

QUALITY ASSURANCE MONITORING AND EVALUATION FRAMEWORK

Purpose: This framework is intended as a tool to be used by Pupil Inclusion Partners and the Local Authority to monitor and quality assure the delivery of alternative provision that they have commissioned for pupils.

Framework: The framework covers four discrete areas identified in the most recent OFSTED inspection framework (2022)

1. Leadership and Management including Safeguarding and Health and Safety
2. Quality of Education
3. Personal Development and Wellbeing
4. Behaviour and Attitudes

THE QUALITY ASSURANCE PROCESS: This will be undertaken by a member of the Pupil Inclusion Partnership

Cycle of Review

It is envisaged that members will visit all providers to undertake a full QA once every year, with a verification visit also undertaken by another member of the team. Schools will also undertake their own QA of providers and hold review meetings for pupils where “sampling” of provision would be a feature.

What evidence would be needed?

The Alternative Provision provider should complete the documentation (excluding the grading) and provide a range of appropriately supportive evidence, prior to the Quality Assurance visit. Some of the evidence is envisaged as discussions with a range of key stakeholders at the time of the visit including learners. **NB** For smaller providers, not all this evidence may be available, and schools can adapt the framework accordingly although the safeguarding and Health and Safety section should always be considered.

ALTERNATIVE PROVISION QUALITY ASSURANCE

PROVIDER (including legal status): Education Plus NE	CONTACT DETAILS: John Pratt Director 07866651707 John.pratt@educationplusne.co.uk www.educationplusne.co.uk
QA LEAD (initial visit): Fiona Carney (UCA)	Date: 8/12/22
LOCAL AUTHORITY OFFICER: Michelle Stelling	
QA VERIFIER (second visit):	Date:
LOCAL AUTHORITY OFFICER:	

A. KEY PERSONEL

Name of Headteacher (or equivalent)	John Pratt
Name of SENCO	Charlotte Hogg
Name of Designated Safeguarding Lead	John Southeran
Name of Prevent Lead	John Southeran

B. BRIEF DESCRIPTION OF PROGRAMME:

Courses Offered	Levels / Expected qualifications	Numbers of placements (FT / PT)	Points of Entry during the year
Key Stage:			

Education Plus NE (Newton Aycliffe) caters for students who-

- (i) are struggling to cope with the demands of mainstream but whose school believes they have the academic and / or personal ability to cope longer term in a mainstream school
- (ii) have missed periods of their education
- (iii) are awaiting an EHCP assessment
- (iv) have identified learning or personal needs
- (v) been permanently excluded

The timetable includes Mathematics, English, Life Skills, PHSCE, PE and Food Hygiene. At present we work with the LA and our partner schools to deliver a curriculum that either supports school-based learning or GCSE preparation.

THEME ONE: LEADERSHIP AND MANAGEMENT

Guiding Principle: The leadership of the organisation works closely with the commissioner to ensure the pupils' needs are met. Programmes are quality assured and staff are well led.				Verification RAG
Lead Person / contact details:				
	Requirement	Evidence	Grading	
1a	There is a clear agreement, including funding, setting out the responsibility of the commissioner and provider.	Commissioning and Procurement Document Framework Agreement Document	Fully Partially Not met / limited evidence	
1b	The organisation has a legal structure with robust governance.	No requirement as an AP Education Plus NE Ltd is owned and operated by J Pratt, J Southeran and K Wake Companies House Information Directors Meeting Minutes	Fully Partially* Not met / limited evidence *Partially N/a	
1c	There is evidence of good communication between the commissioner and provider.	Attend all PIP meetings Attend all 'regular' LA student update meetings Contribute towards external reports Weekly Reports Weekly Register	Fully Partially Not met / limited evidence	
1d	There is a current organisational development plan, with evidence of effective self-evaluation.	SEF	Fully Partially Not met / limited evidence	

1e	Leaders offer a full range of CPD that is aligned with the curriculum and the extent to which this ensures better quality teaching and learning.	Staff training Matrix	Fully Partially Not met / limited evidence	
1f	Leaders seek to communicate with parents and their community in a way that supports the education of pupils.	Phone calls home (academic and pastoral) Home visits Student Report	Fully Partially Not met / limited evidence	
<p>Commentary:</p> <p>1B 'The organisation has a legal structure with robust governance' – As an unregistered AP setting they are not legally required to have a governing body. The 3 Directors are responsible for all areas of the business, ensuring robust accountability.</p>				

Keeping young people safe.				VERIFICATION RAG
Lead person / contact details:				
	Requirement	Evidence	Grading	
2a	Access to the site is restricted to registered pupils and the organisation's own staff. Reception staff ask for appropriate evidence of ID from all visitors. Staff are as aware of lockdown procedures.	The front door cannot be opened externally. A visitors' book is in operation. Visitors ID's are checked upon arrival. Visitors are always supervised. Visitors are by appointment only and when possible, outside of school hours.	Fully Partially Not met / limited evidence	
2b	All staff (including volunteers) have current DBS checks, which are recorded on a single central record, and are Prevent trained.	SCR available during the visit (GDPR compliant)*	Fully Partially Not met / limited evidence	

2c	Pupils' attendance is accurately recorded and monitored, and rigorous procedures are in place to ensure improved attendance in line with SLA.	Middlesbrough LA Register Daily attendance calls (Home / school/ social care) Attendance Policy Home visits	Fully Partially Not met / limited evidence	
2d	Safeguarding / Child Protection policies are in place, up to date and reviewed regularly.	Safeguarding Policy	Fully Partially Not met / limited evidence	
2e	The Designated Safeguarding Lead (DSL) has had appropriate training and refresher training at least every 2 years and all staff have appropriate safeguarding training. Key staff are also trained in safer recruitment practices.	John Southeran (DSL) Certificate	Fully Partially Not met / limited evidence	
2f	All Child Protection records are stored appropriately.	All Documents are stored electronically (password protected) and stored centrally in a secure / locked cupboard Relevant staff are trained	Fully Partially Not met / limited evidence	
2g	The organisation has the following policies which are regularly reviewed and updated: <ul style="list-style-type: none"> • e-safety / acceptable use policy • Use of reasonable force • Meeting the needs of pupils with medical conditions • Intimate care • First aid • Educational visits • Behaviour policy • Harassment and discrimination • Whistle blowing • Staff code of conduct 	All policies are in place and reviewed regularly by Directors	Fully Partially Not met / limited evidence	

2h	The organisation has an anti-bullying policy, regularly reviewed and updated. All incidents of bullying are recorded appropriately and dealt with effectively.	Bullying Policy Incidents are recorded and reviewed in line with the policy	Fully Partially Not met / limited evidence	
2i	Have all staff been asked to read part one of "Keeping Children Safe in Education" and do you have a signed record of this? Including Annex A	Staff training matrix available during the visit (GDPR compliant)	Fully Partially Not met / limited evidence	
2j	There is a culture of safeguarding which includes appropriate and accessible signposting guidance available for staff and pupils about who they can contact when there are concerns.	Safeguarding posters	Fully Partially Not met / limited evidence	
2k	Providers work with a range of multi-agency professionals to keep pupils safe.	We work with a range of agencies, including ... YJS CAMHS School Health Education Psychologists Police Social Care CGL Harbour	Fully Partially Not met / limited evidence	
2l	Is there a governor who holds a lead role for safeguarding and who has had appropriate training?	N/a John Southeran – Designated Safeguarding Lead / Director.	Fully Partially Not met / limited evidence *Partially N/a	
2m	Does the governing body monitor the culture of safeguarding through visits to the school and prompt action when deficiencies/weaknesses are identified?	N/a Learning Walks Safeguarding training	Fully Partially Not met / limited evidence *Partially N/a	

		John Southeran – Designated Safeguarding Lead / Director.		
<p>Commentary:</p> <p>*To comply with GDPR the SCR was made available during the visit and evidenced all relevant information.</p> <p>2L/ 2M 'Is there a governor who holds a lead role for safeguarding and who has had appropriate training, and 'Does the governing body monitor the culture of safeguarding through visits to the school and prompt action when deficiencies/weaknesses are identified?' – As an unregistered AP they are not legally required to have a Governor responsible for Safeguarding. John Southeran DSL / Director leads on all aspects of Safeguarding, John is suitably qualified and experienced, including previously being the Durham Secondary Heads representative on the Durham Safeguarding Board.</p>				

	Requirement	Evidence	Grading	VERIFICATION RAG
3a	Appropriate Health and Safety notices are displayed within the building, including signage for emergency evacuation.	Signage around the building All hazards and safety measures are highlighted	Fully Partially Not met / limited evidence	
3b	Risk assessments are regularly carried out to identify significant risks on site, for an activity, or for a young person. It is clear whose responsibility this is.	Building, activity and travel risk assessments in place and regularly reviewed.	Fully Partially Not met / limited evidence	
3c	Fire drills take place regularly, and at least once a year. - Is this legally enough?	Fire drills take place, records are kept up to date and procedures are reviewed. Equipment is periodically maintained	Fully Partially Not met / limited evidence	
3d	Young people are appropriately supervised in the range of activities they undertake use appropriate PPE and / or safety equipment.	Students are supervised at all times Risk assessments / policies are adhered to	Fully Partially Not met / limited evidence	
<p>Commentary Evidence of the most recent fire drill</p>				



THEME TWO: QUALITY OF EDUCATION

Intent: The school's curriculum intent is strong, and it is evident from what teachers do that they have a firm and common understanding of this and what it means for their practice.				VERIFICATION RAG
Lead person / contact details:				
	Requirement	Evidence	Grading	
1a	The provider has the same academic, technical or vocational ambitions for all learners.	SOW Lesson material Students books Lesson Observations PM Documents Learning Walks	Fully Partially Not met / limited evidence	
1b	It is clear what end points the curriculum is building towards, and what pupils will need to be able to know and do at those end points.	SOW Lesson material Books	Fully Partially Not met / limited evidence	
1c	The curriculum remains as broad as possible for as long as possible, and pupils study a strong academic core of subjects as well as vocational pathways.	Timetable	Fully Partially Not met / limited evidence	

1d	The curriculum is sequenced appropriately to build on skills and knowledge.	SOW	Fully Partially Not met / limited evidence	
1e	Leaders have ensured that the subject curriculum contains content which has been identified as most useful, and that it is taught in logical progression, systematically and explicitly enough for all pupils to acquire the intended knowledge and skills.	SOW All SOW / lessons are checked by John Southeran (TL Director)	Fully Partially Not met / limited evidence	
1f	As a whole, there is a well-constructed and well-taught curriculum.	Timetable SOW Lesson Observations SEF	Fully Partially Not met / limited evidence	
<p>Commentary Curriculum not as broad as in other settings – no science taught and only the option of two vocational pathways – PE and Food Hygiene</p>				
<p>Implementation: The school's implementation of the curriculum is consistently strong and coherently planned.</p>				<p>VERIFICATION RAG</p>
	Requirement	Evidence	Grading	
2a	Teachers have expert knowledge of the subjects they teach and, where they do not, they are supported to address these gaps so that pupils are not disadvantaged by ineffective teaching.	SCR* Training Matrix Lesson Observations SEF Learning Walks	Fully Partially Not met / limited evidence	
2b	Teachers enable pupils to understand key concepts, presenting information clearly and promoting appropriate discussion.	Lesson Observations Students book Lesson material Learning Walks	Fully Partially Not met / limited evidence	
2c	Teachers/instructors present subject matter clearly and check learners' understanding systematically.	Lesson Observations Students' books	Fully Partially	

		Lesson Material Learning Walks	Not met / limited evidence	
2d	Teachers check pupils' understanding effectively, identifying and correcting misunderstandings.	Lesson Observations Student voice Lesson Material QA Calendar Learning Walks	Fully Partially Not met / limited evidence	
2e	Teachers ensure that pupils embed key concepts in their long-term memory and apply them fluently.	Lesson Observations Lesson Material Assessment windows	Fully Partially Not met / limited evidence	
2f	Teachers use assessment to help pupils embed and use knowledge fluently, develop their understanding, and not simply memorise disconnected facts.	Assessment windows Lesson material Students' books	Fully Partially Not met / limited evidence	
<p>Commentary</p> <p>*To comply with GDPR the SCR made available during the visit to evidence teachers qualifications. All teachers have QTS</p>				
<p>Impact: the impact of the taught curriculum is strong; pupils consistently achieve highly, particularly the most disadvantaged. Pupils with SEND achieve the best possible outcomes.</p>				<p>VERIFICATION RAG</p>
	Requirement	Evidence	Grading	
3a	The curriculum allows pupils to demonstrate progress.	SOW Students books Lesson Material	Fully Partially Not met / limited evidence	
3b	The provision allows learners to acquire the knowledge, skills and cultural capital to succeed.	Additional Opportunities	Fully Partially	

			Not met / limited evidence	
3c	Pupils with additional needs are well supported in their learning and make expected progress.	Allocation of additional staff Sharing off support plans / Risk assessments SEF	Fully Partially Not met / limited evidence	
Commentary				

THEME THREE: PERSONAL DEVELOPMENT

Guiding Principle: Learners are supported to develop in many diverse aspects of life, which enable them to become responsible, respectful and active citizens.				VERIFICATION RAG
Lead Person / contact details:				
	Requirement	Evidence	Grading	
1a	Spiritual, Moral, Social and Cultural development is of a high-quality, supporting pupils to be confident and resilient and independent.	Provision ethos Tutor times activities Cultural awareness activities Additional Opportunities	Fully Partially Not met / limited evidence	
1b	Providers have high quality pastoral support, which promotes: Appropriate SRE lessons Mental health and healthy lifestyles lessons	Student voice Parent / carer voice PHSCE SOW	Fully Partially Not met / limited evidence	
1c	Providers promote FBV and the Prevent Agenda, which prepares them for life in modern Britain.	Staff training Prevent lead Safeguarding Policy inc Prevent Ethos of the provision Code of conduct	Fully Partially Not met / limited evidence	

		PHSCE SOW Additional opportunities Posters around the provision		
1d	The providers offer a range of meaningful opportunities that develop a learner understanding of their place in community.	Additional opportunities	Fully Partially Not met / limited evidence	
1e	Providers use the Gatsby Benchmarks to develop and improve their careers provision.	Careers SOW	Fully Partially Not met / limited evidence	
1f	The curriculum extends beyond the academic, technical or vocational and provides for learners' broader development, enabling them to develop and discover their interests and talents.	Additional Opportunities	Fully Partially Not met / limited evidence	
1g	The curriculum and the provider's wider work support learners to develop their character – including their resilience, confidence and independence – and help them know how to keep physically and mentally healthy.	Student voice Parent voice 1-1 Mentoring PHSE SOW	Fully Partially Not met / limited evidence	
1h	At each stage of education, the provider prepares learners for future success in their next steps.	Careers SOW	Fully Partially Not met / limited evidence	
1i	The provider helps to prepare learners for life in modern Britain by equipping them to be responsible, respectful, active citizens who contribute positively to society.	Additional Opportunities AP Ethos PHSCE SOW Code of Conduct	Fully Partially Not met / limited evidence	
<p>Commentary</p> <p>Student / parent / carer voice documents made available during the visit. Range of additional opportunities available to students – trips/visits etc</p>				

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THEME FOUR: BEHAVIOUR AND ATTITUDES

Guiding Principle: Learners achieve ambitious targets set for them in a culture of mutual respect.				VERIFICATION RAG
Lead person / contact details:				
	Requirement	Evidence	Grading	
1a	There is an attendance and behaviour policy in place, which leads to a calm and orderly environment in the school and classroom with clear expectations and routines consistently and fairly applied.	Attendance policy Behaviour policy Consequences Clear and consistent expectations Team Teach Training Timetable	Fully Partially Not met / limited evidence	
1b	There are BMP and risk assessments for pupils that require them, which are updated regularly.	Student risk plans	Fully Partially Not met / limited evidence	
1c	Exclusion are tracked and monitored, and staff are working to reduce this over time.	Centre Mangers Report Register Exclusion Protocol	Fully Partially Not met / limited evidence	
1d	Relationships among learners and staff reflect a positive and respectful culture.	Student voice Parent voice Testimonials Praise and reward	Fully Partially Not met / limited evidence	
1e	Learners feel safe and feel that bullying, discrimination, peer on peer abuse and not accepted and are dealt with quickly.	Student voice Parent voice Testimonials	Fully Partially Not met / limited evidence	
Commentary Evidenced in discussions with students / learning walks and student voice documentation				

