriate. The strategy is proactive in promoting school to school support.

Central to the LA's Quality Assurance Policy is the universal offer of a Quality Assurance visit from skilled Quality Assurance Professionals. The uptake of this universal offer in 2017-18 increased to 97% of schools. This ensures that the LA has a secure knowledge of the strengths and areas for developments of its schools and allows for consistent and coherent challenge.

10.2 The role of the Senior School Quality Assurance Officer

All schools have a named Senior Schools Quality Assurance Officer (SSQA). Each year this is communicated to the Head/Principal and Trust Chair/Chair of Governors. The number of SSQAs has recently been increased from three to four. Each SSQA is responsible for improving outcomes across a district and in addition has a thematic leadership responsibility across the city.

The Senior Schools Quality Assurance Officers play a key role in the Quality Assurance of the school system. They retain an overview of performance and outcomes across a significant number of schools in a locality. SSQAs work

with schools to maintain an up to date knowledge of the school's individual strengths and areas for development, and to work appropriately with their schools in the brokerage of tailored support and to be a key point of contact with Manchester City Council.

In the Autumn term the Local Authority funds a Quality Assurance meeting and report from each school carried out by a Local Authority commissioned Quality Assurance Professional (QAP) or a colleague carrying out a similar role and commissioned by a Multi Academy Trust. Where Academies have their own Quality Assurance arrangements the Local Authority actively seeks to work with these arrangements but will also provide an external Quality Assurance Professional if requested. The Autumn term Quality Assurance visit is designed to involve at least the head teacher and chair of governors and is based on the school's performance data. There is a focus on data analysis including the performance of all groups, progression targets within and between key stages, end of key stage outcomes, attendance, persistent absence and exclusions. In addition the school's key priorities, the self-evaluation against the current Ofsted framework and school based contextual issues are taken into account. The Manchester Integrated Data Set which is provided by the PRI team in the council supports the focus of the visit. Access to Analyse School Performance (DfE) and other sources of independent data such as FFT Aspire also help to inform the this visit.

The Quality Assurance report provides analysis of outcomes and trends of attainment and progress over time, an overview of current achievement across the whole school, a review of the evidence base used to judge the school's self-evaluation, confirmation of priorities for school improvement and recommendations for actions by governors. Upon receipt the report is evaluated by SSQAs to identify any immediate concerns or anomalies that need to be explored by a follow up visit in school. From this the SSQA working with the headteacher and governors can confirm and further clarify any support that needs to be brokered or where intervention may be required by the Local Authority to support particular issues. The content of the report is used alongside other evidence including previous inspection outcomes, changes in leadership and staffing, data dashboards and Local Authority intelligence to inform a bespoke approach.

The full evidence base enables decision making about the further level of LA challenge, support or intervention that may be needed

The Local Authority works with schools, through its Senior Schools Quality Assurance Officers, to broker effective support for school to school improvement from a range of sources. Support and intervention is brokered, in the first instance, from the Teaching Schools and their strategic partners within the city. These teaching schools along with all National Leaders in Education are members of the Manchester School Improvement Partnership (MSIP). Priority is given to securing support preferably where available from within the City to build capacity for the self-improving system and to broker local solutions. Where capacity is stretched or relationships exist with other

local providers school improvement work may be commissioned from other outstanding regional providers.

The Teaching Schools and their strategic partners work with Manchester City Council to co-ordinate school improvement work across the city. MSIP provides strategic oversight for the brokering of school to school improvement support and intervention within the City from the Manchester Teaching School Alliance, the Teach Manchester MSA Teaching School and their partners. Protocols established between the LA and the Teaching Schools include brokered intervention arrangements for the deployment of National Leaders of Education (NLEs), accredited Local Leaders of Education (LLEs), National Leads for Governance, Specialist Leaders of Education (SLE) and strategic partners in the Manchester Schools' Alliance. In addition the LA brokers support and intervention from accredited teaching schools in the region when required.

All schools receive the universal offer. Beyond this, support and intervention is tailored according to the identified needs of the schools leading to a bespoke approach of either targeted or intensive support and challenge. Generally resources are available to facilitate this but a significant amount of work happens without financial support.

10.3 Support and Challenge

Where challenges are identified which highlight a school is either already identifies as a high risk school or is likely to move into the high risk category the Headteacher/Principal and Chair of Governors/CEO of the Trust have been invited to attend a progress review Meeting with their SSQA and Head of School Quality Assurance or the Director of Education.

The purpose of this meeting has been to explore any concerns in detail and to refocus on the key issues that are currently likely to impact on the outcomes for children or young people in the school. The intention of the meeting is to support leaders in preventing the school from moving into a high-risk category by identifying effective early intervention approaches.

In the Quality Assurance policy refresh it is proposed that this aspect of the process is strengthened by the development of a Support and Challenge Board. The composition of the Support and Challenge Board will be matched to the aspects that are raising concern but will include the SSQA and the Director of Education plus other relevant LA officers. Where an academy is invited to attend in line with DfE Schools Causing Concern guidance the RSC office will be invited to send representation to the meeting.

11.0 Conclusion and recommendations

The systems and processes are in place in the city that have established trust and confidence between partners. Collaboration through MSIP has enabled early success in gaining a Strategic School Improvement Fund bid to support reading development at the transition point between primary and secondary

schools. Additionally a mathematics project and a phonics project have established impact measures that will enable future SSIF bids to be made on behalf of the school system.

However there is no complacency as the approach to school improvement develops and evolves to meet the needs of the system. The identification by Amanda Spielman (HMCI) that the likely focus in the revised Ofsted framework in 2019 will be the curriculum will inform the work of the MSA and MSIP in partnership with the Local Authority.

To continue to embed and strengthen the strategic partnership working to assure improved outcomes Manchester City Council will:

- Refresh the Schools Quality Assurance Policy to ensure that schools and the Local Authority work in partnership to support robust school self-evaluation
- Establish a support and challenge board, to ensure early intervention with schools receive the necessary brokered support and the necessary challenge to improve outcomes for Manchester pupils including reducing exclusions
- Continue to work with NLE's, Teaching Schools and the Manchester School Improvement Partnership to further embed the self-improving school system
- Continue to develop the relationship with the Regional School commissioner, including their role within the support and challenge board to influence and assure improvement in the academy sector.
- To promote and further strengthen the commitment to a 'family of schools' approach so that irrespective of the type of school the ambition for all Manchester children and young people to be successful informs our approach to an effective school improvement system.
- Manchester City Council to work with MSIP, the MSA and the teaching schools to encourage and identify support for schools to ensure that the curriculum offer in Manchester is rich and deep. This needs to include the key challenges young people have identified for embracing a curriculum for life.