# Solihull Alternative Provision Service:

# Quality assurance framework for evaluating the suitability of alternative education provision

For commissioners of placements, including schools, and for alternative providers

**In developing this quality assurance framework, Solihull acknowledges the work of TBAP Multi-Academy Trust, London and of Essex County Council**

| Name of provision: | Address of site: |
|---|---|
| Date of QA visit: | Monitoring visit undertaken by (organisation, role, name[s]): |

**Checks undertaken on provider's registration status:**

Please circle*:*     ***Provision is registered***                    ***Provision in unregistered***

**Information should be obtained from the DfE's 'Get Information about Schools' website: https://get-information-schools.service.gov.uk/**
**If the provider cannot be found on the website, it is not a registered provider).**

**Registered provision:**

**DfE number:**

- **Date and outcome of last inspection:**

- **Actions taken on areas for improvement:**

- **Impact of the above actions:**

**Unregistered provision: Important information**

Unregistered alternative provision is unregulated. This means that the provision is not subject to inspection by Ofsted. In Solihull, unregistered provision will only be used in exceptional circumstances, where the pupil's needs cannot be met appropriately within good and better registered provision locally.

A pupil should only be placed with an unregistered provider if **all** of the caveats below are securely met:

- The specific needs of an individual pupil determine that the placement is the most appropriately matched to meeting their needs.

- This quality assurance framework is robustly applied through regular QA visits and:
    - the provision is consistently deemed to be suitable for the individual pupil;
    - the provider is consistently able to provide evidence that they do not meet the thresholds whereby they must be registered.
      (A provider of alternative provision should be registered as an independent school if it caters full-time for five or more pupils of compulsory school age; or one such pupil who is looked after or has a statement of special educational needs/Education Health Care Plan).

- The time spent by a Solihull pupil with any unregistered provider(s) is limited to a maximum total of 10 hours per week.

    **Schools and other commissioners placing pupils in unregistered provision should be fully cognisant of the risks involved and manage these risks carefully.**

**Unregistered provision:** (*The following questions should be asked of leaders and responses recorded*)

- **What do you understand in terms of the legal requirements for an education provider needing to register as an independent school?**


- **What systems do you have in place to enable you to know whether you have met this threshold?**


- **What is the profile of current pupils?**


- **Do you have any pupils who are looked after or have an EHCP?**


- **Do you offer full-time placements?** (Full-time is usually around 18 hours per week, but a pupil receiving less than 18 hours could still be considered full-time if the provider is the sole provision for that pupil)


- **Are any of the full-time pupils looked after or have an EHCP?  If so, how many?**


- **How many hours do full-time / part-time pupils typically receive each week?**

## Quality monitoring and evaluation framework

**Purpose**
This framework is intended as a tool for monitoring consistency and quality in the leadership, management and delivery of academic or vocational options and off-site alternative provision for school-age pupils. It also sets out the high expectations that Solihull has in relation to the quality of education that we seek and expect for our children and young people in alternative provision. The framework provides criteria against which the various aspects of the provision or programme can be assessed. A strong partnership between the 'home school' and the alternative provider is critical to the success of pre-16 alternative provision.

It is important to have a clear, shared understanding that:
- Schools, as the commissioners, are responsible for the pupils on their roll that they place in any alternative provision. It is therefore their responsibility to undertake the initial and subsequent regular checks to ensure that the provision is safe and suitable – including for each individual pupil.
- Where the Local Authority (LA) is the commissioner, the LA will undertake the initial checks and continuous monitoring. This will include Pupil Referral Units (PRUs) and Alternative Provision Free Schools. We expect any provider offering placements for Solihull pupils to meet the quality assurance expectations within this document.

**Framework**
The framework covers nine themes. Schools and other education providers will be familiar with the majority of the themes below through the inspection framework employed by Ofsted.

1. Safeguarding
2. Health and safety
3. Outcomes
4. Teaching and learning
5. Tracking personal and social skills
6. Admissions, guidance and support
7. Learner entitlement
8. Leadership and management
9. Professional development

The criteria, whilst not exhaustive, have been identified as the key quality indicators for the various aspects and stages of alternative provision.

**The quality assurance process**

**Alternative provision quality assurance: courses available and track record of success**

**Provider:**                                              **Contact Details:**
                                                          (Name and role e.g. safeguarding lead, headteacher, attendance lead etc)

**Brief description of provision:**

| COURSES/SUBJECT OFFERED | Accreditation Pathway | | Outcomes in terms of Achievement & Attendance | |
|---|---|---|---|---|
| **Course/Subject** | **Qualifications & Levels accreditation available** | **Numbers of students on the course** | **Expected Outcomes (%) (A) Attainment (B) Attendance** | **Actual Outcomes (%) (A) Attainment (B) Attendance** |
|  |  |  |  |  |

| QUALIFICATIONS GAINED LAST YEAR | | |
| --- | --- | --- |
| **Course/Subject** | **Number Entered** | **Summary of Grades Obtained** |
| | | |

**CHARACTERISTICS OF THE PROVISION:**

What are the main characteristics of the provision? Write a brief description of its features including staffing levels and structures, number of learners:

Please outline the main characteristics of the learners including skills, needs catered for in relation to SEND, attainment level on entry and how you know this.

**Details of any previous quality assurance visits:**

**Previous visit(s) carried out by (give names and organisations):-**

**Date or dates of previous visit(s):-**

**Previous overall judgement about general suitability for Solihull children and young people:**

**Briefly summarise how QA was organised and activities undertaken**
**(e.g. discussions with staff, contact with learners, sessions observed, documentation seen, etc**

**THEME ONE: SAFEGUARDING (ESSENTIAL) R E Q U I R E M E N T – must be fully met in order to be deemed appropriate provision**

**GUIDING PRINCIPLE:**  **Children and young people are safe**

**Lead member of staff name and contact details (designated safeguarding lead):**

| | Requirement | Evidence | Requirement met (circle) |
|---|---|---|---|
| 1 | • **Access to the site is restricted to registered pupils and the organisation's own staff.**<br><br>• **All staff have current and appropriate DBS clearances which are recorded on a single central record (SCR).**<br><br>• **Volunteers are suitably vetted and recorded on the SCR.** | • Secure entrance.<br>• Site is secure from intruders.<br>• Signing in/out book or similar procedures.<br>• Up-to-date single central record (in line with most up-to-date statutory guidance, 'Keeping Children Safe in Education' (KCSIE).<br>• Off-site programmes e.g. sports, Duke of Edinburgh are appropriately risk-assessed and documented. | FULLY (required)<br><br>Note any gaps carefully: |

**COMMENTS:**

| Requirement | Evidence | Requirement met (circle) |
|---|---|---|
| 2 • **Policies are in place and adhered to.**<br><br>• **Safeguarding and Child Protection policies are in place and up to date with the most recent statutory guidance, 'Keeping Children Safe in Education' (KCSIE).**<br><br>• **Managing allegations policy is in place and up to date.**<br><br>• **Safer Recruitment policy is in place and up to date.**<br><br>• **The commissioner has provided clear guidance and expectations for the provider about the use of social media by pupils and staff.**<br><br>• **The commissioner and the provider have a shared understanding of safeguarding policies and procedures to be followed.** | • Names and contact details of those responsible for safeguarding.<br>• Designated Safeguarding Lead (DSL) is an appropriate member of Leadership Team.<br>• DSL Job Description reflects guidance from KCSIE.<br>• Safeguarding, child protection and managing allegations policies.<br>• Induction procedure and resources for new staff.<br>• Minutes of policy review.<br>• Communications to parents and young people.<br>• Policy reviewed annually (as per statutory requirements and in line with KCSIE). | FULLY (required)<br><br>Note any gaps carefully: |

**COMMENTS:**

| | Requirement | Evidence | Requirement met (circle) |
|---|---|---|---|
| 3 | • **Appropriate training for the designated safeguarding lead (DSL) role is undertaken and updated at least every 2 years. The training must include child protection, neglect and Child Sexual Exploitation. The training requirement also applies to any deputy DSLs.**<br><br>• **In addition to the formal training, the DSL should have opportunities to refresh their knowledge and skills at least annually (as set out in KCSIE).**<br><br>• **The DSL has undertaken Prevent awareness training and shared this with staff.**<br><br>• **All staff that work with children undertake appropriate training and then refresher training at 3 yearly intervals. Within each provision there is an annual update for all staff.** | • Records of staff Safeguarding Certificates.<br>• Safeguarding training.<br>• Every member of staff reads most up-to-date KCSIE Part 1 annually with signed record of having understood requirements within their role. (This is a legal requirement).<br>• Evidence of annual safeguarding update for all staff.<br>• Staff have awareness of specific safeguarding issues in KCSIE, e.g. peer on peer abuse.<br>• Strong understanding of the Prevent duty. | FULLY (required)<br><br>Note any gaps carefully: |

**COMMENTS:**

| | Requirement | Evidence | Requirement met (circle) |
|---|---|---|---|
| 4 | • **Robust attendance policy, procedures and registers are in place.** | • Registers use appropriate codes.<br>• Policy in line with regulations.<br>• Systems enable immediate communication with home school in relation to absence (child missing from education) and punctuality.<br>• Attendance analysis shows that no groups are disadvantaged through non-attendance. | FULLY (required)<br><br>Note any gaps carefully: |
| | **COMMENTS:** | | |
| 5 | • **The organisation has an online safety policy and an acceptable use policy signed by staff and pupils. This includes appropriate and safe social media use.**<br><br>• **Anti-bullying policy in place, signed by staff and pupils.**<br><br>www.education.gov.uk for the Anti-Bullying Charter | • Online safety, acceptable use policy and anti-bullying policy in place.<br>• All staff trained in e-safety and anti-bullying.<br>• Governing bodies and proprietors have ensured that appropriate filtering and monitoring are in place to minimise online safety risks (as per KCSIE).<br>• Clear expectations and systems in place so online safety protocols are shared between provider and home school. | FULLY (required)<br><br>Note any gaps carefully: |
| | **COMMENTS:** | | |

| Requirement | | Evidence | Requirement met (circle) |
|---|---|---|---|
| 6 | • **All members of staff know what to do if a disclosure is made.** | • Information on how Child Protection [CP] concerns are raised and practice is consistently in line with policy.<br>• Secure system for recording disclosures and all child protection (CP) issues (including individual CP files with clear chronology, are securely held).<br>• Consistently following policy which reflects the 'home' school's policy, protocols and expectations.<br>• Referrals in line with 'home' school's Local Safeguarding Children Board.<br>• Staff know how to refer to Solihull Children's Services and MASH. | FULLY (required)<br><br>Note any gaps carefully: |

**COMMENTS:**

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**Safeguarding**: What are the key priorities / actions for improvement?

**THEME TWO: HEALTH AND SAFETY (ESSENTIAL) REQUIREMENT - must be fully met in order to be deemed appropriate provision**

**GUIDING PRINCIPLE:** Children and young people are safe on and off the premises

| | **Lead member of staff, contact details:** | | |
|---|---|---|---|
| | **Requirement** | **Evidence** | **Requirement met (circle)** |
| 1 | • **An up to date Health and Safety policy is in place and accessible to all staff, young people, parents/carers and visitors.**<br><br>• **There is a designated person trained to IOSH standard who is held ultimately responsible for health and safety.** | • Knowledge of requirements of health and safety legislation.<br>• 'Competent' health and safety advice available.<br>• Appropriate health and safety signs and notices.<br>• Displayed notice naming the designated person for health and safety to whom these issues should be reported. | FULLY (required)<br><br><br>Note gaps carefully: |
| | **COMMENTS:** | | |
| 2 | • **Robust risk assessments have been carried out to identify significant risks on site and for off-site visits, transport etc (including risks to children, young people and adults).** | • Adequate risk control measures.<br>• Record of at least yearly regular reviews.<br>• Risks assessment provided for individual students of concern in the context of the provision and/or specific activity.<br>• Shared risk assessments around travel to and from site.<br>• Risk assessment discussions ensure that processes are robust (not just a paper exercise). | FULLY (required)<br><br><br>Note gaps carefully: |
| | **COMMENTS:** | | |

| | Requirement | Evidence | Requirement met (circle) |
|---|---|---|---|
| 3 | • **Fire drills take place regularly, at least once a term.**<br><br>• **Appropriate lock-down procedures are in place and drills take place at least termly.** | • Fire alarms are regularly tested and meet the Fire Brigade's criteria.<br>• Fire extinguishers tested regularly.<br>• Staff trained in fire prevention measures.<br>• Diary showing recent fire drills and notes (across different times of the educational day).<br>• Certificate showing tests of fire alarms.<br>• Display a list of fire wardens (in larger organisations).<br>• Up-to-date Fire Risk Assessment with clear action plan where appropriate.<br>• Fire Awareness training for all staff annually.<br>• Lock down procedure/policy in place that is practiced at least termly.. | FULLY (required)<br><br>Note gaps carefully: |

**COMMENTS:**

| | Requirement | Evidence | Requirement met (circle) |
|---|---|---|---|
| 4 | • **Public liability insurance policy is current and the insurance certificate is displayed.** | • Public liability insurance document available.<br>• Other relevant insurance documents in place.<br>• Information is made available to guests and visitors. | FULLY (required)<br><br>Note gaps carefully: |

**COMMENTS:**

| | Requirement | Evidence | Requirement met (circle) |
|---|---|---|---|
| 5 | • **First aid equipment and/or facilities are readily available.**<br><br>• **Is the organisation familiar with RIDDOR procedures? (Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 1995) www.hse.gov.uk**<br><br>• **How will the employer convey revised control measures to young people if a RIDDOR event occurs whilst they are on the premises?**<br><br>**http://www.hse.gov.uk/guidance/index.htm** | • Arrangements for access to a qualified first aider or 'appointed person'.<br>• Recording systems in place for accidents and first aid treatments and notification to the school (if appropriate) and/or the parents/carers?<br>• Evidence of any RIDDOR investigations underway or outcomes pending.<br>• List of trained first aiders displayed. | FULLY (required)<br><br>Note gaps carefully: |
| **COMMENTS:** | | | |
| 6 | • **Children and young people are appropriately supervised at all times.** | • Appropriate, robust supervision arrangements are commensurate with age and needs of pupils.<br>• Established supervision rotas in place and followed.<br>• Ratios of staff to young people identified according to need and upheld.<br>• Evidence that pupils are not permitted to leave the premises during the school day e.g. lunchtimes. | FULLY (required)<br><br>Note gaps carefully: |
| **COMMENTS:** | | | |

| | Requirement | Evidence | Requirement met (circle) |
|---|---|---|---|
| 7 | • **All staff aware of the advice given from the Health and Safety Executive about lone working.** | • A lone working risk assessment has been carried out.<br>• Policy in place.<br>• Policy guidance documents.<br>• List of resources available for safe lone-working.<br>• Operational on-call system available? | FULLY (required)<br><br>Note gaps carefully: |
| COMMENTS: | | | |
| 8 | **Administration of medicines policy and procedures are in place.**<br><br>**https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3** | • Policy in place that meets current Department for Education (DfE) requirements.<br>• Record keeping of administration of medicines.<br>• Consent forms.<br>• Suitable and safe storage of medicines. | FULLY (required)<br><br>Note gaps carefully: |
| COMMENTS: | | | |

| **Health and safety**: What are the key priorities / actions for improvement? |
|---|
| |

**THEME THREE: OUTCOMES**

**GUIDING PRINCIPLE:**  **Learners achieve the standards set for them – commensurate with their capabilities and starting points**

| | | Requirement | Evidence | Requirement met  (circle) |
|---|---|---|---|---|
| 1 | • | **Accurate baseline assessment is undertaken to establish starting points, in close partnership with the 'home' school.** | • Records of baseline assessments on entry.<br>• Contact between 'home' school and provider.<br>• Prior attainment (e.g. end of Key Stage 2) shared with teaching staff and informs baseline and target setting.<br>• Evidence of progress against prior attainment<br>• Tracking and reporting on progress is robust. | FULLY<br><br>PARTIALLY<br><br>NOT AT ALL / LIMITED EVIDENCE |
| **COMMENTS:** | | | | |
| 2 | • | **Learners meet the challenging targets set in relation to their starting points and make at least good  progress. Where progress slows, there is evidence of swift intervention/support.** | • The tracking of progress shows previous ambitious trajectory alongside impact of AP on outcomes.<br>• Tracking information demonstrates improving outcomes.<br>• Appropriate achievement/ qualifications gained, including in English and mathematics<br>• The target setting process is robust and there is evidence that learners are involved in the process.<br>• Leaners are involved in tracking their own progress and in planning next steps.<br>• Progress reports show modifications, if necessary, to learners' requirements. | FULLY<br><br>PARTIALLY<br><br>NOT AT ALL / LIMITED EVIDENCE |
| **COMMENTS:** | | | | |

| | Requirement | Evidence | Requirement met (circle) |
|---|---|---|---|
| 3 | • **Learners are gaining knowledge, skills and understanding across all aspects of the course(s).** | • Pupil work, assessment and evaluation.<br>• Pupil voice.<br>• Tracking information and intervention where off track.<br>• Evidence of personalised curriculum and accelerated progress for learners who have fallen behind.<br>• Reports to parents at least annually. | FULLY<br><br>PARTIALLY<br><br>NOT AT ALL / LIMITED EVIDENCE |
| **COMMENTS:** | | | |
| 4 | **Analysis of assessment information enables clear indications of:**<br><br>- **how well the provider is doing in relation to its targets (in terms of outcomes for pupils)**<br><br>- **how effective it is in identifying specific learners' needs and matching provision** | • Up-to-date assessment information and analysis consistently shapes provision for individual pupils and groups.<br>• Information about academic capabilities is used well and ensures that challenge is evident in target setting and provision.<br>• Pupil Passports/Plans for pupils with SEND.<br>• Evidence that for full-time pupils with Education, Health and Care Plans (EHCPs), the requirements of the EHCP are being met.<br>• Reports to and meetings with 'home' school. | FULLY<br><br>PARTIALLY<br><br>NOT AT ALL / LIMITED EVIDENCE |
| **COMMENTS:** | | | |

| | Requirement | Evidence | Requirement met (circle) |
|---|---|---|---|
| 5 | • **Expectations of learner progress show clear evidence of being ambitious rather than simply following the trajectory suggested by prior attainment records.** | • Additional learner support in identified areas of weakness. <br> • Learning Mentors or similar. <br> • Meetings with parents who clearly understand their child's progress. | FULLY <br><br> PARTIALLY <br><br> NOT AT ALL / LIMITED EVIDENCE |
| **COMMENTS:** | | | |
| 6 | • **Evidence shows improved attendance over time for individuals and a reduction in persistent absence.** | • Attendance analyses. <br> • Registers. <br> • Case studies showing actions and impact. | FULLY <br><br> PARTIALLY <br><br> NOT AT ALL / LIMITED EVIDENCE |
| **COMMENTS:** | | | |

**Outcomes for learners:** What are the key priorities / actions for improvement?

**THEME FOUR: TEACHING AND LEARNING**

**GUIDING PRINCIPLE:** Learners benefit from high quality teaching and learning experiences, which allow them to progress and achieve at a variety of levels and according to individual needs

| | Requirement | Evidence | Requirement met  (circle) |
|---|---|---|---|
| 1 | • **Lessons/sessions have clear and appropriate  learning outcomes with success criteria embedded.** | • Learning outcomes and success criteria in books, logbooks and other evidence of learning.<br>• Learners know when they have been successful and how to improve further. | FULLY<br><br>PARTIALLY<br><br>NOT AT ALL / LIMITED EVIDENCE |
| **COMMENTS:** | | | |
| 2 | • **Lesson/session plans identify the knowledge, skills  and understanding that different groups of learners  will achieve.** | • Appropriately differentiated planning.<br>• Lesson observations, learning walks and work scrutiny. | FULLY<br><br>PARTIALLY<br><br>NOT AT ALL / LIMITED EVIDENCE |
| **COMMENTS:** | | | |
| 3 | • **Regular and thorough assessment and review of  progress takes place.** | • Robust, continuous assessment.<br>• Marking and feedback which has an impact on learning and progress (agreed policy with home school if part-time provision).<br>• Consistent formative assessment (assessment for learning) ensures that all learners make progress. | FULLY<br>Must be fully met |
| **COMMENTS:** | | | |

| | | Requirement | Evidence | Requirement met (circle) |
|---|---|---|---|---|
| 4 | • | **Resources are used effectively to support the learning of all individual learners.** | • Support staff deployed effectively.<br>• Learning resources differentiated as appropriate to deepen understanding. | FULLY<br><br>PARTIALLY<br><br>NOT AT ALL / LIMITED EVIDENCE |
| **COMMENTS:** | | | | |
| 5 | • | **There are professional and productive working relationships between staff and learners leading to effective feedback and positive learning outcomes.** | • Pupils' books, observations in lessons, learning walks, progress information.<br>• Focused discussions with pupils.<br>• Productive use of learning time with little or decreasing significant disruption due to poor behaviour. | FULLY<br><br>PARTIALLY<br><br>NOT AT ALL / LIMITED EVIDENCE |
| 6 | • | **The quality of teaching and learning is monitored and evaluated regularly by staff with the appropriate knowledge and skills.** | • Observations, learning walks, book scrutiny, progress information.<br>• Performance management drives improvements in teaching and learning.<br>• Evidence of a programme of continuing professional development that supports staff to teach effectively. | FULLY<br><br>PARTIALLY<br><br>NOT AT ALL / LIMITED EVIDENCE |
| **COMMENTS:** | | | | |

**Teaching and learning:** What are the key priorities / actions for improvement?

**THEME FIVE: TRACKING PERSONAL AND SOCIAL SKILLS**

**GUIDING PRINCIPLE:**  **Pupils develop the personal and social skills that support learning and enable them to be prepared for the next stage in education, employment and life**

| | Criteria | Evidence Presented | Criteria met (circle) |
|---|---|---|---|
| 1 | • **Robust and appropriate tracking and evaluation of behaviour and attitudes.** | • System in place.<br>• Comprehensive transition information from 'home' school.<br>• Log of behaviour incidents (including bullying) as well as rewards.<br>• Evidence of analysis of incidents and appropriate follow up that is communicated with 'home' school. | FULLY<br><br>PARTIALLY<br><br>NOT AT ALL / LIMITED EVIDENCE |
| **COMMENTS:** | | | |
| 2 | • **Consistent monitoring and evaluation of wider qualities, attributes and skills (e.g. independence, confidence, self-esteem, resilience etc).** | • Pupil passports.<br>• Self-assessment, self-evaluation and identification of next steps.<br>• Learners can discuss their successes and targets.<br>• Pupils display an understanding of why these skills etc are important for their future.<br>• Individual pupil case studies. | FULLY<br><br>PARTIALLY<br><br>NOT AT ALL / LIMITED EVIDENCE |
| **COMMENTS:** | | | |

| | Criteria | Evidence Presented | Criteria met (circle) |
|---|---|---|---|
| 3 | • **Systems in place between provider and 'home' school (and with pupils, parents and carers) for the sharing, reporting and celebrating of student success, personal progress and skill development.** | • Robust, agreed system.<br>• System is consistently used.<br>• Rewards for learners.<br>• Review meeting minutes. | FULLY<br><br>PARTIALLY<br><br>NOT AT ALL / LIMITED EVIDENCE |
| **COMMENTS:** | | | |
| 4 | **Pupils develop the personal and social skills to support the next stage of their education/training/employment/ life so they can function as contributing citizens in modern Britain.** | • SMSC/British Values explicit in schemes or curriculum plans.<br>• Promotion of British values is evident.<br>• Opportunities to develop are embedded across the wider curriculum offer. | FULLY<br><br>PARTIALLY<br><br>NOT AT ALL / LIMITED EVIDENCE |
| 5 | • **There are opportunities within the curriculum for all learners to learn the knowledge, skills and attitudes to help them to manage relationships, keep safe and to develop personally e.g. PSHE curriculum (personal, social, health and economic education).** | • PSHE planned curriculum and resources.<br>• Relationships and sex education policy.<br>• Learners' work.<br>• Discussions with learners confirm that they do not miss our on PSHE / Relationships and Sex Education. | FULLY<br><br>PARTIALLY<br><br>NOT AT ALL / LIMITED EVIDENCE |
| **COMMENTS:** | | | |

**Tracking personal and social skills:** What are the key priorities / actions for improvement?

**THEME SIX: ADMISSIONS, GUIDANCE AND SUPPORT**

**GUIDING PRINCIPLE:** **Admissions and guidance procedures ensure that learners understand the learning programmes available to them.  Learners   can access all aspects of support according to their individual needs and aspirations throughout the programme.**

| | Criteria | Evidence Presented | Criteria met (circle) |
|---|---|---|---|
| 1 | • **A comprehensive profile of each learner is required from schools or referring agencies detailing key information on  ability, aptitude, interests and specific needs.** | • Full, up-to-date information.<br>• Learners' voices are captured in this information e.g. interests, ambitions, aspiration. | FULLY<br><br>PARTIALLY<br><br>NOT AT ALL / LIMITED EVIDENCE |
| **COMMENTS:** | | | |
| 2 | • **A structured process of guidance and admissions  interviewing is in place which enables learners to be appropriately placed.** | • Processes in place.<br>• Most placements are sustained and appropriate. | FULLY<br><br>PARTIALLY<br><br>NOT AT ALL / LIMITED EVIDENCE |
| **COMMENTS:** | | | |
| 3 | • **Activities and advice are available to raise awareness  of options prior to a final choice being made.** | • Prospectus.<br>• Appropriate, independent careers advice and guidance. | FULLY<br><br>PARTIALLY<br><br>NOT AT ALL / LIMITED EVIDENCE |
| **COMMENTS:** | | | |
| 4 | • **Opportunities are available for learners to change  options within an appropriate time scale.** | • Clear protocols/policy in place for change in option or qualification. | FULLY<br><br>PARTIALLY<br><br>NOT AT ALL / LIMITED EVIDENCE |
| **COMMENTS:** | | | |

| | | Criteria | Evidence Presented | Criteria Met (circle) |
|---|---|---|---|---|
| 5 | • | **Learning and pastoral support is available to all learners throughout the programme. Learners and staff are aware of the procedures to access this support.** | • Mentors / key workers in place and accessible.<br>• Signposting to websites and other support. | FULLY<br><br>PARTIALLY<br><br>NOT AT ALL / LIMITED EVIDENCE |

**COMMENTS:**

**Admissions, guidance and support:** What are the key priorities / actions for improvement?

**THEME SEVEN: LEARNER ENTITLEMENT (Welfare, wellbeing, rights, responsibilities)**

**GUIDING PRINCIPLE:**     **All learners have the right to a safe, secure and supportive environment and are aware of all rights, responsibilities and   codes of behaviour**

| | | Criteria | Evidence Presented | Criteria met (circle) |
|---|---|---|---|---|
| 1 | • | **All learners participate in an induction process that  will help them understand options and health and safety  procedures.**<br><br>• **The planned programme of induction activities ensures  that learners understand their rights and  responsibilities and are aware of equal opportunities.** | • Clear induction processes in place.<br>• Pupils feel equipped and ready to begin attending provision.<br>• Parents / carers are fully informed.<br>• Pupils exercise some choice in their provision/options.<br>• Behaviour policy in place that sets high expectations with clear rewards and consequences.<br>• Learners understand the high expectations of behaviour and conduct.<br>• Staff consistently model expectations.<br>• Appropriate independent careers advice, guidance and inspiration that meets statutory requirements. | FULLY<br><br>PARTIALLY<br><br>NOT AT ALL / LIMITED EVIDENCE |
| **COMMENTS:** | | | | |
| 2 | • | **Learners have opportunities to express opinions and raise issues.** | • Pupil council / forum.<br>• Self-assessment processes.<br>• Opportunities to evaluate teaching and learning. | FULLY<br><br>PARTIALLY<br><br>NOT AT ALL / LIMITED EVIDENCE |
| **COMMENTS:** | | | | |

| **Learner entitlement (Welfare, wellbeing, rights, responsibilities): What are the key priorities / actions for improvement?** |
|---|
| |

**THEME EIGHT: LEADERSHIP AND MANAGEMENT**

**GUIDING PRINCIPLE:**         **Programmes are managed and organised in such a way that schools and providers work together closely with the aim of  meeting individual learners' needs, abilities and aspirations**

| | Criteria | Evidence Presented | Criteria met (circle) |
|---|---|---|---|
| 1 | • **There is a secure agreement setting out the responsibility of the provider and the referring commissioner  / school** | • Signed agreements / contracts with all commissioners e.g. 'home' schools.<br>• Expectations are clear for the commissioner and for the provider. | FULLY<br><br>PARTIALLY<br><br>NOT AT ALL / LIMITED EVIDENCE |
| COMMENTS: | | | |
| 2 | • **Collaborative time-tabling arrangements allow individuals access to a wide range of programmes to meet need and aspiration** | • Individual, personalised student timetables.<br>• Timetabling ensures that pupils have stability and a sense of belonging with one particular provider.<br>• Learners' full-time provision (however this is organised) allows them to experience a broad and balanced curriculum. | FULLY<br><br>PARTIALLY<br><br>NOT AT ALL / LIMITED EVIDENCE |
| COMMENTS | | | |
| 3 | • **Effective lines of communication exist within and  between organisations.** | • Clearly communicated and understood expectations around safeguarding, attendance, behaviour, health and safety, online safety, etc. | FULLY<br><br>PARTIALLY<br><br>NOT AT ALL / LIMITED EVIDENCE |
| COMMENTS: | | | |

| | Criteria | Evidence Presented | Criteria met (circle) |
|---|---|---|---|
| 5 | • **Clear lines of responsibility for the co-ordination and delivery of the programme are in place in both 'home' school and the provider.** | • Minuted transition and placement meetings.<br>• Regular liaison between provider and 'home' school or other commissioner. | FULLY<br><br>PARTIALLY<br><br>NOT AT ALL / LIMITED EVIDENCE |
| **COMMENTS:** | | | |
| 6 | • **Effective and accurate self-evaluation procedures are in place so that the provider has a clear understanding of its strengths and areas for improvement.** | • Learning walks.<br>• Observations.<br>• Work scrutiny.<br>• Learner voice.<br>• An overall self-evaluation document | FULLY<br><br>PARTIALLY<br><br>NOT AT ALL / LIMITED EVIDENCE |
| **COMMENTS:** | | | |
| 7 | • **Schools and providers work in partnership with individual learners and parents and carers to monitor and review individual needs, abilities and aspirations.** | • Record of communication with parents/carers.<br>• Minuted transition and review meetings. | FULLY<br><br>PARTIALLY<br><br>NOT AT ALL / LIMITED EVIDENCE |
| **COMMENTS:** | | | |
| 8 | • **Agreement has been reached between all partners on procedures for managing attendance, punctuality, behaviour and rewards.** | • Robust systems in place.<br>• Timely reporting of issues (e.g. absence, truancy, incidents).<br>• No breaches of systems. | FULLY<br><br>PARTIALLY<br><br>NOT AT ALL / LIMITED EVIDENCE |
| **COMMENTS:** | | | |

| | Criteria | Evidence Presented | Criteria met (circle) |
|---|---|---|---|
| 9 | • **Appropriate, high quality accommodation, resources and facilities in place and fit for purpose.** | • Learner voice.<br>• Site visits and quality assurance by 'home' school / commissioner. | FULLY<br><br>PARTIALLY<br><br>NOT AT ALL/LIMITED EVIDENCE |
| **COMMENTS:** | | | |
| 10 | • **Annual 'home' school or commissioner-led systematic evaluation and reviews of the quality of teaching and learning within alternative provision.**<br><br>• **Provider has a clear action plan (where appropriate) and monitors progress against it.** | • Robust monitoring and evaluation in place.<br>• Joint observations of learning, work scrutiny and learning walks led by commissioner / 'home' school.<br>• Action plan in place. | FULLY<br><br>PARTIALLY<br><br>NOT AT ALL/LIMITED EVIDENCE |
| **COMMENTS:** | | | |
| 11 | • **Agreement has been reached between all partners on procedures for managing attendance, punctuality, behaviour and rewards.** | • Robust systems in place.<br>• Timely reporting of issues (e.g. absence, truancy, incidents).<br>• No breaches of systems. | FULLY<br><br>PARTIALLY<br><br>NOT AT ALL/LIMITED EVIDENCE |
| **COMMENTS:** | | | |

| | Criteria | Evidence Presented | Criteria met (circle) |
|---|---|---|---|
| 12 | • **Learners understand the importance of attendance, punctuality and classroom / workshop behaviour and comply appropriately.** | • Attendance information and rates (individuals, whole and sub-groups).<br>• Explicit expected learning behaviours.<br>• Inclusion and behaviour information.<br>• Learner voice (e.g focused discussion).<br>• Behaviour for learning policy and protocols in place and understood fully by learners. | FULLY<br><br>PARTIALLY<br><br>NOT AT ALL / LIMITED EVIDENCE |

**COMMENTS:**

**Leadership and management:** What are the key priorities / actions for improvement?

**THEME NINE: PROFESSIONAL DEVELOPMENT**

**GUIDING PRINCIPLE:**          **Opportunities are available for continuous professional development and access to opportunities for sharing good practice**

| | Criteria | Evidence Presented | Criteria met (circle) |
|---|---|---|---|
| 1 | • **Strategies are in place to ensure that the professional development needs of the individual/provider/institution are met.** | • Individual meetings with staff.<br>• Culture of support and continuous improvement.<br>• Training records and evaluation.<br>• Evidence of monitoring for impact of training. | FULLY<br><br>PARTIALLY<br><br>NOT AT ALL / LIMITED EVIDENCE |
| **COMMENTS:** | | | |
| 2 | • **Mechanisms exist for identifying and responding to the specific needs of staff involved in delivering programmes.** | • Performance management and continuing professional development systems in place. | FULLY<br><br>PARTIALLY<br><br>NOT AT ALL / LIMITED EVIDENCE |
| **COMMENTS:** | | | |
| 3 | • **Arrangements have been agreed between partners for appropriate experiences e.g. work shadowing and joint teaching on programmes.** | • Performance management and continuing professional development systems in place. | FULLY<br><br>PARTIALLY<br><br>NOT AT ALL / LIMITED EVIDENCE |
| **COMMENTS:** | | | |
| 4 | • **Good practice is identified and disseminated across all participating staff.** | • Self-evaluation.<br>• Observations, learning walks, work scrutiny, discussions with learners. | FULLY<br><br>PARTIALLY<br><br>NOT AT ALL / LIMITED EVIDENCE |
| **COMMENTS:** | | | |

*Solihull Alternative Provision Service, Children's Services and Skills, June 2019*

**Professional development:** What are the key priorities / actions for improvement?

**Following the review of the nine themes it would be useful for the following provider improvement plan (PIP) to be developed. It will enable the provider to identify clearly the areas for improvement for the coming year and also provide consistency across the partnership for future monitoring and evaluation. Commissioners, particularly schools, might use it as part of their overall improvement plan.**

| Provider Improvement Plan (PIP) for alternative providers: |

**This PIP incorporates:**          **Main developments for the coming year  Strategies to tackle Areas for Improvement  Actions carried forward from the previous PIP**

                                                    **Reporter:**                                    **Date:**

| Areas for improvement (theme and criterion) | Action | By when | Person responsible | Date and review of Progress |
|---|---|---|---|---|
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**Within 3 weeks (or by mutually agreed date) of receiving the QA report, the provider is required to complete and return this form by email to the school/commissioner [**_insert email address_                                    **] and to alternativeprovision@solihull.gov.uk**

PTO

| Key strengths of the provision | Details |
|---|---|
| 1. | |
| 2. | |
| 3. | |

**Please also write your comments on the recent QA process here (provider to complete):**

| What was beneficial? |
|---|
| |
| **Any issues arising?** |
| |