



Desktop QAF report	
NAME OF SERVICE	Good Apple Independent School Ltd
Type of service	Independent Alternative Provision School
Operated by	Good Apple
Service users profile/s	Pupils at risk of being permanently excluded; social, emotional and mental health difficulties
Date of review	14 th January 2021
Names of Validation Officer	Christine Buck
Service manager/	Natalie Myers
Staff interviewed	Derrick Masters; Sarah Mould;
Clients involved	Jack Whyte
Signed	
Date	
Officer Signature	

Overview of the Service:

Good Apple is an Independent School, based at Unit 3, Granary House, Gainsborough. They focus on the provision of specialist support for pupils with social, behavioural, learning and motivational issues. The School is registered to admit 16 full-time pupils aged 9-16 and has a staffing structure of 16. The Good Apple AP provision operates from the same premises, with the same staff, policies and procedures.

The latest Ofsted inspection took place 12-14 March 2019 and assessed the School as 'Good' overall. Areas for improvement included ensuring that lesson plans were sufficiently challenging, particularly in English language and grammar and updating the School's Website.

At the time of the inspection, four Nottinghamshire pupils were attending the School/AP provision.

Client Feedback:

Due to Covid restrictions, it was not possible to visit the premises and meet the pupils in person. Pupil views were gathered through a combination of written feedback and phone conversation. Written feedback received



from 2 pupils JW and OK. Both assessed the service received very highly (all responses were positive (graded 5), with the exception of OK, who could not remember receiving a Welcome Pack when they joined the service)

O. K – Age 16; attending for almost 2 years – all sections grade 5 (apart from welcome pack)

J. W – Age 14 attending 1 year – all sections grade 5

Telephone conversation with JW 19/1/2021 – JW confirmed that he enjoyed going to GA, that he liked the staff generally and felt particularly comfortable talking to Hayley. He would go to Hayley if he felt angry or anxious about anything and was happy that she would listen and sort things out, if necessary. He had more friends at GA than he had had at his previous school. He was aware of the on-line SLACK recording system (shown how to use it when he joined and was given an IPad), but he preferred to work face to face with tutors, writing things down on paper, rather than use the IPad. He confirmed that he had signed a contract (ref. attendance, behaviour) and was given a Student handbook when he first joined the School. He had kept a hard copy, but had not referred to it since coming to GA. He could not remember having had a fire alarm test whilst he had been attending the school, but was aware of what to do and where to go if the alarm sounded. He had a clear plan of what he wanted to do in the future which involved staying at GA until he was 16, then becoming an apprentice plasterer with his grandfather and working towards becoming a prison officer.

Staff Feedback:

Feedback forms received from:

Laura Hammerton – Admin working for GA for 11 months

Sarah Mould – Admin and CBT Councilor; worked for GA for 6 years

Derrick Masters – Senior Management, worked for GA for 6 years

Helen Henderson – Tutor; worked for GA for 10 years

Hayley Roberts – Teaching Assistant; Worked for GA for nearly 1 year

Toni Bester - Tutor/Mentor; Worked for GA for 14 months

Ki Nelson – Admin Worked for GA for over a year

Teams interviews held with:

Natalie Myers; Derrick Masters; Sarah Mould; Helen Henderson

Feedback also received from NCC Commissioner, Sue Chappel

Summary of obtained QAF Scores

Service Objectives	Self assessment	Standards attained
1 - Assessment and Support Planning	C	C
2 - Security, Health and Safety	C	C
3 – Safeguarding and Protection from Abuse	C	C
4 – Fair Access, Diversity and Inclusion	C	C
5 – Client Involvement and empowerment	C	C
6 – Management of Service Provision	C	C

Validation key:

- ✓ - Standard achieved
- *Italics* - General recommendations
- **Bold** - Fail points requiring action

Assessment and Support Planning		
<p>All children and young people have an assessment of their risks and support/care needs. All plans are suitable and up to date. Assessment and planning procedures place children and young people in the centre. Plans are managed by providers and involve other professionals and or carers where appropriate.</p>		
<p>1.1 All children and young people's needs and risks are assessed on a comprehensive and consistent basis. Assessments and plans are in place in a timely manner from the start of the placement.</p>		
<p>A needs and risk assessment policy and procedure is in place and is reviewed at least every 3 years.</p>	<p>✓</p>	<p>Health and Safety Policy refers to Risk Assessments, but in the context of premises risk assessments, not individuals.</p> <p>Separate Risk Management and Risk Assessment Policy dated 27/10/2020 written by N Myers, committee member D Redmond. Again, this policy relates to premises risk assessments.</p>



		<p>The Risk Assessment Procedure provided identifies the process that is undertaken to produce, review and amend the pupil Positive Handling Plan/Risk Assessment. This process is managed for all pupils by the Head Teacher. The Initial plan is produced using information gathered from the referral forms and information from parents and pupils. This is posted on the pupil's file on the on-line SLACK system and updated by the Head Teacher using information fed back using the SLACK system.</p>
<p>The procedure states how children and young people will be involved in their own individual assessments and plans.</p>	✓	<p>Pupils can contribute at the initial production of the plan and subsequently via SLACK.</p>
<p>Staff understand and follow the procedures</p>	✓	<p>Individual risk assessments are produced by the Head Teacher, shared with relevant staff and placed on the pupil's SLACK file. Staff confirmed that they had received training in how to update pupil risk assessments, both during induction and through on-going CPD. Pupil risk assessments were viewed as live documents.</p>
<p>Needs and risk assessments take into account the views of other services as appropriate.</p>	✓	<p>RAs based initially on the referral documentation, updated in consultation with parents, pupils and relevant specialist staff e.g. Social Care; YOT; Ed Psych etc.</p>
1.2 All children and young people have individual outcomes-focussed support and risk management plans that address the needs and risks identified by the assessment process.		
<p>Support and risk management plans identify control measures to eliminate, minimise or respond to identified risks.</p>	✓	<p>Positive Handling Plan/Risk Assessment includes triggers; possible behaviour issues and risks to self and others; de-escalation techniques; physical intervention techniques that had previously been successful/to be avoided; re-integration steps. All RA plans are quality assured by the Head Teacher.</p>



Clear links can be seen between assessments of children and young people's needs and associated risks, and their support / risk management plans.	✓	All plans relate back to the SLACK system; an on-line system that is accessible by staff and pupils (pupils have limited access to specific areas). SLACK provides live data relating to individual pupils, with SMART targets, achievement updates and space for pupils to make notes. It is also available in hard-copy format. All plans would be reviewed at least Termly, but are more usually reviewed weekly/daily (as required) by Tutors/management.
Support plans incorporate individual outcomes and SMART objectives which have been negotiated with children and young people where achievable. Carers, relatives or other advocates are also involved where appropriate.	✓	SLACK system information is shared (as appropriate to the individual needs) with staff, experts, pupils and parents.
The service proactively seeks to engage other agencies in supporting children and young people.	✓	The Service works with a variety of internal experts (CBT Councillors, psychotherapist) and external agencies including Social Care, Ed Psych, CAMHS.
Plans show an awareness of other care and support services available.	✓	Covid risk assessment included reference to EOTAS support. Report completed weekly and sent to commissioner.
1.3 Needs / risk assessments and support / risk management plans are reviewed regularly on a consistent and systematic basis.		
The frequency of individual reviews reflects the needs and risks identified by the assessment process.	✓	Behaviour Mgt Plans held on SLACK. Most are reviewed daily/weekly.
Children and young people's files show that all needs and risk assessments have been reviewed with appropriate frequency for the regulatory body and at least annually.	✓	SLACK documents reviewed at least Termly by management and daily/weekly by tutors.
Needs / risk assessments and support / risk management plans are quality assessed internally.	✓	Assessed by Management Team
1.4 Needs and risk assessment, support planning and reviews involve children and young people and take full account of their views, preferences and aspirations.		



Children and young people's views are central to risk assessments and plans.	✓	Pupils are provided with the opportunity to contribute to their plans via SLACK. The cohort of pupils attending the school are unlikely to choose to engage with formal assessments, so their views are gathered informally by Tutors and incorporated into the plans. The pupil interviewed confirmed that opportunities are provided for pupils to contribute, if they choose.
Where the child or young person (or their advocate) disagrees with an assessment or review their views and reasoning are recorded.	✓	Any disagreements would be recorded on the SLACK file.
Children and young people have access to their file and are provided with a copy of assessments and reviews if they wish.	✓	Pupils can access specific files via the SLACK system and can apply to see any other files, if required.
Information contained within needs and risk assessments is protected and shared as appropriate, in accordance with current data protection legislation.	✓	Only authorised personnel have access.
Children and young people confirm that their views have been listened to and taken into account.	✓	The staff reported that Student Surveys were undertaken, however, the pupil interviewed indicated that he was not interested in completing surveys and preferred to speak with Hayley.
Children and young people confirm that they are supported in meeting their cultural, religious and/or lifestyle needs, in line with the Equalities Act.	✓	JW confirmed that he was happy that any necessary adjustments had been made to support him. The ethos of the school and it's size facilitate an individual approach to the needs of the pupils.
1.5 Staff carrying out needs and risk assessments and negotiating support and risk management plans are competent to do so.		
Children and young people confirm that staff are sensitive to their particular needs and respect their right to choice and control.	✓	Pupils confirmed that staff were very approachable and supportive and guided them towards independence.
Staff are able to describe how they can help children and young people to achieve their identified outcomes.	✓	Outcomes are identified for each pupil within the SLACK file



Staff receive appropriate training to enable them to describe the assessment and planning processes and the rationale behind the key elements.	✓	Staff receive specific assessment and planning training within the Induction process and in ongoing CPD.
Staff are knowledgeable about the range of services and support provided by their own organisation that may meet the needs of children and young people.	✓	Staff confirmed that they were aware of internal specialist support – e.g. CBT Councillors; psychotherapist

<p>Security, Health and Safety</p> <p>The security, health and safety of all individual clients, staff and the wider community are protected.</p>		
<p>2.1 There is a health and safety policy which has been reviewed in the last three years and is in accordance with current legislation.</p>		
Staff are able to describe the health and safety procedures and the impact on their work.	✓	Staff confirmed they were aware of the H&S procedures and how to implement them.
Children and young people are able to describe the health and safety procedures and how these affect them.	✓	JW was aware of what to do in the case of a fire alarm, although he did not recognise this as 'health and safety'
The Health and Safety policy and certificate are visible in the service. This policy has been reviewed in the last three years.	✓	H&S Policy Reviewed 6/8/2020 countersigned by chair of Gov Body – available on School website Staff confirmed that the H&S certificate was visible and was renewed Sept. 2020
<p>2.2 The service has a co-ordinated approach to assessing and managing security, health and safety risks that potentially affect all clients, staff and the wider community</p>		
A formal procedure exists for conducting service risk assessments, which covers all potential risks (other than risks to individuals) and appropriate information sharing mechanisms,	✓	Premises Risk Assessments undertaken by Caretaker and managed by Head Teacher. Caretaker undertakes daily premises inspections and reports to HT daily
Staff are able to describe how to undertake appropriate risk assessment.	✓	Staff confirmed they had been trained in how to undertake and implement risk assessments appropriately.
Risk assessments of the service and any premises within which the service is delivered, are conducted at service inception and with appropriate frequency thereafter, following an incident, and at least annually.	✓	Comprehensive risk assessments in place, together with regular reviews.



Regular health and safety inspections are undertaken to monitor risk.	✓	Annual H&S Audit undertaken; annual report taken to Committee
There is a lone working policy that sets out procedures to minimise the risks to people working alone and to clients.	✓	Lone working Policy 20/3/2020 Co-ordinator NM Committee Member TG
Where staff work alone, risk assessments specifically address the risks faced by lone workers and clients.	✓	Working from Home Policy and Risk assessments appropriate and up to date. Staff would not normally work on their own, but where this is necessary, or where visiting pupils' homes, appropriate risk assessments and procedures are in place (inc. logging visits with appropriate GA staff, carrying phone/torch/first aid kit etc.) In school CCTV is in place and staff carry cameras that can be activated as necessary.
2.3 There are appropriate arrangements to enable clients to access help in crisis or emergency.		
Emergency call-out and out-of-hours support arrangements are documented and publicised to children and young people in ways appropriate to their needs.		N/A
Children and young people, and staff understand both the emergency call-out procedures and any out-of-hours support procedures.		N/A

Safeguarding and Protection from Abuse

There is a commitment to safeguarding the welfare of adults and children using or visiting the service and to working in partnership to protect vulnerable groups from abuse.

3.1 There are robust policies and procedures for safeguarding and protecting adults and children, that are less than three years old and in accordance with current legislation.

The policies and procedures address children (and adults where required) and comply with good practice.	✓	Safeguarding and Child Protection policy reviewed 6.8.2020, reviewed by School Governor.
There is a whistle blowing policy and procedure in accordance with the Public Interest Disclosure Act 1998.	✓	Whistle blowing policy 8/9/2019 Coordinator NM Committee member TG



		Policy clearly describes the process to be followed.
3.2 Staff are aware of policies and procedures. Their practice safeguards children and young people and promotes understanding of abuse.		
Prompt action is taken in response to individual concerns from staff, children and young people or others and appropriate support is provided to them.	✓	Staff confirmed that Management were responsive and approachable.
Support is provided to victims of abuse.	✓	On-site CBT Councillors and Psychotherapist available
If relevant to the service, they work appropriately with alleged perpetrators	✓	On-site CBT Councillors and Psychotherapist available and could work with pupils where they were the perpetrator
A log records details of cases and outcomes and shows that appropriate action is taken, including reporting to appropriate authorities.	✓	Central log maintained of any Safeguarding concerns and outcomes
Staff have received appropriate training and are able to describe how their practice promotes safeguarding.	✓	Staff confirmed that they received safeguarding training at induction and regularly afterwards during CPD
Staff and volunteers can describe how they would report any actual or suspected abuse or neglect, and who incidents should be reported to.	✓	Reporting to DSL or other member of management team. Use Safeguarding flowchart
3.3 Staff are made aware of and understand their professional boundaries and their practice reflects this.		
A Code of Conduct (or similar document) makes clear appropriate boundaries for staff and volunteers.	✓	Safeguarding Code of Conduct submitted as evidence
There are procedures to prevent staff from personal benefit when working with vulnerable people.	✓	Safeguarding Code of Conduct, staff reviews
Staff and volunteers receive appropriate training and are able to describe the policies concerning relationships with children and young people.	✓	Code of Conduct specifically referenced within Induction process
Staff and volunteers are able to explain how their practice maintains effective boundaries.	✓	Personal relationships prior to pupil attendance at school reported to management; limited contact with pupils



		outside school hours; no friendships on social media etc
Information to children, young people and their families, makes clear appropriate boundaries for staff and volunteers.	✓	Student Handbook – confirmed by pupil that they understood appropriate contact with staff
3.4 Clients understand what abuse is and know how to report concerns		
The safeguarding and protection from abuse procedure is promoted in ways appropriate to children and young people's needs.	✓	Discussed as appropriate within the curriculum.
Children and young people understand what constitutes abuse and know how to report any concerns.	✓	Pupil confirmed that they would know how to report any concerns to appropriate staff.
The service provides the child or young person with appropriate feedback when any safeguarding action has occurred. This is also shared with relevant professionals.	✓	Staff confirmed that feedback would be provided to pupils, in accordance with the Safeguarding policy and procedure. However, no safeguarding issues had yet been reported.
3.5 The service is committed to participating in a multi-agency approach to safeguarding vulnerable adults and children		
In services specifically working with children and young people there is a designated, appropriately trained and supported child protection lead.	✓	DSL = Natalie Myers Two Dep. DSL teachers Governor= Damian Redmond
In services specifically working with children and young people, there is an awareness of the Pathway to Provision and how this relates to, and is separate from, child protection.	✓	Staff were aware of the Pathway to Provision in Notts.
The service works jointly with other appropriate agencies to promote the safeguarding of adults and children and young people.	✓	Social Care; Education officers; Bearded Fishermen (local mental health charity)
The service engages in multi-agency working in response to specific cases of adult or child protection.	✓	Where appropriate, staff would attend meetings.



Fair Access, Diversity and Inclusion

There is a demonstrable commitment to fair access, fair exit, diversity and inclusion. The service acts within the law and ensures clients are well-informed about their rights and responsibilities.

4.1 Fair access, fair exit, diversity and inclusion are embedded within the culture of the service and there is demonstrable promotion and implementation of the policies.

<p>There are policies and procedures that cover:</p> <ul style="list-style-type: none"> -equal opportunity, diversity, anti-discriminatory practice and harassment -discrimination on any grounds that cause a person to be treated with injustice -access to services and employment 	✓	<p>Equality and Diversity Policy 6/8/2020 Co-ordinator N Myers; Governor Tammy Goddard</p>
<p>The policies and procedures have been reviewed in the last three years.</p>	✓	<p>Policy was last reviewed in August 2020</p>
<p>Records show that staff are specifically recruited or trained to ensure their understanding and sensitivity to the diverse needs of children and young people.</p>	✓	<p>Staff confirmed that they were made aware of the diverse needs of the pupils attending the school as part of the recruitment process and during the comprehensive induction process.</p>
<p>Staff are able to demonstrate an understanding of the policies and procedures including:</p> <ul style="list-style-type: none"> -the principles behind them and the implications for their work; -show how they communicate with children and young people in ways that are appropriate to their diverse needs 	✓	<p>Staff confirmed that differentiated support, communication and education resources were at the heart of the school. This was assisted by the small size of the organisation and the individualised support available.</p>
<p>Children and young people are able to confirm that they understand the Equality Policies of the organisation.</p>	✓	<p>JW explained that the school staff were good at supporting the needs of individual pupils.</p>

4.2 There is a commitment to ensuring fair exit from the service.

<p>Transitions plans are in place from the start of service delivery. The Plan reflects a considered exit route and reflects the objectives and aspirations of the child/young person.</p>	✓	<p>JW was clear that he had discussed his future plans and that the school was helping him to achieve these.</p>
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Children and young people confirm that they are given information about grounds for termination of the service	✓	Pupil agreement
Clients are given information and advice if they are at risk of the placement breaking down and can access appropriate services, including <ul style="list-style-type: none">• Service specific behaviour contracts;• Referral to prevent placement breakdown;• On-going liaison with Key Worker/Lead Professional/Social Worker;• Referral to external housing providers/alternative provision:	✓	School maintains regular contact with pupils, families and commissioners and aims to address situations before they are at risk of breaking down.
Staff comply with the law and good practice when terminating placements and there are clear procedures for staff to follow when looking at fair exit from service provision.	✓	School operates within the appropriate regulatory requirements

Client Involvement and Empowerment

There is a commitment to empowering clients and supporting their independence. Clients are well informed so that they can communicate their needs and views and make informed choices. Clients are consulted about the services provided and are offered opportunities to be involved in their running. Clients are empowered in their engagement in the wider community and the development of social networks.

5.1 People wanting to access a service can make an informed decision before accepting an offer and know about the range of services and support available to meet their needs.

Children and young people confirm that they were able to visit the service and meet with staff before accepting an offer, where appropriate. If this is not possible a pre-meeting between the lead professional has occurred.	✓	JW confirmed that he was able to visit.
Children and young people confirm that they know about the range of services provided by the support provider to meet their needs.	✓	JW confirmed that he was able to access all the support that he needed.
Children and young people and referral agencies confirm that information about the service is available in formats appropriate to their individual needs.	✓	Pupils and commissionaires confirmed that information is clear and accessible.

5.2 Children and young people are consulted on all significant proposals which may affect their service and their views taken into account.



A statement of rights and responsibilities is in place, which includes the right to be consulted.	✓	Pupil agreement
Formal and/or informal consultation takes place and proposals are developed or amended where possible in the light of feedback.	✓	The School Council is the formal method of consultation; however, the small size of the provision means that it is possible to consult informally with most pupils. The pupil interviewed confirmed that pupils were encouraged to engage with potential changes within the school, but that most chose to express their opinions through discussion with their key worker, rather than formally. He stated that the main item of discussion was the content of the school dinner menu (which was updated in line with pupil preference)
Children and young people confirm that they receive feedback on changes that have or have not been made and why.	✓	JW confirmed that he was happy that he was kept informed of changes in the school and that he would be able to raise his point of view, should he wish to.
5.3 The service encourages clients to do things for themselves rather than rely on staff.		
The service has a clear, documented approach to empowering children and young people and promoting their independence, whilst balancing effective risk management.	✓	The Risk Assessment Policy states that the intention is to encourage pupil independence, while managing any risk
Staff can describe how they work with children and young people to promote independence.	✓	Travel training; cooking; making beds and cleaning; personal hygiene
Children and young people can provide examples of specific initiatives that have expanded their skills, confidence and self-esteem.	✓	JW stated that he felt supported by the staff, that they listened to him and helped him. Visit arranged by school from prison officer, as this is one of the paths that JW is considering.
Children and young people confirm that they are encouraged to take part in active decision making about the services they receive.	✓	JW reported that a Pupil questionnaire was distributed termly and would inform any issues raised by the School



		Council (if anything, feedback seemed to involve school dinners)
Children and young people confirm that they are empowered to make their own informed choices about friendships and relationships, in line with the existing risk assessment.	✓	JW stated that he had been able to make far more friends at GA than at his previous school.
5.4 Clients are encouraged to consider ways in which they can participate in the wider community.		
Clients confirm that they are able to participate in activities within the wider community such as leisure services, training, education and employment, and the service provider provides appropriate support to enable this.	✓	Limited within current Covid restrictions, but normally visit colleges, local employers etc
Children and young people confirm that information about services, activities and opportunities is made readily available in ways appropriate to their needs.	✓	On notice boards and discussed with individual tutors.
The service actively encourages and promotes links with friends and family, where appropriate.	✓	Families confirm that the quality of communication is excellent
Children and young people/ advocates can confirm that there are no policies or rules that prevent them from visiting or receiving friends and relatives, or engaging in activities with them	✓	School is open to families (within current restrictions)
Support plans reflect that children and young people have been enabled to overcome barriers to participating in the wider community, where appropriate.	✓	Pupils are encouraged and enabled to participate
5.5 There is a written complaints policy and procedure that has been reviewed in the last three years and this is used as a tool for service development.		
The complaints procedure is as straightforward as possible and available in other formats appropriate to the needs of the group.	✓	Complaints Procedure 8/9/2020 Co-ordinator N. Myers; Committee Member M. Hayes Clear Complaints process with appropriate timelines and escalation method.
The complaints procedure specifically addresses complaints from external individuals or organisations.	✓	Covered within the procedure



A log records outcomes to complaints and shows that appropriate action is taken within reasonable response times.	✓	Centralised log managed by the Head Teacher, who would oversee any complaints, in accordance with the Complaints Procedure
Outcomes of complaints are fed back to complainants.	✓	Outcomes would be fed back to complainants in accordance with the complaints procedure
There is an appeals process.	✓	Explained in the Policy
The procedure is publicised in ways appropriate to the needs of the group e.g. in client induction or welcome packs, handbooks, notice boards, etc.	✓	Pupil and parent welcome packs
Information about independent advocacy is made available to children and young people.	✓	Parents and pupils can access support from Ask Us Notts
Children and young people confirm that they feel able to complain and are confident that their complaint will be dealt with in a positive manner.	✓	JW confirmed he would feel comfortable about raising issues with members of staff.

Management of Service Provision

The service provision is professionally managed. Appropriate staff are recruited, inducted, trained and supervised to meet the needs of the clients. There is a commitment by the service provision to continuous improvement.

6.1 The service recruits, inducts, trains, supervises and manages all staff in a manner appropriate to the service provision.

There is a recruitment and selection policy that aims to eliminate discrimination in recruitment processes and ensures Safer Recruitment.	✓	Safer Recruitment and Retention Policy 4/9/2019 Co-ordinator NM; Governor TG Covers DBS checks and fair recruitment
All staff and volunteers have up-to-date job descriptions, which reflect their actual roles, responsibilities and the requirements of the service provision.	✓	Confirmed by staff
There is a documented training programme for all staff roles including induction programme for all new staff and	✓	The Head Teacher meets with each new member of staff and introduces



<p>volunteers, shortly after joining the service. The learning and development plans include mandatory and optional training specific to the staff role and the service provision.</p>		<p>them to the School's policies and procedures. The Induction Mentor works with the new staff member, discussing in depth the handbooks, policies and procedures relevant to the staff role (as identified in the Staff Training Matrix within the 'Induction of New Staff Policy'). The Bursar explains the contract of employment, salary issues etc. Staff Training Matrix</p>
<p>Equality and diversity policies and procedures are covered in staff induction and training programmes and integrated into staff management practices.</p>	✓	<p>Confirmed by staff</p>
<p>Management record staff awareness of policies and procedures and any relevant updates</p>	✓	<p>The Staff Training Matrix, is discussed regularly at Staff supervision meetings</p>
<p>Staff supervision notes show that regular supervision takes place, at a frequency appropriate to the service provision, and feedback on performance given.</p>	✓	<p>All staff confirmed that they received supervision at least Termly, more frequently if required, from their line managers.</p>
<p>Staff are encouraged and empowered through induction and training programmes, supervision and management processes.</p>	✓	<p>Staff confirmed that training was accessible and appropriate</p>
<p>Regular staff and volunteer team meetings occur, with outcomes and actions documented. Actions are followed up at subsequent meetings.</p>	✓	<p>Information noted on SLACK (on-line system accessible by all staff)</p>
<p>Staff members and volunteers confirm that they are able to discuss any concerns with knowledgeable managers as and when necessary.</p>	✓	<p>Staff confirmed that management were very committed and approachable.</p>
<p>Professionals boundaries are covered in staff induction and training programmes and integrated into staff management plans. Managers have oversight and accountability for all visitors to the service</p>	✓	<p>Staff confirmed that professional boundaries were clear and that appropriate checks and balances were in place.</p>
<p>Safeguarding and protection from abuse policies and procedures are covered in staff induction and training programmes and integrated into staff management practices.</p>	✓	<p>Staff confirmed that safeguarding policies and procedures were included in induction and refreshed at least annually</p>
<p>Staff receive training in dealing with and encouraging complaints.</p>	✓	<p>Staff confirmed that they were clear about the complaints procedure and would be able to implement it if necessary.</p>

Outcome Star Audit

Number of cases audited: 4

Findings: based on T1 2020/21 PI workbook:

31/45

37/45

45/45

43/45

Scores reflected the positive feedback received from pupils, parents (via covid RA) and commissioners.

Conclusion and Summary of Recommendations

School Website: The Website is very welcoming and colourful, however, there was no apparent search facility and some information was missing e.g. Term dates. The 'links' contained within the Student and Parent pages did not work as links (but did work if copied and pasted into a search engine). Both the Student and Parent advice pages contained useful information, however, it was not clear why the Student Contract Pack appears on the Parent Page but not on the Student Page.

The individual 'Covid Assessment of Risk' examined as part of the inspection provided excellent feedback from the pupil's family, highlighting the individualised approach from the School, the excellent communication and the very positive impact that the school placement had had on the pupil, both emotionally and academically. The accuracy of this assessment was verified by the pupil's placement commissioner, who also confirmed that very positive feedback had been received from the families of the other placements at Good Apple, including JW, who was interviewed as part of this inspection.

Overall, the small size of the School/AP provision appears to be a positive strength, allowing, as it does, an individualised approach to teaching the current cohort of pupils, all of whom had failed to achieve within their previous placements, but who appear to flourish within this environment. The feedback received from pupils, parents and commissioners as part of this inspection has been, without exception, positive.

Action Plan Required by...../ Not required.