

Alternative Provision Quality Toolkit – Appendix 3

Appendix 3

AP Quality Toolkit: Evaluative template

**1**

IntegratED

**Community:** Recognises that AP schools and providers are part of the wider educational eco-system that safeguards and supports pupils. Strong relationships and effective partnerships are crucial components of AP quality.

**Benchmark Strengths Development areas Sources of evidence Actions**

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| **1. Workforce development and wellbeing.** Recruiting, retaining and developing high quality staff within a supportive school culture. |  |  |  |  |
| **2. Home and family engagement.** Establishing strong relationships with parents and carers that support them and lead to improvements in pupil attendance and engagement, behaviour, learning and attainment. |  |  |  |  |
| **3. Partnership working.** Safeguarding and  meeting pupil needs through strategic partnership working  with local authorities, mainstream schools, external AP providers  and other agencies. |  |  |  |  |
| **4. Research and innovation.** A  commitment to continual development, innovation and the application  of evidence-based practice, such as trauma-informed approaches for pupils who have Adverse Childhood Experiences. |  |  |  |  |



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**2**

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**Curriculum:** Accounts for the support and education provided to pupils. It draws attention to aspects that are particularly pertinent for AP settings such as pupil induction, the quality of education as well as physical and mental health and wellbeing.

**Benchmark Strengths Development areas Sources of evidence Actions**

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| **5. Pupil induction.**  A robust induction  process that increases understanding of pupils’ backgrounds and needs, supports decision- making and facilities  the development of positive relationships. |  |  |  |  |
| **6. Attendance and engagement.** The  culture and systems  of attendance and engagement that  ensure high aspirations  for pupils, timely interventions and sustained improvement over time. |  |  |  |  |
| **7. Supporting pupils’ needs.** Building relationships and understanding and  adeptly supporting  pupil needs including  their literacy, Special Educational Needs and Disabilities, physical  and mental health  and wellbeing. |  |  |  |  |
| **8. Quality of education.**  A well-planned, broad, ambitious and tailored curriculum that enables pupils to learn, progress and develop in preparation for their next stage of education, employment  or training. |  |  |  |  |

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| **9. Personal development.**  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. |  |  |  |  |
| **10. Qualifications.**  Enabling all pupils to  attain a broad, ambitious and valuable portfolio  of qualifications. |  |  |  |  |
| **11. Assessment of  need.** Equipping pupils, parents/carers and future education professionals with the knowledge and understanding necessary to address pupils’ needs  at home and in future learning environments. |  |  |  |  |
| **12. Appropriate transition.**  Robust planning, communication and support that facilities successful transitions  to mainstream, other  AP or specialist provision, when appropriate. |  |  |  |  |
| **13. Post-16 destinations.**  The preparation of pupils for their next steps after year 11 including Careers Education, Information  and Guidance (CEIAG), employability skills and transition support. |  |  |  |  |



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**3**

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**Currency:** Focuses on the outcomes and value gained by pupils in AP, including personal development, academic performance and successful transition to appropriate destinations.

**Benchmark Strengths Development areas Sources of evidence Actions**