

Herefordshire Alternative Provision Quality Assurance Framework

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

Please ensure this document is used alongside the [statutory guidance for local authorities](#)

Name of provision:	Address of site:
Date of QA visit:	Visit undertaken by: (organisation, role, name[s])
<p>Pre visit check:</p> <p>What is this provider's registration status:</p> <p style="text-align: center;">Please circle: Provision is registered / Provision is unregistered</p> <p>Information for this check should be obtained from the DfE's 'Get Information about Schools' website. If the provider cannot be found on the website, it is not a registered provider).</p>	

If the provision is registered, please complete this section	
DfE Number:	Date and outcome of last Ofsted Inspection:
<p>Areas for improvement and actions taken towards completing them (taken from last inspection report)</p> <p>1.</p> <p>2.</p> <p>3.</p>	

Unregistered provision: Important information

Unregistered alternative provision is unregulated. This means that the provision is not subject to inspection by Ofsted. Unregistered provision should 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 pupil with any unregistered provider 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.

If the provision is unregistered, please complete this section

What do leaders 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 attending/registered at your setting?

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

Do you offer full-time placements? (Full-time is deemed to be 18 hours per week, but a pupil receiving less than 18 hours could still be considered full-time if the provider is the sole education 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 assurance framework

Purpose

This framework is intended as a tool for quality assuring the leadership, management and delivery of academic and/or vocational options in off-site alternative provision for school-age pupils. A strong partnership between the 'home school' and the alternative provider is critical to the success of 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 monitoring 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 carry out the continuous monitoring. This will include Pupil Referral Units (PRUs) and Alternative Provision Free Schools. We expect any provider offering placements for Herefordshire 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. Leadership and management
4. Professional development
5. Admissions, guidance and support
6. Tracking personal and social skills
7. Learner entitlement
8. Outcomes
9. Teaching and learning

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

Brief description of provision

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

What qualifications are offered at the provision? (Include the level they are offered at e.g. Level 1 ASDAN)

THEME ONE: SAFEGUARDING (ESSENTIAL) REQUIREMENT – must be fully met in order to be deemed appropriate provision
GUIDING PRINCIPLE: Children and young people are safe in this provision

DSL (designated safeguarding lead) name and contact details:

	Requirement	Evidence	Requirement met (circle)
1. Site is safe and staff are appropriately vetted	<p>Access to the site is restricted to registered pupils and the organisation’s own staff.</p> <p>All staff have current and appropriate DBS clearances which are recorded on a single central record (SCR).</p> <p>Volunteers are suitably vetted and recorded on the SCR.</p>	<ul style="list-style-type: none"> • Secure entrance. • Site is secure from intruders. • Signing in/out book or similar procedures. • Up-to-date single central record (in line with most up-to-date statutory guidance, ‘Keeping Children Safe in Education’ (KCSIE). • Off-site programmes e.g. sports, Duke of Edinburgh are appropriately risk-assessed and documented. 	<p>Fully met (required)</p> <p>Not Met (note any gaps carefully)</p>

Comments

	Requirement	Evidence	Requirement met (circle)
2. Safeguarding policies are in place and adhered to	<p>Safeguarding and Child Protection policies are in place and up to date with the most recent statutory guidance, ‘Keeping Children Safe in Education’ (KCSIE).</p> <p>Managing allegations policy is in place and up to date.</p> <p>Safer Recruitment policy is in place and up to date.</p> <p>There is a low levels concerns</p>	<ul style="list-style-type: none"> • Names and contact details of those responsible for safeguarding. • Designated Safeguarding Lead (DSL) is an appropriate member of Leadership Team. • DSL Job Description reflects guidance from KCSIE. • Safeguarding, child protection and managing allegations policies. • Induction procedure and resources for new staff. • Minutes of policy review. • Communications to parents and young 	<p>Fully met (required)</p> <p>Not Met (note any gaps carefully)</p>

	<p>policy</p> <p>There is clear guidance and expectations about the use of social media by pupils and staff.</p> <p>The commissioner and the provider have a shared understanding of safeguarding policies and procedures to be followed.</p>	<p>people.</p> <ul style="list-style-type: none"> • Policy reviewed annually (as per statutory requirements and in line with KCSIE). 	
Comments			
	Requirement	Evidence	Requirement met (circle)
<p>3. Safeguarding training is up to date</p>	<p>Appropriate training for the designated safeguarding lead (DSL) role is undertaken and updated at least every 2 years. This training includes: child protection, neglect, child on child abuse and Child Sexual Exploitation. The training requirement also applies to any deputy DSLs.</p> <p>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).</p> <p>The DSL has undertaken Prevent awareness training and shared this with staff.</p> <p>All staff that work with children undertake appropriate training and</p>	<ul style="list-style-type: none"> • Records of staff Safeguarding Certificates. • Safeguarding training. • 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). • Evidence of annual safeguarding update for all staff. • Staff have awareness of specific safeguarding issues in KCSIE, e.g. child on child abuse. • Strong understanding of the Prevent duty. 	<p>Fully met (required)</p> <p>Not Met (note any gaps carefully)</p>

	then refresher training at 3 yearly intervals. Within each provision there is an annual update for all staff.		
Comments			
	Requirement	Evidence	Requirement met (circle)
4. Attendance is carefully monitored	Robust attendance policy, procedures and registers are in place	<ul style="list-style-type: none"> Registers use appropriate codes. Policy in line with regulations. Systems enable immediate communication with home school in relation to absence (child missing from education) and punctuality. Attendance analysis shows that no groups are disadvantaged through non-attendance. 	<p>Fully met (required)</p> <p>Not Met (note any gaps carefully)</p>
Comments			
	Requirement	Evidence	Requirement met (circle)
5. Behaviour policies are in place and adhered to	<p>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.</p> <p>Anti-bullying policy in place.</p>	<ul style="list-style-type: none"> Online safety, acceptable use policy and anti-bullying policy in place. All staff trained in e-safety and anti-bullying. Governing bodies and proprietors have ensured that appropriate filtering and monitoring are in place to minimise online safety risks (as per KCSIE). Clear expectations and systems in place so online safety protocols are shared between provider and home school. 	<p>Fully met (required)</p> <p>Not Met (note any gaps carefully)</p>

Comments			
	Requirement	Evidence	Requirement met (circle)
6. Disclosures are handled appropriately	All members of staff know what to do if a disclosure is made	<ul style="list-style-type: none"> • Information on how Child Protection [CP] concerns are raised and practice is consistently in line with policy. • Secure system for recording disclosures and all child protection (CP) issues (including individual CP files with clear chronology, are securely held). • Consistently following policy which reflects the 'home' school's policy, protocols and expectations. • Referrals in line with 'home' school's Local Safeguarding Children Partnership. • Staff know how to refer to Hereford's Children's Services and MASH. 	<p>Fully met (required)</p> <p>Not Met (note any gaps carefully)</p>
Comments			
Safeguarding: What are the key priorities / actions for improvement?			

THEME TWO: HEALTH & 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 name and contact details:

	Requirement	Evidence	Requirement met (circle)
1. Site is compliant with health and safety legislation	<p>An up to date Health and Safety policy is in place and accessible to all staff, young people, parents/carers and visitors.</p> <p>There is a designated person trained to Institute of Occupational Health and Safety (IOSH) standard who is held ultimately responsible for health and safety.</p>	<ul style="list-style-type: none"> • Knowledge of requirements of health and safety legislation. • 'Competent' health and safety advice available. • Appropriate health and safety signs and notices. • Displayed notice naming the designated person for health and safety to whom these issues should be reported. 	<p>Fully met (required)</p> <p>Not Met (note any gaps carefully)</p>

Comments

	Requirement	Evidence	Requirement met (circle)
2. Risk is robustly assessed	<p>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).</p>	<ul style="list-style-type: none"> • Adequate risk control measures. • Record of at least yearly regular reviews. • Risks assessment provided for individual students of concern in the context of the provision and/or specific activity. • Shared risk assessments around travel to and from site. • Risk assessment discussions ensure that processes are robust (not just a paper exercise) 	<p>Fully met (required)</p> <p>Not Met (note any gaps carefully)</p>

Comments			
	Requirement	Evidence	Requirement met (circle)
3. Fire evacuation procedures are robust	Fire drills take place regularly, at least once a term.	<ul style="list-style-type: none"> • Fire alarms are regularly tested and meet the Fire Brigade's criteria. • Fire extinguishers tested regularly. • Staff trained in fire prevention measures. • Diary showing recent fire drills and notes (across different times of the educational day). • Certificate showing tests of fire alarms. • Display a list of fire wardens (in larger organisations). • Up-to-date Fire Risk Assessment with clear action plan where appropriate. • Fire Awareness training for all staff annually. 	<p>Fully met (required)</p> <p>Not Met (note any gaps carefully)</p>
Comments			
	Requirement	Evidence	Requirement met (circle)
4. Relevant insurance is in place	Public liability insurance policy is current and the insurance certificate is displayed.	<ul style="list-style-type: none"> • Public liability insurance document available. • Other relevant insurance documents in place. • Information is made available to guests and visitors. 	<p>Fully met (required)</p> <p>Not Met (note any gaps carefully)</p>

Comments			
	Requirement	Evidence	Requirement met (circle)
5. First aid arrangements are in place	<p>First aid equipment and/or facilities are readily available.</p> <p>The organisation is familiar with RIDDOR procedures? (Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 1995)</p>	<ul style="list-style-type: none"> • Arrangements for access to a qualified first aider or 'appointed person'. • Recording systems in place for accidents and first aid treatments and notification to the school (if appropriate) and/or the parents/carers? • Evidence of any RIDDOR investigations underway or outcomes pending. • List of trained first aiders displayed. 	<p>Fully met (required)</p> <p>Not Met (note any gaps carefully)</p>
Comments			
	Requirement	Evidence	Requirement met (circle)
6. Supervision of pupils arrangements are appropriate	<p>Children and young people are appropriately supervised at all times</p>	<ul style="list-style-type: none"> • Appropriate, robust supervision arrangements are commensurate with age and needs of pupils. • Established supervision rotas in place and followed. • Ratios of staff to young people identified according to need and upheld. • Evidence that pupils are not permitted to leave the premises during the school day e.g. lunchtimes. 	<p>Fully met (required)</p> <p>Not Met (note any gaps carefully)</p>
Comments			

	Requirement	Evidence	Requirement met (circle)
7. Lone working policies are adhered to	All staff aware of the advice given from the Health and Safety Executive about lone working.	<ul style="list-style-type: none"> • A lone working risk assessment has been carried out. • Policy in place. • Policy guidance documents. • List of resources available for safe lone-working. • Operational on-call system available? 	<p>Fully met (required)</p> <p>Not Met (note any gaps carefully)</p>
Comments			
	Requirement	Evidence	Requirement met (circle)
8. Medicine is stored and administered appropriately	Administration of medicines policy and procedures are in place.	<ul style="list-style-type: none"> • Policy in place that meets current Department for Education (DfE) requirements. • Record keeping of administration of medicines. • Consent forms. • Suitable and safe storage of medicines. 	<p>Fully met (required)</p> <p>Not Met (note any gaps carefully)</p>
Comments			
Health and safety: What are the key priorities / actions for improvement?			

THEME THREE: 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

	Requirement	Evidence	Requirement met (circle)
1. Clear expectation of the provision to be delivered	There is a secure agreement setting out the responsibility of the provider and the referring commissioner / school	<ul style="list-style-type: none"> Signed agreements / contracts with all commissioners e.g. 'home' schools. Expectations are clear for the commissioner and for the provider. 	Fully met Partially met Not met / Limited evidence
Comments			
	Requirement	Evidence	Requirement met (circle)
2. Learners experience a broad and balanced curriculum	Time-tabling arrangements allow individuals access to a wide range of programmes to meet need and aspiration	<ul style="list-style-type: none"> Individual, personalised student timetables. Timetabling ensures that pupils have stability and a sense of belonging with one particular provider. Learners' full-time provision (however this is organised) allows them to experience a broad and balanced curriculum. 	Fully met Partially met Not met / Limited evidence
Comments			
	Requirement	Evidence	Requirement met (circle)
3.	Effective lines of communication exist within and between the provider and commissioner	<ul style="list-style-type: none"> Clearly communicated and understood expectations around safeguarding, attendance, behaviour, health and safety, online safety, etc. 	Fully met Partially met Not met / Limited evidence

Comments			
	Requirement	Evidence	Requirement met (circle)
4.	Clear lines of responsibility for the co-ordination and delivery of the programme are in place in both 'home' school and the provider.	<ul style="list-style-type: none"> • Minutes of transition and placement meetings. • Regular liaison between provider and 'home' school or other commissioner. 	<p>Fully met</p> <p>Partially met</p> <p>Not met / Limited evidence</p>
Comments			
	Requirement	Evidence	Requirement met (circle)
5.	Effective and accurate self-evaluation procedures are in place so that the provider has a clear understanding of its strengths and areas for improvement.	<ul style="list-style-type: none"> • Learning walks. • Observations. • Work scrutiny. • Learner voice. • An overall self-evaluation document 	<p>Fully met</p> <p>Partially met</p> <p>Not met / Limited evidence</p>
Comments			
	Requirement	Evidence	Requirement met (circle)
6.	Agreement has been reached between all partners on procedures for managing attendance, punctuality, behaviour and rewards.	<ul style="list-style-type: none"> • Robust systems in place. • Timely reporting of issues (e.g. absence, truancy, incidents). • No breaches of systems 	<p>Fully met</p> <p>Partially met</p> <p>Not met / Limited evidence</p>

Comments			
	Requirement	Evidence	Requirement met (circle)
7.	Appropriate, high quality accommodation, resources and facilities in place and fit for purpose.	<ul style="list-style-type: none"> • Learner voice. • Site visits and quality assurance by 'home' school / commissioner. 	<p>Fully met</p> <p>Partially met</p> <p>Not met / Limited evidence</p>
Comments			
Leadership and Management: What are the key priorities / actions for improvement?			

THEME FOUR: PROFESSIONAL DEVELOPMENT

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

	Requirement	Evidence	Requirement met (circle)
1.	Strategies are in place to ensure that the professional development needs of the individual/provider/institution are met.	<ul style="list-style-type: none"> • Individual meetings with staff. • Culture of support and continuous improvement. • Training records and evaluation. • Evidence of monitoring for impact of training. 	<p>Fully met</p> <p>Partially met</p> <p>Not met / Limited evidence</p>
Comments			
	Requirement	Evidence	Requirement met (circle)
2.	Mechanisms exist for identifying and responding to the specific needs of staff involved in delivering programmes.	<ul style="list-style-type: none"> • Performance management and continuing professional development systems in place. 	<p>Fully met</p> <p>Partially met</p> <p>Not met / Limited evidence</p>
Comments			
	Requirement	Evidence	Requirement met (circle)
3.	Arrangements have been agreed between partners for appropriate experiences e.g. work shadowing and joint teaching on programmes.	<ul style="list-style-type: none"> • Performance management and continuing professional development systems in place. 	<p>Fully met</p> <p>Partially met</p> <p>Not met / Limited evidence</p>

Comments			
	Requirement	Evidence	Requirement met (circle)
4.	Good practice is identified and disseminated across all participating staff.	<ul style="list-style-type: none"> • Self-evaluation. • Observations, learning walks, work scrutiny, discussions with learners. 	<p>Fully met</p> <p>Partially met</p> <p>Not met / Limited evidence</p>
Comments			
Professional Development: What are the key priorities / actions for improvement?			

THEME FIVE: 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.

	Requirement	Evidence	Requirement 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.	<ul style="list-style-type: none"> • Full, up-to-date information on each learner is available. • Learners' voices are captured in this information e.g. interests, ambitions, aspiration. 	<p>Fully met</p> <p>Partially met</p> <p>Not met / Limited evidence</p>
Comments			
	Requirement	Evidence	Requirement met (circle)
2.	Advice is available to raise awareness of options prior to any final choices being made.	<ul style="list-style-type: none"> • Prospectus • Appropriate, independent careers advice and guidance is available. 	<p>Fully met</p> <p>Partially met</p> <p>Not met / Limited evidence</p>
Comments			
	Requirement	Evidence	Requirement met (circle)
3.	Learning and pastoral support is available to all learners throughout the programme. Learners and staff are aware of the procedures to access this support.	<ul style="list-style-type: none"> • Mentors / key workers in place and accessible. • Signposting to websites and other support. 	<p>Fully met</p> <p>Partially met</p> <p>Not met / Limited evidence</p>

Comments

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

THEME SIX: 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

	Requirement	Evidence	Requirement met (circle)
1.	Robust and appropriate tracking and evaluation of behaviour and attitudes.	<ul style="list-style-type: none"> Tracking system in place. Comprehensive transition information from 'home' school. Log of behaviour incidents (including bullying) as well as rewards. Evidence of analysis of incidents and appropriate follow up that is communicated with 'home' school. 	<p>Fully met</p> <p>Partially met</p> <p>Not met / Limited evidence</p>
Comments			
	Requirement	Evidence	Requirement met (circle)
2.	Consistent monitoring and evaluation of wider qualities, attributes and skills (e.g. independence, confidence, self-esteem, resilience etc.).	<ul style="list-style-type: none"> Pupil passports. Self-assessment, self-evaluation and identification of next steps. Learners can discuss their successes and targets. Pupils display an understanding of why these skills etc. are important for their future. Individual pupil case studies. 	<p>Fully met</p> <p>Partially met</p> <p>Not met / Limited evidence</p>
Comments			

	Requirement	Evidence	Requirement 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.	<ul style="list-style-type: none"> • Robust, agreed system. • System is consistently used. • Rewards for learners. • Review meeting minutes. 	<p>Fully met</p> <p>Partially met</p> <p>Not met / Limited evidence</p>
Comments			
	Requirement	Evidence	Requirement met (circle)
4.	Pupils develop the personal and social skills to support the next stage of their education/training/employment/ life.	<ul style="list-style-type: none"> • Spiritual, Moral, Social, Cultural / British Values explicit in schemes or curriculum plans. • Promotion of British Values is evident. • Opportunities to develop are embedded across the wider curriculum offer. 	<p>Fully met</p> <p>Partially met</p> <p>Not met / Limited evidence</p>
Comments			
	Requirement	Evidence	Requirement met (circle)
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).	<ul style="list-style-type: none"> • PSHE planned curriculum and resources. • Relationships and sex education policy. • Learners' work. • Discussions with learners confirm that they do not miss out on PSHE / Relationships and Sex Education. 	<p>Fully met</p> <p>Partially met</p> <p>Not met / Limited evidence</p>
Comments			

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

THEME SEVEN: LEARNER ENTITLEMENT (Welfare, wellbeing, rights and 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			
	Requirement	Evidence	Requirement met (circle)
1.	<p>All learners participate in an induction process that will help them understand options and health and safety procedures.</p> <p>The planned programme of induction activities ensures that learners understand their rights and responsibilities and are aware of equal opportunities.</p>	<ul style="list-style-type: none"> • Clear induction processes in place. • Pupils feel equipped and ready to begin attending provision. • Parents / carers are fully informed. • Pupils exercise some choice in their provision /options. • Behaviour policy in place that sets high expectations with clear rewards and consequences. • Learners understand the high expectations of behaviour and conduct. • Staff consistently model expectations. • Appropriate independent careers advice, guidance and inspiration that meets statutory requirements. 	<p>Fully met</p> <p>Partially met</p> <p>Not met / Limited evidence</p>
Comments			

	Requirement	Evidence	Requirement met (circle)
2.	Learners have opportunities to express opinions and raise issues.	<ul style="list-style-type: none"> • Pupil council / forum. • Self-assessment processes. 	Fully met Partially met Not met / Limited evidence
Comments			
Learner entitlement (Welfare, wellbeing, rights and responsibilities): What are the key priorities / actions for improvement?			

THEME EIGHT: 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.	<ul style="list-style-type: none"> • Records of baseline assessments on entry. • Contact between 'home' school and provider. • Prior attainment (e.g. end of Key Stage 2) shared with teaching staff and informs baseline and target setting. • Evidence of progress against prior attainment • Tracking and reporting on progress is robust. 	<p>Fully met</p> <p>Partially met</p> <p>Not met / Limited evidence</p>
Comments			
	Requirement	Evidence	Requirement met (circle)
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.	<ul style="list-style-type: none"> • The tracking of progress shows previous ambitious trajectory alongside impact of AP on outcomes. • Tracking information demonstrates improving outcomes. • Appropriate achievement/ qualifications gained, including in English and mathematics • The target setting process is robust and there is evidence that learners are involved in the process. • Learners are involved in tracking their own progress and in planning next steps. • Progress reports show modifications, if necessary, to learners' requirements. 	<p>Fully met</p> <p>Partially met</p> <p>Not met / Limited evidence</p>

Comments			
	Requirement	Evidence	Requirement met (circle)
3.	<p>Analysis of assessment information enables clear indications of:</p> <ul style="list-style-type: none"> • How well the provider is doing in relation to its targets (in terms of outcomes for pupils) • How effective it is in identifying specific learners' needs and matching provision 	<ul style="list-style-type: none"> • Up-to-date assessment information and analysis consistently shapes provision for individual pupils and groups. • Information about academic capabilities is used well and ensures that challenge is evident in target setting and provision. • Pupil Passports/Plans for pupils with SEND. • Evidence that for full-time pupils with Education, Health and Care Plans (EHCPs), the requirements of the EHCP are being met. • Reports to and meetings with 'home' school. 	<p>Fully met</p> <p>Partially met</p> <p>Not met / Limited evidence</p>
Comments			
	Requirement	Evidence	Requirement met (circle)
4.	<p>Expectations of learner progress show clear evidence of being ambitious rather than simply following the trajectory suggested by prior attainment records.</p>	<ul style="list-style-type: none"> • Additional learner support in identified areas of weakness. • Learning Mentors or similar. • Meetings with parents who clearly understand their child's progress. 	<p>Fully met</p> <p>Partially met</p> <p>Not met / Limited evidence</p>
Comments			

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

THEME EIGHT: 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.	Lesson/session plans identify the knowledge, skills and understanding that different groups of learners will achieve.	<ul style="list-style-type: none"> • Appropriate adaptations evidenced in planning. • Lesson observations, learning walks and work scrutiny. 	<p>Fully met</p> <p>Partially met</p> <p>Not met / Limited evidence</p>
Comments			
	Requirement	Evidence	Requirement met (circle)
2.	Regular and thorough assessment and review of progress takes place.	<ul style="list-style-type: none"> • Robust, continuous assessment. • Marking and feedback which has an impact on learning and progress (agreed policy with home school if part-time provision). • Consistent formative assessment (assessment for learning) ensures that all learners make progress. 	<p>Fully met</p> <p>Partially met</p> <p>Not met / Limited evidence</p>

Comments			
	Requirement	Evidence	Requirement met (circle)
3.	Resources are used effectively to support the learning of all individual learners.	<ul style="list-style-type: none"> • Support staff deployed effectively. • Learning resources adapted as appropriate to deepen understanding. 	<p>Fully met</p> <p>Partially met</p> <p>Not met / Limited evidence</p>
Comments			
	Requirement	Evidence	Requirement met (circle)
4.	There are professional and productive working relationships between staff and learners leading to effective feedback and positive learning outcomes.	<ul style="list-style-type: none"> • Pupils' books, observations in lessons, learning walks, progress information. • Focused discussions with pupils. • Productive use of learning time with little or decreasing significant disruption due to poor behaviour. 	<p>Fully met</p> <p>Partially met</p> <p>Not met / Limited evidence</p>
Comments			

	Requirement	Evidence	Requirement met (circle)
5.	The quality of teaching and learning is monitored and evaluated regularly by staff with the appropriate knowledge and skills.	<ul style="list-style-type: none"> • Observations, learning walks, book scrutiny, progress information. • Performance management drives improvements in teaching and learning. • Evidence of a programme of continuing professional development that supports staff to teach effectively. 	<p>Fully met</p> <p>Partially met</p> <p>Not met / Limited evidence</p>
Comments			
Teaching and Learning: 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:

Areas for improvement (theme and criterion)	Action	By when	Person responsible	Date and review of progress