

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.

SSQA	Locality	Strategic Lead
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

Appendix 1			
Table 1: What the LA offers			
Universal Offer	Targeted Offer	Intensive Offer	Process of Escalation for Intensive group where progress has not been made
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	
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			

Table 2

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

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

Targeted Offer	
<p>QA professional does not agree with the school's self-evaluation</p> <p>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.</p> <p>Declining overall trends over two years</p> <p>Unexpected falls in outcomes</p> <p>Less impact than anticipated in the actions taken to address issues identified in the most recent Ofsted inspection</p> <p>Absence and persistent absence rates are increasing</p> <p>Exclusion rates increasing over time</p> <p>Newly appointed Head Teacher is new to headship or new to Manchester</p> <p>Significant changes in senior leadership</p> <p>High Turnover of staffing</p> <p>The School is judged by Ofsted as Requires 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 reports</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>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"> • high governor turnover; • a significant, unexplained change to their constitution; • the governing body having an excessive involvement in the day to day running of the school; • lack of appropriate engagement with data. This might include, but is not limited to, data on pupil learning and progress or staff recruitment; • not sufficiently managing risks associated with strategic priorities and school improvement plans; and/or • evidence of poor financial management and oversight, such as through consistent overspending the school's budget beyond agreed thresholds. 	<p>Audit reports</p>
<p>To be identified as being in receipt of an intensive offer, evidence needs to identify one or more of the following</p>	
<p>Intensive Offer</p>	
<p>QA professional does not agree with the school's self-evaluation</p> <p>The school is judged by Ofsted to have serious weakness or to need special measures</p>	<p>ASP – Analyse School Performance / FFT Aspire</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.

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

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.				

Progress review points and dates, expected completion date, arrangements for sustained improvement review

Interim 1:

Interim 2:

Final Review:

Sustained progress review:

Manchester School Improvement Partnership – Brokered Support Agreement

Review and Evaluation

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

Manchester School Improvement Partnership – Brokered Support Agreement

Final evaluation date:		Evidence base
People present	Role	<ul style="list-style-type: none"> • • •
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"> • • •
Medium to long term impact of the brokered support (quantitative and qualitative)		
Future actions, partnerships, developments in order to build upon sustained progress		