

Nottinghamshire County Council's Alternative Provision Directory

Quality Assurance Framework – teaching, learning and progress

Alternative Provision:	Good Apple	Date: 4 th April 2019
Quality Assurance decision: This is a SECURE provision		
<p>Context: This provision aims to develop young people's knowledge, skills and understanding through:</p> <ul style="list-style-type: none"> • Good academic attainment on par with mainstream schools with appropriate accreditation and qualifications • The specific personal, social and academic needs of pupils are properly identified and met in order to help them to overcome any barriers to attainment. • Improved pupil motivation and self-confidence, attendance and engagement with education • Clearly defined objectives, including the next steps following the placement such as reintegration into mainstream education, further education, training or employment. <p><i>(DfE Alternative Provision – Statutory guidance for local authorities – January 2013 (updated June 2016))</i></p>		
<p>Leadership and Management: What systems are in place to enable staff to plan and deliver provision that will ensure progress is made in relation to: <i>An HMI led, three-day Ofsted Inspection was undertaken March 2019 where the school was judged GOOD in all areas. This report should be read in conjunction with the Ofsted report:</i></p> <p>Good academic attainment on par with mainstream schools with appropriate accreditation and qualifications:</p> <ul style="list-style-type: none"> • The school prides itself on the wide range of accreditation offered to learners which ensures a personalised programme tailored to the needs, interests and aspirations of the individual. • The school is a registered exam centre with AQA and delivers a range of GCSE courses including English, maths, science, geography, RE and is considering extending the offer to include IT. • In addition, Asdan Work Skills and Aim Awards in areas such as Health and Safety, Food Hygiene and First Aid are also offered as are short courses in vocational areas. • Students have the opportunity to enrol on industry specific CPD accredited courses to support their career pathways. • As a registered exam centre the school is subject to unannounced JCQ regulatory inspections to ensure compliance of practice. • Internal quality assurance processes include informal observations of learning, facilitated by the open plan layout of the environment, regular staff appraisals, rigorous monitoring of learners' progress all of which inform the school self-evaluation process. • One of the senior leaders provided examples of tracking documents which included year 11 outcome data for the previous three years. Complementing this data was a case study outlining the positive impact of the provider on an individual learner's attendance and outcomes and progression pathway. • Data provided by the senior leader demonstrates: 61% of learners achieve 5 x GCSEs at grades 1-9 92% Level 1 English and Maths 87% Level 2 English and Maths 100% achieve at least three qualifications 		

- ***The provider may find it useful to include national comparative data in their analysis of student outcomes to demonstrate the impact of their practice.***
<https://www.gov.uk/government/statistics/gcse-and-equivalent-results-2017-to-2018-provisional>
- Inspectors reported, 'Current pupils are achieving well. They are making good progress towards a range of recognised qualifications, including passes in GCSEs and functional skills levels 1 and 2 in English and mathematics.... Pupils are making good progress in appropriate vocational qualifications. These include subjects such as midwifery, food hygiene, childcare, animal care, bricklaying and dog training.'
- Although, inspectors identified reading and developing spelling, punctuation and grammar skills as an area of development, it has not detracted from the overall 'good' judgements

The specific personal, social and academic needs of pupils are properly identified and met in order to help them to overcome any barriers to attainment.

- On arrival learners follow a structured induction programme, which includes health and safety, and tutors conduct assessments of reading and spelling which then inform the personalised learning programme.
- Learning mentors are assigned to individuals.
- Senior leaders have completed training in autism, working in partnership with parents, advanced psychotherapy and cognitive behaviour therapy all of which support learners to overcome barriers to attainment.
- Inspectors commented positively on the support provided for students with SEND, stating, 'The leader responsible for pupils with special educational needs and/or disabilities (SEND) is knowledgeable and well qualified This impacts positively on the progress pupils make, both academically and emotionally.'

Improved pupil motivation and self-confidence, attendance and engagement with education

- The school places a strong emphasis on recognising achievements with qualifications prominently displayed in the reception area. This includes qualifications achieved by both staff and students and promotes the concept of life-long learning.
- Attendance is closely monitored with staff recording daily via CLM complemented by a weekly attendance overview on a white board. Parents are contacted when learners are absent, and commissioners informed. Should concerns with absence persist then senior leaders arrange a home visit in collaboration with the commissioning officer.
- The school tracks attendance by gender with graphs demonstrating female attendance exceeding that of males with attendance above 96% whereas for male students it is 93% and above.
- ***The provider may benefit from including national comparative attendance data in their analysis and self-evaluation***
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/787463/Absence_3term_201718_Text.pdf (section 7)
- Inspectors reported positively on the engagement of students in their learning, 'Pupils are engaged in the activities because they interest and motivate them.'
- Learners were reluctant to engage in discussion without tutors present. However, senior leaders place great emphasis on student voice, actively seeking learners' views on the quality of teaching and by encouraging them to contribute to the design and décor of the environment. This, together with learners' files, progress data and destinations demonstrate learners' motivation and engagement with education.
- 'The headteacher maintains contact with pupils during the school holidays. This helps to increase their attendance by ensuring that pupils return to the school at the start of the new term.'

Clearly defined objectives, including the next steps following the placement such as reintegration into mainstream education, further education, training or employment.

- On entry learners follow an induction programme which includes familiarisation with the student handbook, a signed contract pack reinforces the provision's code of conduct, health and safety.
- The provision's focus is on supporting learners to achieve in their chosen pathway and is committed to working collaboratively with other agencies.

- Commissioners report 'excellent post 16 pathway work completed with students in any area they choose.' This is reflected in the case studies presented by the school.
- An impressive example demonstrates the effective collaboration between a mainstream school and Good Apple following a learner's referral due to low levels of attendance. This effective collaboration resulted in the learner achieving a range of 'good' GCSE passes and progression to study marine biology at Falmouth College. Tutors supported the student's relocation to another part of the country and to secure funding for their studies. During this transition, tutors maintained contact providing advice and practical support when necessary and were delighted to hear the student was accepted to study her second year in marine biology in Mexico.
- The senior leader provided other examples of tutors supporting students visiting colleges, in their application for the armed forces, including, when necessary, providing transport to activities outside of the local area.
- Learners' progression pathways are supported by enrolment on industry specific, CPD Certificate of Achievement courses across a range of levels which enhance learners' applications and when attending job or academic interviews. Although not attracting DfE point scores, employers from both the public and private sectors, as well as academic institution across the UK and internationally recognise accredited Continuing Professional Development (CPD). <https://www.oplexcareers.com/>
Learners have recently been awarded Level 3 in Midwifery and Criminal Law.
- This focussed support in securing appropriate progression pathways has resulted in only one learner becoming NEET on leaving over the past four years.
- Inspectors commented, 'Pupils are therefore well prepared for their next stage of training, education or employment.'

Teaching & Learning –

- During the visit a PSHE session was taking place focussing on media reports of significant changes to the justice system of Brunei. Displays in the teaching area promoted British values and in particular tolerance towards the different views and religious beliefs of others. Learners were asked to consider whether religion influences the use of capital punishment during which learners identified homophobic discrimination linked to religious belief.
- Staffing ratios were high with three tutors present and learners responding appropriately towards one another drawing on a relevant display providing cues to support appropriate challenge to opposing viewpoints in debates.
- In another session learners were engaged in a practical food session in a fully equipped kitchen.
- Subject specific displays were observed in all teaching areas covering areas such as figurative language, Shakespearian quotations, spelling, punctuation and grammar. In addition, leaflets were available giving advice on college courses and the justice system.
- Learner's files demonstrate progress through the courses followed. Although learners are taught by tutors, marking and feedback is completed by two tutors with QTS to facilitate standardisation. Tutors are briefed on the outcomes of assessment which then informs subsequent planning.
- Learners benefit from the assessment criteria at the front of files, directions from tutors highlighting work yet to be completed and explicit advice about how to improve their overall grade. This supports learners understanding of the assessment criteria and take responsibility for time management.
- Excel spreadsheets, accessible to all staff, support the monitoring of learners' progress with line graphs demonstrating learner's progression flight paths. This is underpinned with a daily diary recording work completed by each individual.

Behaviour & Safety

- The site has a secure entry system linked to staff mobiles to support identification of visitors.
- All staff are trained in the Team Teach approach to behaviour management and physical intervention. However, the senior leader confirmed the focus is on de-escalation with physical intervention never having been used.
- As in other areas, senior leaders track and monitor behaviour closely. Graphs provide a three-year overview of exclusions broken down by half term and by gender. Graphs would indicate

significant work has been undertaken to reduce the number of exclusions in the October to December half term from a peak of four in 2017 to 0 in 2018.

- Graphs illustrate the number of learners at risk in four specific areas: drug use / crime/ CSE and radicalisation. CSE has been identified as the greatest risk to year 11, less so for year 10 learners. However, crime is identified as the greatest risk to year 10 learners and less so for year 11. Both year groups are at risk of drug use although none at risk of radicalisation.
- Pupils with whom the inspector spoke are unanimous in their view that behaviour is good, and incidents of bullying are extremely rare. Pupils follow adults' instructions promptly, therefore ensuring that lessons run smoothly.'
- PSHE sessions follow the PSHE Association Programme of Study and cover topics such as Health and Wellbeing and Sexual relationships. However, complementing the AQA syllabus, are additional resources ranging from misuse of drugs to philosophy, abortion and faith.
- On arrival at the beginning of the day newspapers provide stimulation for debate on topical issues, which on the day of the visit was in response to the justice system in Brunei.
- A range of high quality displays promoting British values were observed in teaching areas, including appropriate opening sentence cues to guide learners' when responding to opposing view-points.
- Learners report they feel safe at the provision and there is no bullying. However, they were only willing to talk with tutors present.
- Pupils told the inspector 'there are many adults at the school with whom they could speak, should they have a worry or concern. One pupil said that the school felt like 'One big family.'
- Anti-bullying displays were observed in the teaching areas.
- Learners have received advice and guidance in staying in their community and when online.
- The school is currently in the process of upgrading their IT system and is subscribing to enhanced BT security and firewalls. In response to the issues posed by 4G enabled mobile phones, this new system will operate on a 'guest wi-fi' system with rigorous filtering systems administered by one of the senior leaders.
- The provider uses i-cloud storage and is familiar with the recent DfE advice and guidance. The senior leader responsible has also completed GDPR training.
- Inspectors reported, 'Pupils are aware of how to keep themselves safe when they are online. They are particularly aware of the dangers of leaving a 'digital footprint' when they post a message or photograph on social media.'
- The senior leader reported there are no concerns regarding weapons being brought onto site. However, one of the learners is considered to be at risk in the community. Currently there is a co-ordinated multi- agency approach to supporting the student's family.
- As a precautionary measure the provider has invested in a screening wand with senior leaders confirming guidance on searching, screening and confiscation is included in the school's emergency plan.
- There is a comprehensive student handbook that includes contracts signed by the learner confirming acceptance of the provision's expectations on drug, alcohol and weapons; acceptable use of mobile phones and IT; behaviour when being transported and refusal to work.
- Three senior leaders have completed Designated Safeguarding Lead training to ensure coverage at all times. Staff have signed to confirm they have received and read KCSiE18 Part 1.
- ***The provider might like to consider amending the declaration to read, 'I have received, read and understand my role and responsibilities in safeguarding children and young people.'***
- Staff have also completed training in British Values, Prevent and County Lines.
- A prominent display promoting British Values was observed in the teaching area.
- Risk assessments were available for scrutiny and included off site visits to different locations. When risk assessments are completed they are forwarded to the senior leader, who has completed risk assessment training, for approval.
- Inspectors The headteacher has ensured that the school's safeguarding policy is made available to parents on the school's website. The policy meets the required independent school standards.

Strengths:

- The wide range of GCSE qualifications offered
- Personalised learning programmes reflecting learner's interests and progression pathways.
- Commitment to securing successful transition to post 16 destinations

Areas for development:

- The provider may find it useful to include national comparative data in their analysis of student outcomes to demonstrate the impact of their practice.
- Increase the level of challenge in the teaching of reading, spelling, punctuation and grammar.