

3 August 2022

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Dear Mr Payne

### **Lead provider monitoring visit (LPMV) of School-Led Network**

Following my visit with Lee Elliott and Nicola Harwood, Her Majesty's Inspectors (HMI), on 20 to 22 June 2022, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the LPMV findings. Thank you for the help you gave during the inspection and for the time you made available to discuss the actions you have taken to date.

This inspection was the first LPMV since the start of your delivery of the national professional qualification (NPQ) programmes. It was carried out under Part 8 of the Education and Inspections Act 2006.

Having considered the evidence, I am of the opinion that, at this time:

**Leaders and those responsible for governance are taking effective action towards ensuring that the NPQ professional development is of a high standard.**

#### **The lead provider should take further action to:**

- ensure that communication across all delivery partners is equally strong so that headteachers understand how they can best support staff in their schools who are completing NPQ programmes.
- strengthen the online learning platform so that participants and facilitators can access support, programme materials and tasks easily.

I am copying this letter to the Department for Education.

This letter will be published on the Ofsted reports website.

Yours sincerely

Nick Turvey  
**Her Majesty's Inspector**

## Context

School-Led Network is a consortium of four lead delivery providers. These are Harris Leadership College, NETSP, Outwood Institute of Education and Star Institute. School-Led Network's offices are based at the Harris Leadership College, London.

School-Led Network works with 17 delivery partners in London, East, North East and North West England and in Jersey. Providers deliver all six of the current NPQ programmes. There are currently 1811 participants.

## Report

- School-Led Network's vision is centred on schools working collaboratively to develop current and future leaders through programmes that are 'rooted in reality'. Based on these principles, leaders have designed an ambitious curriculum for each NPQ programme. These curriculums draw effectively on current research and, while maintaining fidelity to the required content, are flexible to the different needs and contexts of the participants.
- Programmes are enhanced by experienced, knowledgeable and skilled facilitators, mentors and coaches. The facilitators are drawn from across and beyond the partnership. They access a programme of high-quality training and support to help them develop in their roles. Facilitators are proud to work for the partnership. Many of the participants who responded to the online survey stated they valued the experience and expertise of school leaders facilitating the NPQ programmes.
- School-Led Network makes use of an online platform for facilitators and participants to access learning materials and complete programme tasks. There have been difficulties with this platform in the early stages of the NPQ programme delivery. Facilitators and participants state that problems are usually swiftly resolved by the programme team. Leaders recognise these issues and are seeking ways of improving the online platform.
- Leaders, including those responsible for governance, have a clear understanding of the strengths and priorities of the partnership. This is because they gather a wide range of information about the NPQ programmes they deliver. Feedback from participant and facilitator surveys, observations of sessions and data relating to attendance and engagement inform leaders' accurate self-evaluation.
- Delivery partners are carefully selected, and leaders have high expectations of their work. This is checked regularly, meaning any problems are resolved quickly. Delivery partners understand what is expected of them and value the support and guidance they receive. As a result, the NPQ programmes are implemented well. Almost all participants and headteachers state that the programmes and materials are of high quality and are developing participants effectively in both their current leadership roles and for future positions.
- There is a robust governance structure with clear lines of responsibility and accountability. Governors are kept well informed and have an accurate

understanding of the strengths and priorities of the partnership. Statutory duties around safeguarding and equalities have been well considered. For example, facilitators and participants understand how to report concerns they may have in a safe and timely way.

- Participants and headteachers agree that the flexibility built into the programme design means that workload is generally well managed. However, some headteachers report that they were not made sufficiently aware of programme expectations and how they might best support colleagues completing NPQ programmes.

## **Evidence**

Inspectors met with lead provider representatives, other senior leaders, delivery partner leaders and staff, NPQ participants and facilitators, and headteachers to discuss the NPQ programmes you deliver. Inspectors scrutinised documents and sample learning materials. Inspectors met with those responsible for governance, including the chief executive officer of the Harris Federation. Inspectors considered the views expressed in the many responses to the Ofsted inspection survey.