

# Appendix 2

### AP Quality Toolkit: Evaluative questions

These evaluative questions help to structure reflections and conversations about each quality area. They have been developed and refined through our pilots and can be used by leaders and any other stakeholders during self-evaluation, quality assurance, commissioning and peer review.

Answers which emerge from these questions help to provide insights on current strengths and possible areas for development.

#### 1. Workforce development and staff wellbeing

- Is there a well-planned CPD programme that meets the differentiated needs of staff?
- How do CPD activities enable staff to be more effective in the contexts in which they work?
- Are staff suitably qualified and skilled to perform their roles?
- What evidence is there that staff are well supported and cared for?
- Is feedback on staff wellbeing gathered and are the results reviewed and acted upon by leaders and governors/trustees?

#### 2. Home and family engagement

- How are pupils and their families supported to embed what is learned at school within the home environment?
- Is there a co-ordinated approach to communication and engagement with parents and carers?
  - Does this consider frequency of contact, sharing positives and issues and other key information in a timely manner?
- Are parents and carers invited to provide feedback on the way in which they are engaged with and supported? What do the findings indicate?

#### 3. Partnership working

- How do relationships with agencies, charities and other organisations enhance the effectiveness of support for pupils?
- Are strong relationships being built and maintained with local schools to support pupils, enrich the curriculum and/or develop staff?
- If external education or training providers are used, how are they managed to ensure safety, quality, and value for money?

#### 4. Research and innovation

- Is existing research being utilised to improve knowledge and practice?
- Are there examples of innovations being developed and shared by staff to improve practice?
- Is there evidence of the positive impact of research and innovation being shared with other schools or settings?
- Are staff leading or contributing to research projects?

#### 5. Pupil induction

- Is there a detailed understanding of pupils' prior learning, academic needs, and risk factors before they attend lessons?
- Are all key stakeholders (pupil, family, previous school, relevant agencies) engaged with during the induction process?
- How, when and to who is information about new pupils shared?
- What evidence is there to indicate that the pupil induction process is fit for purpose?

#### 6. Attendance and engagement

- What systems are used to ensure regular attendance?
- Are there demonstratable improvements in pupils' attendance? If not, what are the reasons for this?
- Specifically, how do/will pupils be supported with persistent absenteeism?
- How are levels of pupil engagement and motivation increased?

#### 7. Supporting pupils' needs

- Literacy: How are pupils supported to improve their literacy skills?
- SEND: What is the process for assessing and understanding pupils' SEND needs?
- SEND: How does the attendance, personal development, and attainment of pupils with SEND compare to their non-SEND peers?
- Health and wellbeing: How do you support pupils to improve their health and wellbeing?

# Alternative Provision Quality Toolkit – Appendix 2

## 8. Quality of education

- How does the education you provide set pupils up for success in the future?
- How do you tailor the curriculum to support the specific learning needs of individual pupils?
- How do you incorporate diverse viewpoints and perspectives when developing pupils' cultural capital?
- How well prepared are pupils for their next stage of learning, education or training?

## 9. Personal development

- How does your curriculum enable pupils to better lead themselves and others?
- To what extent, do you provide a range of opportunities that are suited to the needs of your pupils?
- To what extent are pupils eager to learn new things and develop personally?
- How do you promote tolerance and acceptance within your school community?

## 10. Qualifications

- How do you ensure that all pupils are able to study a broad range of qualifications that stretch and inspire?
- How do the qualifications offered prepare pupils for destinations that are aspirational and of interest?
- When selecting qualifications how are you considering the 4P's (Pupil, Proper, Portability and Progression)?
- How are you utilising staffing, physical, and financial resources to maximise the ambition, breadth and outcomes of qualifications you offer?

## 11. Assessment of Need

- How effective are links to specialist services utilised to identify and support pupils with additional needs?
- How effectively are parents and carers integrated into the process of establishing an accurate and meaningful assessment of their child's needs?
- How do you ensure that professionals in education settings that your pupils transition to understand your pupils' needs?

## 12. Appropriate Transition

- How are pupils and their parents/carers prepared for upcoming transitions and changes to education arrangements?
- How do you manage all transitions to maximise the likelihood of success for your pupils?
- When appropriate, how do you facilitate the transition of pupils to mainstream schools or special schools, and do you provide after-care?

## 13. Post-16 destinations

- How are you preparing pupils for the next stage of their learning and future careers?
- How do you draw on external resources, such as the local community, to provide work-based and other learning opportunities for your pupils?
- What is your approach to ensuring that all pupils secure and sustain an appropriate Post-16 education, employment, or training pathway?