



National Association of

Virtual School Heads

Looking after learning

October 2021,

Dear Sue, Victoria, Rob and Rachel,

MIDDLESBROUGH VIRTUAL SCHOOL - CHILDREN'S SERVICES PEER REVIEW CHALLENGE: 21st AND 22nd September 2021

Thank you for taking part in a National Association of Virtual School Heads (NAVSH) peer review. The focus of this and future NAVSH peer review challenges is the efficiency and effectiveness of the Virtual School. You specifically asked us to look at the following:

- How well does the Middlesbrough Virtual School as part of the wider Children's Services and the Local Authority work with external partners, specifically schools, to improve outcomes for children in their care?
- How effective is the PEP process in supporting children's progress and do the QA arrangements lead to continuous improvement?
- What steps have been taken to ensure the Virtual School Head and the Virtual School champion all children with a social worker to fulfil the extended duties: How strong is partnership working between the Virtual School and Children's Social Care in Middlesbrough?
- Are the Virtual School's current arrangements for tracking, monitoring and supporting children who have been excluded, are without a school place or are on part-time tables effective in ensuring these children are accessing appropriate and quality education?

Your preparatory work for this peer review was extensive and immensely helpful in enabling the peer review team to focus its activity appropriately. The preliminary phone discussions positively supported the process. We realise that from your perspective you would have preferred the peer review to have been on-site. However, due to the impact of the pandemic and Covid 19 restrictions this wasn't possible. Acknowledging the overall context, it was considered better to proceed with the peer review than postpone it until such a time as all restrictions were lifted and it would be possible to undertake the review on-site.

The team received excellent co-operation and support throughout the process. It was evident to the team that all those we met online were interested in learning and continued development. Colleagues within the Virtual School and those within Children's Services were very open in sharing current practices. This approach was very much appreciated by the peer review team.

It is important to stress that this was not an inspection. A team of peers used their experience to reflect on the evidence you presented through documentation, conversation and observation. We hope the conclusions, captured in our final presentation to you and in this letter will assist you in your ongoing improvement.

1 Background

The NAVSH Peer Review business process has been developed through extensive consultation with its members and builds on the peer review model developed by the Local Government Association (LGA). There are also strong links with the Association of Directors of Children's Services (ADCS). NAVSH in partnership with the LGA has developed a bespoke training programme for Virtual School Heads. All regions of England were represented at the initial training held in 2017. We have learned from 9 previous peer reviews held as part of a pilot in: Nottinghamshire; Lewisham; Suffolk; Redcar and Cleveland; Trafford; Telford and Wrekin; West Sussex; Bournemouth and Hull. A separate report is available on the key learning points from the pilot study. A copy of which is on the NAVSH website. . This is the fourth 'online' peer review conducted by NAVSH and the thirteenth in total.

2 Process

The Peer Review in Middlesbrough was provided by a team led by Neil Hoskinson, Assistant Director in Stoke Children's Services. Neil recently commissioned a NAVSH Peer Review for Stoke and he has experience working for Middlesbrough Borough Council. The Team included: Jane Pickthall, Virtual School Head in North Tyneside and a former Chair of NAVSH, and Anwen Foy, VSH in Surrey and the current CPD Lead for NAVSH. All Peers have undertaken training in the Peer Review process. The peer-review process was managed and coordinated by Alan Clifton former VSH in North Yorkshire and also a former Chair of NAVSH.

The team spent two days interviewing colleagues in Middlesbrough, online, based on a timetable drawn up in collaboration with Victoria Banks the VSH in Middlesbrough. The review team collected evidence with which to frame their findings and then drew together and presented their conclusions on the afternoon of the 23rd September. This activity took place on Tuesday 21st and Wednesday 22nd September 2021.

Prior to the online activity, colleagues in Middlesbrough shared a wide range of information with the team to support its preparations. As well as a desk-based analysis of documentation, the peer review process included a range of interviews and focus

group activities with over 50 participants. We met officers at various levels within children's services and a number of school and learning provider representatives. We also met with children and young people who were benefitting from the support of the Virtual School. The peer review process was supported by a newly situated Councillor who attended an introductory meeting between the Senior Leadership team, the Peer Review Team and the Mayor of Middlesbrough in his capacity as lead member for Children's Social Care in the feedback session on 23rd September.

Through undertaking a range of activities, the peer review team identified over 90 strengths and areas for consideration, which have been refined and matched against the four broad headings of your scope, plus key recommendations. These headings form the basis of this letter.

It is important to note that:

We can only report on what we heard and read – and this was inevitably limited to what it is possible to achieve in two days.

Much of what we have identified will be familiar to you, or significantly is part of your forward planning – and this was confirmed, to an extent, when we made our presentation on 23rd September to the Director of Children's Services, the Senior Leadership Team, VSH, and the Mayor of Middlesbrough in his capacity as lead member for Children's Social Care. Our observations may provide a more detailed focus for the Virtual School and, over time, allow the team to further refine priorities. A copy of the PowerPoint presentation from the 23rd of September has been shared with the Virtual School Head and DCS.

3 General and Over-arching Observations

- We acknowledge our snapshot in time is one where, while key positions in the senior leadership team are relatively stable, as well as in key leadership positions across Children's Services, there have been recent political changes. As a consequence, a number of key groups were inevitably being re-configured and were in the early stages of re-development including the Corporate Parenting Board and the Virtual School Governing Body.
- The local authority's Children's Services has in recent years been under intense scrutiny due to a previous inadequate OFSTED judgement. We note your journey of improvement and recognise the progress made as one service. Due to Middlesbrough being rated by Ofsted as an inadequate authority, Peter Dwyer was appointed by the DfE to work with Children's Services reporting back after 3, 6, and 12 months. You shared with us that external advice and support from Peter Dwyer indicated that Children's Services in Middlesbrough was making significant progress.

- It is pleasing to note both managers and practitioners were able to articulate the improvement journey within Children’s Services in Middlesbrough. There is evidence of partnership working and ‘respectful challenge’, a phrase we heard in more than one meeting. Your description of one Children’s Service at the beginning of the Peer Review is one the peer team recognise from discussions with staff.
- In summary, there is a positive culture of improvement and the confidence of the people we met in achieving this was palpable.

4 Detailed Findings: Strengths and Areas for Consideration

4.1 How well does the Middlesbrough Virtual School as part of the wider Children’s Services and the Local Authority work with external partners, specifically schools, to improve outcomes for children in their care?

Strengths

- The Virtual School Governing Body has published terms of reference and has extended external membership. It is chaired by the DCS and has several significant external partners across education and health. It is helpful that there is a governor to link specific areas of work e.g., pupil premium, attendance, and exclusions. As the work of the VSGB is further developed, it is apparent there will be greater recorded evidence within the minutes of both support and scrutiny.
- We heard evidence of data being shared with different groups – Corporate Parenting Board, Governing Body, Social Care Managers through a comprehensive reporting schedule and formalised meetings. It is clearly a strength that data is shared with external partners
- The VS has strong links with schools through Designated Teacher Networks. The Designated Teachers we spoke with valued the training that was provided. This included information on Attachment and Trauma and included external contributions. It was evident VSH utilises external research and creative data collection points to inform the delivery of training to key stakeholders. Training is also offered to other partners: Positive work was acknowledged around training for carers. The weekly support sessions during the pandemic were particularly appreciated by the foster carers we spoke with.

“Middlesbrough Virtual School drive prevention work and focus on improvements - this is not always the case with other Virtual Schools we work with.”

- Celebrations have continued throughout the pandemic with initiatives such as attendance awards. Personalised awards in the form of books and stationery for the recognition of individual CYP achievements. In 2019 prior to the Covid pandemic and lockdown, there was an impressive range of celebration events to acknowledge the achievements of children and young people in your care. These events were held at venues the children and young people would enjoy attending. In more recent times the VS team have adopted a new way of celebrating achievements. One initiative was by personal letters to all children from the VSH.
- There was excellent feedback on how the VSH has made the VS more visible and has empowered the team. We had discussions about holding schools and other services to account.

“The Virtual School didn’t use to be as influential as it is now.”

- Post 16 outcomes is an area targeted by Children Service for improvement. The VS has good contacts with post 16, externally through links with Middlesbrough College, internally through the Pathway team and SEN teams. The VSH is an integral part of the NEET task and finish group, and the Improvement Board.
- The VSH has good links with the North-East regional VSH network and the National Association of Virtual School Heads (NAVSH).
- Partnership working is particularly evidenced by the joint approach seen across the Virtual School, social care teams and the wider children service teams to achieving permanence in education for care experienced children and avoiding unnecessary changes of school.

Areas for consideration

- The NAVSH Board and regional networks are aware that more could be done to support VSH to create a regional and national dashboard in conjunction with partners like the National Centre for Educational Research (NCER). Middlesbrough are currently working alongside RNC to create a NE dashboard. This dashboard may include key measures which are more difficult to benchmark, such as the number of children on reduced timetables. Developing this data should assist with further self-evaluation and statistical comparison, significantly providing a more complete picture of the child. Until a time when this dashboard is readily available, the VS should continue to share information with the Senior Leadership Team, Governing Body, and Corporate Parenting Board.
- Further consideration regarding the way data and the accompanying narrative can be more nuanced is needed to evidence the effectiveness of the VS. These include areas described as ‘stuck’, for example, the percentage of those without

a school roll, or NEET. A narrative to show that this is a fluid percentage where the VS has secured education will be helpful. We are not suggesting the VSH and local authority do not know their data, rather we are signposting you to potential next steps. We are unsure from our brief time with you in Middlesbrough how the audiences for these reports are using the data to effect outcomes.

- In reviewing your documentation and in discussions, we have been provided with examples of support and training for schools. Individual school challenge occurs at a child level during PEP meeting. However, we have limited evidence of the ways in which schools are held to account around whole school outcomes for children. This should be an area for future development. We would acknowledge that where relationships with Academy Trusts are less well developed, they are likely to question the right of the VSH and the VS team to challenge outcomes and practice.
- We think the status and working relationship of the VSH with headteachers might be further enhanced, possibly through the Governing Body but more so by attendance at Headteacher Network events. It is important to have the opportunity to develop practice outside of discussions about children in crisis.
- There appears to be a reliance on the Virtual School by some schools, e.g., to lead on PEPs, provide tuition and support for children excluded from day one. This is when schools are unable to meet the child's need quickly. Linked to some challenging cases, Designated Teachers can be in daily contact with the Virtual School team. However, the Virtual School models appropriate interventions to support and empower those stakeholders who still have areas of significant development. We would draw attention to the observation, around the relationship between this and building capacity, creating ownership, and developing accountability beyond the VS. Equally some foster carers are appreciative of the availability and intervention work provided by the Virtual School team. This can also be challenging:

'Some carers are on speed dial'

We would ask you to reflect on the balance between strategic support and challenge in comparison to direct intervention in casework.

- Whilst not specific to the work of the Virtual School, some schools as well as the Virtual School team highlighted the challenge when there was a high turnover of local authority staff.

"High turnover of social workers can be difficult - you keep having to start again explaining yourself."

4 2 How effective is the PEP process in supporting children's progress and do the QA arrangements lead to continuous improvement?

Strengths

- It is helpful when analysing how the PEP process has enhanced outcomes for children and young people in your care that you have invited external scrutiny from a Redeployed HMI. It is clear the Virtual School team have reflected on the recommendations and have made steps to address; inconsistent SMART targets and ensuring there is good evidence of Pupil Premium Plus impact.
- A wide range of social care teams commented on the standards expected to achieve a PEP judged good. An example comes from colleagues in the 'Front door' team who commented

“The VSH sets the bar very high in relation to the quality of PEPs. “

- It is apparent continuous improvements to the PEP at all chronological ages are being sought and subsequently implemented. Examples of this include: providing new ways to gather the voice of the child e.g., working with a special school to introduce pupil voice using Makaton; adding questions into a Quality Assurance tool to check and challenges over the identification of SEN. The references to identifying potential Designated Teacher training needs was impressive.
- We listened to evidence that PEPs can and do drive improvement such as Social Emotional and Mental Health specialist schools (SEMH) changing their curriculum to offer GCSEs and working closely with Alternative Provision partnerships to promote a more aspirational curriculum.
- In collaboration with the SEN team, and as a result of the experiences of one Year 6 child, the team have introduced a system whereby all Y6 have a transition PEP and EHCP review before October so that Y7 school and transition arrangements are fully confirmed. This is an excellent casework example of good practice.
- You have identified post-16 performance challenges over quality and compliance. The NEET task and finish group is an appropriate response to meet these challenges. Positive responses to these challenges have led to changes to the post 16 PEP to make them more effective for those classed as NEET. The newly appointed Apprentice, part of whose role it is to focus on the young person's voice, is working with the Virtual School to improve post 16 PEPs further.
- It is pleasing to note the Early Years Foundation Stage PEP (EYFS) has been revised through the setting up of a school working group. School practitioners suggesting appropriate amendments to the documentation and process.
- Compliance statistical information on all PEPs is excellent at 98% of all age groups and 100% of statutory school age. We are confident you have robust

internal quality assurance in place. The focus is not only on compliance however, we heard

“Previously we focused on compliance now we are concentrating more on quality.”

- You are further developing the use of internal supervision to support consistency in PEPs across Middlesbrough CYPS. This is good practice.
- Pupils we spoke to were engaged in their PEP meetings and understood that additional support had been provided as a result of their PEP.

Areas for consideration

- Now you have developed a culture of using external scrutiny to review the quality of PEPs consider additional external opportunities. This may be achieved by drawing Designated Teachers, including those working within the early years and post 16, as well as Independent Reviewing Officers (IROs) into the process. It is important findings are collated, shared with schools, your Governing Body and the Corporate Parenting Board. The key observations around strengths and areas for development should lead to further improvement.
- From the small sample of anonymised PEPs shared it is true to say they didn't always give a clear narrative of the child in a holistic way at the start of the PEP but we are assured that the PEP format has been changed and that this has been resolved now.
- The targets within the sample appeared to be very school focused. This leads the peer team to question whether you need to investigate a larger 'dip sample' to discover whether our observations are truly representative of children and young people in your care. You may need to reflect and if appropriate ensure targets address more than just a child's academic issues and focus on more universal areas which may present barriers to engagement, learning and participation in education. Developing Foster Carer and Social Worker to confidently set and deliver SMART targets as this is a joint responsibility and will help support a more holistic approach
- The Designated Teachers we spoke with appreciated an involvement with the design of PEPs, however, they didn't feel they had much to do with the quality assurance of the PEP process. Only a small number could elaborate on the RAG rating process however there are a number of Designated Teachers who are new to role. This is worth revisiting during future DT training and possibly through widening the quality assurance process to include DTs.

- There are strong links between the Virtual School and SEN team at the manager and practitioner level. This is demonstrated further through those children in care who have an Education Health Care Plan (EHCP.) Every effort is being made to merge the documents where statutory processes allow and use the principle of ‘tell us once’ in relation to the voice of the child. However, it is important you continue to monitor closely those children in your care attending a Primary School that have additional intervention support because of an unidentified Special Educational Need (SEN.) These children may manage well with support but they are often regarded as not having any SEN needs by school. There is a risk that the child struggles upon transfer to secondary school.
- Consider whether the job title of Senior PEP Advisor reflects the skillset and experience of those in the posts. Challenge, as well as support to schools, may be more effective if their job title reflected the true status of these roles. It is common in Virtual Schools throughout England to use the term ‘Learning Advisor’ or Assistant VSH. With the new remit, this may be an opportunity for review. There is also a wide use of the term PEP within roles in the Virtual School. From our understanding of the team, all practitioners do so much more than advise and quality assure PEPs.

4.3 What steps have been taken to ensure the Virtual School Head and the Virtual School champion all children with a social worker to fulfil the extended duties: How strong is partnership working between the Virtual School and Children’s Social Care in Middlesbrough?

Strengths

- The starting points you have identified within the first month of the extended duties for a VSH, are appropriate, logical and build on the local and national data and intelligence already available. It was apparent to the peer review team that you have learnt from the work undertaken during the pandemic to improve the attendance of children from vulnerable groups alongside those in care. This is easily referenced to the work of the Vulnerable Children’s Attendance Project (VCAP) It is clear that the learning gained from this project will be of benefit to others beyond the Middlesbrough Virtual School.
- Partnership working between the Virtual School and Children’s social care is strongly evident with many of those interviewed being very pleased with the considerable improvements (e.g., Front Door, Pathways Team, Futures for Families, Permanence.) Whilst a more strategic oversight for all children with a social worker, including Children in Need and those on Child Protection plans will be new to the VSH, the strong links to the social work teams responsible for these children will not be. This is a significant strength of the Virtual School and within Children’s and Young People’s Services in Middlesbrough. Specific examples include: The Children’s Improvement Group (CIG) which has resulted

in leaders working collaboratively with 'respectful challenge'. The Risk Management Group (RMG) where the head of the VS makes a valuable contribution to the education of some of Middlesbrough's most vulnerable children and 'Futures for Families' where the VSH contributes actively to the creative solutions needed to successfully reintegrate children in care back into school. As such, the Virtual School is well placed to identify and disseminate best practice around the education of children with a social worker.

- A presentation for the Virtual School Governing Body has set the scene for the new duties and their implications. The Virtual School Head is working with others on the 'Middlesbrough approach' taking account of the DFE guidance and the local context.
- Your use of the National Centre for Educational Research (NCER) data sets that include education and social care outcomes and builds on the initial research from the Rees Centre - *The Educational Progress of Looked After Children in England: Linking Care and Educational Data. (2015.)* is helpful as well as the findings from the DFE's [Review of children in need - GOV.UK \(www.gov.uk\)](http://www.gov.uk)
- You are planning for a Conference in February 2022 focussing on findings from your Virtual School and national research (Rees Centre) around educational outcomes and 'what makes a difference' indicates a commitment to ensuring the local authority and VSH more than meet the requirements of the extended duties. It is important to ensure this Conference is truly multi-agency in both delegates attending but is also reflected in who presents.
- Case studies are currently being collated which focus on 10 young people whose attendance was of greatest concern. You have triangulated your identification and concerns with schools and families. The next step from this encouraging piece of work is to establish progress and attainment datasets around this and the wider social care cohort in addition to the existing attendance data you monitor.

Areas for consideration

- The Peer Team would highlight the opportunity to develop continuing professional development opportunities for the Virtual School team around the extended role such as the threshold for care /court orders/ edge of care, CIN/CP children with disabilities, and the links with their existing roles.
- At the current time, the schools interviewed have limited knowledge of the extended duty, though this is not surprising as it is in its early stages and DFE schools' guidance is not yet published. It will be helpful to further explore opportunities to present to school leaders, governors, education and inclusion teams in the meantime. As a peer team we would emphasise it is everyone's responsibility to ensure the extended role is shared with school leaders,

education and inclusion teams, including the school improvement service in relation to improving educational outcomes for this group of children.

- As alluded to in the strengths section, further develop the work you have started to establish a clear dataset around progress and attainment in relation to children with a social worker, drawing on NCER and regional data where possible.
- It is important to clarify, internally within Children's Services but also externally with partners, what the extended role actual looks like in practice. Keeping in sight that the extended role is 'strategic' and systemic. VCAP will inform this work, but the role is not intended by the DFE to be at child level.
- In light of the expanded sphere of influence needed to deliver the extended role, it may be time to revisit where the Virtual School Head is positioned within the organisation to check that the postholder has the right 'reach' across education, schools, social care and health.
 - *"For a VSH to be most effective they must have status, influence and authority. In most local authority structures this will require the VSH to have a senior position in the line management structure of Children's Services. Without the access this offers to the DCS/Assistant Director team it can be difficult for the VSH to influence policy and practice across the Children's Service Directorate and beyond."*(National Association of Virtual School Headteachers (NAVSH) [Handbook](#))

4.4 Are the Virtual School's current arrangements for tracking, monitoring and supporting children who have been excluded, are without a school place or are on part-time tables effective in ensuring these children are accessing appropriate and quality education?

Strengths

- The VSH and the Virtual School team know their cohort well. They particularly know and are targeting intervention strategies with those not accessing full-time provision on a regular basis. The joint protocols across Children's Service enhance this work. In summary, there is regular oversight through a range of mutual challenge meetings with the child at the centre.
- Training led by the local authority and specifically the Virtual School around the impact of attachment and trauma on the behaviour of children and young people has led to some schools reflecting on the root causes of the behaviours being exhibited rather than the symptoms observed. This may well lead to a different approach by schools that can benefit all children, not just those in care. This is one example of how the Virtual School and colleagues are working to reduce fixed-term exclusions. Another is the

'modelling' the Virtual School are doing with schools to highlight creative and collaborative intervention strategies.

"We work closely with schools so the child doesn't get lost in descriptions of behaviour."

- If a child is on a part-time timetable, off the school site, it is agreed in partnership with a short timescale. Links with Middlesbrough football club, Barnardo's, REACH, and Chances are examples of this intervention work we heard about.

"Support from VS has been critical in supporting and "unblocking" for young people."

- The Virtual School works with partners to support appropriate admissions, reduce any drift or delay to re-admissions, and supports managed moves where considered appropriate. They will advise other VSHs and their local authorities when they are looking to place or have already placed, a child in their care, in Middlesbrough.
- From the evidence we heard, it appears Middlesbrough Children Services are in a strong position in terms of sharing and recording data held on a child. If a child has an Education and Health Care Plan (EHCP) and has significant involvement from the SEN team, Educational Psychologist, and is also a child referred to as a Child in Need, or looked after by the local authority teams, managers overseeing intervention work have a full picture of the child through access to all data systems. A further example of data sharing is how the PEP process and EHCP are, where statutory guidance allows, streamlining information so the process is less repetitive for the child. With specific reference to monitoring and intervening with the most vulnerable having the full picture is crucial to effective decision making.

Areas for consideration

- The levels of fixed term exclusions for children looked after remain high. It is important to maintain your focus on reducing fixed term exclusions in the same way as you have eradicated permanent exclusions for children in care in recent years. Possibly by working in partnership with Headteachers and School Governing Bodies you can agree on a target to reduce the number of days lost by children in your care. This is certainly worth discussing with the Virtual School Governing Body and the Corporate Parenting Board.

You have a target to ensure all Middlesbrough children attend a registered school, including those on part-time timetables, those accessing 'Alternative Provision' and those not on a school roll. The VSH has been proactive in ensuring all looked after children are in a registered provision and the local authority should evaluate and bring forward the time scales to increase the number of registered alternative provisions.

- You have developed and published a policy on the use of part-time timetables. This includes advice and guidance. There is oversight from the Virtual School on its implementation practice. However, we were unsure how the Virtual School monitoring links to oversight of the use of part-time timetables for all vulnerable children. There is possibly a requirement for further joined-up reporting, action planning and the sharing of good practice with schools and other partners
- Observations from the Virtual School team indicates NEET figures were static for 2 terms however looked after children not on a school roll was declining rapidly . However, there remains a need for greater analysis of the churn to gain a better insight into the influence of the VS and its effectiveness around this issue. Perhaps once this issue is further analysed, it can be shared with the Virtual School Body in the first instance. It will be helpful to add success stories to your performance data reporting.

5 Recommendations

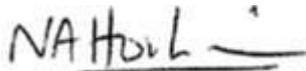
1. Acknowledging you have made significant progress developing strong working relationships with internal stakeholders the VSH and VS should now look to further develop influence and standing externally. For example, through Headteacher cluster meetings and Headteacher strategic development days.
2. We would ask you to consider whether the VSH should have greater access to the CYP Leadership team and formalise in your structure links to both education and social care Assistant Directors/Heads of Service.
3. It may be helpful for you to re-visit the content of the VSH Annual Report and review the data provided. The report may be further enhanced with an Executive Summary applicable to all audiences for which it is intended, the inclusion of additional data; along the lines of what has been reported to the Virtual School Governing Body, and the use of case studies to demonstrate the impact from the Virtual School would be helpful. Whilst acknowledging the difficulty of securing accurate longitudinal data on academic progress and attainment in recent years, as well as drawing comparisons with performance nationally and with statistical neighbours, maintain a focus on educational outcomes in the widest sense. The peer team suggest greater use of the performance indicators included in the NCER data sets.
4. It is our understanding that the aspiration is for all children looked after to be registered on a school roll and that when an unregistered provision is used for 'Alternative Provision' they remain on their 'mainstream' school roll. This should be the case for all children within Middlesbrough.

Next Steps

You and your colleagues will now want to consider how you incorporate the team's findings into your improvement plans. We hope that you find our reflections helpful. It is important that this letter describes accurately what we have observed and analysed

and that it provides you with an appropriate summary to facilitate change. If this letter contains any factual inaccuracies, or if you have any concerns or comments about the analysis or recommendations, please do not hesitate to contact Alan Clifton in the first instance. Alan will liaise with the team and I to make amendments as appropriate. Once again, thank you for agreeing to receive a Peer Review and to everyone involved for their participation.

Yours sincerely,

Handwritten signature of Neil Hoskinson in black ink, consisting of the name 'NEIL HOSKINSON' followed by a horizontal line.

Neil Hoskinson
Lead Peer Middlesbrough
Peer Review

Handwritten signature of Alan Clifton in black ink, consisting of the initials 'A. Clifton'.

Alan Clifton, Diagnostic Manager