



Overview and Scrutiny Ofsted Subgroup

Date: Wednesday, 24 November 2021

Time: 10.00 am

Venue: Council Chamber, Level 2, Town Hall Extension

Everyone is welcome to attend this subgroup meeting.

Access to the Public Gallery

Access to the Public Gallery is on Level 3 of the Town Hall Extension, using the lift or stairs in the lobby of the Mount Street entrance to the Extension. **There is no public access from any other entrance.**

Membership

Councillors – Lovecy (Chair), Bano, Foley, Hewitson, Nunney and Reid

Agenda

1. **Minutes** 3 - 8
To approve as a correct record the minutes of the meeting held on 22 January 2020.

2. **Responding to Children in Need of Help, Support and Protection** 9 - 50
Two presentations previously submitted to the Children and Young People Scrutiny Committee are attached as background information.

3. **Ofsted Inspections of Manchester Schools**

- 3a. **Manchester Enterprise Academy Wythenshawe** 51 - 58

4. **Terms of Reference and Work Programme** 59 - 62
Report of the Governance and Scrutiny Support Unit

To review the Terms of Reference and Work Programme of the Subgroup.

Further Information

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

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This agenda was issued on **Tuesday, 16 November 2021** by the Governance and Scrutiny Support Unit, Manchester City Council, Level 3, Town Hall Extension (Lloyd Street Elevation), Manchester M60 2LA.

Children and Young People Scrutiny Committee – Ofsted Subgroup

Minutes of the meeting held on 22 January 2020

Present:

Councillor Lovecy – in the Chair
Councillors Reid and Stone

Apologies:

Dr W Omara, Parent Governor Representatives

CYP/OSG/20/01 Minutes

Decision

To approve as a correct record the minutes of the meeting held on 13 November 2019.

CYP/OSG/20/02 Feedback on School Visits

The Chair reported that Members of the Subgroup had recently visited Manchester Communication Academy, Abbott Community Primary School and Ashgate Specialist Support School, which, she advised, were all fantastic schools.

Members discussed the visit to Manchester Communication Academy, highlighting the recording studio, the breakfast club, the activities available, community engagement and the inclusive nature of the school. Members also discussed the challenges of open plan buildings, with the Head of School Quality Assurance and Strategic SEND commenting that most schools built as part of the Building Schools for the Future project had been built as open plan with flexible walls but that most had since made changes to create contained classrooms. In response to a comment from the Chair, she informed Members that the school was currently making some changes to address a budget deficit.

Members discussed the visit to Abbott Community Primary School, highlighting the pro-active headteacher, the breakfast club, which had improved punctuality, the links to the local community and the library. Members also discussed the proposed expansion of the school, the challenges that small schools faced when they expanded rapidly and the importance of the headteacher and the Council having an adequate voice in the process. The Head of School Quality Assurance and Strategic SEND outlined the process for this and how the Council and the school leadership team were involved. She reported that many schools had now expanded so the learning from these experiences would be utilised to better manage future school expansions. She advised the Subgroup that she would pass Members' comments on to the Director of Education and the Head of Access.

Members discussed the visit to Ashgate Specialist Support School. The Chair commented that it was an excellent school and that she had been very impressed by the progress that the children had made by Key Stage 2. She reported that the staff understood the pupils' needs and that the children learnt to manage their own

behaviour. The Subgroup discussed whether some children who were being supported in mainstream education would be better placed in special schools. A Member commented that, wherever possible, children with Special Educational Needs and Disability (SEND) should be placed in mainstream schools with additional support but that there were some children for whom a special school was the best option. The Head of School Quality Assurance and Strategic SEND informed Members about the work to increase the number of special school places in the city, while noting that places were being filled as soon as they became available. A Member commented that, while the funding for the High Needs Block of the Dedicated Schools Grant had now been increased, it had previously been frozen for several years. The Subgroup discussed the co-location of special schools and mainstream schools, noting that in some cases this was working well but in others the schools did not engage with each other.

The Chair informed Members that she had written to the schools to thank them for accommodating the visits.

Decision

To note the oral reports.

CYP/OSG/20/03 Support to Schools and Early Years Settings

The Subgroup considered the information that had been submitted which provided an overview of the support available to schools and early years settings.

Officers gave an overview of the information provided including:

- The Council's offer to schools;
- School Quality Assurance Protocol;
- Early Years Quality Assurance Protocol; and
- The work of the Early Years Quality Assurance Team.

The Chair requested that this information be circulated to all Members of the Children and Young People Scrutiny Committee.

A Member welcomed the support that the Quality Assurance Team provided to Manchester schools, citing an example of a school they had helped. The Head of School Quality Assurance and Strategic SEND highlighted the positive feedback received from the Greater Manchester Peer Challenge review of Manchester's school improvement work.

A Member advised that, where schools were not engaging, officers should inform Ward Councillors who might be able to assist. The Chair recognised the importance of Ward Councillors being involved in school improvement and the role they could play. In response to a Member's question, the Senior School Quality Assurance Officer updated Members on the work of the Manchester Schools Alliance.

In response to a question from the Chair, the Senior School Quality Assurance Officer outlined how her team used its influence, brokered support for schools and

provided quality assurance of this. The Chair recognised the strategic thinking and quality of work taking place with reduced resources.

In response to a question from the Chair, the Senior Quality Assurance Officer (Early Years) informed Members of work to address school readiness, including promoting a shared understanding of what school readiness was as, she advised, nurseries, parents and primary schools could all have different expectations about what children should be able to do when they started school.

Decision

To request that this information be circulated to all Members of the Children and Young People Scrutiny Committee.

CYP/OSG/20/04 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 this information.

The Subgroup considered the recent Ofsted special measures monitoring inspection report for Newall Green High School, noting that this was the third monitoring inspection since the school had become subject to special measures following the inspection that had taken place in March 2018. At the latest monitoring inspection, Ofsted had judged that leaders and managers at the school were taking effective action towards the removal of special measures. The Senior School Quality Assurance Officer provided an overview of the findings, commenting that the school was engaging well with the Quality Assurance Team and had been receiving additional support from the team, due to being in special measures. She reported that the trust which ran the school had approached the Department for Education to discuss closing the school and that, if this went ahead, the Council would support parents through the admissions process to find new school places for their children.

Members welcomed the progress that was being made in improving the school and stated their opposition to proposals to close the school. A Member reported that the Council's Executive was opposed to the proposed closure of the school and that this issue would also be considered at the next meeting of the Children and Young People Scrutiny Committee on 5 February 2020. The Head of School Quality Assurance and Strategic SEND advised Members that schools which were judged as 'inadequate' could over time see a reduction in their school roll, which then made it more challenging to improve, and that the falling school roll was the reason given for the proposal to close Newall Green High School.

The Subgroup discussed the ability of other Wythenshawe schools to absorb the 360 pupils who would need a new school place if the school closed. The Head of School Quality Assurance and Strategic SEND advised the Subgroup that there were some places available at other Wythenshawe schools but some parents were concerned about siblings being able to attend the same school and parents of children with Special Educational Needs and Disability (SEND) were concerned about finding another school which would meet their child's needs; however, she reiterated the

Council's commitment to providing support to the families who would be affected by the proposed closure and informed Members that the Admissions Team was already working to identify other school places for the affected pupils.

The Subgroup considered the recent Ofsted inspection report for St Anne's RC Primary School in Ancoats, which continued to be judged as 'good' by Ofsted. The Senior School Quality Assurance Officer outlined the strengths and areas for improvement identified through the inspection. The Chair commented that this was a good report and recommended that the Subgroup write to the school to congratulate them.

The Subgroup considered the recent Ofsted inspection report for St John's RC Primary School. The Senior School Quality Assurance Officer reported that the school had last been inspected in November 2006, when it had been judged outstanding, and had then been re-inspected in October 2019 under the new Ofsted Framework, when it had been judged as 'good'. She reported that the senior leadership team and almost all of the teaching staff had changed since the last inspection and that the school had self-assessed as being 'good'. She informed Members that the school had been working with the Quality Assurance Team and outlined the support that was being provided to them. She highlighted some of the key points from the inspection report.

The Chair welcomed the subsidised trips abroad for pupils and praised the work of the headteacher. A Member expressed concern at the length of time between Ofsted inspections, which was due to the school having previously been judged as 'outstanding' and advised that, based on his knowledge of the school, the report was a realistic appraisal of the school. The Head of School Quality Assurance and Strategic SEND welcomed the Department for Education's proposal that 'outstanding' schools should no longer be exempt from routine Ofsted inspections. A Member recommended that the Subgroup write to the school to congratulate them on their recent Ofsted report and support them on their journey back to 'outstanding'.

The Subgroup considered the recent Ofsted inspection report for Varna Community Primary School. The Senior School Quality Assurance Officer informed Members that this had been a thematic inspection to better understand the school's curriculum and that the school's Ofsted judgement did not change as a result of this type of visit. She reported that the inspection had focused on languages provision (Spanish), which was a specialism for the school, and highlighted some of the strengths and areas for improvement detailed in the report. A Member welcomed the report and that Spanish was a strength for the school.

Decision

To write to St Anne's RC Primary School and St John's RC Primary School to congratulate them on their recent Ofsted reports.

CYP/OSG/20/04 Ofsted Inspections of Daycare Providers

The Subgroup considered the recent Ofsted inspection report for Bubbly Bear Ltd. The Senior Quality Assurance Officer (Early Years) informed Members that the

setting had been judged as 'requires improvement' for a second time; however, she advised Members that they now had a strong manager in place and that the Ofsted inspector had found that the setting had some strengths and had the capacity to improve. She also outlined the support that was being provided to help them to improve. In response to a question from the Chair, she confirmed that it was expected that the setting would improve.

The Subgroup considered the recent Ofsted inspection report for Foundation Years Nurseries Debdale Park. The Senior Quality Assurance Officer (Early Years) provided Members with an overview of the setting, reporting that its Ofsted judgement had changed from 'outstanding' to 'good' under the new Ofsted Framework. A Member reported that the nursery was involved in the local community and that the children enjoyed their time there. He suggested that the Subgroup visit the nursery.

The Subgroup considered the recent Ofsted inspection report for Tiddlywinks Out Of School Club, which had previously been judged as 'outstanding' and which had been judged as having 'met' the quality and standards of early years provision at its most recent inspection. The Senior Quality Assurance Officer (Early Years) reported that all the standalone out of school clubs in Manchester had been judged as 'good' or 'outstanding' but that Ofsted now only judged out of school clubs as either having 'met' or 'not met' the quality and standards of early years provision. In response to a question from the Chair, she advised that this was because out of school settings were play-based rather than education-based.

Decision

To request that a visit to Foundation Years Nurseries Debdale Park be arranged for Members of the Subgroup.

CYP/OSG/20/05 Terms of Reference and Work Programme

The Subgroup considered the Terms and Reference and Work Programme.

Decision

To approve the Terms of Reference and Work Programme.

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Children's and Young People Scrutiny Committee



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Responding to Children in Need of Help, Support and Protection

Sean McKendrick, Deputy Director Children's Services

July 2021

 Think before you print

Overview of the ILCAS Framework

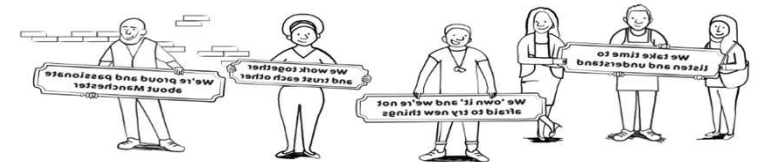
- These inspections focus on the effectiveness of local authority services and arrangements:
 - to help and protect children
 - the experiences and progress of children in care wherever they live, including those children who return home
 - the arrangements for permanence for children who are looked after, including adoption
 - the experiences and progress of care leavers
- OFSTED also evaluate:
 - the effectiveness of leaders and managers
 - the impact they have on the lives of children and young people
 - the quality of professional practice

OFSTED approach to inspection

- intelligent: inspections will be evidence-led, and we will work to ensure that evaluation tools and frameworks are valid and reliable
- responsible: frameworks will be fair and transparent OFSTED We will seek to reduce inspection burdens and make our expectations and findings clear
- focused: OFSTED will target our time and resources where they can lead directly to improvement

ILACS is further underpinned by 3 principles that apply to all social care inspections. Inspection should:

- focus on the things that matter most to children's lives
- be consistent in our expectations of providers
- prioritise work where improvement is needed most



Social work practice

- When talking to social workers about practice, inspectors are likely to ask questions about a range of issues, for example:
- the quality and impact of supervision and management oversight
- the ways in which they are helped to strengthen families and minimise risk
- workloads and workload management
- the availability, quality and impact of training and development opportunities
- the impact on practice of multi-agency training and the dissemination of learning from national or local learning reviews

Our Principles

Relationship Focused Practice

The basis for change lies within the child's family relationships and network. Relationship focused practice engages with existing networks to build resilience and capacity to resolve difficulties and end harmful behaviours. It is non-judgemental, respectful engagement that honours children's, families and our own experiences, building on strengths and working together, with our partners, to develop empowered supportive and problem-solving networks.

We work together with children, residents and local services, and across public services like schools, health services, housing and the police, to do everything we can to build a safe, happy, healthy and successful future for Manchester's children and young people and their families.

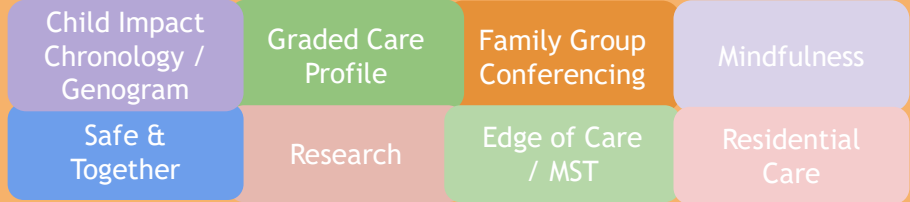
Our Approach

Signs of Safety

Signs of Safety has been adopted by Manchester City Council Children's Services as the overarching practice framework for all of its work with children and families. This purposeful and collaborative way of working recognises families strengths and expertise to develop their own solutions to promote the safety and wellbeing for children and young people. Applying a stance of critical inquiry, asking our best questions to gain detailed, behavioural information, with examples, not making assumptions, remembering every family functions in it's own, individual environment.

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Evidence Based Knowledgeable

Our work is informed and purposeful through the use of tools, complementary models, and research to evidence decision making and the most appropriate support and interventions.



Our Behaviours

Intentional & Passionate

We Work With:
↳ Children, families, our partners, communities and each other with a shared understanding.



We Work skillfully:
↳ Asking our best questions and taking time to listen to children, families, and partners to understand their stories,



We Work to enable:
↳ Using our knowledge, professional curiosity, making the best of opportunities to promote impactful. change.



We Work to Strengthen:
↳ Identifying, and building on what is working well. Being open, informed and responsive, validating strength and using healthy challenge,

Our Impact

Goals & Objectives

↳ For all children to have the opportunity grow up having fun, opportunities to take part in leisure and culture activities, and having good social, emotional, and mental wellbeing.

↳ Provide stability for children to allow them to have healthy, meaningful and supportive relationships, with less children living away from their families.

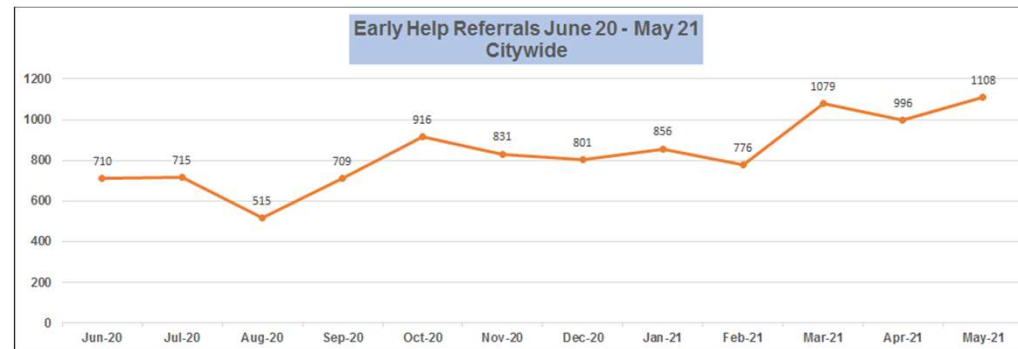
↳ To build increased resilience within children and families, ensuring children have a voice and opportunities to contribute in their community.

↳ Ensure children and families are safe, can aspire, succeed, live well and grow up healthy and happy.

The front door – areas for inspection

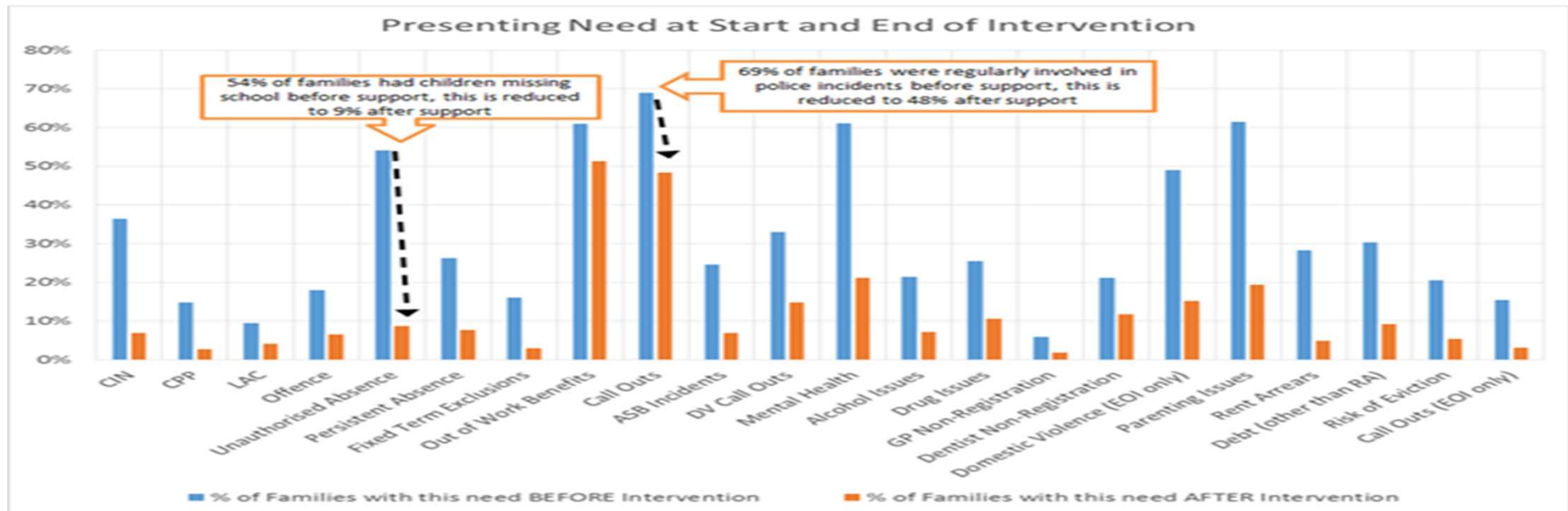
- who are at risk of harm (but who have not yet reached the ‘significant harm’ threshold) and for whom a preventative service would provide the help that they and their family need to reduce the likelihood of that risk of harm escalating and to reduce the need for statutory intervention
- who have been referred to the local authority, including those for whom urgent action has to be taken to protect them; those subject to further assessment (including children subject to private fostering arrangements) and those subject to child protection enquiries
- who become the subject of a multi-agency child protection plan that sets out the help they and their families will receive to keep them safe and promote their welfare
- who have been assessed as no longer needing a child protection plan, but who may need continuing help and support
- who are receiving (or whose families are receiving) social work services because there are significant levels of concern about their safety and welfare, but these have not reached the significant harm threshold or the threshold to become looked after
- who are missing from education or are being offered alternative provision

Early Help – what we know



- Our data tells us that demand for Early Help Hub services has remained high throughout the pandemic and is increasing. In the 3 months prior to lockdown, the hubs received an average of 672 requests for support a month. In the last 3 months, the average has been 1,052.
- Data and practitioner feedback indicates that families have increasingly complex needs, especially related to mental well-being (particularly maternal and adolescent), housing, finance/debt and parenting.
- The hubs have also received requests for support from families who would never previously have sought help around child behaviors, education and parenting concerns during lockdown this has resulted in more short term (preventative) intervention

What are Early Help doing?



- The graph above demonstrates the positive outcomes that our families achieve with Early Help support.
- We take a whole family approach which is strengths based and inclusive of the wishes and feelings of all family members. Getting the right support to families at the right time is crucial and our data tells us that timely decisions are achieved at the first point of contact.. Partners play an active role in supporting families and are an integral part of the early help offer.
- Audit work and family feedback tells us that the hubs deliver good quality support to families.

Early Help Preventative and step down measures

Developed an approach to meeting the needs of new parents and established a Thriving Babies, Confident Parents offer sponsored and overseen by the Centre for Excellence

Our Start Well strategy is evidencing a more cohesive strategic relationship between early years and early help services and improved identification of families who need support

Implemented changes to our structure to ensure improved oversight of our practice including placing additional resources at the front door to meet demand and give greater management oversight.

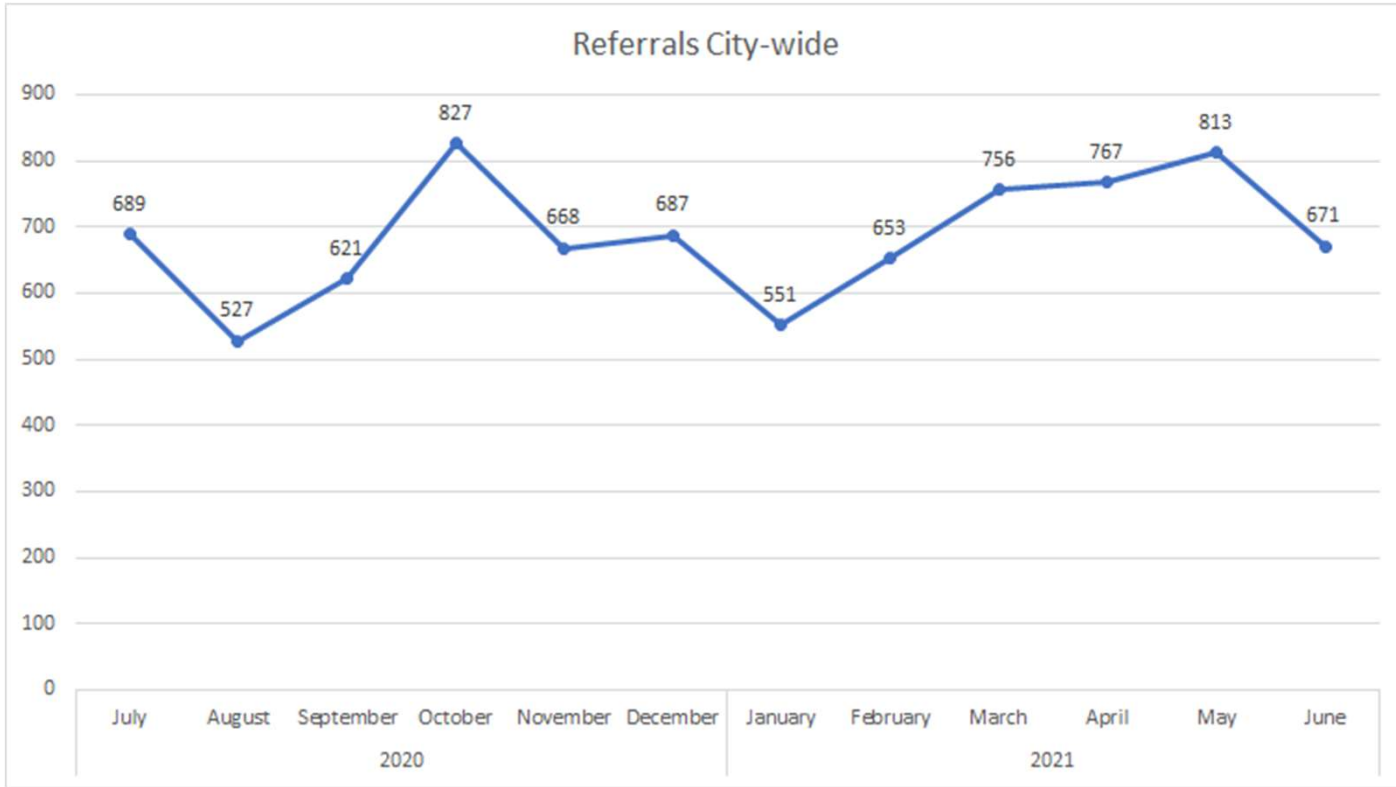
Delivered a Parenting Helpline to provide support during the summer holiday/periods of school closure

Administered the Winter Covid Relief Scheme

The Early Help Inclusion Team are working on a Contextual Safeguarding Pilot with GM

Been integral to the establishment of the North Thrive Hub to ensure robust pathways of mental health support for our young people

Working with Housing Options and GM to develop a more integrated offer to prevent rooflessness and support homeless families



Front door arrangements - managing referrals to the Local Authority

- Our co designed Advice Guidance and support services are collocated multi agency hubs providing a proportionate and timely service to children who are referred to the local authority .
- The service has , in its early days, been supported by Lancaster University and has more recently been peer reviewed by Leeds City Council
- Due to social distance the model , not the service has been impacted by COVID . In order to relaunch we have renewed a range of policies, procedure and practice including audit arrangements in line with the recommendations of our self-assessment and the afore mentioned peer review
- We have relentlessly focused on our golden threads of effective social work practice :management oversight voice of the child engaging parents and carers impact chronologies quality of assessment and plan and doing with not to, to drive practice in improvements
- We have aligned our Quality assurance framework to support these golden threads
- 1 in 5 referrals are referrals for domestic violence in line with previous recommendations from OFSTED - we have developed a new triaging approach to domestic violence ensuring referrals are completed within 24 hours.
- Simultaneously we are implementing e our Safe and together approach to practice internationally recognized suite of tools and interventions designed to help child welfare professionals become domestic violence-informed.

Where action is required to protect children

- With co-location Children who require a section 47 strategy meeting and /or immediate protection measures are ensured have a speedy response from the co-located geographical Police DST
- Our complex safeguarding hub works alongside locality based social workers to provide child protection support to children deploying the evidence - based model Achieving change together which following a recent study has proven highly effective in reducing harm to young people
- The format of Child Protection Conferences allows for a strength-based approach with families while remaining focused on risk and robust plans, including safety plans. Over the last twelve months we have continued to see strong partnership attendance at conferences that allows for effective sharing of information to inform decision making and identify good quality plans
- When children are stepped down we have arrangements through Cin Panels and meetings to manage their ongoing needs
- Every child who comes into the care of the local authority has a peer led or service led review of the decision to determine appropriateness and whether there were realistic alternatives
- Our governance arrangements to promote the quality of practice ensures a direct line of sight, close the loop, from the children's leadership team to front line practice to the quality

What does our data tell us – CP and assessments.

- rates of referrals reduced from 1092 per 10,000 in 17/18 to 558 per 10,000) this supports our strategic desire to ensure the service is proportionate and children get the right help at the right time from the right professional
- Re referral rates to children's social care is at an all- time low at 20.1% evidencing an increasing ability to do the right thing at the right time
- We are 92.9% compliant on CP visits within timescales evidencing children where there are significant concerns are seen regularly
- Our on time in initial child protection conferences is good at 97.6%
- Our review conferences are timely at 96.4% on time and partnership attendance is good ; thus providing a basis for effective planning
- our rates of children subject to child protection planning have decreased and are in line with statistical neighbours; supported by auditing we believe the reduction points to a more proportionate service and one that is more comfortable in managing risk
- 89 % of assessments are completed on time providing a timely response to the needs of children
- In the first quarter of the year 250 children's files were audited with 90% of these been judged to be good or requires some degree of improvement to be good. 7% were judged to be outstanding and 3% inadequate.
- 84 % of audits are carried out alongside the working thus committing to our commitment to support and develop staff

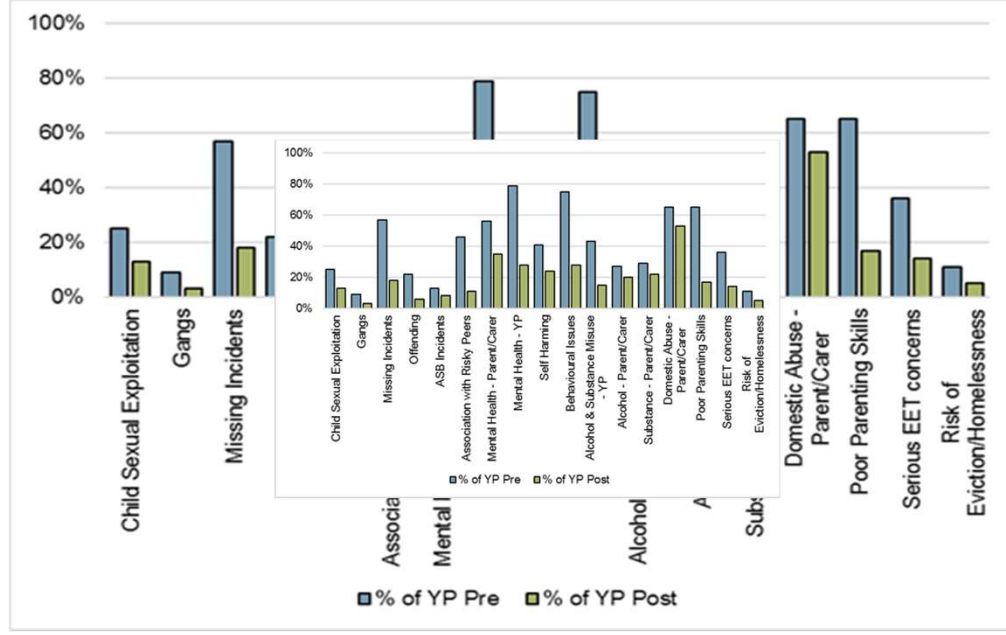
Children Missing Education (CME)

- CME function sits within the School Admissions team with a dedicated small team. It is therefore fully integrated with the school application and adding/removing a child from a school register processes. The team also receive notifications from schools when a pupil has an unauthorised absence for 10 days or more.
- Clear policy established which all schools know and engage with.
- Children whose whereabouts is reported by schools as unknown are traced by the team using a range of sources of information and contacts with other agencies such as border control, health, HMRC, social care and other Local authorities etc. The vast majority of children are located.
- Schools are challenged when pupils are incorrectly taken off roll.
- Numbers of CME are monitored through a monthly Access Board and score card. A Quality Assurance process has been introduced with senior managers sampling cases.
- During the pandemic the number of notifications received by the CME team has significantly increased due to numbers of families travelling abroad and the team is being expanded to deal with this increase. Work to locate children whose whereabouts is unknown has also been impacted by reduced capacity to support this work in key agencies such as border control and HMRC.
- All children not on a school roll during the periods of national lockdown received regular welfare checks and were offered a remote education offer provided by One Education.

Children where there are concerns but have not reached the threshold to become looked after

- We have a strong and experienced edge of care panel who offer advice and resource to social workers where children meet the requirement for more intensive support
- Following work across Greater Manchester we have extended Alonzi , our principal edge of care offer by increasing staff , offering more evidenced based interventions, family group conferences and AIM assessments
- Forecasting an increasing for greater collaboration with mental health providers we will look to evaluate and further develop the role of Alonzi hub and generally and in particular the role of the resident clinical psychologist and relationship with other providers of mental health support services
- The residential / respite aspect of the offer has been judged by OFSTED as Outstanding on three separate occasions.
- Our complex safeguarding hub a multi-agency co located service provides a dynamic evidenced based services that supports our most vulnerable children who are subject to an edge of care support, as part of the GM approach the service had been subject to significant and rigorous evaluation including a peer review learning from these the service will continue to grow and develop
- We continue to invest in support for families including but not limited to BIG Manchester AFRUCA, and Multi Systemic therapy to support children where there are significant concerns

Edge of Care – Alonzi House outcomes

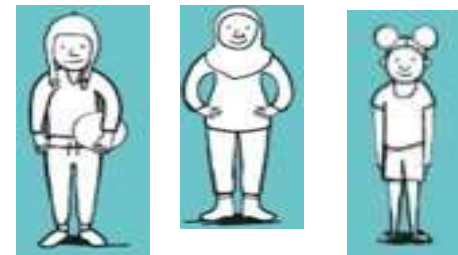


Outcomes CSH outcomes for children closed to the hub

- 60% of those who used the service re-engaged with education, employment and training,
 - 86% engaged with service are living in stable accommodation,
 - 76% where missing incidents had reduced, 8
 - 86% where at least one agreed goal had been achieved
 - and 75% where the young person had formed at least one positive trusted relationship.
-
- * to note some of this cohort will also be looked after

Next Steps

- Ongoing focus on prevention and earlier intervention with a particular focus on extending parenting support and improve interfaces with mental health support services and the family poverty strategy
- Ongoing delivery of vulnerable babies' confident parents intervention (babies born in lockdown)
- Improving the connectivity between audit and personal and organisational learning
- Improve the quality of consistency of good Child in Need planning
- Ensure our assessments are focused , understanding the experiences of children and young people and are reviewed and adapted , where required, to meet the needs of children
- Implement the co-produced with parents offer to provide outreached respite care to support more families where caring for children affected by disability requires such support
- Continuous focus on the delivery of our golden threads promoted by our staff development programme, effective oversight and supervision by managers and evaluated by our auditing
- Maintain and improve on our edge of care offer through the development of partnership with parents and children and young people and our partners
- Maintain the ongoing focus of recruitment and retention



Childrens Scrutiny presentation

Presentation content

- Decision making in practice focusing on early permanence, family time and the legal gateway process.
- The role and function of the Independent Reviewing service.
- Engagement and participation of children and young people.
- Quality of care planning, including pathway planning.
- Providing stability and permanence for children.
- Risk management with specific focus on the role of the complex safeguarding hub .
- Health data and impacts on children
- Permanence and placement stability
- The virtual school contributing to preventing NEET

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We work together with children, residents and local services, and across public services like schools, health services, housing and the police, to do everything we can to build a safe, happy, healthy and successful future for Manchester's children and young people and their families.

Our Approach

Signs of Safety

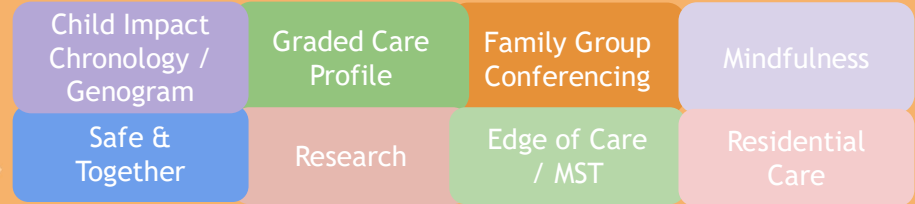


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Our work is informed and purposeful through the use of tools, complementary models, and research to evidence decision making and the most appropriate support and interventions.

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Evidence Based & Knowledgeable



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↳ Children, families, our partners, communities and each other with a shared understanding.



We Work skillfully:

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We Work to enable:

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Goals & Objectives

↳ For all children to have the opportunity grow up having fun, opportunities to take part in leisure and culture activities, and having good social, emotional, and mental wellbeing.

↳ Provide stability for children to allow them to have healthy, meaningful and supportive relationships, with less children living away from their families.

↳ To build increased resilience within children and families, ensuring children have a voice and opportunities to contribute in their community.

↳ Ensure children and families are safe, can aspire, succeed, live well and grow up healthy and happy.

Our Children

- We believe our practice has matured and grown we are confident, ensuring children and families are given the right help at the right time at the earliest opportunity.
- Our Golden Threads has been the constant in our work through the pandemic, most notably the embedded practice of 'Working With..' not 'Doing To'.
- Our data evidences this strongly by significantly over-performing the national trend in reducing our Child Protection cohort (reducing the rate per 10,000 from 81 in March 2018 to 46 in March 2021 whilst the national average decreased from 45 to 43 over the same period) and maintaining a stable Children in Need population (rate per 10,000 in March was 433 in 2019, 434 in 2020 and 432 in 2021).
- This least interventionist approach extends to the levels of confidence in ensuring taking our children into care is a last resort, only when all other avenues have been safely exhausted. (Looked After Children numbers reduced from 1,407 in March 2020 to 1,371 in March 2021)
- The level of planning, scrutiny and confidence in making decisions about care has improved, utilizing a robust pre-proceedings process

Permanence Planning

- Securing permanence for children at pace – practice priority during pandemic to not allow pandemic to impact on securing children loving homes.
- Each month a peer audit exercise completed on all children entering care.
- Permanence Policy, practice and procedure embedded - supported by internal audit and a forthcoming LGA peer review arranged to test practice further.
- The number of both Special Guardianship Orders and Adoptions in the year (61 and 29 respectively) were lower than 2019/20 (65 and 52). This can be explained by a decrease in court capacity during lockdown and subsequent significant delays in the court process, which is a regional and national issue.
- However, the number of children on a Placement Order at the end of March 2021 increased from 50 in March 2020 to 74 and the number of children placed with their prospective adopter awaiting an Adoption Order from Court increased from 22 to 40 over the same period, indicating strong performance despite pandemic.
- 79% of our children have a permanence plan for in place by 2nd LAC review. We are focusing on improving this
- There is strong multi agency planning evidenced in our planning for children informed by audits, which also confirm an improvement in the quality of assessments.

Family time

- The Family Time Service have reviewed their assessment tool with legal and senior social workers making it more robust and consistent with current practice using the SOS (Signs of Safety) model.
- Family time has increased its offer from virtual (March 2020) to all school age children having increased to weekly and up to 90 minutes. For babies and children not of school age this is now twice weekly.
- Staff have undertaken a significant programme of training, a review of the service including the future shape of the service is ongoing.
- Family Time is currently recruiting to 3 x FTE posts.
- Family time service is currently working with 213 families.
- We have listened to families and are working with staff and Trade Unions to further develop our family time service to align to the wishes, views and needs of our children and families .

Legal Gateway Process

- **Appropriate referrals continue to be made to Legal Gateway**
- **Increase in pre proceedings decisions** We have seen an increase each quarter in the decision to issue pre-proceedings Increase of 7 cases (25 children) than previous quarter.)
- **Quality of Practice** – There is improved consistency of practice across the city. We have seen the number of cases being deferred or not agreed for Legal Gateway lower compared to previous years.
- **Review of our LGW and pre proceedings processes against the PLWG best practice guidance** indicates that Manchester is already working in line with most of this recommended guidance but aims to make further improvements.
- **Review of our pre proceedings work with the other GM authorities via PLO subgroup project** indicates that Manchester is leading GMA in pre proceedings work in terms of data collection, tracking and analysis of performance/ outcomes for children, although there is more to do.
- **Responses in relation to Public Working Group** – Legal and social work group commenced working on standards, performance measurement tool and learning to support practice development.

Effective Decision Making

- Alongside staff we reviewed our principal assessment tool the child and family assessment
- 88% (July) of Our children visited by their allocated social worker.
- 90% of assessment visits to children taking place face to face
- 95% of children are seen alone to ensure social workers have a good understanding of their daily lived experiences.
- Our assessment model Signs of Safety is well embedded and recognised by OFSTED as such
- Assessments in timescale are 86.6 % in time ,overdue reports are tracked
- Quality Assurance of visits to children indicates that social workers are undertaking direct work with the children and have a good relationship with children.

Role of the IRO & CP Chairs



Influence of Role

- IRO are responsible for ensuring Children and Young People's review meetings take place in a timely manner and work alongside children and young people so that all relevant people are involved.
- Children and young people are encouraged to actively engage and participate in their meetings, this includes to chair the meeting themselves or co-chair meetings with the IRO.
- IRO make sure that the planning for children is of a good quality and that the local authority is effective in its role as a “corporate parent” to Our children and young people in care. IROs ensure that interventions are effective, and that permanence is achieved in a timely manner and is robust in its planning.
- IROs focus on driving aspirations for children and ensuring that they are healthy, happy, safe and successful, by ensuring we write child friendly accounts of meetings and decisions that can be understood by children and young people.
- When there are practice issues IROs will seek to resolve the issues with Social Workers in the first instance to improve the outcomes for children.

Impact of role of IROs in Manchester

- Strong **footprint** of IRO on children's files with oversight of progression of plans between reviews. This allows for early identification of any practice issues.
- IRO involved in monthly **audits and feedback** of Our Children with regular learning sessions for the service around areas of improvement. Findings feed into the overall monthly quality assurance report around learning, impact and development for service.
- **Links between localities and IRO service** is strong with Safeguarding Managers attending each localities "Close the Loops" and contribute to the agenda and locality planning.
- When there are **practice issues** IROS resolve the issues with Social Workers in the first instance to improve the outcomes for children. Over the last twelve months the key themes for resolution have been on quality of care plans, implementations of the Care Planning or decision making and ensuring children have up to date assessments and records.



- **96% of Children and Young People participated in their review meeting in 2020/2021.**
- **IRO s raise on average 70 practice issues per month that are resolved in a timely manner and impact monitored to see progression for children.**
- **LAC reviews in timescale 97.4%**
- **IRO have regular monthly supervision.**

Participation and Engagement (Voice & Influence)

Collective responsibility of all professionals

- Participation & Engagement - part of day-to-day practice, is variable and wide ranging not just an isolated activity with small numbers of children. Engagement Champions in all teams to ensure the voice of our children and young people .
- Regular oversight over what children & young people tell us which in turn influences service design.
- 94% of our young people aged 2-17 have a Personal Education Plan in place and their views, wishes and feelings are regularly captured and acted upon.

Refreshed Children in Care Council (Cooperative)

- All 'Our' looked after children, young people and care leavers are part of ***Manchester's Children in Care Cooperative*** and supported by their professional of choice to lead via their natural 'comfort zones' as and when they want to and in a way that suits them best..

Regular Events & Consultations

- Engagement & participation is wide reaching and not tokenistic.
- Year of the Child
- Our Manchester Experience designed by children and young people for children and young people.

All teams Contribute to Annual Children & Young People's engagement report.

The Journey from Voice to Influence – Children and Young People

Engagement

- Day-to-day practice
- Events/activities/groups
- Virtual contact – catch-ups/ Forums.

A variety of forms to allow for all children and young people to engage in a way that they feel most comfortable.

Listen, Capture and Demonstrate Change

- Working with children and young people, not 'doing to' them.
- Relationship
- Respect
- Trust.

Be flexible rather than prescriptive.

Share

- With your team/line managers
- With colleagues outside of your team
- With enablers such as Engagement Leads and Engagement Champions
- With your community.

An opportunity to identify themes and see the bigger picture.

Review

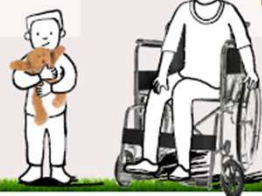
- What is the impact?
- Collective and individual voice
- Check with the child or young person, and your colleagues
- Change if appropriate.

You said, we did. Did we get it right?

Influence

- Decision-makers (primarily children and young people, where appropriate)
- Front-Line staff
- Children's Leadership Team (CLT)
- Members
- Scrutiny Committees.

Children and young people play a critical role in the influencing process.



Care planning Dip sampling evidence

- Most care plans show detailed insights into children's circumstances and needs.
- Workers are working hard to achieve permanence in all care plans. There are Permanence Planning meetings are the norm
- There is little evidence of any drift or delay in care planning and plans are clear and focused.
- The contribution of SSWs and multi-agency partners is not always evidenced, but the views of children and parents are clear and helpful.
- The cultural and identity needs of children as well as contingency planning need to be better evidenced within care plans (although may be evidenced elsewhere).
- There is generally very good compliance and there was only one out of timescales.

Improving care planning Impact

- There is increased support to our newly qualified staff as we notice an increased contribution from Advanced Practitioners to plans
- Voice of the children and parents are helping to shape plans
- Multi agency planning is evident
- Drift and delay is significantly less evident and is challenged
- Permanence policy is driving effective care planning
- Workers show good insight into the needs of children (QAF)
- More Permanency planning meetings informing plans
- Increased placement stability
- Early contingency plans are being pursued to avoid disruption for the children
- Cultural needs identified better

Care planning Pathway Plans

- 86% of our young people have pathway plan updated in the last 6 months. 14% of our young people have pathway plans updated by their workers and going through quality assurance process by their managers.
- From our quality assurance work on pathway plans, it notes that our workers have effective relationships with young people and their views are taken into consideration in planning, with further evidence of good coordination between agencies to offer support and supporting young people build/maintain relationships with birth families.
- Young people's pathway plans cover holistic needs such as accommodation, education and emotional wellbeing. However, we will continue to focus on the quality of pathway plans and its impact on young people as well as timeliness of updating pathway plans.

In-Touch with Young People

- We are in-touch 91% of our young people, as per statutory timescales of at least every 8 weeks. However, contacts with young people are driven by their assessed needs outlined in their pathway plans.
- 92.5 % of young people we were in touch in the last 8 weeks, however we have been in touch with the vast majority of this cohort in 8 to 12 weeks. 1.5% (13) of our young people the service is not genuinely in touch due to young people living abroad/deported, whereabouts unknown and refusing to engage or keep in touch.
- All our 16/17 year- old young people have visited by their allocated social worker.
- As Covid 19 restrictions are lifting Personal Advisors are in undertaking more face-to- face meetings with our young people.
- The quality assurance process indicates that PA are having meaningful contact with young people i.e. ascertaining their wishes and feelings, having high aspirations and quality of relationship with their PA.
- In-Touch will continue to be a priority for the service as we want to ensure all our young people are supported and we maintain good quality relationships with them.

Stability and Permanence

- We have recently refreshed our foster care Recruitment and Retention Strategy and recruited a new manager to lead on this aspect.
- We have reviewed our training offer to our foster carers and are in the process of commissioning a new training contract.
- there is an increase in the use of permanency planning meetings for children across our localities and permanence teams, a total of 922 meetings have taken place since April 21.
- Permanence planning meetings are used to drive the plans for children and bring together the team around the child who are responsible for aspects of the care plan.
- We are improving our system to ensure children are matched and placed permanently
- Where appropriate children are matched to their care givers providing a sense of belonging to the family and stability for their continued care.

Outcomes for our Young People

- The majority of our children and young people (82%) are supported within family-based care arrangements
- The impact of our effective care planning, placement finding and matching functions has led to a reduction in the number of children experiencing 3 or more placement moves, reducing year on year from 2017/18 from 11% to 6.8% as at the 31st March 2021. This, like the measure above, outperforms many of our regional and statistical neighbours
- Staying close to the people and places that matter most to children such as family and school is important . Of our children in care 83% are placed at a distance less than 20 miles from their home address,
- There are 73 children in "staying put" arrangements
- For a small number of children and young people they have experienced instability and unplanned endings. On occasions it has been a challenge to find a placement for children with multiple, high risk presenting needs

Stability and Permanence

- Children placed out with the local authority boundary has been gradually decreasing from 58% in March 2016 to 51% in March 2021.
- 2.2 % LAC aged under 16 looked after for 2.5 years and in the same placement for at least 2 years, or placed for adoption is 68.6%.
- Children with 3 moves or more is 7% with the national average at 9.3%, this shows that children are in the main provided with stable and secure care givers who stick with them and help them to develop and grow in their care.
- Brothers and Sisters from the 1/4/21:
 - There were 69 children (26 brothers and sister groups) with a plan to live together out of these: 60 children (21 sibling groups) placed together 3 children (1 sibling group) not placed together 6 children (2 sibling groups) still searching for placements



42 additional accommodations for UASC from charitable providers, identifying a saving of £500K per annum on existing provision

September 2021



12 properties have been identified for care leavers and children looked after in the financial year 20/21

Complete



A further 25 homes for life properties with RSL's have been identified for 21/22

September 2021



A Foyer model of accommodation for 30 young people

Commence October 2021



Reconfiguration of Supported Lodgings to meet the needs of young people aged 16 years

Commence October 2021

Click to add text



Relocated a childrens home into Manchester for 3 young people with LD / autism who were placed out of borough, and increased shared care provision by 3 FTE

July 2021



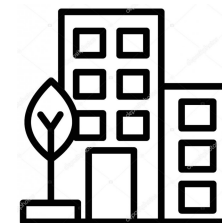
Re commissioning Olanyian as a 5 bed home to support our children to live locally

August 2021



8 stepping stone accommodations for 18 years as low level support to ensure tenancy ready (Bramcote)

Complete



6 stepping stone accommodations with low level support to ensure tenancy ready (Beehive)

Complete








Preferred Provider Framework to work innovatively to support young people in their home for life

Commence November 2021

Managing Risk - Complex Safeguarding Hub

- Our complex safeguarding hub has the highest referrals in relation to young people at risk of Child Criminal Exploitation (59% in 20/21) and the majority live at home in the community (78% in 20/21) - similarly reflected in end of year caseload where **79%** receiving an intervention lived at home
- The hub provides opportunity for preventative intervention, enabling young people to remain in their communities and reducing number of children becoming Looked After
- Interventions are a trauma informed relational model, building trust and resilience alongside multi agency work to support young people and disrupt perpetrators.
- The Achieving change together model is an intensive relational model implemented in 2018 . Through empowering young people , using advocacy and building personal resilience evidence demonstrates we can reduce young peoples vulnerability to exploitation
- Impact with the cohort evaluated – reduction in missing by **72%**, reductions in mental health concerns by **53%** and a decrease in substance and alcohol misuse by **50%** with a projected economic and social savings of **£300K**

Health indicators for children looked after for more than 12 months at 31st March

	2017/18		2020/21
Looked After Children with Up To Date Immunisations	88%		82%
Looked After Children with Up To Date Under 5yrs Development Checks	100%		100%
Looked After Children with Up To Date Health Assessments	89%		87%
Looked After Children with a Strengths and Difficulties Questionnaire	88%		81%
Looked After Children identified with Substance Misuse issues	9%		5%

Manchester Virtual School

- We know that engagement in EET (education, employment and training) is a strong protective and success factor for our most vulnerable children and young people, and therefore via the EPEP, we are collecting data about the assessment of the RONI (risk of NEET indicators) of a child becoming NEET (not in education, employment or training) from Year 7 (age 11) onwards.
- THE Virtual school are using this data to target support and undertake preparatory work with those high risk RONI children towards and into positive Post 16 destinations, by identifying their areas of occupational interest and ensuring that they receive appropriate CEIAG (Careers Education Information, Advice and Guidance) work experience opportunities and mentoring to enable them to access employment opportunities and further study.
- This activity also links with the wider Manchester strategy around Skills For Life where young people are able to demonstrate their capabilities around Communication, Team Work, Problem Solving, Self Management and Self Belief.

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Inspection of a good school: Manchester Enterprise Academy

Simonsway, Wythenshawe, Greater Manchester M22 9RH

Inspection dates:

21 and 22 September 2021

Outcome

Manchester Enterprise Academy continues to be a good school.

What is it like to attend this school?

Staff have high expectations for all pupils at Manchester Enterprise Academy. They challenge all pupils to aspire to 'a fantastic future'. Pupils from all backgrounds are well supported to gain the resilience and knowledge that they need for a positive future.

Staff help pupils to understand themselves, others and the world around them. Pupils and students in the sixth form value and live up to the high standards that staff set for them.

Pupils enjoy coming to school. They feel safe because they are confident that they can approach staff for help if they need to. Pupils told inspectors that bullying, harassment and discrimination are not common. They said that most staff manage these incidents well when they happen.

Pupils respond positively to the praise and encouragement that staff give them. They are keen to learn. Pupils value and respect each other. They behave well in lessons so that learning is rarely interrupted. Teachers manage the small occurrences of unacceptable behaviour effectively.

Most pupils behave sensibly around the school. Staff swiftly notice when they occasionally do not and help pupils to quickly calm down.

What does the school do well and what does it need to do better?

Leaders, governors and trustees have worked well together to ensure that pupils receive a good quality of education. Leaders have nurtured a culture where staff feel supported. Leaders empower staff to confidently do their jobs. Leaders support staff effectively when they need it. Staff are positive about what leaders do to support their workload and well-being.

Leaders have strengthened the curriculum for pupils in Years 7 to 11 so that it is broad, balanced and appropriately ambitious. Staff are helping more pupils to study a broader range of subjects than in the past. The students that are currently in Year 13 are

following courses that meet their interests and needs. Students told inspectors that their curriculum is supporting their future aspirations. Pupils are increasingly well equipped to take suitable next steps in their education, employment or training.

Subject curriculums are appropriately demanding. They are well designed to ensure that pupils acquire new knowledge in a carefully sequenced order. Teachers know their subjects well. They think carefully about the specific types of knowledge that pupils will learn. They make effective use of assessment information to form a helpful picture of what pupils know and remember. Teachers skilfully use activities that help most pupils to acquire essential knowledge.

Leaders have suitable approaches to identify the needs of pupils with special educational needs and/or disabilities (SEND). Staff make good use of expertise at the school and from other partners to provide effective support for pupils with SEND outside of their lessons. Many pupils with SEND benefit from teachers' approaches to delivering the curriculum, as well as the small-group support that they receive to meet their learning needs. However, targeted support for these pupils in lessons is not as effective. Some teachers do not adapt subject content well enough to enable pupils with SEND to access the planned curriculum. As result, a small proportion of pupils with SEND do not know and remember as much as they should.

The majority of pupils are fluent and confident readers. Teachers support pupils to further develop their reading abilities in subject lessons and in daily dedicated reading time. Leaders have appropriately increased the support for pupils at the earliest stages of learning to read. Staff have begun to use more information about the reading abilities of these pupils to provide more focused, targeted support.

Staff carefully assess the needs of pupils who speak English as an additional language. Staff provide well-designed individual support for these pupils. Consequently, pupils who speak English as an additional language acquire English quickly so that they can be successful in learning the curriculum.

Staff support pupils and students with helpful routines and guidance about how to behave in lessons and around school. Staff manage behaviour fairly and consistently. This ensures that most pupils, and students in the sixth form, behave well. Poor behaviour does not interrupt their learning. School records show that pupils encounter far fewer incidents of bullying or violence than in the past. However, a very small number of pupils are boisterous when they move around the school, which makes it unpleasant for others as they move to their lessons.

Staff support pupils' wider development effectively. Through the 'fantastic futures' programme and other opportunities, pupils benefit from a well-designed personal, social, health, relationship and sex education curriculum. Pupils, and students in the sixth form, told inspectors that these opportunities help them to respect each other and make good decisions. Leaders ensure that pupils and students in the sixth form receive suitable careers advice and guidance. This provision meets the requirements contained in the Baker Clause. This sets pupils and students up well to attain their aspirations for the future.

Safeguarding

The arrangements for safeguarding are effective.

Leaders carefully consider what pupils should know about staying safe and making safe choices. They ensure this guidance is regularly updated and taught effectively. Pupils value this useful information which they said helps them stay safe.

Staff are well equipped to notice any signs that pupils may need specific support. Staff report and follow up concerns about pupils well.

Staff provide carefully designed support for individual pupils when they need it. Leaders work well with other agencies to provide pupils with the expert support that they sometimes need.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- There is variation in how well pupils with SEND are supported in different subjects and classes. This stops some pupils with SEND from knowing and remembering as much of the planned curriculum as they should. Leaders should ensure that teachers get the support that they need to further improve their knowledge of how best to support these pupils.
- A very small proportion of pupils do not live up to leaders' expectations of behaviour while moving around school. Some pupils occasionally run or push other pupils in the corridor. Leaders should ensure that all pupils fully understand how they should conduct themselves when moving around the school.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the first section 8 inspection since we judged the school to be good on 11 and 12 March 2015.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

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

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	135874
Local authority	Manchester
Inspection number	10183992
Type of school	Secondary Comprehensive
School category	Academy sponsor-led
Age range of pupils	11 to 19
Gender of pupils	Mixed
Gender of pupils in sixth-form provision	Mixed
Number of pupils on the school roll	1203
Of which, number on roll in the sixth form	13
Appropriate authority	Board of trustees
Chair of trust	Jenny Collinson
Principal	Ruth Bradbury
Website	https://www.manchesterenterpriseacademy.org.uk/
Date of previous inspection	11 and 12 March 2015

Information about this school

- Manchester Enterprise Academy is part of the Prospere Learning Trust.
- The school makes use of five alternative providers.
- The sixth form will close at the end of summer 2022. There are a small number of Year 13 pupils currently on roll.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 (coronavirus) pandemic began. Inspectors discussed the impact of the pandemic with the school, and have taken that into account in their evaluation.
- Inspectors met with the principal and senior leaders. They met with representatives of the academy trust, the local governing body and Manchester local authority.
- Inspectors carried out deep dives in these subjects: English, Spanish, history and science. For each deep dive, inspectors met with subject leaders, looked at curriculum

plans, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- Inspectors reviewed the school's records of safeguarding checks and referrals. They met with leaders who have overall responsibility for safeguarding. Inspectors spoke with staff and pupils about the school's work to keep pupils safe.
- Inspectors spoke with the leaders responsible for SEND and reading.
- Inspectors observed pupils' behaviour in class and around the school site. They also scrutinised behaviour and attendance records.
- Inspectors spoke with pupils from all year groups, including separate groups of boys and girls. They considered pupils' responses to recent school surveys.
- Inspectors held discussions with staff and considered the 55 responses to Ofsted's questionnaire for staff.
- Inspectors took account of the 39 responses to Ofsted's online survey, Parent View, including the 31 comments received by Ofsted's free-text facility.

Inspection team

Michael Pennington, lead inspector	Her Majesty's Inspector
Nell Banfield	Ofsted Inspector
Christine Veitch	Ofsted Inspector

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Title	Ofsted Subgroup
Membership 2021/2022	Councillor Lovecy (Chair), Councillors Bano, Foley, Hewitson, Nunney and Reid
Lead Executive Members	Councillor Bridges - Executive Member for Children's Services
Strategic Directors	Paul Marshall - Strategic Director of Children and Education 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"> • consider inspection reports and performance information for Manchester Schools; • consider inspection reports and performance information for Manchester Children's Centres • consider inspection reports and performance information for Daycare providers in Manchester • consider inspection reports and performance information for Manchester City Council-owned children's homes • consider Ofsted inspections and guidance into how local authorities secure school improvement • liaise with Council Officers, School Staff and Early Years staff to identify barriers to performance • consider inspection reports and performance information for services for children in need of help and protection, looked after children and care leavers • make any necessary recommendations to the Children and Young People Scrutiny Committee
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 Central Library except where information which is confidential or exempt from publication is being considered.</p>
Schedule of Meetings	24 November 2021 – 10 am Further dates to be confirmed

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**Children and Young People Scrutiny Committee
Ofsted Subgroup
Work Programme – November 2021**

Wednesday 24 November 2021, 10 am				
Item	Purpose of Report	Lead Officer	Executive Member	Comments
Ofsted Inspection of Children's Services	To consider information in relation to the forthcoming inspection of Children's Services.	Paul Marshall Sean McKendrick	Councillor Bridges	
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	
Terms of Reference and Work Programme	To review the Terms of Reference and work programme.	Rachel McKeon	-	

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