NOTTINGHAM CITY QUALITY ASSURANCE EVALUATION REPORT 2021-2022

NAME OF PROVIDER: Nottingham Tutorial College (NTC)	DATE OF EVALUATION: 17.03.2022
EVALUATION TEAM: Jodi Stead and Sarah Williams	MODERATOR:
Context of visit: NTC is an established alternative provider offering a full range of GCSE courses delivered by qualified teachers. The majority of teaching is on-site but there is an outreach programme offering 1:1 tuition.	

	STRENGTHS	AREAS FOR DEVELOPMENT	GRADING
QUALITY OF EDUCATION	1. All staff have QTS status and deliver well planned and engaging lessons with excellent resources. 2. Learner progress is good; learners are achieving GCSE grades in English, Maths, Science and Design Technology. 3. Assessment is used effectively to support learner understanding and measure progress.	1. Promote consistent marking and feedback across the provision so that all subjects deliver as effectively as the Science Department.	Meets Standards
BEHAVIOUR AND ATTITUDES	1. Staff and leaders work hard to ensure there is a calm, positive environment for learners. 2. Learners respond well to consistent routine and structure; they have a positive attitude to learning and take pride in their work. 3. There is good communication between staff, commissioners and parents/carers re learner behaviour/engagement/attendance.	1. To further develop attendance and punctuality monitoring. Leaders are researching buying in an attendance monitoring system.	Meets Standards

PERSONAL DEVELOPMENT	1. There is a comprehensive PSHE programme tailored to the needs of the cohort. 2. Leaders encourage learners to participate in the HMRC apprenticeship scheme. 3. There is a full-time SENCO and a counsellor to support learners' needs.	1. Leaders are looking at ways to support learners in a post-Covid society.	Meets Standards
LEADERSHIP AND MANAGEMENT	1. Leaders have a strong overview of staff and learner performance. 2. Leaders ensure that staff have CPD opportunities. 3. Safeguarding and learner wellbeing is prioritised.	1. Leaders are considering applying for Independent School status; this would give leaders and staff the opportunity to meet OFSTED criteria and to be recognised for this achievement.	Meets Standards
AGGREGATE GRADING	Meeting Standard Expectations		

Number of AP Network meetings attended 2020/21	5 /5 meetings
Number of AP Network meetings attended 2021/22	4/4 meetings

	QUALITY OF EDUCATION- OFSTED Grade Descriptors	
MEETING STANDARD EXPECTATIONS	WORKING TOWARDS STANDARD EXPECTATIONS	FAILING TO MEET STANDARD EXPECTATIONS
The provision's curriculum is consistently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.	The provision's curriculum is not always consistently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.	The provision's curriculum has little or no structure or coherence. Learners experience a disconnected series of lessons that do not support their knowledge, skills or understanding.
The majority of teachers present subject matter clearly. They check learner understanding systematically, identify	Some teachers present subject matter clearly. Some teachers check learner understanding systematically and some identify misconceptions accurately.	Too many teachers do not present subject matter clearly. Learner understanding is not checked.

misconceptions accurately and provide clear feedback. Subject knowledge is promoted and embedded.		Subject knowledge is not promoted or embedded.
The majority of teachers use assessment well in order to help learners embed knowledge, check understanding and inform planning. Tracking, monitoring and analysis demonstrates that teachers use assessment effectively.	There are inconsistencies in how effective assessment is implemented across the provision.	The majority of teachers do not use assessment effectively. There is little or no evidence of tracking, monitoring or analysis of assessment data.
The majority of teachers plan and deliver engaging lessons which promotes progress. Resources are carefully selected to enable learners to develop their skills and abilities. Pace in lessons is good.	There are some examples of teachers delivering engaging lessons but this is not consistent across the provision. The selection of resources is not always carefully considered to benefit all learners. Pace in some lessons inhibits learning.	The majority of teachers do not plan and deliver engaging lessons. Learner progress is stifled. Resource selection is poor and does not enable learners to develop their skills and abilities. Pace in lessons is poor which inhibits learning.
The majority of teachers promote literacy and numeracy within their lessons. The literacy and numeracy skills of the majority of learners has developed over time at the provision.	There are inconsistencies in how literacy and numeracy are promoted throughout the provision. The literacy and numeracy skills of some learners has developed over time at the provision.	There is little evidence that literacy and numeracy are promoted at the provision. Learners are not developing literacy and numeracy skills.
The majority of learners are ready for the next stage of education, employment or training. They have the knowledge and skills they need and, where relevant, they gain qualifications that allow them to progress to the next stage.	Some learners are ready for the next stage of education, employment or training. Some learners gain the qualifications they need to allow them to progress to the next stage.	Learners have not attained the qualifications appropriate for them to progress to their next stage of education, training or employment.

Evidence Seen:
Four lessons were observed, Maths, Science, English and Design Technology. All lessons were clearly planned and structured and lesson objectives shared with learners. At the start of every Maths lessons, learners are given a differentiated starter activity with five tasks to complete. The Maths work sample showed that all learners complete these regularly. The learners were modelling higher GCSE exam answers from the mock paper they had completed the previous lesson. All learners took it in turns to demonstrate an answer at the interactive white board.

The Science lesson focused on breathing and respiration with the Science tutor using a cauliflower to demonstrate a 3D model of the lungs and a tube to show how the trachea worked. The learning objectives were differentiated, e.g. to name/to know/describe/explain. All learners were engaged in the lesson and willing to contribute answers throughout. During the plenary, learners self-assessed and used the purple pen (as evidenced throughout the work sample) and questions were scaffolded to allow learners to develop their answers. The lesson was set at a strong pace and learners covered a lot of material in a short space of time.

The Design Technology lesson focused on Energy Generation and led to informative discussion about the sustainability of energy sources. The learning objectives were shared with learners and they had a worksheet and video material to support their learning. The tutor ensured that all learners contributed to

the lesson and made sure that learning was checked throughout the session. By the end of the lesson, they had made good progress being able to identify different fossil fuels and understand positive and negative factors about using each one.

Displays in all classrooms promote a good learning ethos; key vocabulary, key formulas, diagrams and learners' work all contribute to a strong learning environment.

The English lesson was taken by an experienced cover teacher who focused on a poem by Maya Angelou, *Still I Rise*. The lesson was very well structured with all learners responding positively to a teacher they did not know. Learners took it in turn to read extracts from the poem. Key language techniques were discussed and the poem was analysed in detail with learners searching for literacy techniques. The teacher made sure that learners explained why the poet might have used particular words/techniques to connect to an audience. The background to the poem was discussed and the impact it would have had on the audience. The PEEL (Point/Evidence/Explanation/Language) device was used by learners to analyse the text and they used display vocabulary to support them with the task.

The work sample demonstrated that all learners took pride in their work. This was particularly evident in Science with learners completing multiple exercise books. Feedback was excellent and subject specific with detailed targets shared with learners. On the front of all folders/books were the Working at Grade and Target Grade with regular assessment results clearly shown. It was easy to see how learners were progressing and what level they were currently working at. In Science there were many examples of learning outcomes being shared (often differentiated) and extension tasks being set and completed. Tutor feedback was exemplary with time taken to explain to learners why they were working at a particular level and how they could improve. This was consistent throughout the work sample in Science. Exam questions were used for learners to feedback on their own work using a purple pen (many examples of this in the Science books). Resources used to engage learning were of a high quality and it was clear that the tutor had worked incredibly hard to ensure all learners were on course to reach their potential. The English work sample was consistently good; many examples of learners using the purple pen to self-assess and use as feedback. Work was detailed but not all books showed that levels were being used consistently. Targets were specific but the work sample for English Language was not as thorough as marking and feedback were in the English Literature sample. Maths was consistently strong; regular marking and feedback, levels and target grades used at the front of books so learners were clear about their progress. The volume of work in Maths was excellent, it was clear that learners produce high quality work in lessons. Design Technology folders were detailed and marked regularly with tutor feedback on extended pieces of writing. In all, all subject work samples seen showed high levels of marking, good practice for self-assessment and evidence that learners are working well in lessons. Most learners had completed exercise books in their folders/trays.

Current progress tracking shows that KS 3 learners are accessing GCSE work and mainly working at Grade 1 in English, Maths and Science. One learner is working at Grade 2. Leaders use sub-levels of beginning/working/secure to show reliability of working at grades. Year 10 learners are working between Grades 1-3 in English, Maths and Science. All but one Year 11 learner is working at GCSE English levels, and these range between Grade 1-5; in Maths all but one Year 11 is working at GCSE grades 1-6; five Year 11 are taking triple Science and working at Grades 2-5; there are thirteen Year 11 taking Design and Technology and their grades range from Grade 1-4.

Destination information from Summer 2021 shows that 11 learners went on to college; three had an apprenticeship; three were employed; only one was NEET.

Exam headlines from 2021: all students achieved at least a pass grade in every subject they entered; four students achieved four or more grades at Grade 4+; five students achieved English and Maths GCSE at Grade 4+; between all learners, they achieved 90 passing GCSE grades.

	BEHAVIOUR AND ATTITUDES: OFSTED Grade Descriptors	
MEETING STANDARD EXPECTATIONS	**WORKING TOWARDS STANDARD EXPECTATIONS**	**FAILING TO MEET STANDARD EXPECTATIONS**
The provision has high expectations for learner behaviour and conduct. This is reflected in the majority of learners' positive behaviour and conduct. Learner behaviour does not disrupt lessons. Routines are clearly implemented by staff and adhered to consistently.	There is some evidence that staff have high expectations for learner behaviour but this is not consistent across the provision. There are some examples of learner behaviour disrupting lessons. Behaviour routines are not consistently applied or adhered to.	Staff do not take effective steps to secure good learner behaviour and there is not a consistent approach to behaviour management. Persistent low-level and/or high level wilful disruption contributes to reduced learning and/or disorderly classroom management.
Leaders, staff and learners create a positive environment in which bullying is not tolerated. If bullying, aggression, discrimination and derogatory language occur, it is dealt with quickly and effectively.	There are examples where bullying, aggression, discrimination and derogatory language occur and it is not always dealt with quickly and effectively.	Incidents of bullying or prejudiced and discriminatory behaviour, both direct and indirect, are frequent and unchallenged. Learners have little confidence in the provision's ability to tackle harassment, bullying, violence and/or discriminatory behaviour successfully.
The majority of learners' attitudes to their education is positive and this is evidenced through well-documented behaviour tracking. Staff use a range of behaviour management techniques to support learners.	Too many learners do not exhibit a positive attitude towards their education. Behaviour tracking shows that some learners have not improved their conduct over time and staff are inconsistent in using effective behaviour management techniques to support these learners.	Learners demonstrate a negative attitude to their education and this has not been addressed by staff or provision leaders.
The majority of learners have good or improving attendance and punctuality. Learners are supported by a range of interventions to help them improve their attendance and punctuality.	Some learners have good or improving attendance and punctuality. Staff have an inconsistent approach in using interventions to support learner attendance and punctuality.	Attendance is consistently low for the majority of learners and shows little sign of improvement. There is little or no evidence of intervention to improve learner attendance and punctuality.

Evidence Seen: Leaders have worked hard to create and maintain a calm and productive environment. Leaders are present at lesson changeovers and often visit classes to ensure a calm environment is maintained. There are established routines for staff and students to follow. Staff follow the behaviour policy which allows learners to claim rewards for achievement and attendance; there are Pizza Reward Days at the end of term. Leaders are reviewing the rewards system. Praise is effectively used by staff. Lessons are calm and staff have high expectations. Leaders can be called to lessons for support if a learner is not engaging. Small class sizes and a high staff to student ratio have helped to establish a positive learning environment.

Whilst there is no large scale bullying, staff are vigilant and quick to intervene if a situation escalates. PSHE lessons are used to reinforce positive behaviours and learners are encouraged to talk to staff if they have any problems. If bullying does occur, both parties are supported and there is contact home. The learner questionnaire was positive about the behaviour systems in place and generally there is a feeling that behaviour amongst learners is good.

Last year's exclusion data showed there had been eleven incidents by seven learners warranting fixed term exclusion; the most serious of these was one five day exclusion. Total fixed term exclusion was 21.5 days. Resolution information showed that four of the learners did not have any further exclusions for the rest of the academic year. There were five incidents in the whole of the Autumn term; four incidents occurred in March 2021 as the third lockdown was lifted, one in April and one in June. If a learner is excluded, they have a post-exclusion meeting with parents, provider and commissioner to sign a student contract in order to take responsibility for their actions.

Data for this academic year shows there have been no fixed term exclusions. Data tracking shows that for the Autumn term 2021, there were 17 incidents of disruptive behaviour; 17 incidents of failing to comply with staff instructions; 19 incidents of failing to engage with learning and 32 incidents where learners were late back to provision from lunch. These are the four largest categories.

Current attendance figures stand at 49.7% on-site and 41.7% off-site with the combined figure being 45.7%. Authorised absence is 5.9%; unauthorised 13.5% and lates 15.6% Attendance figures have improved in the Spring term by 13% compared to the Autumn term. Leaders have individual attendance trackers for learners with persistent absence. Examples were seen on the day of the evaluation visit, and give a clear chronology of reasons for absence and record home visits. The log is shared with stakeholders and social care, if relevant. The log illustrates how many minutes/hours of learning has been lost due to absence/lateness. There is a Student Attendance Panel Action Plan where key points, notes for review, further actions are highlighted and areas RAG rated. There is a Home Visit Log for non-attenders.   Referrals are made to the Education Welfare Service in conjunction with the commissioner.

	PERSONAL DEVELOPMENT: OFSTED Grade Descriptors	
MEETING STANDARD EXPECTATIONS	**WORKING TOWARDS STANDARD EXPECTATIONS**	**FAILING TO MEET STANDARD EXPECTATIONS**
The provision's work to enhance learners' spiritual, moral, social and cultural development is of a high quality.	There are missed opportunities to develop learners' spiritual, moral, social and cultural development.	A significant number of learners do not receive a wide, rich set of experiences.
The provision provides high-quality pastoral support. Learners know how to eat healthily, maintain an active lifestyle and	There are missed opportunities to promote healthy eating and healthy lifestyles.	There is little or no evidence of pastoral support. Healthy eating and healthy lifestyles are not promoted at the provision.

keep physically and mentally healthy. They have an age-appropriate understanding of healthy relationships.		
The provision prepares learners for life in modern Britain effectively, developing their understanding of the fundamental British values of democracy, the rule of law, individual liberty, tolerance and respect.	There are missed opportunities to prepare learners for life in modern Britain. There is a lack of understanding about fundamental British values.	Staff are actively undermining fundamental British values and are not protecting learners from radicalisation and extremist views.
The provision promotes equality of opportunity and diversity effectively. As a result, learners understand, appreciate and respect difference in the world and its people, celebrating the things we share in common across cultural, religious, ethnic and socio-economic communities.	There are missed opportunities to promote equality of opportunity and diversity effectively.	Staff, through their words, actions or influence, directly and/or indirectly, undermine or fail to promote equality of opportunity at the provision. Learners are discriminated against and there is no effective action to address this.
Provisions prepare learners for future success in education, employment or training. There is an established careers programme which allows learners to receive unbiased information about potential next steps.	There is a careers programme but it is not yet established and therefore does not currently benefit all learners.	Learners are unprepared for life in modern Britain. There is little or no evidence of an effective careers programme.

Evidence Seen: There is an effective RSHE curriculum where leaders have ensured topics are delivered daily. The first lesson of the day is fifteen minutes longer to facilitate RSHE within the timetable; additionally, all curriculum areas have completed an RSHE mapping exercise to demonstrate where it fits across the curriculum. Each subject area has completed the mapping exercise to show where they teach healthy lifestyles; healthy minds; economic wellbeing; careers; preparation for the workplace; contribution to society. The RSHE schemes of learning are based on units from the PSHE Association. Units covered so far this academic year include mental health; E Safety; knife crime awareness; Prevent; climate change; equality and diversity; identity fraud and cyber safety; Black History Month; personal health including looking at different diets. LGBT awareness is positively promoted with displays around the provision and a news programme continually broadcast in reception so learners have an understanding of the key topics making headlines.

The pupil survey from the evaluation visit showed that all learners felt safe, they all enjoyed attending, thought teaching was good, thought they were supported in preparing for their future. They agreed that they have had lessons on British Values, extremism and radicalisation and lessons on staying healthy. The students were studying a mixture of GCSEs – English, Maths, Biology, Design Technology, History and Triple Science. One learner said, "I do enjoy coming here, everyone is very respectful and they have made me feel very welcome."

Learners have been involved in a MacMillan coffee morning, Children in Need and raising money for MENCAP.

Learners have successfully participated in HMRC work experience, which in the past has led to two learners being offered an apprenticeship. In January 2022, nine learners participated in HMRC work experience. Futures regularly visit learners and there is a comprehensive careers programme to support learners with post-16 transition. Tracking showed that 13 learners have updated CVs with 5 Year 11 learners still working on developing their CV.

External visitors include CGL for workshops and individual drugs counselling; the police have visited to support drugs education; a counsellor attends on site twice a week where learners can self-refer or be recommended by staff.

	LEADERSHIP AND MANAGEMENT: OFSTED Grade Descriptors	
MEETING STANDARD EXPECTATIONS	**WORKING TOWARDS STANDARD EXPECTATIONS**	**FAILING TO MEET STANDARD EXPECTATIONS**
Leaders have a clear vision for providing good-quality education to all learners. Capacity for securing further improvement is good.	Capacity for securing further improvement is not good. There is an improvement plan (SAR/SEF etc.) that is not being used effectively.	The capacity for improving the quality of education provided by the provision, is poor. Leaders are not doing enough to tackle weaknesses in the provision.
Leaders have an accurate understanding of the quality of education at the provision. Internal QA is used effectively to develop all areas. Where appropriate, leaders use appraisal to improve teaching and this is linked to a CPD programme for all staff.	Leaders do not have a fully accurate understanding of the quality of education at the provision. Internal QA is used but areas for development are not tackled. Appraisal does not focus on improving teaching and learning. There is a CPD programme but not all staff benefit.	Leaders have an inaccurate understanding of the quality of education at the provision as there is no evidence of internal QA processes. Appraisal is not used and there is no CPD programme for staff.
Leaders engage effectively with learners and others in their community, including, when relevant, parents, employers, commissioners and local services. Leaders work positively with commissioners.	There are missed opportunities for leaders to engage with stakeholders and external organisations. Leaders have an inconsistent working relationship with commissioners.	There is little or no evidence that leaders engage with stakeholders and external organisations. Leaders have a poor relationship with commissioners.
The provision has a culture of safeguarding that supports effective arrangements to: identify learners who may need early help or who are at risk of neglect, abuse, grooming or exploitation; help learners reduce their risk of harm by securing the support they need, or referring them in a timely way to those who have the expertise to help; and manage safe recruitment and allegations about adults who may be a risk to learners.	Safeguarding is effective, or there are minor weaknesses in safeguarding arrangements that are easy to put right and do not leave learners either being harmed or at risk of harm.	Safeguarding is ineffective. The provision's arrangements for safeguarding learners do not meet statutory requirements, or they give serious cause for concern, or the provision has taken insufficient action to remedy weaknesses following a serious incident.

Those responsible for governance understand their role and carry this out effectively. Governors ensure that the provision has a clear vision and strategy, that resources are managed well and that leaders are held to account for the quality of education.	Governors are involved in challenging senior leaders about the provision's performance. However, they are not effective in bringing about positive changes.	Governors are not involved in challenging senior leaders about the provision's performance.

Evidence Seen: Leaders have a clear vision for providing high-quality education to all learners. There is a detailed SEF documenting areas of strength and areas for development. For example, an area for development noted in quality of teaching, "Previous observations revealed lessons could show increased differentiation; good practice is now shared in the weekly staff meetings." Leaders ensure only staff with QTS are employed, they offer a broad and balanced curriculum and ensure learners sit mock GCSE exams in preparation for the summer exam series. There is a full-time qualified SENCO who is responsible for overseeing EHCP reviews and supporting learners with SEND.

Internal QA is robust; staff have informal check-ins, supervision and more formal performance checks. There have been 26 drop-ins this academic year and each staff member has two formal observations per year. Leaders have a strong understanding of staff performance. Staff welfare is paramount as evidenced by the staff welfare/development conversations template that asks key questions to support staff in their role. E.g. What are your strengths/What areas do you need further support/do you feel supported by management/do you have any recommendations for improving what we do? Tutors are asked to complete a self-evaluation form asking them to rate statements and provide evidence to show how they have come to their judgement. Senior staff complete the same form on the tutor and at supervisions, both forms are compared. Actions from the process form objectives for performance management. Senior staff use the same method for conducting work samples. Individual tutors/departments complete their self-assessment and senior management triangulate information to gain a broader picture of the quality of education. In some circumstances, staff are highly critical of their own practice and check-ins are used to support them. Off-site staff work under the same framework as those delivering lessons on-site. There is a log of visits, with 18 being completed to check on learning, progress and well-being this year.

CPD is strong; staff have had the opportunity to work alongside Denewood and Unity staff on Friday afternoon training. Examples include Autism Training, Social Stories and Cognitive Training.

Leaders work closely with stakeholders. Attendance monitoring is an example; if learner is persistently absent, the commissioner is contacted (as are parents/carers) and a home visit is arranged. Parents/carers and commissioners are invited to attendance monitoring meetings in order to develop understanding of why a learner is not attending and to offer solutions. If the learner is open to social care, their social worker will also be invited. Leaders regularly communicate key messages about wellbeing of learners to commissioners whether safeguarding, attendance or engagement concerns. Evidence of this was seen during the visit.

Leaders have catch up time at the end of the day for learners to make up missed learning through absence or lateness and this is communicated to parents/carers/commissioners.

Leaders are passionate about learner outcomes. Year 11 are tracked fortnightly and student concerns raised in a weekly briefing. The pastoral lead oversees the behaviour tracking report and the weekly summary. Early identification of concerns/issues can be discussed and strategies deployed. Termly reports are detailed; current achievement and target grades are clear and there is criteria for tutors to comment on standard of work/effort in class/behaviour/relationship with peers/relationships with adults. These are graded as excellent/good/acceptable/room for improvement. A detailed subject description is shared so that parents/carers can see what topics learners have been studying. Comments are targets are completed by tutors; targets are always subject specific.

Leaders recognise the value of staff, student and parental voice. Questionnaires conducted in 2021 demonstrate that staff overwhelmingly enjoy working at provision; they feel supported by leaders; teaching is good; behaviour is good. The majority of staff felt that their professional development was supported with only a minority disagreeing. Students agreed that they took pride in their work; they knew who to speak to if anyone was being bullied; they received help from teachers. A few said they were not happy at provision but the overwhelming majority were happy; likewise, with behaviour only a minority said they didn't behave well in class and a minority said they didn't know how to improve their grades. The parent questionnaire echoed the student questionnaire; majority of parents thought their child was happy at provision and felt safe; they thought their child was well looked after and taught well. A small number disagreed that they were given valuable information about their child's progress but all parents agreed that they would recommend the provision to another parent.
There are detailed behaviour logs.
The senior team work in close partnership together.

Safeguarding is robust; risk assessments for learners are regularly reviewed and updated (examples seen during the visit) and CPOMs is used effectively to record incidents and actions. A termly safeguarding report is sent to Governors highlighting key trends and action points.

LEADERSHIP AND MANAGEMENT

Single Central Record is accurate and updated regularly	Yes	DSL/Deputy DSL on site during evaluation visit	Yes
Site is secure	Yes	Attendance registers up to date –including evidence that unregistered provisions are not contravening Independent School regulations	Yes – visited by the Illegal Schools team in December 2021 and found to be acting legally. Model has not deviated from the December visit.
Visitors signing in book is up to date	Yes	Evidence that learner absence is followed up effectively	Yes

Incidents of allegations? Evidence they have been followed up effectively?	N/a	ICT filtering and monitoring is robust	Yes
New staff/volunteers have appropriate safeguarding training	Yes	Evidence of effective communication between commissioners/external agencies	Yes
Learner risk assessments completed, updated and shared with staff	Yes	Evidence that safeguarding, behaviour and anti-bullying logs are maintained and appropriate actions followed up	Yes
Behaviour data is analysed and acted upon	Yes	Fixed term and permanent exclusion data is recorded and analysed	Yes
Sample of staff interviewed were able to prove they had knowledge and understanding of the provision's safeguarding arrangements.	Yes	Sample of learners interviewed were able to prove they had knowledge and understanding of the provision's safeguarding arrangements.	Yes

How do you identify children who may need early help and who are at risk of harm or have been harmed?
SENCO is involved in meetings; review logs are monitored weekly and learners are discussed regularly to ensure a holistic picture of need is recognised.

How do you secure the help these pupils need?
Referrals are discussed with commissioners and sent to agencies and monitored.

How do you manage safe recruitment?
There is a policy highlighting key processes; all involved on an interview panel are trained in safer recruitment; robust vetting processes.

How do you manage allegations?
There is an allegations policy which is followed with clear lines of accountability. LADO would be informed.

Have there been any safeguarding incidents or allegations made since the previous evaluation visit?
All safeguarding incidents are logged on CPOMs and shared with commissioners. There is scope to share information between providers if a learner access split provision.

How do you ensure that the learners are safe and that they feel safe?
There is CCTV; high staff to student ratio; learners are checked for weapons upon entry; secure entrance; strong behaviour ethos; staff training; learner feedback shows they feel safe; robust PSHE programme highlighting managing risk.

How is bullying tackled?
Staff follow anti-bullying policy; high staff to student ratio; learners speak to staff members; incidents followed up and dealt with appropriately.

How is poor attendance and/or absconding tackled?

Highlighted on risk assessment; vigilance; parents/carers/commissioners informed and police/social care if necessary. Review risk assessment if an incident occurred.

How do you ensure remote learning is secure?
Remote learning policy which all staff are familiar with; regular welfare checks with students.

What safeguarding measures are in place for lockdowns/remote learning?
Key area within policy; ensure parents/carers/commissioners are informed; regular contact with learners.