

Warwickshire County Council

*Working for
Warwickshire*

Quality Assurance Report For Alternative Provision

July 16th 2019

NAME OF PROVIDER: Aim Educational Ltd

SITE ADDRESS: 12 Rotherhams Hill, Baddesley Ensor, Atherstone. CV9 2DR

TEL ADDRESS:



QA Report

Name of Provider/ School/ College				
Aim Educational				
Date of visit		Lead QA		
16 July 2019		Kath Brooks		
Name of Principal/CEO & Email address				
Deborah Wagg DWagg@aimeducational.org.uk				
Age range: 11-20			Boys/Girls/ Mixed <i>(please tick one)</i>	
			Mixed	
Type of provider:			Faith <i>(please state whether ethos or designation)</i>	
AP			NA	
PAN; Not registered		Capacity: X number of pupils at any one time. 20		No of Hours / Week offered PT
Finance (Cost)		£90 per day (1:1)		9.00 am- 3.00pm PT
% SEN	% FSM	% EAL	% PA	% Attendance
95%	47%	0%	XX	83%



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Information about the courses offered		
Courses/subjects offered:	Expected outcomes	Numbers
<p>A) <u>Progress 8.</u></p> <p>Do you deliver this: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/></p> <p>B) <u>GCSE's and equivalent menu</u></p> <p>N/A Do you deliver this: Y <input checked="" type="checkbox"/> N <input type="checkbox"/></p>	<p>A) <u>Progress 8:</u> (if you have ticked yes in column one please provide the expected outcomes on Progress 8 e.g. <i>Progress 8 National Average for similar schools e.g. 2017 = -3.24</i>)</p> <p>B) <u>GCSE's and equivalent menu outcomes:</u> e.g. % GCSE L4 + <i>National Average</i> in alternative provision 2017- 3.4%</p> <p>% GCSE L4+ above in English and Maths = 0%</p> <p>% L2 FS in English and Maths = 0%</p> <p>% GCSE L4+ in English = 5%</p> <p>% GCSE L4+ in Maths = 5%</p> <p>% L2 FS in English = 15%</p> <p>% L2 FS in Maths= 15%</p> <p>C) Progress in Attendance: (<i>National Average</i> in alternative provision 2017; 67%)</p> <p>83%</p> <p>D) Any other progress: (different organisation measure improvement in varied way please detail this here)</p>	<p>KS3=xx</p> <p>KS 4= XX</p>

<u>C) Functional Skills, Vocational, Personal Development and enrichment.</u>		
	15%	
OCN Functional Skills Eng – L1	20%	
OCN Functional Skills Eng – L1	5%	
AQA GCSE English	15%	
OCN Functional Skills Maths – L1	15%	
OCN Functional Skills Maths – L2	10%	
AQA GCSE Maths	10%	
TLM IT User Skills in Open Systems and Enterprise (ITQ) E3	25%	
TLM IT User Skills in Open Systems and Enterprise (ITQ) E3	10%	
TLM Electronics –Certificate in Smart Product Design and Manufacture L1	15%	
OCN Certificate in Catering Level 1	35%	
OCN Certificate in Catering Level 2	45%	
OCN Certificate in Craft & Design L1	20%	
OCN Diploma in Business Administration L2	25%	
OCN Award in Skills for Living and Work L1	25%	
OCN Award in Living Independently E3	35%	
OCN Award in Employability and Development L2	15%	

ABC Certificate in Practical Farm Animal Skills E3	10%	
ABC Certificate in Practical Farm Animal Skills L1		
OCN Horticulture Diploma in Employability in Land Based Skills L2		

Name of school	Aim Educational		
Date of visit	16/07/2019	Lead	Kath Brooks (WCC) Team: Katy Downing (The Polesworth School) & Annette Firman (WCC)
Evidence and sources		Information about the school	
<ul style="list-style-type: none"> ○ Discussions with Education Director, Safeguarding DSL, pupils and staff ○ Scrutiny of documents relating to Safeguarding, Health and Safety, achievement; teaching quality; school development planning; curriculum planning; data tracking; performance management, staff development ○ Book scrutiny ○ Lesson observations ○ Scrutiny of SCR and safeguarding procedures ○ Meetings with pupils and staff. ○ Staff questionnaires. 		<ul style="list-style-type: none"> • Aim Educational is a small AP provision based around a small enterprise farm, specialising in rare breed sheep and pigs, as well as a large variety of other animals. • There are a variety of courses offered and qualifications from Entry Level to GCSE. • The provider works mainly on a ratio of 1:1 although there is some small group work; this is dependent on the individual pupil needs. • The majority of pupils are post 16. 	

Summary

- Leadership is good.
- All aspects of safeguarding are good.
- Staff have a great rapport with learners and lessons are conducted with humour, kindness and support which creates a lively atmosphere for learning.
- Pupils are very supportive of each other showing tolerance to each other
- The school has a very positive culture and pupils state that they feel supported, safe and cared for at Aim.
- Attendance is at 83% and leaders work very effectively with commissioners and parents/carers to ensure all pupils engage positively with the provision on offer.

Section 1: Safeguarding

Summary of evidence on Personal development, behaviour and well being

Evidence seen.

- A meeting with the Safeguarding Lead.
- Scrutiny of the SCR and HR files.
- Scrutiny of key Safeguarding and Health and Safety policies.
- Scrutiny of staff and pupil handbooks
- Pupil interviews.
- Staff interviews.

- The SCR, all recruitment / overseas checks and maintenance of HR files are thorough. All files are held in a secure office.
- There are appropriate checks in place for visitors and contractors who are all required to wear ID badges. All visitors and contractors are supervised and given a health and safety leaflet on arrival. Staff have ID badges.
- Risk assessments are available for visitors, volunteers and contractors.
- All policies are in line with current guidance and are under review in line with most recent guidance provided in the Keeping Children Safe in Education guidance 2018.
- All staff have undertaken training in child protection and wider safeguarding issues
- DSL and deputy DSL is in place and highlighted with all staff. These colleagues have undertaken the appropriate training.
- There are secure systems in place to record CP files and cases. Concerns logged on green

forms and handed to DSL who keeps on secure CP file on the system. There are electronic files on all pupils listing any concerns, these are updated daily. These show patterns and triggers.

- Daily registers are maintained and parents/cares are contacted if pupils are not in attendance by 10.30 a.m. There is email evidence of communication with commissioners and parents/carers. Children missing in education procedure held on network.
- Evidence of staff signatures to say they have read and understood the staff handbook.
- Policies reviewed via staff training.
- Behaviour of pupils is **good**. Pupils who attend Aim have severe SEMH needs and the majority has an EHCP. Pupils have a Key Worker and IEPs are in place which are reviewed termly.
- The evidence presented for this QA process has satisfied WCC that this provider is not working as an illegal school and is working within the DfE and Ofsted regulations.

Next Steps

- Display name and photo of DSL in all teaching areas.
- The DSL and deputy DSL should review how they delegate responsibility for caseloads. Suggestion that the DSL visits a school to work shadow a DSL.
- Provide internal training on safeguarding for staff.
- Set up 1:1 meetings with staff at least once per half term to give support and advice to staff.
- Put a lock down plan in place.

Section 2: Health and Safety	Summary of evidence and areas of development
<p>Evidence seen.</p> <ul style="list-style-type: none"> • Meeting with Head of School. • Scrutiny of all Health and Safety documentation and checks. • Tour of School to check Health and Safety measures. 	<ul style="list-style-type: none"> • Public Liability insurance certificate displayed in HQ. • Designated person for Health and Safety displayed in HQ. • Annual Health and Safety checks carried out, CMIOSH WES Health and Safety Advisor). Last audit completed 12th Feb 2019 • No RIDDOR investigations are currently underway. • Pupils are supervised at all times including breaks and lunch. • All first aiders have up to date training. First aid and fire signs in all buildings. • HSE poster displayed in HQ. Accidents reports are kept. Various Health and Safety posters throughout the site. • Signing in processes are secure. • Risk assessments are available in main office and on network and are reviewed annually or as required if an accident or incident occurs. • Fire Warden in place, alarms tested within fire drills which take place half termly, evacuation times logged. Fire extinguishers tested annually. List of fire wardens displayed in HQ. • The Health and Safety notices are displayed in the school. • Health care plans are put in place for pupils with medical needs. <p>Next Steps</p>

	<ul style="list-style-type: none"> • Fire Brigade to deliver staff training in fire prevention measures.
Section 3: Admissions, Guidance and Support	Summary of Evidence
<p>Evidence seen.</p> <ul style="list-style-type: none"> • Admission documentation. • Induction handbook for pupils. • IEP and targets set • Pupil and Parent voice questionnaires. 	<ul style="list-style-type: none"> • The staff ensure pupils are fully briefed on health and safety and welfare of animals is paramount. • Pupils and families are fully involved in the induction process and home visits are carried out. • Baseline testing is carried out and ILPs written. • All pupils have an ILP. • Each pupil has a Key Worker. CEIAG interviews carried out with pupils by Key Workers in Personal Development sessions. • Pupils are provided with support to complete post 16 and post 18 applications • There is a pupil council. • Pupils articulate very clearly how they have improved since arriving at Aim. • Pupils and parents questionnaires are carried out regularly. <p>Next Steps</p> <ul style="list-style-type: none"> • Exit strategies need to be in place • Pupils to be encouraged to visit careers fairs, open days to ensure they are considering their next steps. Most pupils do not want to leave but should be supported to consider and apply for the next steps.

Section 4: Teaching and Learning	Effectiveness of Teaching and Learning
<p>Evidence:</p> <ul style="list-style-type: none"> • 4 lessons were observed. • Work and assessment scrutiny. • Schemes of work and lesson plan scrutiny. • Pupil interviews • Staff interviews and questionnaires. • Moderation by IV and EV, reports seen. • Assessment policy and procedures on network. 	<ul style="list-style-type: none"> • Teaching and Learning is the number one priority, staff are committed to ensuring that learners get the very best experiences and opportunities to learn and progress not only with their studies but also with life skills. • 1:1 teaching means that learning is bespoke and extremely personalized. • Senior leaders are happy with the teaching although no formal observations take place. Observations on the day deemed lessons to be good and appropriate to pupil need. • Observations showed. • Relationships are very positive between teachers and pupils. • Variety of activities – role play, individual projects, small group work, pupil led research. • Pupils are encouraged to use reference materials, displays and their peers to develop independence and to problem solve. • Several projects have resulted in working models being utilized on the farm. • Pupils work competitively to complete tasks. • Lessons are planned with appropriate differentiation seen. • There is some evidence of dialogue but this needs further development. • Staff work very effectively to support pupils with anxiety and pupils openly discussed how they have developed confidence and resilience. • Citizenship in action – letter to local MP resulted in a visit to the farm and a bid has now been submitted for a local project. • Rewards and sanctions are not used at Aim, positive reinforcement, praise and example setting are individualized to pupil need. • Behaviour data is logged daily on CP tracker. • Reports sent to commissioners termly.

	<p>Next Steps</p> <ul style="list-style-type: none"> • Unqualified staff are enrolling on Cert Ed/PGCE courses for September 2019. • Create a common format for lesson planning and marking policy to ensure a consistent approach across all lessons. • Create opportunities for peer to peer lesson observations and lesson planning between colleagues. • Marking dialogue to be used consistently and followed up. • Make use of CPD time for staff to moderate work and marking. • Develop a structure of formal lesson observations.
Section 5: Outcomes for Learners	Summary of Outcomes
<p>Evidence</p> <ul style="list-style-type: none"> • Data analysis • Discussion with Director of Education. • Book scrutiny. 	<ul style="list-style-type: none"> • Learners have ILP and individual staff have progress trackers. • Some exam results have just been received but not yet fully verified. • No exclusion data is currently held. • Unit completion and progress is held by individual staff and Head of School. • Attendance data held by Head of School <p>Next Steps Explore different progress measures re:</p> <ul style="list-style-type: none"> • Progression against baseline • Progression towards exit strategy. • Introduce a central system for logging progress and attainment.

Section 6: Leadership and Management	Effectiveness of Leadership and Management
<p>Evidence</p> <ul style="list-style-type: none"> • Meeting with senior leaders • Meeting with staff • Meeting with pupils. • Signed SLA with commissioners. • Repots to commissioners 	<ul style="list-style-type: none"> • Senior leaders have created a culture of therapeutic care ensuring all staff focus on pupils self-esteem and confidence. Leaders model their high expectations and lead by example. Pupils have made exceptional personal progress. • The Senior Leaders work hard to ensure learners thrive and develop being supported by a strong and loyal team. • Leaders know all of the staff very well and there is a real feeling of team and ‘can do’ culture. • SEF in place. • Internal development plan in place. <p>Next Steps:</p> <ul style="list-style-type: none"> • Monitoring and evaluation systems to be put into place. • A system for Performance Management to be created linking agreed targets to pupils outcomes. • Share internal development plan with staff. • Aim is moving to new premises over the summer.
Section 7: Professional Development	Effectiveness of professional development

<p>Evidence</p> <ul style="list-style-type: none"> • Meeting with Senior Leaders • Meetings with staff • Staff questionnaires 	<ul style="list-style-type: none"> • There is a policy for CPD in place and a programme for CPD. • Training registers are in place. • Work shadowing/joint teaching opportunities regularly carried out with the Flex Learning Team. • Several unqualified staff are enrolling on Cert. Ed/PGCE courses in September • Two of the four staff questionnaires completed recorded 'disagree' for the question 'My professional development is well supported.' • DW attends AP Alliance Meetings where training is given. <p>Next steps</p> <ul style="list-style-type: none"> • Consider Prevent training for all staff. • More detailed tracking needed in order to identify the specific training needs of individual staff and staff to identify own training needs. • Once appraisal system and formal lesson observations are implemented there needs to be triangulation between lesson observation, training need-and monitoring progress.
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Additional Information:

- A Quality Improvement Plan (QUIP) has been provided to each provider and this will be addressed as a starting point to inform the next quality assurance process.
- This process will be repeated every two years- Next QA visits review date July 2021.