



## Overview and Scrutiny Ofsted Subgroup

Date: Wednesday, 22 January 2020

Time: 2.00 pm

Venue: Council Antechamber, Level 2 - Town Hall Extension

Everyone is welcome to attend this subgroup meeting.

### **Access to the Council Antechamber**

Public access to the Council Antechamber is on Level 2 of the Town Hall Extension, using the lift or stairs in the lobby of the Mount Street entrance to the Extension. That lobby can also be reached from the St. Peter's Square entrance and from Library Walk. **There is no public access from the Lloyd Street entrances of the Extension.**

## **Membership**

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**Councillors** – Lovecy (Chair), Hewitson, Kilpatrick, McHale, Madeleine Monaghan, Reeves, Reid and Stone

**Co-opted Members** – Mrs J Miles and Dr W Omara

## Agenda

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1. **Minutes** 5 - 8  
To approve as a correct record the minutes of the meeting held on 13 November 2019.
2. **Feedback on School Visits**  
To receive Members' feedback on recent school visits.
3. **Support to Schools and Early Years Settings** 9 - 36  
To receive an overview of the support available to schools and early years settings and how well this is working.
4. **Ofsted Inspections of Manchester Schools** 37 - 38  
To receive a list of all Manchester schools which have been inspected since the last meeting and the judgements awarded.  
  
To consider inspection reports for a selection of the schools – **to follow.**
5. **Daycare Providers** 39 - 40  
To receive a summary of Ofsted inspection information for daycare providers.  
  
To consider inspection reports and performance information for a selection of daycare providers.
- 5a. **Bubbly Bear Ltd** 41 - 48
- 5b. **Foundation Years Nurseries Debdale Park** 49 - 54
- 5c. **Tiddlywinks Out Of School Club** 55 - 60
6. **Terms of Reference and Work Programme** 61 - 64  
Report of the Governance and Scrutiny Support Unit  
  
To review the Terms of Reference and Work Programme of the Subgroup.

## Further Information

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For help, advice and information about this meeting please contact the Committee Officer:

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This agenda was issued on **Wednesday, 15 January 2020** by the Governance and Scrutiny Support Unit, Manchester City Council, Level 3, Town Hall Extension (Lloyd Street Elevation), Manchester M60 2LA.

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## **Children and Young People Scrutiny Committee – Ofsted Subgroup**

### **Minutes of the meeting held on 13 November 2019**

#### **Present:**

Councillor Lovecy – in the Chair

Councillors Hewitson, Madeleine Monaghan, Reid and Stone

Councillor Bridges, Executive Member for Children and Schools

#### **CYP/OSG/19/14 Minutes**

#### **Decision**

To approve as a correct record the minutes of the meeting held on 16 October 2019.

#### **CYP/OSG/19/15 Lily Lane Primary School Update**

The Subgroup received an oral update on the progress of Lily Lane Primary School, following its inspection in October 2018. Officers informed Members that support had been offered to the leadership team at the school to help improve those areas that had been identified as requiring improvement. The Senior School Quality Assurance Officer stated that additional quality assurance visits had been undertaken to monitor progress at the school and he reported that positive improvements had been witnessed, and he was confident that this would be reflected in future Ofsted inspections and subsequent judgements.

#### **Decision**

To note the oral report.

#### **CYP/OSG/19/16 Ofsted Inspections of Manchester Schools**

The Subgroup received a list of all Manchester schools which had been inspected since the last meeting and the judgements awarded. The Senior School Quality Assurance Officer provided an overview of the list, commenting that no inspections were undertaken in the first week of term starting in September. She informed the Subgroup that seven school inspections had been undertaken to date, with four reports published at the time of the agenda being published for this meeting.

Members commented that the new format of Ofsted reports was significantly shorter and lacking the detail that had been provided in previous reports. Members commented on the use of language throughout the reports, stating that in places it was ambiguous and questioned whether it was the most appropriate to use. Members also debated the application of phonics as an appropriate method for the teaching of reading and writing that was a common theme throughout the reports. Officers responded that this was always used in an age appropriate manner to encourage and support the development of reading and writing.

The Senior School Quality Assurance Officer acknowledged the comments from Members regarding the brevity of the reports and stated that schools did receive a more detailed and comprehensive oral report from inspectors following the conclusion of an inspection. Officers reported that schools were always recommended to complete their own comprehensive notes from those meetings, as the level of detail that was relayed at those meetings was not included in the final published Ofsted report. Officers also commented that the language used and format of reports had been agreed following consultation, adding that all reports were quality assured both locally and regionally by Ofsted prior to their publication.

The Subgroup considered the recent Ofsted inspection report for Abbey Hey Primary Academy which had been judged as Good. Members noted the positive comments throughout the report and a member of the Subgroup, who was also a Ward Councillor for the area in which the school was located, commented on the positive contribution the Principal had made to the school. Officers acknowledged this comment and informed the Subgroup that the Principal had offered to share his knowledge and experience of the inspection process with other schools, which was welcomed.

The Executive Member for Children and Schools paid tribute to the staff at the school and reported that the school worked very well with parents and contributed positively to the local community. He said he had witnessed this when he had visited the school; however, unfortunately this important element was not captured in the new reporting format.

The Subgroup considered the recent Ofsted inspection report for Benchill Primary School which had been judged as Good. Members welcomed the report noting the many positive examples of good practice that had been identified by the Inspectors, particularly in regard to the children's enjoyment of reading.

The Subgroup considered the recent Ofsted inspection report for Collyhurst Nursery School which had been judged as Outstanding. Members commented that this was an extremely positive report and demonstrated the invaluable contribution nurseries could have on children. The Executive Member for Children and Schools stated that he would be meeting with the nursery school in the near future to discuss the long term funding of the provision and to understand how best the City Council could support them in the national campaign to secure better funding.

The Subgroup considered the recent Ofsted inspection report for Longsight Community Primary School which had been judged as continuing to be Good. Members commented upon the very positive report that had identified the significant and positive contribution the school had in the local community. Members specifically noted the comment that described children loving their lessons, stating that this was indicative of dedicated staff and a well-led school. A Member commented that the school was at the heart of the local community and he paid tribute to the Headteacher. A Member recommended that a visit to the school should be arranged for Members for the Subgroup and that an invitation also be sent to the Ward Councillors.

## Decisions

1. To write to all of the Schools considered by the Subgroup at this meeting to congratulate them on their recent Ofsted report.
2. To arrange a visit to Longsight Community Primary School for Members of the Subgroup and that an invitation also be sent to the Ward Councillors.

### **CYP/OSG/19/17 Ofsted Inspections of Daycare Providers**

The Senior Quality Assurance Officer (Early Years) provided the Subgroup with an overview of the current situation within the Early Years sector in Manchester.

The Subgroup considered the recent Ofsted inspection report for Brighter Beginnings Day Nursery which had been judged as Good. The Chair stated that she welcomed the report which demonstrated that improvements were being made. She further noted that this was a large provision and that the report demonstrated the importance of an effective leadership within daycare settings.

The Subgroup considered the recent Ofsted inspection report for Milkyway Preschool Playgroup which had been judged as Good. Members welcomed the report and the reported improvements at the setting when compared to the previous inspection rating. Members commented that this was a smaller setting and might benefit from establishing links with the local Longsight Community Primary School. Officers acknowledged this comment.

The Subgroup considered the recent Ofsted inspection report for Wmb Born2win Day Nursery which had been judged as Good. Members welcomed the report, noting that this was newly registered nursery.

## Decision

To write to all of the Daycare providers considered by the Subgroup at this meeting to congratulate them on their recent Ofsted report.

### **CYP/OSG/19/18 Terms of Reference and Work Programme**

The Subgroup reviewed the Terms of Reference for the Subgroup and the Work Programme. The Chair requested the reports entitled 'Support to Schools and Early Years Settings' and 'Ofsted Inspections of Childminders' be submitted for consideration at the meeting of 22 January 2020.

A Member who was also the Chair of the Children and Young People Scrutiny Committee recommended that the report entitled 'Wythenshawe Education Board' be referred to an appropriate meeting of the Children and Young People Scrutiny Committee, rather than the Ofsted Subgroup. The Chair endorsed this recommendation.

**Decision**

To approve the Terms of Reference and Work Programme, subject to the above amendments.



**What the LA offers to schools**

<b>Universal Offer</b>	<b>Targeted Offer</b>	<b>Intensive Offer</b>	<b>Process of Escalation for Intensive group where progress has not been made</b>
Annual QA professional meeting and report	Termly QA professional meeting and reports	Termly QA professional meeting and reports	Letter of Concern (Pre Formal Warning)
Link SSQA contact	SSQA termly support and review visit and meeting	Additional QA professional time	Formal Warning Notice
Governor Briefings	Brokerage of additional support/challenge against priorities (eg MSA/MSIP)	Additional SSQA meetings, including meetings with Governors, with a focus on support for improvement	Use of powers of intervention as required; e.g. setting up of Interim Executive Board Hard Federations Sponsored Academy status
Integrated Data Set	Review of Governance offered	Brokerage of additional support/challenge against priorities	
Capacity Building Support		Learning and Teaching reviews	
Head Teacher recruitment and Selection		Termly Progress Review – involving school leadership, Chair of Governors, SSQA, QA Lead, Director of Education	
LA Head teacher briefings		Progress reports to QA Board	
Vulnerable Pupils' Networks		Review of Governance	
Attendance Monitoring		QA of response to RSC in relation to identification as coasting.	
Safeguarding in Education support		Attendance at Support and Challenge Board meeting	
SEN support			
Statutory Moderation			
School Governance Unit			
Employee Relations support and guidance			

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## Manchester City Council's School Quality Assurance Protocol 2019/20

The term school is used in this document when referring to all types of schools including maintained schools, academies and free schools.

### Rationale:

- 'Our Manchester, Our Children' plan aims to build a safe, happy, healthy and successful future for children and young people.
- Ensuring Children receive a good or better experience whilst at school in Manchester is paramount.
- We are proud of working in partnership with schools to further embed a self-improving system to ensure improving educational outcomes.
- Education services in Manchester embrace all children and young people and we are ambitious for success for all young people in the city irrespective of the type of school they attend. The education system in the city must ensure that young people gain the necessary experiences, outcomes and qualifications required for effective progression.

### Introduction:

A strong and positive partnership between Manchester City Council (MCC) and all schools is central to the success of the city and the City Council's ambition to make Manchester a place where families choose to live and work. To benefit from the opportunities, the city offers it is important that children and young people are successful in school, leaving with the skills, qualifications and resilience that will enable them to secure employment, continue with their education or training and to fulfil their learning potential.

In the context of a more autonomous and diverse schools system MCC seeks to work with this greater autonomy in its role as a strong strategic champion of educational excellence, of parents and families and in supporting vulnerable families.

Funding to support school improvement has shifted to a regional model with teaching schools being pivotal in accessing these funds. This emphasises the need for a successful partnership to be in place which has been at the heart of our approach in Manchester for some time. In recent years, the DfE identified schools for support and working in partnership with the GM teaching school hubs, identified National Leaders

of Education to support these schools. In 2019/20 it has been announced that a similar model from DfE will be in place to support improvement in schools with a requiring improvement OfSTED judgement. MSIP will continue to focus on all schools with particular needs and brokered support will be made available to these schools; bringing expertise targeted to address identified areas for improvement.

### **Our remit:**

The local authority has a statutory duty to ensure that all children in Manchester have access to good education provision. This means that we keep oversight of the educational experience from 0-19 years for the majority of learners and for those learners with Special Education Needs and Disabilities from 0-25yrs.

This includes provision from: children's centres, childminders, private and school run nurseries, schools both community and academies, colleges, youth services and alternative provision.

### **Statutory responsibility:**

The statutory responsibility for securing services which address the needs of all children and young people remains with the Director of Children's Services (DCS). Through the DCS and the Lead Member for Children's Services MCC retains a clear role for:

- *working with partners to promote prevention and early intervention to narrow the attainment gap and promote the well being of children;*
- *ensuring fair access to schools and promoting high quality places*
- *working with headteachers, principals, governors and academy sponsors and principals to promote educational excellence for all, tackling underperformance and promoting school to school collaboration.*

### **Statutory context:**

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 LA has a significant strategic role. Although no longer a provider of school improvement the LA 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 (RSC) were set out in the March 2016 Schools Causing Concern guidance document and were revised in November 2018, updating and clarifying powers of intervention.

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 November 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.'*

### **The role of the Local Authority**

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 LA uses this information to work with the **Manchester School Improvement Partnership** (MSIP) to broker support and intervention. There is strong evidence that securing sustainable improvement requires 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.

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.

### **The Quality Assurance Process**

Manchester City Council's Quality Assurance protocol provides clarity on what is provided by the council as the universal offer to all schools and bespoke, targeted and intensive offer to schools identified as vulnerable or at risk. The School Quality Assurance protocol outlines clearly how the council will effectively support, challenge and intervene where appropriate. The strategy is proactive in promoting school to school support.

Central to the Quality Assurance Protocol is the universal offer of a Quality Assurance visit from skilled Quality Assurance Professionals. It is an expectation that schools work with an LA approved Quality Assurance Professional, or with an externally appointed colleague with the same level of expertise, in evaluating strengths and areas for development in schools. The reports produced as part of the QA process are shared with the LA. This ensures that Manchester City Council has a secure knowledge of its schools and allows for consistent and coherent challenge. This, in turn, allows support to be brokered, via *MSIP*, from the school system.

All schools can access the Quality Assurance visit and report as part of the universal offer to schools. Schools are offered additional resources based on the level of support that may be required in the academic year. Manchester City Council seeks to work in partnership with schools to offer universal, targeted or intensive support, dependent upon the level of need. Appendix 1 gives examples of the kind of support that can be considered. This offer will be communicated with heads and governors in the autumn term, following the QAP visit. Where schools wish to review the offer they should invite the SSQA to their school to discuss this, in line with their school self-evaluation and improvement plan.

The protocol seeks to encourage an open and honest engagement with the QA system ensuring that timely support can be brokered to address specific development areas which in turn allows the system to be self-improving.

### **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. The Manchester

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

### ***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. Over 83% of all schools in Manchester are members of the MSA.

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 four times per year and is made up of 2 secondary heads, 2 primary heads, 1 special head, 2 governors and 1 LA representative.

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 attends 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.

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 protocol.

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

### ***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 who include 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 LA officers work in partnership with Manchester Teaching schools and their strategic partners 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.

Brokered support in Manchester has become more strategic in approach, in line with national thinking and has been developed in partnership with MSIP, the two Manchester Teaching School alliances and National Leaders of Education. This has resulted in successful thematic school improvement; targeted schools have participated in projects leading to measurable impact; including in phonics, reading and maths.

#### **Partnership capacity**

The school system in Manchester has matured with a significant number of schools identified as good or outstanding and 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 national support schools. This has led to the two key teaching school alliances in the city. There are also schools in Manchester that are part of larger academy trusts which in turn have links to other teaching alliances within their trust.

#### **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.



## 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. Each SSQA is responsible for strategically influencing school improvement; improving outcomes across a district. In addition they have a thematic leadership responsibility across the city.

<b>SSQA</b>	<b>Locality</b>	<b>Strategic Lead</b>
James Backhouse	North	Early Years
Liz Clarke	Central East	QA processes and professionals
Adrian Hallett	South and Wythenshawe	Attendance and Exclusions
Sharon Gardner	Central West	Safeguarding
Simon Taylor	Central East	Governance, NQTs, Curriculum for Life

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.

## The role of the Quality Assurance Professional

The Quality Assurance professional is usually commissioned by Manchester City Council, unless, as is the case with some academies, this role has been sourced through their MAT.

The QAP is commissioned by Manchester City Council to ensure that schools have a suitably experienced professional to quality assure their judgements about the school annually. The QAP is experienced in school leadership and has experience of school self-evaluation and data analysis.

In the Autumn term the LA funds a Quality Assurance meeting and report from each school carried out by the QAP or a colleague carrying out a similar role and commissioned by a MAT. Where Academies have their own QA arrangements the authority seeks to work with these arrangements but will also provide a QAP if requested. The Autumn term QA visit is designed to involve the head teacher, chair of governors and other senior leaders as appropriate. There is a focus on the school's self-evaluation against the current Ofsted framework and the areas identified for improvement. The Manchester Integrated Data Set which is provided by the PRI team in the council supports the focus of the visit.

## The Quality Assurance Report

The QA report provides a review of the evidence base used to judge the school's self-evaluation, confirms priorities for school improvement and highlights 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 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 LA intelligence to inform a bespoke approach.

### **Safeguarding Quality Assurance**

To support schools in ensuring safeguarding is effective, MCC has renewed the safeguarding annual audit and has introduced an on-line audit tool in 2019/20. This will facilitate a more targeted approach. LA officers will review the audit and training offers and support will be brokered through MSIP and the MSA.

### **Support and Challenge Board**

Where challenges are identified which highlight a school would benefit from intensive support the Headteacher/Principal and Chair of Governors/CEO of the Trust are invited to attend a Support and Challenge Board meeting.

The purpose of this meeting is 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. It provides an opportunity to assess the impact of brokered support and intervention and the progress made against areas identified for improvement. It is an opportunity to discuss and resolve concerns and agree next steps for both the school and the LA.

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 SSC guidance the RSC office will be invited to send representation to the meeting.

The outcomes from the board meeting will include actions and timescales which will need to be addressed. Where this happens termly progress reviews will continue to be in place for 12 months or until the relevant concerns have been effectively addressed. Where this does not happen there may be a requirement of a further Support and Challenge Board meeting to address the lack of progress which will then be followed by a formal warning notice which will be issued in discussion with the RSC and logged with the regional OfSTED team.

### **Evaluation of the impact of the QA process:**

To ensure evidence of impact and inform development all stakeholders are involved in evaluation. This includes evaluation of the impact of the support and intervention brokered through the Teachings Schools and strategic partners. (see Appendix 2)

The Local Authority QA Board provides strategic governance within the Education and Skills service for the Quality Assurance arrangements for schools. The Board

monitors, evaluates and reviews the impact of the QA arrangements across the range of provision.

### **Local Authority Education offer**

In addition to the QA process, the schools QA and Education team offer support and challenge on governance, NQTs, SEND and safeguarding, Early Years, Admissions, Attendance, Inclusion, Virtual School, HR, Finance, Communications team, Legal team, PRI team and Buildings team. A useful document for accessing this team is available in the [Welcome to Manchester pack](#).

### **Summary**

This protocol supports robust, accurate self-evaluation in schools. The LA will continue to build relationships with the diverse range of autonomous schools within the city in order to achieve at least good outcomes for children and young people.

The systems and processes are in place in the city that have established trust and confidence between partners. The role of the SSQA is a key role in providing advice and support to headteachers and governors when required.

Manchester City Council 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.

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 focus in the revised Ofsted framework in 2019 is the curriculum, will inform the work of the MSA and MSIP in partnership with the LA.

### **Appendices**

Appendix 1 Understanding the LA offer to schools

Appendix 2 The brokered support agreement

<b>Appendix 1</b>			
<b>Table 1: What the LA offers</b>			
<b>Universal Offer</b>	<b>Targeted Offer</b>	<b>Intensive Offer</b>	<b>Process of Escalation for Intensive group where progress has not been made</b>
Annual QA professional meeting and report	Termly QA professional meeting and reports	Termly QA professional meeting and reports	Letter of Concern (Pre Formal Warning)
Link SSQA contact	SSQA termly support and review visit and meeting	Additional QA professional time	Formal Warning Notice
Governor Briefings	Brokerage of additional support/challenge against priorities (e.g. MSA/MSIP)	Additional SSQA meetings, including meetings with Governors, with a focus on support for improvement	Use of powers of intervention as required; e.g. setting up of Interim Executive Board Hard Federations Sponsored Academy status
Integrated Data Set	Review of Governance offered	Brokerage of additional support/challenge against priorities	
Capacity Building Support		Learning and Teaching reviews	
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LA Head teacher briefings		Progress reports to QA Board	
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Attendance Monitoring		QA of response to RSC in relation to identification as coasting.	
Safeguarding in Education support		Attendance at Support and Challenge Board meeting	
SEN support			
Statutory Moderation			
School Governance Unit			
Employee Relations support and guidance			

**Table 2**

<b>Indicators</b>	<b>Evidence/source of information</b>
<b>Universal Offer</b>	
<p>The school accurately identifies and addresses any underperformance through robust, accurate self evaluation</p> <p>Standards and progress compare well with schools nationally</p> <p>The match of the curriculum to the context of learners is clear and staff are able to explain how all the planned elements of the programme of study form a coherent pupil experience that demonstrates progress in learning.</p> <p>Quality of education is good or better</p> <p>There are no significant gaps between the progress of particular pupil groups that are not being addressed</p> <p>Actions from the most recent Ofsted reports have been addressed with a positive impact</p> <p>Attendance is in line with national averages &amp; exclusions are at least in line with or lower than national averages</p> <p>Parents are engaged in and positive about the school</p> <p>The school identifies areas for development and secures support for improvement</p> <p>The school has capacity to provide support for system wide improvement</p>	<p>ASP – Analyse School Performance / FFT Aspire</p> <p>Integrated Data Set</p> <p>LA safeguarding audit (section 147)</p> <p>School Development Plan</p> <p>QA visit and report</p> <p>Ofsted report</p> <p>LA intelligence</p> <p>LA Dashboard analysis</p> <p>Attendance Data/ Officers</p> <p>Complaints ( to the LA and Ofsted)</p> <p>Parent View</p> <p>SSQA</p> <p>Impact of brokered support/intervention</p> <p>Financial monitoring reports</p> <p>Audit reports</p>

**To be in receipt of a targeted offer, evidence needs to identify one or more of the following**

Targeted Offer	
QA professional does not agree with the school's self-evaluation	ASP – Analyse School Performance / FFT Aspire
The match of curriculum to the context of learners is lacking in clarity. Not all staff are clear as to how each element of the curriculum provides a coherent experience for pupils. Some staff are unclear about the sequence and ordering of the curriculum when considering how pupils demonstrate progress in learning.	Integrated Data Set LA safeguarding audit (section 147) School Development Plan
Declining overall trends over two years	QA visit and reports
Unexpected falls in outcomes	Ofsted report
Less impact than anticipated in the actions taken to address issues identified in the most recent Ofsted inspection	LA intelligence
Absence and persistent absence rates are increasing	LA Dashboard analysis
Exclusion rates increasing over time	Attendance Data/ Officers
Newly appointed Head Teacher is new to headship or new to Manchester	Admissions complaints
Significant changes in senior leadership	LA review
High Turnover of staffing	Complaints ( to the LA and Ofsted)
The School is judged by Ofsted as Requires Improvement.	Parent View
	SSQA
	Financial monitoring reports

<p>Pattern of complaints is on the increase</p> <p>Request for financial recovery plan to address a small deficit is made to the LA</p> <p>Brokered support has not been accessed</p> <p>An over reliance on offsite provision for a significant number of pupils</p> <p>Concerns raised in relation to governance</p> <p>e.g.</p> <ul style="list-style-type: none"> <li>• high governor turnover;</li> <li>• a significant, unexplained change to their constitution;</li> <li>• the governing body having an excessive involvement in the day to day running of the school;</li> <li>• lack of appropriate engagement with data. This might include, but is not limited to, data on pupil learning and progress or staff recruitment;</li> <li>• not sufficiently managing risks associated with strategic priorities and school improvement plans; and/or</li> <li>• evidence of poor financial management and oversight, such as through consistent overspending the school's budget beyond agreed thresholds.</li> </ul>	<p>Audit reports</p>
<p><b>To be identified as being in receipt of an intensive offer, evidence needs to identify one or more of the following</b></p>	
<p><b>Intensive Offer</b></p>	
<p>QA professional does not agree with the school's self-evaluation</p>	<p>ASP – Analyse School Performance / FFT Aspire</p>
<p>The school is judged by Ofsted to have serious weakness or to need special measures</p>	<p>Integrated Data Set</p>

<p>Safeguarding procedures are not fully in place</p> <p>The school is judged by Ofsted to Require Improvement and the progress towards improvement is not accelerated.</p> <p>The school meets the statutory guidance for schools causing concern</p> <p>Concerns about the effectiveness of the school are raised from a range of sources including parents, governors, staff, pupils and /or leaders</p> <p>Data trend identifies school as coasting and RSC requires additional action over and above what the leadership team and governors are currently pursuing.</p> <p>Significant increase over time of complaints</p> <p>Significant increase in number of exclusions Meeting problematic approach that requires officer intervention to support in-year admissions</p> <p>Financial monitoring identifies significant budgetary concerns</p> <p>There has been a serious breakdown in how the school is managed or governed which is likely to impact on pupil outcomes.</p>	<p>LA safeguarding audit (section 147)</p> <p>School Development Plan</p> <p>QA visit and reports</p> <p>DfE identification</p> <p>Ofsted report</p> <p>LA intelligence</p> <p>LA Dashboard analysis</p> <p>Attendance Data/ Officers</p> <p>Admissions complaints</p> <p>LA review</p> <p>Complaints ( to the LA and Ofsted)</p> <p>Parent View</p> <p>SSQA</p> <p>Financial monitoring reports</p> <p>Audit reports</p>
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## Appendix 2

### **Establishing a school to school support agreement and approach to monitoring and evaluating impact.**

For the 2019/20 academic year, the DfE will be offering support to schools that either enter the 2019/20 academic year with a 'requires improvement' (RI) judgement for overall effectiveness or receive a 'requires improvement' judgement during the 2019 to 2020 academic year. The Teaching Schools Council will co-ordinate the support and match NLEs to schools.

For schools where support and intervention is brokered through the Teachings Schools and strategic partners, the following documents will be used.

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## Manchester School Improvement Partnership – Brokered Support Agreement

Supporting School/TSA Details		Partner School Details	
School name / address / telephone number / email address:		School name / address / telephone number / email address:	
Linked TSA:		Headteacher:	
Headteacher:		Agreed number of days:	
Chair of governors:		Commencement date:	
Staff deployed in the intervention:			
LA contact		Key areas for support/intervention	
SSQA name / tel number / email:		1.	
QA professional name / email address		2.	
		3.	
		4.	
		5.	

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Signed \_\_\_\_\_ (Headteacher: Supporting School TSA/\*)

\_\_\_\_\_ (Headteacher: partner school\*)

Date \_\_\_\_\_

**\*In signing this agreement Head teachers confirm that they have secured governors' endorsement for participation in the specified support work.**

*Copy to be retained by supporting school, teaching school, partner school, LA contact.*



## Manchester School Improvement Partnership – Brokered Support Agreement

### Action Planning

Key Areas	Actions	By Whom	When	Expected Impact/Outcomes
1.				
2.				
3.				
4.				
5.				
<b>Progress review points and dates, expected completion date, arrangements for sustained improvement review</b>				
Interim 1:				
Interim 2:				
Final Review:				
Sustained progress review:				

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## Manchester School Improvement Partnership – Brokered Support Agreement

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### Review and Evaluation

Progress review date:		Evidence base
People present	Role	<ul style="list-style-type: none"> <li></li> <li></li> <li></li> </ul>
Discussion outcomes		
Points to be addressed before the next progress review		
Progress review date:		Evidence base
People present	Role	<ul style="list-style-type: none"> <li></li> <li></li> <li></li> </ul>
Discussion outcomes		
Points to be addressed before the next progress review		

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Appendix 1, Item 3

## Manchester School Improvement Partnership – Brokered Support Agreement

Final evaluation date:		Evidence base
People present	Role	<ul style="list-style-type: none"> <li></li> <li></li> <li></li> </ul>
Impact of the brokered support (quantitative and qualitative)		
Points to be addressed by the partner school in order to sustain the impact		
Sustained Progress Review:		Evidence base
People present	Role	<ul style="list-style-type: none"> <li></li> <li></li> <li></li> </ul>
Medium to long term impact of the brokered support (quantitative and qualitative)		
Future actions, partnerships, developments in order to build upon sustained progress		

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## Early Years Quality Assurance Protocol April 2018

This document details the policies and procedures through which Manchester Local Authority (LA) works with all Early Years Provider in order to ensure that every child achieves the best possible standards

A strong and positive partnership between the Local Authority and all Early Years Providers is central to the success of the city and the City Council's ambition to make Manchester a place where families choose to live and work. To benefit from the opportunities the city offers it is important that children are given the foundation to be successful in school and leave with the skills, qualifications and resilience to fulfil their learning potential.

Accessing high-quality early years childcare has been identified as contributing positively to improving outcomes for children, leaving them well placed for future achievement and lifelong learning. The Early Years Quality Assurance Team supports settings and the Local Authority (LA) to communicate a shared vision for quality, supporting Early Years settings to aspire to providing high quality services

*"Everyone working together to make sure that all Manchester children in their early years has the opportunity to be the best they can be"*

### Statutory Context for Early Years Providers

To be registered on the Early Years Register, all applicants must demonstrate that they meet all the safeguarding and welfare and the learning and development requirements of the Government document, 'Statutory requirements for the Early Years Foundation Stage 2017 (EYFS).' This sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe. Ofsted are the body responsible for evaluating the overall quality and standards of early years provision in line with the principles and requirements of the 'Early Years Inspection Handbook 2018 '

The Early Years Foundation Stage (EYFS) 2017 and the Ofsted Early Years Inspection Handbook 2018 make reference to the following legislation and guidance:

- The Childcare Act 2006 39(1)(a).
- The Childcare Act 2006 39(1)(b)
- The Childcare (Exemptions from Registration) Order 2008
- Childcare (Provision of Information about Young Children (England) Regulations 2009.
- Childcare (Early Years Register) Regulations 2012. Schedule 1, Part 1 and Part 2 (amended the 2008 Regulations)
- Rehabilitation of Offenders Act 1974
- Safeguarding Vulnerable Groups Act 2006 Section 35
- The Childcare (Disqualification) Regulations Act 2009 Regulation 12
- The Data Protection Act 1998 (Now amended to the GDPR regulation 2018)
- Working Together to Safeguard Children 2015

- Prevent duty guidance for England and Wales 2015
- SEND Code of Practice 2015
- EYFS Annex A: Criteria for effective PFA training

### The Role of the Local Authority Early Years Quality Assurance Team

*A child's earliest years, from their birth to the time they reach statutory school age, are crucial. All the research shows that this stage of learning and development matters more than any other. If we get the early years right, we pave the way for a lifetime of achievement. We know from the outcomes of Ofsted inspections that the overall quality of provision for this age group in England is better now than it has ever been. In March 2016, 86% of all registered early years providers (that is, nurseries, pre-schools and childminders) were judged as good or outstanding. (Unknown children – destined for disadvantage? Ofsted July 2016, No. 160044)*

The Local Authority Early Years Quality Assurance Team has regard for duties under section 2 of the Childcare Act 2016 and sections 6, 7, 7A, 9A, 12 and 13 of the Childcare Act 2006 in the following ways:

Secure information, advice and training for providers in their area on the following matters:

- meeting the requirements of the Early Years Foundation Stage;
- meeting the needs of children with special educational needs and disabilities, vulnerable and disadvantaged children; and
- effective safeguarding and child protection.

Secure information, advice and training on the matters for the following providers:

- those registered on the Ofsted Early Years Register who are judged less than 'good' by Ofsted in their most recent inspection report;
- newly registered providers on the Ofsted Early Years Register who have not yet had an inspection report published;
- those on Part A (the compulsory part) of the Ofsted General Childcare Register who are assessed by Ofsted as not having met the requirements of registration or the requirements relating to their activities.

Local authorities have the power to:

Provide information, advice and training for all early years and childcare providers (including employees and prospective providers). Local authorities may provide information, advice and training if this is requested by the provider. Local authorities are able to offer support to settings rated good or outstanding if there is evidence of need but cannot require this support is taken up.

### The Quality Assurance Process

The Quality Assurance process strives to ensure that all children have access to good quality childcare and are able to take up their free hours in a high quality setting. Evidence shows that higher quality provision has greater developmental



benefits for children, particularly for the most disadvantaged children leading to better outcomes.

All registered Early Years Providers have a named Quality Assurance Officer who plays a key role in visiting settings to maintain an up to date knowledge of individual strengths and areas for development and by signposting to additional support as needed.

A dedicated Early Years Safeguarding Lead works within the Quality Assurance Team to support providers in ensuring that statutory child protection legislative requirements are met and to advise on any safeguarding and/or child protection queries that may arise. Support is given via targeted safeguarding audits, training and regular information sharing.

Senior Quality Assurance Officers additionally retain an overview of performance and outcomes across the city and report to strategy.

All Quality Assurance Officers work with partner agencies to:

- Rely on the Ofsted inspection judgement of the provider as the benchmark of quality
- Not fund providers who do not actively promote fundamental British values or if they promote views or theories as fact which are contrary to established scientific or historical evidence and explanations
- Only fund places for two-year-old children in 'satisfactory' or 'requires improvement' providers where there is not sufficient, accessible 'good' or 'outstanding' provision
- Fund providers with an Ofsted inspection judgement of 'met' until their Ofsted quality inspection judgement is published. Local authorities should not fund providers with an Ofsted inspection judgement of 'not met'.
- Secure alternative provision and withdraw funding from a provider as soon as is practicable, when Ofsted publish an inspection judgement of the provider of 'inadequate'.
- Consider any information published by Ofsted about a provider including the recent history about childcare provision by a particular provider or agency or childcare provision at a particular address. This may include, for example, where the local authority has concerns that a provider judged "inadequate" by Ofsted may have re-registered their setting with Ofsted to avoid making the quality improvements identified by Ofsted.

The Local Authority's approach to securing improvement of Early Years Settings centres on the quality assurance of self-evaluation, providing challenge and supporting next steps for action.

Self-evaluation is delivered via the Quality Assurance Framework (QAF)

### **What does the QAF consist of?**

Five sections including:

- Leadership and management
- Care and welfare
- Learning and development
- Inclusion - supporting children with additional needs
- Partnerships with parents, agencies and the wider community

### **How does the QAF work?**

Settings and the local authority work together to come to a supported judgement about quality in each of the five areas and to set out the next steps for improvement. The setting and the local authority will agree a judgement of quality.

### **Providers Causing Concern**

All settings have at least one annual visit from a Quality assurance Officer. Frequency of further support visits to settings are prioritised in the following way:

Based on Ofsted Outcomes:

- Inadequate judgement - monthly visit
- Requires Improvement judgement - bi monthly visit
- Awaiting First Inspection – termly visit
- Due inspection within 12 months – termly visit
- Setting moving regularly between Inadequate to Requires Improvement judgements– as required

Based on local intelligence:

- Setting with new/inexperienced Manager – termly visit
- MCC Tendered Day-care – termly visit
- Complaints/Concerns raised – as required

## The Manchester Quality Assurance Framework

Accessing high-quality early years childcare has been identified as contributing positively to improving outcomes for children, leaving them well placed for future achievement and lifelong learning. The Early Years Quality Assurance Framework supports settings and the local authority to communicate a shared vision for quality, supporting Early Years settings to aspire to providing high-quality services.

### What does the Quality Assurance Framework consist of?

- Leadership and management.
- Care and welfare.
- Learning and development.
- Inclusion – supporting children with additional needs.
- Partnerships with parents, agencies and the wider community.

### How does the Quality Assurance Framework work?

Settings and the local authority work together to come to a supported judgement about quality in each of the five areas and to set out the next steps for improvement. The Early Years childcare providers and the local authority will agree a judgement of quality.

### What do the judgements mean?



**Enhancing** – means that the setting far exceeds minimum standards and is highly effective in enhancing provision and ensuring a cycle of continuous improvement.

**Enabling** – means that the setting is above minimum standards and is securing improvements.

**Participating** – means that the setting is meeting minimum standards and is beginning to put in place more effective practices.

Until providers complete the process they can display the 'Participating' logo.

Gold and Silver awards are given to settings who have successfully completed the process.

## Useful links

**To download the Quality Assurance Framework, visit:**  
[manchester.gov.uk/qaf](http://manchester.gov.uk/qaf)

**Manchester childcare directory:** [hsm.manchester.gov.uk](http://hsm.manchester.gov.uk)

**To become a childminder, contact:**  
[childminding@manchester.gov.uk](mailto:childminding@manchester.gov.uk)

**To offer Early Years Funded places, contact:**  
[ey-free.entitlement@manchester.gov.uk](mailto:ey-free.entitlement@manchester.gov.uk)

**For SEN support, contact:**  
[rodneyhouse.manchester.sch.uk](mailto:rodneyhouse.manchester.sch.uk)

**Manchester Children's Centres**  
[manchester.gov.uk/childrenscentres](http://manchester.gov.uk/childrenscentres)

**Early Help**  
[hsm.manchester.gov.uk](http://hsm.manchester.gov.uk)

## Contact us

Please contact the Early Years Quality Assurance Team for further support and advice

**North Manchester**  
Lesley Rudge  
email: [l.rudge@manchester.gov.uk](mailto:l.rudge@manchester.gov.uk)

**Central Manchester**  
Jennie Henry  
email: [j.henry@manchester.gov.uk](mailto:j.henry@manchester.gov.uk)

**South Manchester or Wythenshawe**  
Gill Blackwell  
email: [g.blackwell@manchester.gov.uk](mailto:g.blackwell@manchester.gov.uk)

**Early Years Safeguarding Lead**  
Sue Fletcher  
email: [s.fletcher1@manchester.gov.uk](mailto:s.fletcher1@manchester.gov.uk)

# Early Years Quality Assurance Team

Directorate for Children and Families



*"Everyone working together to provide opportunities, for Manchester children, to be the best they can be".*

### The Early Years Quality Assurance Team

The Early Years Quality Assurance Team work with Ofsted-registered Early Years childcare providers, this includes nurseries, out-of-school clubs, and childminders. This ensures there is high-quality provision and good outcomes for Manchester children.

#### The team consists of:

- three FTE Senior Quality Assurance Officers
- seven FTE Quality Assurance Officers

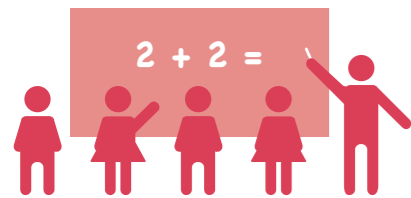
#### We quality-assure:



**160+**  
group childcare providers  
on the Early Years Register



**400+**  
childminders on the Early Years Register  
(and VCR and CCR)



**Primary schools**  
providing places for funded two-year-olds

#### We also offer:



**advice and guidance**  
to prospective Early Years providers

#### The team provides:

- pre-registration daycare and childminder briefings
- visits to new and pre-registration settings and childminders
- a childminder pre-registration briefing and course twice a year
- Quality Assurance Framework visits
- termly Early Years Development Forums for settings
- termly Quality Forums for childminders
- membership of Manchester's Children's Centre Advisory Boards
- training, mentoring and coaching to settings and childminders in need of development
- support to inadequate settings and childminders
- current Early Years and childcare updates to ensure legal requirements are met
- representation on strategic and regional groups
- administration of the Ofsted daily feed and updates to the childcare database for families.

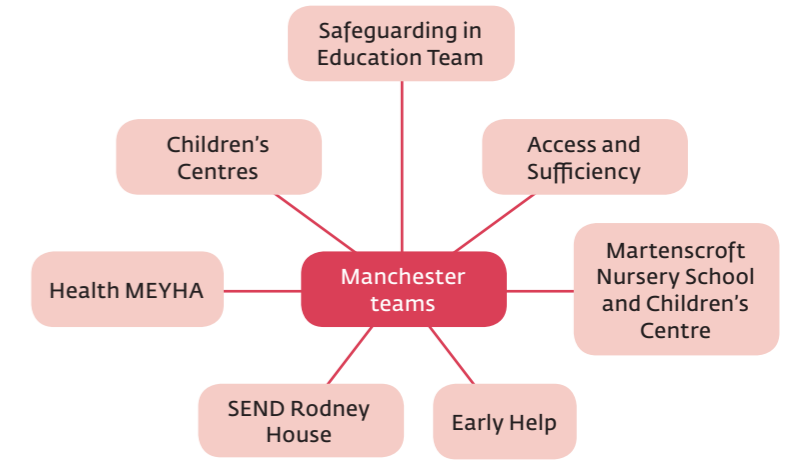
#### Early Years Safeguarding lead

- Safeguarding audits.
- Safeguarding training and advice.
- Safeguarding strategic meetings.

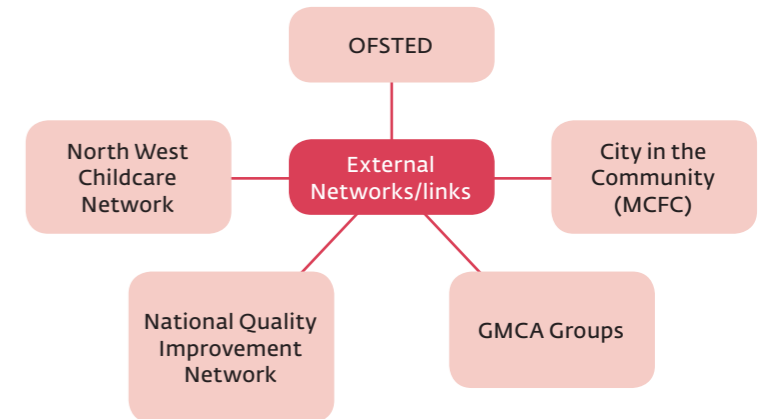
#### Prioritisation of visits and offer to Manchester Early Years settings

Setting	Visit frequency
Inadequate settings	Monthly visits
Requires improvement settings	Bimonthly visit
Awaiting first inspection	Termly visit
Due inspection within 12 months	Termly visit
Setting with new/inexperienced manager	Termly visit
Council tendered daycare	Termly visit
Complaints/concerns raised	As required
All settings	At least one annual visit

#### Key Partners are:



#### Our Networks are:




**Ofsted inspection outcomes 1 September 2019 – 8 January 2020**

School	Previous Ofsted outcome	Date of most recent inspection	Ofsted outcome	Ofsted report published Y/N
Collyhurst Nursery School (S8)	Outstanding	11/09/19	Outstanding	Y
Benchill Primary School (S5)	Good	11/09/19	Good	Y
Longsight Community Primary (S8)	Good	24/09/19	Good	Y
Abbey Hey Primary Academy (S5)	Good	01/10/19	Good	Y
St John's RC Primary (S8 deemed S5)	Outstanding	08/10/19	Good	Y
Northenden Community Primary (S8 deemed S5)	Outstanding	22/10/19	Good	Y
Webster Primary Academy (S8)	Good	23/10/19	Good	Y
St Wilfrid's RC Hulme (S8)	Good	31/10/19	Good	Y
Newall Green High (S8)	Special Measures	19/11/19	Taking effective action	Y
Varna Community (S8 MFL)	Outstanding	26/11/19	N/A	Y
St Anne's Ancoats (S8)	Good	26/11/19	Good	Y
King David Primary (S8 MFL)	Outstanding	28/11/19	N/A	Y
St Anthony's RC Academy (S8)	Good	10/12/19		N
St Augustine's CofE Pri (S8)	Good	10/12/19		N
TEMA (S5)	Requires Improvement	11/12/19		N
St Chad's RC Primary (S5)	Good	08/01/20		N

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### Early Years Ofsted Inspection Outcomes October 15 2019 – January 15 2020

Setting	Previous Ofsted outcome	Date of most recent inspection	Ofsted outcome	Report published Y/N
Deedee's	First inspection	23/10/2019	Requires Improvement	Y
Rainbow Kids Club	Outstanding	25/10/2019	Met	Y
<b>Bubbly Bear Ltd</b>	<b>Requires Improvement</b>	<b>14/11/2019</b>	<b>Requires Improvement</b>	<b>Y</b>
Elm Grove Kids Club	Outstanding	08/11/2019	Met	Y
Kidszone OOS	Outstanding	03/12/2019	Met	Y
Little Faces Nursery @ Manchester Airport	First Inspection	19/11/2019	Good	Y
Old Moat Childcare	First inspection	19/11/2019	Good	Y
<b>Tiddlywinks Out Of School Club</b>	<b>Outstanding</b>	<b>19/11/2019</b>	<b>Met</b>	<b>Y</b>
<b>Foundation Years Nurseries Debdale Park</b>	<b>Good</b>	<b>11/12/2019</b>	<b>Good</b>	<b>Y</b>

9 Inspections

3 Good

2 RI

4 Met

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# Inspection of Bubbly Bear Ltd

27 Lomond Road, Manchester M22 5JA

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Inspection date: 14 November 2019

<b>Overall effectiveness</b>	<b>Requires improvement</b>
The quality of education	<b>Requires improvement</b>
Behaviour and attitudes	<b>Requires improvement</b>
Personal development	<b>Requires improvement</b>
Leadership and management	<b>Requires improvement</b>
Overall effectiveness at previous inspection	Requires improvement

## **What is it like to attend this early years setting?**

### **The provision requires improvement**

The nursery is warm and welcoming. Children arrive happy and develop close relationships with friendly and caring staff. However, the quality of education and staff practice is not good enough. Recent changes in the current staff team have caused some disruption, as a result some procedures are still to be embedded into practice. Children are safe. Babies show their confidence with the equipment in place, as they confidently climb steps and whoosh excitedly down the slide, happy to experience and take on new challenges. All children enjoy the well-resourced and enabling indoor environment. However, the outdoor area is less appealing and offers limited opportunities for children to develop their skills in all the areas of learning.

Although behaviour strategies and good hygiene routines are in place, staff do not always adhere to these. As a result, children do not have a consistent approach to learn about good manners and the rules within the setting. Despite this, children do progress in their learning and have opportunities to develop some new skills. Staff make learning fun for the children.

### **What does the early years setting do well and what does it need to do better?**

- The manager has worked hard to address the action and recommendations raised at the last inspection. Established focused areas of learning have been created within the rooms to help children engage with their learning. The outdoor area has been made safe and new fencing is now in place. However, activities for children who prefer to explore and learn outdoors offer less challenge and motivation. This has a negative impact on children's overall learning opportunities.
- The manager monitors staff practice through observation, regular supervision sessions and team meetings. Despite this, the new staff team is yet to embed good working practices into daily routines. This would help to raise the quality of teaching to a consistently high level. For example, visual prompts show no more than two children are allowed to play in the water or sand at any time. However, staff fail to remind children of the rules when four children gather at the tray.
- Younger children enjoy problem-solving activities. They begin to understand about different sizes and space as they play with the hairdresser curlers. Children enjoy placing these inside or on top of each other to build a tower. However, some activities are not well matched to children's age and stage of development. As a result, some children are not challenged enough, while others become disengaged as the task is too difficult or lengthy.
- Staff do not always promote good manners with children. Children leave the table during meal and snack times. They wander around with food in their hands and staff fail to explain to them that they need to return to the table while they

eat. Good manners are not consistently applied as children are not reminded to say 'please' and 'thank you' when asking for food and drink, while others talk with their mouths full.

- Staff offer effective support and comfort to children, especially babies. They tilt a sleep mattress, allowing a child who is struggling to have a better sleep. Children are offered a cuddle and a drink as they wake up from their afternoon nap by kind staff who show their concern for their well-being.
- Parents are very complimentary about the staff, and the flexibility of the setting to meet their changing needs. Daily diaries and verbal feedback help parents know and understand what their child has been doing in nursery. Home learning sacks are available for parents to use. These help with ideas on supporting their child's learning at home through different topics, such as potty training.
- Children have regular opportunities to enjoy the local community and facilities. For example, older children travel to on the tram to attend weekly swimming lessons. This gives children experiences to help promote their confidence, which has a positive impact on the next stage in their learning, such as starting school.

## Safeguarding

The arrangements for safeguarding are effective.

Staff know and understand what to do should they have any concerns about a child's safety. They are aware of the role of the local authority and when to contact them to report any concerns. Internet use is monitored, and children are well supervised when using the computer for research purposes. Risk assessment is comprehensive. Staff fully understand their roles and responsibilities in keeping children safe. Broken or damaged equipment is quickly removed to ensure children's safety while they play.

## What does the setting need to do to improve?

**To meet the requirements of the early years foundation stage and Childcare Register the provider must:**

	<b>Due date</b>
ensure daily routines prepare all children, even the youngest, to adopt consistent good table manners and behaviour to support their personal, social and emotional development.	05/12/2019

**To further improve the quality of the early years provision, the provider should:**

- develop the outdoor space to provide more stimulating and interesting

- experiences in all areas of learning for children who prefer to learn outdoors
- strengthen and fully embed systems to monitor and support staff, to address areas of weakness and achieve consistent strong practice
  - review the planning of activities for all children, in order to challenge and stretch children according to their age and stage of development.

## Setting details

<b>Unique reference number</b>	EY497468
<b>Local authority</b>	Manchester
<b>Inspection number</b>	10115547
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 to 5
<b>Total number of places</b>	38
<b>Number of children on roll</b>	43
<b>Name of registered person</b>	Bubbly Bear Ltd
<b>Registered person unique reference number</b>	RP535120
<b>Telephone number</b>	01619718966
<b>Date of previous inspection</b>	7 May 2019

## Information about this early years setting

Bubbly Bear Ltd registered in 2016. The nursery employs eight members of childcare staff. Of these, three hold appropriate early years qualifications at level 3. Sessions are from 7am until 7pm Monday to Friday. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
 Lesley Bott

### Inspection activities

- The manager and inspector completed a learning walk around the nursery.
- The inspector held discussions with the manager and staff at appropriate times throughout the inspection. Evidence was checked regarding the suitability of staff working with children.
- A joint observation was carried out with the manager.
- Consideration was given to parents' comments.
- The inspector spoke to children throughout the inspection.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

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# Inspection of Foundation Years Nurseries Debdale Park

Debdale Park Beehive 1075, Hyde Road, Manchester M18 7LJ

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Inspection date: 11 December 2019

**Overall effectiveness** **Good**

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The quality of education

**Good**

Behaviour and attitudes

**Good**

Personal development

**Good**

Leadership and management

**Good**

Overall effectiveness at previous  
inspection

Outstanding

## **What is it like to attend this early years setting?**

### **The provision is good**

The managers are passionate about the care and education they offer. They have a clear vision which they share with staff and parents to nurture young children and learn about nature. The nursery is welcoming and exciting both indoors and outdoors. Children are encouraged to embrace outdoor learning at every opportunity. Children take care of resources and learn about recycling and the environment. They grow their own fruit trees and enjoy collecting apples and pears to eat at snack time. Children are involved in many exciting community projects, for instance being involved with the nearby ecocentre. Managers have put in place a curriculum that builds on what children already know and can do. Children's interests and current abilities inform their next steps in learning.

Children feel safe and secure and enjoy their time at nursery. Staff have close relationships with children, who go to their key person for comfort. Children feel reassured because they are familiar with routines. Staff have high expectations of children's behaviour and are positive role models for them. They teach children how to look after themselves and to respect and understand others. Children develop positive attitudes and learn to socialise with others. Children manage their emotions well with the support of caring, knowledgeable and patient staff.

### **What does the early years setting do well and what does it need to do better?**

- Staff have good knowledge of how individual children learn. They know their key children well and plan teaching based around their individual interests. Children are motivated, engaged and clearly enjoy their time at the setting. Staff consistently praise children's achievements and this encourages their perseverance and progress.
- All children make good progress from their starting points. This includes children who speak English as an additional language and children with special educational needs and/or disabilities. Staff access speech and language support for children. Strategies are in place to help children to develop language further, which involves their families. For example, information is displayed in different languages for parents to access.
- Children have a wide range of experiences involving the local community. They go on regular 'learning walks' in the local woodland and park with staff. Children explore nature and learn about the environment. They also learn about different cultures and beliefs. This helps children to be accepting and understanding of others.
- Staff have high expectations of children's behaviour. Children understand the effect they have on others. They help each other to learn how to put on their coats, hats and boots when they go outside. They praise each other for their efforts. Staff are positive role models and expect children to take care of

themselves, others and the environment. Routines are consistent as staff use clear communication and children know what to expect.

- Children are encouraged to take risks when playing in the woodland garden area. They climb on a variety of equipment, run and hide in the trees. Staff discuss with children how to keep safe on the wet ground while doing this. Children understand how to keep themselves safe in different situations.
- Children learn about their community as they take part in local community events. They have recently taken part in a local Remembrance Day service in the nearby woodland. They also take part in recycling and learn about waste management at the local ecocentre. This helps children to learn experience the wider world in ways they might not otherwise access.
- Staff report feeling supported with their workload by each other and the management. Opportunities for professional discussions and supervisions take place regularly. However, staff training and opportunities for professional development for all staff are not precisely targeted and monitored to ensure a consistent impact on the quality of teaching.
- Managers actively help parents to access support for their families and signpost them to local services. This includes applying for school places and services for children with additional needs. Any funding received is used effectively to enhance experiences and outcomes for children.
- Parents are very involved in the settling in process when starting nursery. This helps children to feel emotionally settled. Parents are informed of their child's progress and have excellent communication with their key person. Parents and families are extremely complimentary about the staff team. They actively recommend the nursery to others.

## **Safeguarding**

The arrangements for safeguarding are effective.

The management and staff attend safeguarding training and have updates at monthly staff meetings. Staff are knowledgeable about signs and symptoms of abuse and know what to do if they are worried about a child or family. They know who to contact and the correct processes to follow. Staff have completed training in wider safeguarding issues to broaden their awareness. This ensures they have the knowledge to be able to keep the children in their care safe and access the correct support when needed. The nursery is safe and secure and well maintained.

## **What does the setting need to do to improve?**

**To further improve the quality of the early years provision, the provider should:**

- plan staff supervision even more precisely to ensure that training is specifically targeted to enhance the quality of teaching and further improve professional development opportunities for all staff.

## Setting details

<b>Unique reference number</b>	EY474512
<b>Local authority</b>	Manchester
<b>Inspection number</b>	10109857
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 to 4
<b>Total number of places</b>	47
<b>Number of children on roll</b>	67
<b>Name of registered person</b>	Foundation Years Nurseries Debdale Ltd
<b>Registered person unique reference number</b>	RP901114
<b>Telephone number</b>	01612226050
<b>Date of previous inspection</b>	15 August 2014

## Information about this early years setting

Foundation Years Nurseries Debdale Park registered in 2014 and is situated within Debdale Park, in the Gorton area of Manchester. The nursery operates from Monday to Friday, all year round, except bank holidays and between Christmas and New Year. Sessions are from 8am until 5.30pm. The nursery also provides holiday care for children aged five and over. It receives funding for the provision of free early years education for two-, three- and four-year-old children. The nursery employs 15 members staff. Of these, 11 hold relevant early years qualifications, including the manager.

## Information about this inspection

### Inspector

Jasmin Sanders

## **Inspection activities**

- The inspector took part in a tour of all areas of the nursery with the manager and discussed the implementation of the curriculum.
- Parents and families of children spoke to the inspector about their experience of the effectiveness of the care and education which the nursery offers.
- The manager and a room leader took part in a joint observation and evaluation of practice with the inspector to look at the quality of teaching.
- Discussions and document reviews were held with managers and staff, where appropriate, by the inspector to evaluate the effectiveness of safeguarding processes, self-evaluation, staff supervision and training.
- Staff assessments of children's progress from their starting points were discussed with key persons and the coordinator for special educational needs to evaluate the impact of the curriculum on outcomes for children.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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# Inspection of Tiddlywinks Out Of School Club (TOOSC)

St Clare's RC Primary School, Blackley, Manchester M9 0RR

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Inspection date: 19 November 2019

**The quality and standards of early years provision**

**This inspection**

**Met**

Previous inspection

Outstanding

## **What is it like to attend this early years setting?**

### **This provision meets requirements**

Children bubble with enthusiasm as they arrive for their afternoon at the club, having been brought safely from their classrooms by the club staff. They are spoilt for choice by the vast array of activities available to them. They thoroughly enjoy mixing potions from gloop and foam, creating forts, painting watercolours and building robots with craft materials. At other times, they enjoy an energetic game of dodgeball outside. Activities change on a regular basis, ensuring that children always have opportunity to experience something new. Children say that the club is 'magnificent!'.

Older children are considerate of the younger children at the club. They talk with genuine pride about how they help younger children settle in when they first start attending. Younger children are confident and happy in the club. During the inspection, younger children invited older children to come and play with them and help them out. Staff know the children well, and are adept at ensuring positive behaviours in the club. Children have created the 'golden rules' of behaviour to follow at the club. This sense of ownership contributes to their courteous conduct towards others.

### **What does the early years setting do well and what does it need to do better?**

- Staff at the club know the importance of complementing children's learning at school. They obtain information from the host school about children's next steps each half term. This is used to great effect as activities and resources are planned to help consolidate children's learning. For example, children are supported in their counting. Staff also help children to develop their confidence to play with larger groups of children.
- Staff continually seek the views of children and parents on how to make improvements at the club. This helps to ensure that children always have things to do which interest them. They also communicate with parents through a half termly newsletter, which keeps parents up to date on forthcoming events.
- Leaders have exceptionally high standards and are always reflecting on how to further enhance the standards at the club. This has resulted in staff undertaking training on how to support children's positive behaviour and how to encourage boys to be more considerate of others.
- Children are provided with a healthy variety of food. They get to choose from lots of fresh fruit such as apples, oranges, pears, and fresh salad. Snack time is a great opportunity for children to show their independence. Children know to wash their hands before eating, serve themselves and spread margarine on their own crackers. However, while drinking water and juice, that is freely available, the youngest children cannot get this for themselves because the jugs are too



large and heavy for them to pour. That said, staff are attentive to children's needs and make sure that children get as much to drink as they need.

- Staff help children to learn about the wider world. They are active partners in children's play, talking to them about the seasons and the changes they see around them. Children are keen to find out about far-flung places and the animals that inhabit them, including the Antarctic. Staff plan and set up activities to follow this interest. Children enjoy confidently sharing new facts, such as it being a desert, and that penguins live there but polar bears do not.
- Parents are complimentary about how caring and nurturing the staff are and say that the club is a relaxed environment. This is echoed by the children who say the 'staff are fantastic superstars' and that 'everyone is kind'.
- Children get to take part in fun and interesting activities all the time. For example, children make their own play dough using flour, water, oil and food colouring. Younger children learn to measure, follow instructions, be patient, experience new textures and develop the muscles in their hands as they mix the dough.

## Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that all staff complete their training in relation to safeguarding. Staff are confident in their knowledge of the types of abuse and indicators that would cause them concern about a child. The club has a comprehensive safeguarding and child protection policy for staff to refer to. It clearly sets out key contacts should staff need to refer any concerns they have. Staff share information with parents and children about the 'Prevent' duty, and have age-appropriate conversations with the children on this subject. Strong partnerships with the host school means that staff at the club are aware of any ongoing safeguarding concerns relating to the children they look after. This means that they can put any necessary measures in place to keep children safe.

## Setting details

<b>Unique reference number</b>	EY410883
<b>Local authority</b>	Manchester
<b>Inspection number</b>	10129195
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Out-of-school day care
<b>Age range of children</b>	3 to 11
<b>Total number of places</b>	40
<b>Number of children on roll</b>	44
<b>Name of registered person</b>	Tiddlywinks Day Nursery Ltd
<b>Registered person unique reference number</b>	RP526674
<b>Telephone number</b>	07875 246463
<b>Date of previous inspection</b>	9 October 2015

## Information about this early years setting

Tiddlywinks Out Of School Club registered in 2010. The club employs five members of childcare staff. Of these, four hold appropriate early years qualifications at level 3 and above, including one with early years professional status. The club opens from Monday to Friday term time only. Sessions are from 3.15pm until 6pm.

## Information about this inspection

### Inspector

Richard Sutcliffe

### Inspection activities

- A tour of the club was completed by the inspector, both indoors and outdoors, to ascertain the selection of activities available to children.
- The activities the children took part in were observed by the inspector.
- The inspector reviewed a selection of documentation including those pertaining to staff suitability, the club's safeguarding policy, and how the club gathers the views of children and parents.
- The inspector talked to children and parents to find out what they think about the club.
- Discussions were held between the inspector, staff and the club manager about how the club complements the children's education.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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Title	Ofsted Subgroup
Membership	Councillors Hewitson, Kilpatrick, Lovecy (Chair), McHale, Madeline Monaghan, Reeves, Reid and Stone, Mrs Miles and Dr Omara
Lead Executive Members	Councillor Bridges - Executive Member for Children's Services
Strategic Directors	Paul Marshall - Strategic Director of Children's Services Amanda Corcoran – Director of Education
Lead Officers	Liz Clarke - Senior Schools Quality Assurance Officer Sean McKendrick - Deputy Director of Children's Services
Contact officer	Rachel McKeon - Scrutiny Support
Rationale	<p>This Subgroup has been established to:</p> <ul style="list-style-type: none"> <li>• consider inspection reports and performance information for Manchester Schools;</li> <li>• consider inspection reports and performance information for Manchester Children's Centres</li> <li>• consider inspection reports and performance information for Daycare providers in Manchester</li> <li>• consider inspection reports and performance information for childminders in Manchester</li> <li>• consider inspection reports and performance information for Manchester City Council-owned children's homes</li> <li>• consider Ofsted inspections and guidance into how local authorities secure school improvement</li> <li>• liaise with Council Officers, School Staff and Early Years staff to identify barriers to performance</li> <li>• make any necessary recommendations to the Children and Young People Scrutiny Committee</li> </ul>
Operation	This Subgroup will meet periodically and report its findings to the Children and Young People Scrutiny Committee by submitting minutes to the Committee.
Access to Information	<p>Meetings of this Subgroup will be open to members of the press and public except where information which is confidential or exempt from publication is being considered.</p> <p>Papers for the Subgroup will be made available to members of the press and public on the Council's website and in the Rates Hall of the Town Hall Extension except where information which is confidential or exempt from publication is being considered.</p>
Schedule of Meetings	22 January 2020 18 March 2020

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**Children and Young People Scrutiny Committee  
Ofsted Subgroup  
Work Programme – January 2020**

<b>Wednesday 22 January 2020, 2pm (Report deadline Monday 13 January 2020)</b>				
<b>Item</b>	<b>Purpose of Report</b>	<b>Lead Officer</b>	<b>Executive Member</b>	<b>Comments</b>
Feedback on School Visits	To receive Members' feedback on recent school visits.	-	-	
Support to Schools and Early Years Settings	To receive a report giving an overview of the support available to schools and early years settings and how well this is working.	Liz Clarke	Councillor Bridges	See October 2019 minutes
Ofsted Inspections of Manchester Schools	To receive a list of all Manchester schools which have been inspected since the last meeting and the judgements awarded. To consider inspection reports for a selection of the schools.	Liz Clarke Rachel McKeon	Councillor Bridges	
Daycare Providers	To receive a summary of Ofsted inspection information for daycare providers. To consider inspection reports and performance information for a selection of daycare providers.	Liz Clarke Rachel McKeon	Councillor Bridges	
Terms of Reference and Work Programme	To review the Terms of Reference and work programme.	Rachel McKeon	-	

<b>Wednesday 18 March 2020, 2pm (Report deadline Monday 9 March 2020)</b>				
<b>Item</b>	<b>Purpose of Report</b>	<b>Lead Officer</b>	<b>Executive Member</b>	<b>Comments</b>
Ofsted Inspections of Childminders	To receive a report on Ofsted inspections of childminders.	Liz Clarke	Councillor Bridges	See March 2019 minutes
Ofsted Inspections of Manchester Schools	To receive a list of all Manchester schools which have been inspected since the last meeting and the judgements	Liz Clarke Rachel McKeon	Councillor Bridges	

	awarded. To consider inspection reports for a selection of the schools.			
Daycare Providers	To receive a summary of Ofsted inspection information for daycare providers. To consider inspection reports and performance information for a selection of daycare providers.	Liz Clarke Rachel McKeon	Councillor Bridges	
Terms of Reference and Work Programme	To review the Terms of Reference and work programme.	Rachel McKeon	-	