

**Education Strategy Group
Darlington Alternative Education Framework
Quality Assurance**

ALTERNATIVE PROVIDER Monitoring – Local Authority Led

Visit Recording Form

Guidance

These evaluative questions with prompts help to structure reflections and conversations about the quality of this alternative education provision and impact for pupils overall. Using available evidence, identify which of the statements below best describe the alternative provision:

Meeting: confident that the minimum requirements are being met, or being exceeded

Not Meeting: not confident that the expected minimum requirements are being met

An overall evaluation should be completed with an evaluation of all evidence gathered in all areas examined. If necessary, any further action should be agreed to support an improvement plan for the alternative provision setting and communication with schools and the local authority.

This form should be copied to the home school and the local authority to:
Eleanor.marshall@darlington.gov.uk.

ALTERNATIVE PROVIDER INFORMATION			
Observer		School	
Provider			
Date and time			
Any safeguarding concerns?	Y/N	If Yes please give more detail	
Brief description of AP and areas covered			
Overall evaluation (circle as appropriate)	<p><i>Meeting: confident that the minimum requirements are being met, or being exceeded.</i></p> <p><i>Not Meeting: not confident that the minimum requirements are being met. An improvement plan is outlined below.</i></p>		

ASSESSMENT OF NEED

Focus: Is there a detailed understanding of pupils' prior learning, academic needs and risk factors before attendance?

Suggested discussion and evidence:

- Is there a detailed understanding of pupils' prior learning, academic needs, and risk factors? Was the initial referral form completed and how effectively does it register pupil needs?
- How, when and with whom is information about pupils shared?
- Were home school assessments freely available and have they been used to inform planning?
- Has the provider identified any undiagnosed or unmet needs? The provider should share this with the home school and agree what additional support may be needed.
- Were there links made to specialist services (Health and Social Care) and have they been utilised to identify and support pupils with additional needs?
- How effectively have parents and carers been integrated into the process of establishing an accurate and meaningful assessment of pupil needs and the induction process?
- What evidence is there to indicate that the pupil induction process is fit for purpose?

Discussion and evidence gathered:

Evaluation and additional comments:

Met Y/N

Not Met Y/N

QUALITY OF EDUCATION - Engagement with learning and curriculum

Focus: Is the curriculum well-planned, broad and ambitious to enable pupils to learn, progress and develop in preparation for their next stage of education, employment or training?

Suggested discussion:

- What examples are there of good practice in teaching and learning?
- Is dedicated time set aside, and how do pupils receive help eg. learning mentors, teaching assistants, etc?
- How have pupils been enabled to attain ambitious and valuable qualification(s)?
- Have pupils made or exceeded expected progress?

Suggested evidence:

Attainment data over time, individualised learning programmes/provision plans, individualised learning plans, baseline assessments, destination data, book/work scrutiny, evidence of teacher and pupil feedback, breadth of learning opportunities available, accreditation routes, pupil progress monitoring, pupil awareness of own targets, communication with schools.

Discussion and evidence gathered:

Evaluation and additional comments:

Met Y/N

Not Met Y/N

BEHAVIOUR – The provision of opportunities and support to develop the behaviours, skills and character necessary for pupils’ current and future success, including resilience, confidence, self-management and teamwork.

Suggested discussion:

- Have personal development goals been planned and delivered with the aim of addressing and supporting pupils' need?
- Are clear behavioural targets set by schools and how effectively has the provider delivered the agreed support
- Is there evidence of skilled and consistent behaviour management?
- Are there clear and shared agreements in place with pupils and parents regarding expectations of behaviour and attendance? Clear evidence exists regarding the positive impact this has on pupil progress in all areas of alternative provision life.

Suggested Evidence: Individual risk assessments, behaviour plans.

Discussion/evidence gathered:

Evaluation and additional comments:

Met Y/N

Not Met Y/N

ATTENDANCE AND SAFEGUARDING - Attendance is key to safeguarding pupils and helping pupils to gain the skills and qualifications they need to progress to the next stage of education.

Suggested discussion:

- What are the strategies and systems used to ensure regular attendance?
- Is attendance reported back to the home school in a timely manner?
- How does tracking and monitoring allow for patterns of absence to be scrutinised and are there targeted interventions put in place which can demonstrate improvements in pupils' attendance? If not, what are the reasons for this?
- How is good attendance incentivised, recognised and/or rewarded?
- How are levels of pupil engagement and motivation increased?
- Are dynamic risk assessments completed regularly?

Suggested evidence:

Attendance records, dynamic risk assessments

Discussion/evidence gathered:

Evaluation and additional comments:

Met Y/N

Not Met Y/N

TRANSITION – Pupils should be well prepared for the next stage/transitions/changes to their learning, education or training.

Suggested discussion:

- What evidence is there of collaboration with other schools at transition?
- How are transitions managed to maximise success? If appropriate, does the provider facilitate the transition of pupils to mainstream schools? Is after-care provided?
- Have the skills that pupils have gained contributed directly to pupils’ destinations? Is there a strong focus on progression pathways and careers education?
- How are parents/carers prepared for upcoming transitions and changes to education arrangements including support to address pupil needs at home?
- What are the barriers to successful transitions?

Suggested Evidence: notes of meetings with home school, discussions with parents, pupil surveys and views taken.

Discussion/evidence gathered:

Evaluation and additional comments:

Met Y/N

Not Met Y/N

OVERALL STRENGTHS AND AREAS FOR DEVELOPMENT	
STRENGTHS	AREAS FOR DEVELOPMENT

SUMMARY

Following the quality assurance visit, an improvement plan should be developed if this is required. This will enable the provider to clearly identify the areas for improvement to prepare for future monitoring and evaluation.

Improvement Plan: areas for improvement
Are they SMART? (specific, measurable, achievable, realistic and timely)

Agreed Actions	By when	Person responsible	Date and review of Progress