

Middlesbrough Pupil Inclusion Panel

Quality Assurance of Alternative Provision in Middlesbrough

Timeline of Quality Assurance

Mutually agreed date of visit between QA School/Academy and Provision

School receive pre QA evidence 7 calendar days prior to visit

Structure of QA Visit

08:00	Arrival and meet Leaders of the Provision - Vision
08:15	Single Central Record and Training Record
08:30	Safeguarding
08:45	Safeguarding effectiveness
	Check quality of information provided
09:15	Quality of Education Discussion
	Curriculum Intention
	Accreditation
	Curriculum for personal development
09:45	Behaviour and Attitudes discussion
	Discuss attendance, exclusions
	Discuss incidents of discrimination/bullying
	What do routines, expectations and mutual respect look like
10am	Learning Walk, Book Scrutiny & Observe Social times
12pm	Further Discussions with Leaders
12:30pm	QA Report writing
2pm	Feedback

Leadership and Management

	HE	E	NYE	FER
The provision has a vision and strategy document, published and available to students and their families	X			
There is a clear management structure that includes accountability to governance structures in the organisation	X			
There is a clear supervision/performance and appraisal policy	X			
Leaders have appraisals and performance management meetings in line with the organisation's policy	X			
The organisation has a robust Safer recruitment Policy	X			
The organisation checks any gaps in employment history at the recruitment stage	X			
The organisation has at least 2 verified references for every employee recruited	X			
The organisation undertakes appropriate DBS checks for new recruits or new staff are in the DBS update service	X			
The organisation undertakes a process with external providers to ensure all people who come into contact with children have had a DBS check	X			
The organisation ensures all external providers have a safer recruitment policy	X			
The organisation ensures that staff from external providers are suitably qualified to deliver their service	X			
The organisation has a process to evaluate provision from external providers	X			
The organisation has an up to date Safeguarding Policy that provides guidance on Tees Safeguarding Children Board's Procedures	X			
The Safeguarding Policy has clear reference to signs of abuse and information for staff about the internal procedures.	X			
The Safeguarding policy is reviewed and updated annually	X			
Safeguarding issues and practice is monitored via the organisation's governance structures	X			
The provision has a robust SEN Policy	X			
The provision has access to appropriate specialist assessments if required	X			
The provision has access to appropriate specialist interventions in line with the purpose of the provision.	X			
The provision has a detailed workforce development strategy which sets out development needs and mandatory training requirements	X			
The workforce strategy is in line with appropriate skills audits and/or needs identified in performance management appraisals.	X			
The provision has a training matrix to track that training and development opportunities are identified and met in a timely manner, and that mandatory training is up to date.	X			
The school has a clear vision/approach to creating positive conditions for learning and personal development	X			

There is an observed positive approach to learning and personal development in school	X			
Children's basic needs are met	X			
The school has a range of strategies to support children and young people to flourish	X			
Overall	X			

Overview:

On arrival at Education plus I was greeted by a focused and enthusiastic team who were fully committed and driven towards achieving 'bright futures' for the young people they serve. From viewing files and from conversations with staff they are dedicated in making sure the right staff with the right skills are in front of their students.

Meeting minutes show checks on staff, training, safeguarding and financial responsibility to shareholders ensuring that leaders are fully aware of how the provision is being run and how successful strategies are. There is also a full calendar for the year with scheduled meetings, learning walks to ensure management are able to quality control lessons and content.

Education plus have a clear chain of command and are clear on which members of staff are responsible for what. This ranges from the staff they personally employ to the staff that they work with from outside agencies. They have a rigorous recruitment policy which I will detail later in the safeguarding section.

Directors are also invested in ensuring good staff stay with the organisation and are developed further. Staff will be working with higher education providers to look at teaching qualifications and training.

Having viewed redacted Performance Management documents staff are given opportunities to reflect and develop their practice in line with the teachers standards which Education plus use as a quality assurance framework.

Actions:

Quality of Education

	HE	E	NYE	FER
The provider uses suitably qualified, experienced and knowledgeable staff to teach their curriculum	X			
Curriculum reflects the provisions context and is planned and sequenced so that new knowledge is built on previous learning	X			
Curriculum and Long term planning are regularly reviewed by leaders/teachers	X			
Curriculum is personalised to each learner and addressed gaps in pupils knowledge and skills.	X			
Work given to pupils matches the aims of the curriculum. It is planned and sequenced to ensure sufficient knowledge and skills for future learning and employment.	X			
Are provisions equipping pupils with the 'knowledge and cultural capital'		X		
There is appropriate Information, Advice and Guidance for young people around careers	X			
Young people are supported to travel independently where appropriate	X			
Young people are offered information, advice and guidance on health and wellbeing issues	X			

Young People are supported in their personal development with employability skills		x		
Effective use of assessment to help pupils embed knowledge and support the teaching of the subject.	x			
Overall	x			

Overview:

Staff build upon their own subject specialisms to ensure that student receive core subjects to increase life chances/social mobility but also offer more vocational subjects to ensure engagement and a broad experience of the curriculum. For example, students have access to a workshop where DT skills are developed allowing students to gain hands-on experience and take a break from the classroom. This allows them to also gain skills relevant to the local job market giving them better chance of future success. Staff have made efforts to develop their careers curriculum since the last visit and now have plans to visit Colleges with students for tours and IAG.

Evidence of the review and checking of SOW was viewed and work with outside agencies and specialists to ensure correct content was also seen. Weekly breakdowns are provided to staff for delivery to ensure consistency and that descriptors are being hit. Mixed ability and ARE schemes were also evident for the range of students that Education Plus serves.

Any gaps identified are filled through the use of 1:1.

Having viewed English and Maths books it is clear that whole staff marking has been worked upon and this is consistent and regular allowing for children to track their progress. A format of www/ebi is being used surrounded by a yellow box to highlight the feedback. John discussed staff now moving forward with this and trying to build in a student response to the comments to show progress.

Staff are also making concerted efforts to develop students with regards to the world of work after education with regards to manners and social interactions. They are even looking to take one student on following her completing formal education to support with administration.

Actions:

Cultural capital - currently working well to develop this - projects on Chinese New Year, visits to the local area and attractions to develop understanding of the community they live in. Could they now push this further and look at Middlesbrough as a diverse community and the different cultures within the town. For example visits into the community during Ede or Diwali, could they go further afield for CNY project and visit Newcastle and Stowell Street?

Could sessions on work place skills be developed - such as customer service, basic word processing/spreadsheets etc meaning students have more skills to discuss on a job application or at interview stage.

Behaviour and Attitudes

	HE	E	NYE	FER
A positive and respectful culture in which staff know and care about the pupils	x			
Inside and outside the classroom, clear routines and expectations	x			
Strong emphasis on attendance and punctuality. Where this is not the case provider takes swift and effective action.	x			

An environment in which pupils feel safe. Bullying, discrimination and peer on peer abuse are not accepted and dealt with quickly, consistently and effectively.	X			
Alternatives to exclusion are developed	X			
Overall	X			

Overview:

It was clear from the amount of thank you cards from both students and parents that the provision has high standards but form excellent relationships with students and families to ensure good behaviour management techniques.

A structured day very similar to a mainstream timetable means students are fully aware of what is expected of them on a daily basis and that the focus is on learning. An open door policy runs alongside this timetable for any students struggling who may need 1:1 or to speak with senior staff to avoid any behavioural incidents. This creates strong relationships with staff but also builds resilience within students for when they may struggle with work.

Any incidents that do occur are logged, RAG'd and reviewed on a weekly basis - this excludes lower level classroom behaviours. Behaviour reports are sent weekly to stakeholders to ensure strong lines of support and communication.

On viewing lessons students were polite, well mannered and focused on the lesson content showing that routines and high expectations are common place.

Students are praised for positive behaviours to encourage more of these.

Actions:

Personal Development

	HE	E	NYE	FER
Does the curriculum extend beyond the academic, technical and vocational.	X			
Do the provision support pupils to develop in many diverse aspects of life.	X			
Do the provision build confidence and resilience in students who are influenced by other factors (home and community)	X			
Promote equality, risks to their wellbeing, healthy relationships	X			
Developing responsible, respectful citizens with a deepened understanding of fundamental British values (mutual respect and tolerance)	X			
Are provisions equipping pupils with the 'knowledge and cultural capital'		X		
Develop pupils character which define a set of positive personal traits	X			
Provision is crucial in preparing pupils for adult life teaching them to engage with society and providing them with opportunity's to do so	X			
Providing an effective careers programme by supporting readiness for the next phase so that pupils are ready to transition successfully	X			
Overall	X			

Overview:

The PHSCE curriculum includes work on personal safety, relationship work as well as local and national news items to ensure a wide understanding of the world in which they live. Evidence of these sessions was viewed via schemes of work, slides and work on the walls within the setting. Education Plus also work with youth offending, VEMT, Harbour and Cleveland Police to ensure students have accurate and relevant information. Work is also completed on manners and discussions surrounding swearing and how this may impact them in the outside world.

I must note than having viewed the previous report although tweaks can still be made with cultural capital development and improvements have absolutely been made since the previous QA visit. Regular trips have now also started taking place giving students the opportunity to reflect on the surroundings they live in. These trips will also allow for self reflection, development of social and interpersonal skills as well as an element of independence.

Actions:

See Quality of education comment.

Safeguarding

	HE	E	NYE	FER
The provision has a database of staff stating their checks and vetting, due dates for renewal	x			
The staff database shows all staff members and all checks are up to date	x			
The provision has a clear policy for renewal and/or staff are using the Update Service	x			
The organisation monitors the SCR of staff via governance systems and management	x			
The DSL has a clear process/guide for managing Safeguarding	x			
The DSL has suitable regular safeguarding training in line with LSCB standards	x			
The DSL feeds in to the workforce development strategy and training matrix to ensure staff are trained to a level and in areas appropriate to their role	x			
The DSL has a record of all students open to social care, and this is kept up to date and relevant in line with GDPR	x			
The DSL has a clear safeguarding procedure shared with staff that they clearly know and understand	x			
All staff are given Safeguarding E-Learning training at induction as a minimum requirement	x			
All relevant staff undertake an introduction to FGM/Forced Marriage and Honour-Based violence training	x			
All relevant staff undertake child Sexual Exploitation training	x			
All relevant staff undertake E-safety training	x			
All relevant staff undertake PREVENT training	x			
All relevant staff undertake training to identify signs of abuse and neglect	x			
All relevant staff undertake Safer Recruitment Training	x			
All relevant staff undertake Safeguarding Disabled Children Training	x			
All relevant staff undertake Anti-bullying and discrimination training	x			
All relevant staff undertake Trafficked, Exploitation and Modern Slavery training	x			

There is a clear policy and procedure to carry out the PREVENT duty	x			
There is a clear procedure in place for identifying and reporting safeguarding concerns in line with Tees CPP	x			
There is a clear whistleblowing policy	x			
There is a robust policy and procedure for identifying CME in line with MBC Policy	x			
CME are reported promptly (within policy/contract guidelines) to the roll school	x			
The provision has a clear procedure for managing and supervising visitors and external agencies to keep young people safe	x			
The curriculum includes teaching about online safety, equality, bullying, CSE, Trafficking, sex and relationships to ensure they learn how to keep themselves safe appropriate to their age and stage	x			

Overview:

A rigorous folder that shows a clear priority for safeguarding within the provision. Staff who have attended training have a tracker noting what training they have undertaken, the date of the training and the expiry date of the training/qualification. Qualifications and training are reviewed in governance and directors meetings to ensure the provision is compliant. I was presented with a range of up to date certificates showing the high level of training the DSL and other staff partake in.

Staff training is regularly provided and I was able to view slides used for this showing how information is disseminated and then how staff are given scenarios to test their knowledge and procedural thinking. This includes work in line with KCSIE, CSE and PREVENT.

Staff are rigorous with their checking of outside providers and exchange safeguarding documents as well as complete checks and observations on site with other providers. I was provided with an example of working with MFC and how recruitment checks were carried out, notes from on site visits and notes from observations with MFC staff.

Actions:

Look to develop staff training further with sections from KCSIE linked to peer on peer and INCEL concerns.

Quality Assurance Overall

	Highly Effective	Effective	Not Yet Effective
Quality of Education	x		
Behaviour and Attitudes	x		
Personal Development	x		
Leadership and Management	x		
Safeguarding	x		

Summary:

I thoroughly enjoyed my visit to Education Plus and it was clear from first entering the building how passionate and invested staff are in providing options for students who struggle with mainstream learning. Combined with this passion a knowledge and background in mainstream education from some of the directors has ensured that policies and procedures are well written, reviewed and adhered to making for a safe and successful environment.

Actions:

	Name	Provision/Academy	Date
Provision Leader	John Pratt	Education Plus	
QA Representative	Kate Mitchell	Outwood Academy Acklam	27/09/22
QA Representative			
LA Representative			