

## National Professional Qualifications Performance Review Report

### Forest Learning Alliance

19 -20 January 2021

#### 1 Provider information

Date of accreditation	October 2017 (signed 06.03.18 by both parties)
Region	RSC region NWLSC (9); Berkshire County; Bracknell Forest Borough
Name of lead contacts	Ravinder Ghei Kelli Puttock
Lead contact telephone number	01252 873069
Lead contact email address	<a href="mailto:rghei@uplandsberkshire.org">rghei@uplandsberkshire.org</a> <a href="mailto:kputtock@uplandsberkshire.org">kputtock@uplandsberkshire.org</a>
NPQs being delivered	NPQML, NPQSL, and NPQH

#### 2 Review information

Name(s) of reviewer(s)	Peter Callow
Date(s) of visit(s)	19 – 20 January 2021
Provider's personnel interviewed	<ul style="list-style-type: none"> <li>• Ravinder Ghei - Teaching School Director</li> <li>• Kelli Puttock - Quality and Relationships Manager</li> <li>• Phil Sherwood – Headteacher, Uplands Primary School and Nursery (UPSN) and Forest Learning Alliance (FLA)</li> <li>• Anita Warwick - Trainer</li> </ul>
Participants interviewed	3
Direct observations	NPQSL – Leadership Styles
Documents reviewed	<ul style="list-style-type: none"> <li>• UPSN Complaints Policy</li> <li>• UPSN Managing Serial and Unreasonable Complaints Policy</li> <li>• UPSN and FLA Maladministration Procedure</li> <li>• FLA National Professional Qualifications Deferral Procedure</li> <li>• FLA Annex D – Managing Risk</li> <li>• UPSN Full Governing Body Meeting Minutes (12 May 2020)</li> <li>• UPSN Data Protection Policy</li> <li>• FLA Members Meeting Minutes (15 October 2020)</li> <li>• FLA Planning Day Minutes (24 January 2020)</li> <li>• FLA Action Plan 2020-2021</li> <li>• FLA NPQ Performance Evaluation (Drafts 4 and 5)</li> <li>• FLA flyers for NPQML, NPQSL and NPQH</li> <li>• Participant Testimonials and Evaluations</li> <li>• NPQ Register/Communication Log</li> <li>• QAA Metric Summary – January 2021</li> </ul>

	<ul style="list-style-type: none"> <li>• QAA Participant Survey Responses (Metric 6) – January 2020 snapshot</li> <li>• QAA NPQ National Moderation – Note of Visit, 10 September 2019</li> <li>• QAA Final Assessment Moderation Reports</li> </ul>
Metrics reviewed	1-7
Date of most recent self-assessment	January 2021
Other review activities	<ul style="list-style-type: none"> <li>• Leadership and Management discussions</li> <li>• Governance discussion</li> <li>• Trainer discussion</li> <li>• Participant discussion</li> <li>• Review of the Forest Learning Alliance website</li> </ul>

### 3 Participation information *[delete qualifications that are not offered by provider]*

National Professional Qualification	Year	Number of recruited participants	Target	Percentage Change (+/-)	Numbers from schools with >30% FSM	Numbers of participants from non-white British backgrounds
NPQML	1	20	15	+33%	Not Required	Target = 4% (1) Actual = 0% (0)
	2	23	30	-23%	Target = 5% (1) Actual = 0% (0)	Target = 7% (2) Actual = 4% (3)
	3	67	60	+12%	Target = 7% (4) Actual = 3% (2)	Target = 11% (7) Actual = 7% (5)
NPQSL	1	15	15	=0%	Not Required	Target = 3% (0) Actual = 7% (1)
	2	78	30	+160%	Target = 5% (1) Actual = 4% (3)	Target = 7% (2) Actual = 8% (6)
	3	37	50	-26%%	Target = 7% (3) Actual = 11% (4)	Target = 10% (5) Actual = 3% (1)
NPQH	1	14	15	-7%	Not Required	Target = 3% (0) Actual = 7% (1)
	2	23	20	+15%	Target = 4% (1) Actual = 4% (1)	Target = 6% (1) Actual = 13% (3)
	3	40	40	=0%	Target = 6% (2) Actual = 7% (3)	Target = 9% (4) Actual = 12% (5)
<b>Total</b>	1	49	45	+9%%	Not required	4% (2)
	2	124	80	+55%	3% (4)	10% (12)
	3	144	150	-4%%	6% (9)	8% (11)

### 4 Detailed assessment of performance against the Quality Framework

<i>Provider's leadership and management</i>	Score
<b>A General management</b>	<b>8</b>
Evidence base/Evidence source: <ul style="list-style-type: none"> <li>• NPQ Performance Evaluation</li> <li>• Leadership and Management discussions</li> <li>• Governance discussion</li> </ul>	

- Trainer discussion
- Participant discussion
- Review of the website, policies and documentation

**Evaluation:**

General Management of the NPQ programmes exceeds expectations.

A small, committed leadership team provides effective leadership and management of the NPQ programmes. Its determination to be ‘the best’, drives continuous improvement and enables participants to both enjoy their learning and be successful. One team member described the ethos that underpins the NPQ provision at Forest Learning Alliance (FLA) as being based on ‘communication and relationships’. Another outlined the team’s recognition of participants, ‘having only one chance’ and therefore of needing to ensure that everyone is supported to do as well as they can. Discussion with participants confirm that what leaders aspire to is borne out in practice.

Administrative processes are robust, as evidenced in its systematic approach to tracking participants through from entry on a programme to submission for assessment within eighteen (or twenty-four) months. Financial procedures are rigorous and carefully overseen through governance responsible for the FLA. NPQ metric data is interrogated formally at regular governors’ meetings but continuously so that any actions needed to bring about improvement can quickly be put in place. While the major risks for the FLA are clearly considered, a document relating to specific detailed risks for NPQ provision and outcomes is not in place. As a result, this limits the ease with which risks, and their mitigation can be quickly reviewed and updated. There is strong awareness of the importance of the correct handling and protection of personal data. However, the policy in place to which NPQ participants are referred does not reference the FLA or how the information contained relates to NPQ programmes.

<b>B Engagement strategy</b>	<b>9</b>
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Evidence base/Evidence source:

- NPQ Performance Evaluation
- Leadership and Management discussions
- Participant discussion
- Review of the website, policies and documentation

**Evaluation:**

The provider’s engagement strategy exceeds expectations.

A significant positive aspect of the provider’s engagement strategy is evident in how it has been applied to involving schools in the Isle-of-Wight. A determination to support school improvement through the professional development of leaders on the island has resulted in an increasingly high level of their engagement in all programmes on offer. FLA leaders recognises the specific characteristics of schools on the island and work hard to ensure that participants’ needs are met, for example, in not having to travel far to a delivery venue. In addition, there is a trainer allocated to work specifically on the island which provides additional capacity to support participants well.

As engagement with schools on the Isle-of-Wight testifies, the provider’s reach is not confined to FLA schools. It has worked hard to provide a direct focus on schools in Category 5 and 6 schools in its own and nearby regions. It also has forged strong and effective partnerships with other NPQ providers which means that, for example, if participants within the region wish to take part in an NPQEL programme they are supported in doing so. The success of FLA’s engagement with schools can be seen in the way in which there are some that are choosing to enable all their leaders to take part in an appropriate NPQ programme.

FLA has a small key group of trainers which ensures that effective expertise can be drawn upon to deliver NPQ programmes. However, there is a relatively un-tapped and large resource of leaders within and beyond the FLA, including previous NPQ participants, who could enhance provision further.

<b>C Resourcing and contingency planning</b>	<b>8</b>
<p>Evidence base/Evidence source:</p> <ul style="list-style-type: none"> <li>• NPQ Performance Evaluation</li> <li>• Leadership and Management discussions</li> <li>• Governance discussion</li> <li>• Trainer discussion</li> <li>• Participant discussion</li> <li>• Review of the website, policies and documentation</li> <li>• NPQSL observation</li> </ul> <p><b>Evaluation:</b> Resourcing and contingency planning meets expectations.</p> <p>The FLA has demonstrated that it is able to successfully enact succession planning when the previous Director retired. While they continue to deliver a lot of the face-to-face training, it is the current Director that leads in coaching and supporting all participants in formulating their assessment tasks, carrying them out, writing them up and preparing for submission. The effective deployment of these two resource strands contributes significantly to the consistently good quality of outcomes for participants, namely high-quality professional development and success in task assessment. Several experienced, serving school leaders deliver some aspects of the training so that overall, the provider meets the requirement for 50% of personnel to be in this group. These leaders have undertaken shadowing, co-facilitation and been quality assured to broaden the delivery team. Continued high quality provision would benefit from a clearer succession plan to ensure that there are more current highly effective leaders playing a prominent role in NPQ course delivery.</p> <p>The close association FLA has with several other providers, including those small providers with whom it works closely, means that in the event of NPQ accreditation being removed, participants would be supported to have a smooth transition in continuing their learning elsewhere.</p>	
<b>D Recruitment and admission of participants (metrics 1, 2 and 3)</b>	<b>8</b>
<p>Evidence base/Evidence source:</p> <ul style="list-style-type: none"> <li>• NPQ Performance Evaluation</li> <li>• Leadership and Management discussions</li> <li>• Review of the website, policies and documentation</li> <li>• QAA Metric Summary – January 2021</li> </ul> <p><b>Evaluation:</b> Recruitment and admission of participants meets expectations.</p> <p>FLA leaders, including the headteacher of the lead school, carry out a rigorous process to recruit and select participants, making sure they embark upon the most appropriate programme. Participants spoken to were in agreement about the clarity and ease of the admission process. In the QAA January 2020 participant survey snapshot, this ease of access gained the most positive response. The evidence required from both the applicant and their sponsor (mentor) is carefully scrutinised so that the provider has a clear picture of performance to date and potential. Recruitment to the NPQ programmes is widely publicised and targeted appropriately, especially to attract participants from Category 5 and 6 areas, those in schools where 30% or more of pupils are known to be eligible for Free School Meals (FSM) and those from a non-white British background. Good examples of this are the targeting of schools in Reading and also on the Isle-of-Wight. Despite their determination and a wide variety of strategies, performance against recruitment targets has been variable across NPQ programmes and in different years. Year 2 overall recruitment, and particularly to the NPQSL programme demonstrates evidence of the considerable efforts to try to bring about a consistency of improvement.</p>	

<b>E Transparency</b>	<b>8</b>
<p>Evidence base/Evidence source:</p> <ul style="list-style-type: none"> <li>• NPQ Performance Evaluation</li> <li>• Leadership and Management discussions</li> <li>• Review of the website, policies and documentation</li> </ul> <p><b>Evaluation:</b> Transparency meets expectations.</p> <p>Information relating to the NPQ programmes is widely publicised, including through direct targeting of individual schools and specific geographical areas as well as on the FLA website. When the website was recently revised, improvements were made to the ease of access for programme details. This has ensured that what prospective participants might be searching for is never more than, ‘a couple of clicks away’. The values, ethos and behaviours that are central to FLA are clearly articulated from the start so that leaders know that at the heart of NPQ provision is the desire to, ‘achieve exceptional outcomes for children and young people’. Descriptions of each programme are clearly set out in ‘flyers’ so that prospective participants can make an informed choice when considering FLA as their provider. The importance that is placed upon ‘leadership behaviours’ is a prominent and consistent theme. While some documentation such as this displays the required DfE and NPQ branding, the initial website NPQ pages, for example, ‘Reformed National Professional Qualifications’, does not. In addition, performance against the metrics in the framework is not up-to-date and therefore does not allow prospective participants to get an accurate picture of the provider’s success, particularly in relation to final assessment.</p>	
<b>F Continuous improvement</b>	<b>9</b>
<p>Evidence base/Evidence source:</p> <ul style="list-style-type: none"> <li>• NPQ Performance Evaluation</li> <li>• Leadership and Management discussions</li> <li>• Governance discussion</li> <li>• Trainer discussion</li> <li>• Participant discussion</li> <li>• Review of the website, policies and documentation</li> <li>• NPQSL observation</li> </ul> <p><b>Evaluation:</b> Continuous improvement exceeds expectations.</p> <p>While not all performance metrics provide evidence of continuous improvement, what is clear is that every participant, regardless of their individual needs, is enabled to develop to the best of their ability. As a result, outcomes for all participants are consistently strong. FLA leaders each demonstrate an exceptional, personal commitment and drive to ensure that NPQ programmes are as good as they can be in helping to equip school leaders with knowledge, understanding and skills that will make them highly effective. There are many examples of how the leadership team have responded quickly and positively to participants’ feedback, evaluation of performance data and discussion with trainers in order to secure further improvements to provision and outcomes. For instance, adjusting the pace of face-to-face sessions and incorporating more activities, as opposed to simply listening, are specific improvements made following participant feedback and discussion with trainers. Undertaking a forensic review of how to recruit more participants from non-white British backgrounds and then devising a robust strategy to bring about improvement is an example of where scrutiny of performance data has been effectively carried out.</p> <p>The NPQ Performance Evaluation document demonstrates the wide variety of sources on which FLA leaders have based their self-assessment. However, what is not clear from the document is what</p>	

aspects of improvement have been identified on the basis of their evaluation and how these link with action planning.	
<b>G</b>	<b>Complaints and appeals procedures</b> <span style="float: right;"><b>8</b></span>
<p>Evidence base/Evidence source:</p> <ul style="list-style-type: none"> <li>• NPQ Performance Evaluation</li> <li>• Leadership and Management discussions</li> <li>• Review of the website, policies and documentation</li> </ul> <p><b>Evaluation:</b> Complaints and appeals procedures meet expectations.</p> <p>The Complaints Policy Managing Serial and Unreasonable Complaints Policy that NPQ participants are referred to have been adopted in full from DfE guidance. As a result, they are thorough and clearly set out. However, they are branded as 'Uplands Primary School and Nursery' and do not reference either the FLA or NPQ programmes. The Complaints Policy outlines that the complaints procedure is 'not limited to parents or carers of children registered at the school', but Section 7 – Scope of this Complaints procedure is geared towards complaints that are likely to arise within the school rather than more widely across the FLA.</p> <p>Effective ongoing communication between FLA leaders and NPQ participants ensure that any concerns are quickly dealt with and resolved. There have been no formal complaints to date.</p>	
<b>H</b>	<b>Preventing and dealing with malpractice and maladministration</b> <span style="float: right;"><b>9</b></span>
<p>Evidence base/Evidence source:</p> <ul style="list-style-type: none"> <li>• NPQ Performance Evaluation</li> <li>• Leadership and Management discussions</li> <li>• Review of the website, policies and documentation</li> </ul> <p><b>Evaluation:</b> Procedures for preventing and dealing with malpractice and maladministration exceed expectations.</p> <p>The Maladministration Procedure, while under the Uplands Primary School and Nursery branding, provides clarity in its introduction that it applies to Teaching School operations (under the name 'Forest Learning Alliance'). The process for making, recording, and resolving an allegation of malpractice or maladministration, is well detailed and helpful examples are given of malpractice and maladministration in relation to adult learners, including plagiarism. How the scope of The Maladministration Procedure applies to NPQ written assignments is specifically highlighted. Effective mitigation strategies, such as reinforcing the importance of how to record cited texts, are used throughout participants' learning journey and especially in preparing their final assessment task. There have been no recorded incidents of malpractice or maladministration.</p>	
<b>Provider's provision</b> <span style="float: right;"><b>Score</b></span>	
<b>I</b>	<b>Design of content</b> <span style="float: right;"><b>9</b></span>
<p>Evidence base/Evidence source:</p> <ul style="list-style-type: none"> <li>• NPQ Performance Evaluation</li> <li>• Leadership and Management discussions</li> <li>• Governance discussion</li> <li>• Trainer discussion</li> <li>• Participant discussion</li> <li>• Review of the website, policies and documentation</li> <li>• NPQSL observation</li> </ul>	

**Evaluation:**

Design of content exceeds expectations.

The observation of a first face-to-face session (virtual) for an NPQSL cohort demonstrated how participants are immediately immersed in highly relevant content to support the development of leadership skills and competencies. The exploration of themes such as, ‘learning from failure’, ‘the importance of leaders’ listening’ and ‘holding colleagues to account’ were skillfully achieved while maintaining the central focus on ‘leadership styles’. New learning from earlier in the day was consistently reinforced and the highlighting of a wide range of appropriate educational research and material was exemplary.

The main body of content for the NPQ programmes was designed by the previous Director of the FLA and stemmed, in part, from successful leadership courses that were already being run. However, modifications are continuously being made in response to participant feedback and DfE requirements and guidance, for example in relation to a greater emphasis on the NPQH programme to the content area of ‘Increasing Capability’. While the headteacher of the lead school and a few other serving leaders are actively involved in programme delivery, there is capacity to bring in their expertise and involve them to a greater extent, thereby ensuring that course content always responds to current leadership issues, for example, ‘leading in a crisis’.

<b>J</b>	<b>Types of study</b>	<b>9</b>
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Evidence base/Evidence source:

- NPQ Performance Evaluation
- Leadership and Management discussions
- Governance discussion
- Trainer discussion
- Participant discussion
- Review of the website, policies and documentation
- NPQSL observation

**Evaluation:**

Types of study exceeds expectations.

The carefully balanced range of types of study contributes significantly to the good quality outcomes of participants. The blended approach to learning is achieved through face-to-face group sessions, online modules and home-based and work-based activity. Though live face-to-face sessions have been lost because of the pandemic the move to making these ‘virtual’ has not diminished what has been set out to be achieved in terms of content and the progress in learning that participants are able to make. The virtual NPQSL session observed continuously challenged participants’ thinking and sensitively sought responses from all members of the group. Well-considered questions by the trainer ensured constant opportunities for personal reflection. This is enhanced using a ‘Learning Log’ which is built into face-to-face sessions so that participants have several opportunities for more lengthy periods of structured reflection. In all types of study participants are directed towards up-to-date research and evidence. Participants spoken to suggest it would be helpful if this could be identified by importance/priority so that their time is most effectively utilised.

A requirement to be enrolled on an NPQ programme is having the ongoing support of a mentor and their input is used from the start in the application process. Given the important role mentors play in how well participants can develop as leaders there is scope for providing them with professional development opportunities to enhance their skills of both support and challenge.

<b>K</b>	<b>Availability of venues</b>	<b>9</b>
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Evidence base/Evidence source:

- NPQ Performance Evaluation
- Leadership and Management discussions

**Evaluation:**

Availability of venues exceeds expectations.

The detailed knowledge FLA leaders have of NPQH participants and their close associations with a wide range of schools means that placement schools are extremely well-matched to participants' needs. Thus, schools of contrasting phase or in different social contexts, for example, can be found. A great deal of thought is given to ensure that NPQ participants gain the maximum possible benefit from this experience.

Prior to the pandemic, venues for face-to-face delivery were carefully chosen to ensure they were fit-for-purpose. Both school settings, including the Teaching School's own training facilities, are normally used and when holding sessions in commercial venues, value for money is always an important factor in making the decision. Appropriate locations for venues are thoughtfully decided upon, particularly when the travel requirements of participants, for example on the Isle-of-Wight, have to be considered.

**L Support for participants**

**9**

Evidence base/Evidence source:

- NPQ Performance Evaluation
- Leadership and Management discussions
- Governance discussion
- Trainer discussion
- Participant discussion
- Participant testimonials
- Review of the website, policies and documentation
- NPQSL observation

**Evaluation:**

Support for participants exceeds expectations.

New participants to the NPQSL programme say how well they have been supported since embarking on their new learning journey. Without exception, they explain that this support comes from all FLA leaders and for all aspects, both professional and personal. This is confirmed in participant testimonials. The fact that FLA is a relatively small provider, participants are well known by its leaders and the way the provision is structured all contribute significantly to the effectiveness of the support which results in a consistency of high-quality outcomes. One participant spoken to, who had previously completed the NPQML programme with FLA, identified the availability of support, including for the putting together of their written submission for final assessment, as being a determining factor in continuing their leadership learning with the provider.

The quality of support is consistent across the two strands of developing leadership competencies and skills and in completing successful tasks for assessment. So, while trainers and mentors are most frequently those who ensure participants get a high level of support in the initial stages of their new learning, it is the Teaching School Director who in turn ensures that same high level of support for participants to consolidate and apply that learning in their projects and perform well in their assessments.

**M Accurate assessment of participants (metrics 4 and 5)**

**9**

*[Commentary in this section will need to reference the proportion of participants that will present for their final assessment within 18 months of formally starting their programme]*

Evidence base/Evidence source:

- NPQ Performance Evaluation
- Leadership and Management discussions
- Governance discussion

- Trainer discussion
- Participant discussion
- Review of the website, policies and documentation
- QAA Participant Survey Responses (Metric 6) – January 2020 snapshot
- QAA NPQ National Moderation – Note of Visit, 10 September 2019
- QAA Final Assessment Moderation Reports

**Evaluation:**

Accurate assessment of participants exceeds expectations.

The key strengths relating to assessment which were identified at the QAA NPQ National Moderation Visit in September 2019 have been maintained. These were:

- a high level of individual support for participants throughout programmes which enables them to be thoroughly prepared for undertaking and completing their final assessments.
- the positive relationship with NPQonline which allows FLA to develop and improve its programme content and support for participants’ assessment.
- enthusiastic and committed leaders who constantly review their assessment process and practice and receive appropriate challenge and support from governors, leading to continuous improvement.

In addition, the high quality of individual participant support and careful tracking has ensured that 100% of participants have continued to complete their final assessment within 18 (or 24) months of formally commencing their programme (Metric 4) and the accuracy level for final assessments (Metric 5) remains at 100%.

Since the time of the National Moderation Visit, progress against the next steps agreed at the visit has been made, particularly in relation to the greater use of alumni who are now routinely used to talk about the writing up of projects in order for participants to achieve well at final assessment.

<b>N Use of participant feedback (Metric 6)</b> <i>[Commentary in this section also needs to include an aggregated mean rating of participant feedback scores as part of the evidence gathering process.]</i>	<b>8</b>
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Evidence base/Evidence source:

- NPQ Performance Evaluation
- Leadership and Management discussions
- Governance discussion
- Trainer discussion
- Participant discussion
- Review of the website, policies and documentation
- QAA Participant Survey Responses (Metric 6) – January 2020 snapshot
- QAA NPQ National Moderation – Note of Visit, 10 September 2019

**Evaluation:**

Use of participant feedback exceeds expectations.

The ethos that underpins the NPQ provision at FLA as being based on ‘communication and relationships’ ensures that participants engage well and feel confident in commenting on the quality of the provider and its provision. As has been evidenced throughout this report, there are many examples of participant feedback being acted upon. A rich source of information from participants comes from the participant surveys completed at the end of each learning session, whether this be face-to-face or online, and has been significant in supporting FLA leaders to drive continuous improvement and achieve high-quality outcomes for participants.

The QAA Participant Survey Responses (Metric 6) in the January 2020 snapshot demonstrated a level of satisfaction broadly similar to the average for all providers. The overall survey average score was

8.2, compared with an average score for all providers of 8.13. The proportion of participants who said they would recommend their chosen qualification to a colleague and chosen NPQ provider to a colleague were both 88% of 52 participants at that time.

At the point of the review, there had been no further responses from participants to the QAA participant survey since March 2020. This means the provider misses an opportunity to further validate the success of its programmes (metric 6) and further inform plans for improvement.

**O Participant retention and achievement (metric 7)**

**9**

Evidence base/Evidence source:

- NPQ Performance Evaluation
- Leadership and Management discussions
- QAA Metric Summary – January 2021

**Evaluation:**

Participant retention and achievement exceeds expectations.

The QAA Summary for Metric 7 show retention rates as having improved year-on-year from 91.84% in 2017/2018 to 99.06 % in 2019/2020. FLA’s detailed analysis to date shows that 86.66% of the withdrawals have been female participants and 100% of withdrawals identify as white and/or British. Given the demographic of the provider’s recruitment pool where 73.42% of participants are female and 89.88% of participants identify as white and/or British this appears to demonstrate that there is no significant difference in retention rates between groups with protected characteristics. Similarly, there are no discernable differences in achievement rates which overall are high, particularly for NPQH participants. This has been maintained at an impressive 100%.

**5 Overall Assessment of provider’s performance**

1a.	Overall alignment to Content and Assessment Framework	<ul style="list-style-type: none"> <li>• The NPQ programmes of the Forest Learning Alliance (FLA) are fully aligned to the Content and Assessment Framework (CAF).</li> </ul>
1b.	Recommendations for further improvement	<p><b>Requirement A (General management) and Requirement F (Continuous improvement)</b></p> <ul style="list-style-type: none"> <li>• Develop the Risk Register so that risks pertaining specifically to the NPQ programmes can be easily tracked and monitored and the effectiveness of mitigations routinely evaluated.</li> <li>• Use the NPQ Performance Evaluation document to identify areas for improvement and help ensure there is a clear link with action planning.</li> </ul> <p><b>Requirement B (Engagement strategy), Requirement C (Resourcing and contingency planning) and I (Design of content)</b></p> <ul style="list-style-type: none"> <li>• Draw further on the experience and expertise of a wide-range of credible serving leaders to deliver NPQ programmes and have an increased input to the continued development of their content.</li> </ul> <p><b>Requirement E (Transparency)</b></p> <ul style="list-style-type: none"> <li>• Review all policies to which prospective and current participants are directed to ensure that it is clear how they relate to NPQ programmes.</li> </ul>

		<ul style="list-style-type: none"> <li>Review all NPQ documentation, including that on the website, to make sure it complies with DfE and NPQ branding.</li> </ul> <p><b>Requirement L (Support for participants)</b></p> <ul style="list-style-type: none"> <li>Consider ways in which the high-quality support already given to participants can be further extended, for example by providing:             <ul style="list-style-type: none"> <li>professional development opportunities for mentors to enhance their skills.</li> <li>annotated reading lists which identify the most important resources to consider.</li> </ul> </li> </ul>
2.	Provision is grounded in high-quality evidence and research	<ul style="list-style-type: none"> <li>High-quality evidence and research is consistently referred to in participants' learning and well-linked to the practicalities of successful leadership.</li> </ul>
3.	Overall aggregated mean score (see detailed scores in section 4)	<ul style="list-style-type: none"> <li>Aggregated mean score: 8.60.</li> </ul>

### 7 Best practice identified

Exceptional performance / best practice identified	Opportunities for sharing and disseminating with other providers
<ul style="list-style-type: none"> <li>An underpinning drive and commitment from FLA leaders to continuous improvement, which is based on an ethos that promotes 'communication and relationships.'</li> </ul>	<ul style="list-style-type: none"> <li>Case study materials to share across the network</li> </ul>