School-to-school support
Quality assurance and reporting processes
A brief guide for lead system leaders, system leaders, headteachers of eligible schools, lead organisations and trusts

This guidance is provided to ensure consistent and robust quality assurance and reporting of the progress and impact of support and any funding/resource allocated to it. Engagement will these processes is **a condition of any grant funding**/resource allocation facilitated by Bradford Opportunity Area. The purpose of these processes is to help ensure effective support is being provided and whether revisions to the support may be beneficial to the supported school. These are evidence-based approaches.

This guidance is relevant to all system leaders, including National Leaders of Education (NLE) and Specialist Leaders of Education (SLE); teaching schools and trusts providing the day-to-day quality assurance of support; and supported schools.

The following resources are provided on Bradford Teaching School Hub's online portal, within the System Leaders area, available at https://www.teachingschoolhub.co.uk/about-us/system-leaders and via Bradford Teaching School Hub's mobile app (https://www.teachingschoolhub.co.uk/app).
- **System Leader Handbook**: Research and evidence-informed guidance to support system leaders to provide effective support
- **Record of Visit** online form: To be completed by all system leaders, teaching schools and trusts after each visit (face-to-face or virtual) or significant piece of work in facilitating, delivering and quality assuring school-to-school support
- **Interim/final impact report template**: Co-produced by the headteacher and lead system leader each term (interim) and at the end of the support (final) for the lifetime of the support

The quality assurance and reporting processes

The headteacher of the eligible school is the lead professional for the programme of support. The support is provided in partnership with the school. The headteacher maintains accountability for the school and, therefore, the overall impact of the support and use of funding/resource. The organisation leading the provision of the support (typically a teaching school or trust) is responsible for providing the support required by the school and supporting system leaders to effectively engage in providing the support required by the school. The headteacher is responsible for the school's engagement with the support, appreciating system leaders are stepping away from their own school to provide the support. The dates and times for providing support and fulfilling quality assurance and reporting processes should be mutually convenient.

Record of Visit
This should be a brief report taking no more than 1-2 minutes to complete immediately after facilitating (e.g. arranging SLE support), delivering (e.g. an NLE coaching a headteacher) and/or quality assuring (e.g. ensuring an SLE is able to provide effective support without barriers) school-to-school support. The Record of Visit should be completed on the same day support is provided. This provides the Broker of the support with brief feedback and flags early whether the system leader or supported school require

further immediate support. The Broker will notify the organisation leading the day-to-day quality assurance of the support (typically a teaching school or trust) when action may be required. The lead organisation needs to ensure the lead system leader and other accredited (e.g. NLE, SLE) or non-accredited system leaders engage with the record of visit.

Interim/final impact reports
These are co-produced by the headteacher of the supported school and lead system leader in advance of the termly review meeting (see below). The brief report (typically two-three sides of A4) provides a RAG-rating of progress against each priority set out in the action plan for the support; a summary of actions taken to date; a summary of impact to date; and any proposed changes to the allocation of any grant funding. The collaborative completion of the report should be done as part of a professional conversation that is reflective on successes and challenges to date and how to maximise the impact of future support.

Termly monitoring review meeting
Towards the end of each term in which school-to-school support is provided, a review meeting takes place. This is led by the headteacher of the supported school and focuses on the interim/final impact report prepared in advance of the meeting and the action/implementation plan for the support. The meeting must be attended by the headteacher of the supported school, lead system leader and a representative of the Broker of the support. In addition, a trust, diocese or local authority representative should be invited by the headteacher to attend as well as a governor. The headteacher is welcome to invite other staff members involved in the delivery of the support to attend. The purpose of the meeting is to provide space for a conversation about the progress and impact of the support and to agree any research or evidence-informed changes to the allocation of funding/resources to best meet the school's needs. The dates for these review meetings should be agreed early in the commissioning of the support. The Broker provides an independent view of the support and is quality assuring the overall, rather than day-to-day, quality progress of the support. The headteacher of the supported school (and governor if in attendance) should report on progress and impact of the support to the governing board and/or trustees. A governor may also wish to undertake a school visit(s) to explore the school's engagement with the support provided and the use of grant funding/resources.

External funding
Where grant funding/resources are provided by external agencies (e.g. Opportunity Area), the Broker of the support will provide regular updates on progress of each school-to-school support arrangement and the overall programme to the agency and associated priority group/board. The Hub's remit relates to the commissioning, brokerage and overall quality assurance of support arrangements.

Covid-19
All stakeholders should fulfil commissioning, brokerage, quality assurance, reporting and delivery activities safely considering avoiding the risks associated with super-spreading infection.

NB These arrangements reflect recommended processes. Specific grant funding or arrangements may dictate alternative approaches.