

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

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

Overview:

John and I met at 7am on the morning of 19th July due to time constraints. John had all the relevant documents ready and prepared in advance for me. On all my visits to EP I have always been warmly welcomed and had open and frank discussions about the provision and what it provides for some of our most vulnerable pupils.

John has a full overview of the centre and shows excellent knowledge and judgement. Having been a teacher and a member of LT he fully understands the processes required to be in charge of an AP.

The staff have clear roles and responsibilities and John was able to show evidence to support this. They have a rigorous recruitment policy. Staff are challenged to keep up to date with the latest qualifications and have regular access to training if required. Links with schools are strong and resources are often shared. Performance Management documents were provided and it is clear there is a strong, robust system to support staff in place.

All the mandatory policies were viewed including Child protection and Safeguarding and were neatly arranged in a folder to help with the Audit.

Although it is only a small team, staff turnover is low and all new starters experience a comprehensive induction package following the safer recruitment protocols. All the staff received an appraisal annually and mandatory training in the following areas- Safeguarding Health and Safety, Fire Safety, GDPR.

Actions:

Quality of Education

	HE	E	NYE	FER
The provider uses suitably qualified, experienced and knowledgeable staff to teach their curriculum	/			
Curriculum reflects the provisions content and is planned and sequenced so that new knowledge is built on previous learning	/			
Curriculum and Long term planning are regularly reviewed by leaders/teachers	/			
Curriculum is personalised to each learner and addresses gaps in pupils knowledge and skills.	/			
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.	/			
Are provisions equipping pupils with the 'knowledge and cultural capital'	/			
There is appropriate Information, Advice and Guidance for young people around careers	/			

Young people are supported to travel independently where appropriate	/			
Young people are offered information, advice and guidance on health and wellbeing issues	/			
Young People are supported in their personal development with employability skills	/			
Effective use of assessment to help pupils embed knowledge and support the teaching of the subject.	/			
Overall	/			

Overview:

The timetable is structured to be the same daily, based around maths, English, PSHE/Life skills followed in the afternoon activities such as PE being off site. This model works well for part time provision.

Whilst unable to observe the pupils in lessons due to the time of the meeting, it was clear the teachers and TA's had good subject knowledge and understanding. Work scrutiny and long and mid term planning supported this. Marking and feedback was regular. Perhaps the pupils could take a little more care with their books which had some gravity on the covers, but otherwise progress was evident.

There was evidence in work and around the centre of the works on careers and employability skills, which was an area the first visit had flagged up as needing some further work. There is a new careers noticeboard and work has been significantly improved to ensure pupils get sound advice and guidance. Staff have made concerted efforts to develop students with regards to the world of work after education with regards to manners and social interactions.

Cultural capital has been addressed with more off site visits and more opportunities to see parts of Teesside they hadn't previously. Afternoon sessions focused on more life skills and employability skills to enhance the pupils chances of succeeding post 16.

Behaviour and Attitudes

	HE	E	NYE	FER
A positive and respectful culture in which staff know and care about the pupils	/			
Inside and outside the classroom, clear routines and e/pectations	/			
Strong emphasis on attendance and punctuality. Where this is not the case provider takes swift and effective action.	/			
An environment in which pupils feel safe. Bullying, discrimination and peer on peer abuse are not accepted and dealt with quickly, consistently and effectively.	/			
Alternatives to e/clusion are developed	/			
Overall	/			

Overview:

Judgement for this was made via discussions and from my previous visits to EP, when reviewing Trinity pupils. John and his staff go above and beyond always. The displays around the centre are bright and vibrant and all relay positive messages. These included sport, careers and PSHE. There is a reading area for pupils to develop their literacy skills.

Teachers know their students well and ensure appropriate work is set and challenges individuals in a personalised way. Quality of teaching is effective and the development of staff is evident.

There is excellent evidence of long term, medium term planning has ensured that both staff and students have clear direction. Regular reporting to students, schools and their families allow good communication of progress to be sustained.

Personal Development

	HE	E	NYE	FER
Does the curriculum e/tend beyond the academic, technical and vocational.	/			
Do the provision support pupils to develop in many diverse aspects of life.	/			
Do the provision build confidence and resilience in students who are influenced by other factors (home and community)	/			
Promote equality, risks to their wellbeing, healthy relationships	/			
Developing responsible, respectful citizens with a deepened understanding of fundamental British values (mutual respect and tolerance)	/			
Are provisions equipping pupils with the 'knowledge and cultural capital'	/			
Develop pupils character which define a set of positive personal traits	/			
Provision is crucial in preparing pupils for adult life teaching them to engage with society and providing them with opportunity's to do so	/			
Providing an effective careers programme by supporting readiness for the ne/t phase so that pupils are ready to transition successfully	/			
Overall	/			

Education Plus is used primarily for short term intervention. The centre is clearly set up with a focus on each student as an individual. Outcomes are therefore varied based on the nature of the student in question. Timescales also vary as students can be present for a placement lasting from 1 week to 6 months. Individual learning plans are created and are bespoke to the individual. These are updated daily and shared with the sending school on a regular basis.

SEMH is a really important part of the centre. The afternoon practical based activities help contribute to the emotional and social skills of the pupils. These out of class experiences are a fundamental part of the success of Education Plus in changing attitudes and engagement. After school activities also take place. This could be developed further.

PSHE is mapped across the key stages and work has been done with local secondary schools to ensure the RSE curriculum is covered also.

Safeguarding

	HE	E	NYE	FER
The provision has a database of staff stating their checks and vetting, due dates for renewal	/			
The staff database shows all staff members and all checks are up to date	/			
The provision has a clear policy for renewal and/or staff are using the Update Service	/			
The organisation monitors the SCR of staff via governance systems and management	/			
The DSL has a clear process/guide for managing Safeguarding	/			
The DSL has suitable regular safeguarding training in line with LSCB standards	/			
The DSL feeds in to the workforce development strategy and training matri/ to ensure staff are trained to a level and in areas appropriate to their role	/			
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	/			
The DSL has a clear safeguarding procedure shared with staff that they clearly know and understand	/			
All staff are given Safeguarding E-Learning training at induction as a minimum requirement	/			
All relevant staff undertake an introduction to FGM/Forced Marriage and Honour-Based violence training	/			
All relevant staff undertake child Sexual Exploitation training	/			
All relevant staff undertake E-safety training	/			
All relevant staff undertake PREVENT training	/			
All relevant staff undertake training to identify signs of abuse and neglect	/			
All relevant staff undertake Safer Recruitment Training	/			
All relevant staff undertake Safeguarding Disabled Children Training	/			
All relevant staff undertake Anti-bullying and discrimination training	/			
All relevant staff undertake Trafficked, Exploitation and Modern Slavery training	/			
There is a clear policy and procedure to carry out the PREVENT duty	/			
There is a clear procedure in place for identifying and reporting safeguarding concerns in line with Tees CPP	/			
There is a clear whistleblowing policy	/			
There is a robust policy and procedure for identifying CME in line with MBC Policy	/			
CME are reported promptly (within policy/contract guidelines) to the roll school	/			
The provision has a clear procedure for managing and supervising visitors and external agencies to keep young people safe	/			
The curriculum includes teaching about online safety, equality, bullying, CSE, Trafficking, sexual and relationships to ensure they learn how to keep themselves safe appropriate to their age and stage	/			

Overview:

Safeguarding is highly effective with robust systems in place. The centre has trained DSL and comprehensive training on a regular basis. Evidence of this was found in documents in files and also electronically. All statutory policies were seen and are reviewed annually. Records relating to training on safeguarding matters were also viewed. Qualifications and training are reviewed in governance and directors meetings to ensure the provision is compliant.

Students are dropped off at the door by taxi and welcomed into the building. For visitors there is an electronic signing in system with photo identification. There is a full CCTV operation in place and a policy to support this. The centre is fully secure with only one door in and out, which is controlled by magnetic locks. Externally the centre has a small courtyard with a secure high fence.

Quality Assurance Overall

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

Summary:

Quality of education is marked as amber only as Education plus are not able currently to provide a full and balanced curriculum to all its learners. This should change once they achieve registered status with their own DfE number.

I had a very enjoyable visit to EP and always enjoy the warmth of welcome from John. The staff should be commended for doing an excellent job with the most vulnerable pupils they have.

Actions: Introduce greater curriculum breadth and depth once DFE status established

	Name	Provision/Academy	Date
Provision Leader	John Pratt	Education Plus	
QA Representative	Simon Carey	Trinity catholic College	19/7/22
QA Representative			
LA Representative			

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