**QUALITY ASSURANCE MONITORING AND EVALUATION FRAMEWORK**

**Purpose:** This framework is intended as a tool which could be used by RBWM schools to monitor and quality assure the delivery of alternative provision that they have commissioned for their pupils.

**Framework:** The framework covers four discrete areas identified in the most recent OFSTED inspection framework (2019)

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 Strategic Leadership Team from RBWM or RBWM schools

**Cycle of Review**

It is envisaged that schools will visit all providers to undertake a full QA once every year, if not more often. Additionally, there would be review meetings for pupils where “sampling” of provision would be a feature.

**What evidence would be needed?**

The organisation should complete the documentation and provide a range of appropriately supportive evidence, prior to the Quality Assurance visit. This could also be used as a part of a school’s due diligence before commissioning a place. 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.

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| **ALTERNATIVE PROVISION QUALITY ASSURANCE** |
| **PROVIDER (including legal status):**  | **CONTACT DETAILS:** |

1. **KEY PERSONEL**

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| Name of Headteacher (or equivalent) |  |
| Name of SENCO |  |
| Name of Designated Safeguarding Lead |  |
| Name of Prevent Lead |  |

1. **BRIEF DESCRIPTION OF PROGRAMME:**

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| Courses Offered | Levels / Expected qualifications | Numbers of placements (FT / PT) | Points of Entry during the year |
| Key Stage:  |  |  |  |
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**THEME ONE: LEADERSHIP AND MANAGEMENT**

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| **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.** |
| **Lead Person / contact details:** |
|  | **Requirement** | **Evidence** | **Grading** |
| 1a | There is a clear agreement, including funding, setting out the responsibility of the commissioner and provider. |  | FullyPartiallyNot met / limited evidence |
| 1b  | The organisation has a legal structure with robust governance. |  | FullyPartiallyNot met / limited evidence |
| 1c  | There is evidence of good communication between the commissioner and provider. |  | *Fully*PartiallyNot met / limited evidence |
| 1d  | There is a current organisational development plan, with evidence of effective self-evaluation. |  | FullyPartiallyNot 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. |  | FullyPartiallyNot met / limited evidence |
| 1f | Leaders seek to communicate with parents and their community in a way that supports the education of pupils.  |  | FullyPartiallyNot met / limited evidence |
| Commentary: |

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| **Keeping young people safe.** |
| **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. |  | FullyPartiallyNot met / limited evidence |
| 2b | All staff (including volunteers) have current DBS checks, which are recorded on a single central record, and are Prevent trained. |  | FullyPartiallyNot 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. |  | FullyPartiallyNot met / limited evidence |
| 2d | Safeguarding / Child Protection policies are in place, up to date and reviewed regularly. |  | FullyPartiallyNot 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.  |  | FullyPartiallyNot met / limited evidence |
| 2f | All Child Protection records are stored appropriately. |  | FullyPartiallyNot met / limited evidence |
| 2g | The organisation has the following policies which are regularly reviewed and updated:e-safety / acceptable use policyUse of reasonable forceMeeting the needs of pupils with medical conditionsIntimate careFirst aidEducational visitsBehaviour policyHarassment and discriminationWhistle blowingStaff code of conduct |  | FullyPartiallyNot 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. |  | FullyPartiallyNot 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 |  | FullyPartiallyNot 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.  |  | FullyPartiallyNot met / limited evidence |
| 2k | Providers work with a range of multi-agency professionals to keep pupils safe. |  | FullyPartiallyNot met / limited evidence |
| 2l | Is there a governor who holds a lead role for safeguarding and who has had appropriate training? |  | FullyPartiallyNot met / limited evidence |
| 2m | Does the governing body monitor the culture of safeguarding through visits to the school and prompt action when deficiencies/weaknesses are identified?  |   | FullyPartiallyNot met / limited evidence |
| Commentary: |

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|  | **Requirement** | **Evidence** | **Grading** |
| 3a  | Appropriate Health and Safety notices are displayed within the building, including signage for emergency evacuation. |  | FullyPartiallyNot 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. |  | FullyPartiallyNot met / limited evidence |
| 3c | Fire drills take place regularly, and at least once a year. - Is this legally enough? |  | FullyPartiallyNot met / limited evidence |
| 3d | Young people are appropriately supervised in the range of activities they undertake use appropriate PPE and / or safety equipment. |  | FullyPartiallyNot met / limited evidence |
| Commentary |

**THEME TWO: QUALITY OF EDUCATION**

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| **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.** |
| **Lead person / contact details:**  |
|  | **Requirement** | **Evidence** | **Grading** |
| 1a | The provider has the same academic, technical or vocational ambitions for all learners. |  | FullyPartiallyNot 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. |  | FullyPartiallyNot 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. |  | FullyPartiallyNot met / limited evidence |
| 1d | The curriculum is sequence appropriately to build on skills and knowledge. |  | FullyPartiallyNot 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. |  | FullyPartiallyNot met / limited evidence |
| 1f | As a whole, there is a well-constructed and well-taught curriculum. |  | Fully Partially Not met / limited evidence |
| Commentary |
| **Implementation: The school’s implementation of the curriculum is consistently strong and coherently planned.** |
|  | **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. |  | FullyPartiallyNot met / limited evidence |
| 2b | Teachers enable pupils to understand key concepts, presenting information clearly and promoting appropriate discussion.  |  | FullyPartiallyNot met / limited evidence |
| 2c | Teachers/instructors present subject matter clearly and check learners’ understanding systematically. |  | FullyPartiallyNot met / limited evidence |
| 2d | Teachers check pupils’ understanding effectively, identifying and correcting misunderstandings. |  | FullyPartiallyNot met / limited evidence |
| 2e | Teachers ensure that pupils embed key concepts in their long-term memory and apply them fluently. |  | FullyPartiallyNot met / limited evidence |
| 2f | Teachers use assessment to help pupils embed and use knowledge fluently, develop their understanding, and not simply memorise disconnected facts. |  | FullyPartiallyNot met / limited evidence |
| Commentary |
| **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.** |
|  | **Requirement** | **Evidence** | **Grading** |
| 3a | The curriculum allows pupils to demonstrate progress. |  | FullyPartiallyNot met / limited evidence |
| 3b | The provision allows learners to acquire the knowledge, skills and cultural capital to succeed. |  | FullyPartiallyNot met / limited evidence |
| 3c | Pupils with additional needs are well supported in their learning and make expected progress. |  | FullyPartiallyNot met / limited evidence |
| Commentary |

**THEME THREE: PERSONAL DEVELOPMENT**

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| **Guiding Principle: Learners are supported to develop in many diverse aspects of life, which enable them to become responsible, respectful and active citizens.** |
| **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. |  | FullyPartiallyNot met / limited evidence |
| 1b | Providers have high quality pastoral support, which promotes:Appropriate SRE lessonsMental health and healthy lifestyles lessons |  | FullyPartiallyNot met / limited evidence |
| 1c | Providers promote FBV and the Prevent Agenda, which prepares them for life in modern Britain.  |  | FullyPartiallyNot met / limited evidence |
| 1d | The providers offer a range of meaningful opportunities that develop a learner understanding of their place in community. |  | FullyPartiallyNot met / limited evidence |
| 1e | Providers use the Gatsby Benchmarks to develop and improve their careers provision.  |  | FullyPartiallyNot 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. |  | FullyPartiallyNot 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. |  | FullyPartiallyNot met / limited evidence |
| 1h | At each stage of education, the provider prepares learners for future success in their next steps. |  | FullyPartiallyNot 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. |  | FullyPartiallyNot met / limited evidence |
| Commentary |

**THEME FOUR: BEHAVIOUR AND ATTITUDES**

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| **Guiding Principle: Learners achieve ambitious targets set for them in a culture of mutual respect.** |
| **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. |  | FullyPartiallyNot met / limited evidence |
| 1b | There are BMP and risk assessments for pupils that require them, which are updated regularly. |  | FullyPartiallyNot met / limited evidence |
| 1c | Exclusion are tracked and monitored, and staff are working to reduce this over time. |  | FullyPartiallyNot met / limited evidence |
| 1d  | Relationships among learners and staff reflect a positive and respectful culture. |  | FullyPartiallyNot met / limited evidence |
| 1e  | Learners feel safe and feel that bullying, discrimination, peer on peer abuse and not accepted and are dealt with quickly. |  | FullyPartiallyNot met / limited evidence |
| Commentary |

**AP Provider : \_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_**