



## **SCHOOL SUPPORT STAFF VISITS TO ALTERNATIVE SETTINGS**

The Partnerships are keen that school's visit students in Alternative Provisions and Ofsted are currently checking that schools have done this as part of Inspections.

The check list is designed to assist you in reaching a systematic judgement about the success of an individual student in a placement. It therefore provides an important insight into the effectiveness of the planned provision for the student and will inform the ongoing cycle of "plan, do, review". These visits are not intended to be quality assurance visits deigned to judge the provider. Nevertheless they may give an opportunity for positive or negative feedback that can be fed into the Partnerships' quality assurance processes. We ask that any matters concerning the quality of the provider should always be communicated swiftly to the Partnership Co-ordinator. This is especially important if you have any concerns about the adequacy of safeguarding or health and safety arrangements.

The checklist of course also provides evidence to Ofsted of your good practice.

### **How to use the check list:**

You are asked to RAG rate each judgement. If you select "R" we ask that you add a comment to highlight what it is that makes you think this aspect is "not good enough". Other comments will be useful in review discussions too.

You may find it helpful to think through some questions in advance that you will use in your discussions with the student and staff at the AP – particularly before a first visit.

Contd overleaf

Check List

|                                                                                                                                                    |     |         |
|----------------------------------------------------------------------------------------------------------------------------------------------------|-----|---------|
| Before the Visit                                                                                                                                   |     |         |
| Your name                                                                                                                                          |     |         |
| School                                                                                                                                             |     |         |
| <i>Student's name</i>                                                                                                                              |     |         |
| <i>Date of most recent school partnership review of progress</i>                                                                                   |     |         |
| <i>Date of Visit</i>                                                                                                                               |     |         |
| <i>Location of Visit</i>                                                                                                                           |     |         |
| <i>Student's overall attendance on programme management</i>                                                                                        |     |         |
| <i>Time each week spent at this AP</i>                                                                                                             |     |         |
| <i>Student's attendance rate at this AP</i>                                                                                                        |     |         |
| <i>Note any personal development targets that have been set for the student</i>                                                                    |     |         |
| On the Visit - observation and discussion with student – first visit only                                                                          |     |         |
| Item                                                                                                                                               | RAG | Comment |
| Was able to describe the arrangements the AP makes look after safety and wellbeing                                                                 |     |         |
| Described transport and lunch time arrangements as satisfactory                                                                                    |     |         |
| On the Visit – each visit -observation and discussion with the student – look at any evidence of activities and outcomes in work books or projects |     |         |
| engaged and actively participating in the planned activity                                                                                         |     |         |
| able to describe the course or qualification                                                                                                       |     |         |
| Gave a realistic assessment of progress towards the qualification                                                                                  |     |         |
| Was positive about the care given to wellbeing by the staff                                                                                        |     |         |
| Reported feeling safe and free from bullying and other oppressive behaviour from others                                                            |     |         |
| Behaved in a way that showed due regard to the health and safety rules                                                                             |     |         |
| Behaved in a way that was appropriate for the setting and conducive to good learning                                                               |     |         |
| Showed evidence of progress towards learning goals – and able to talk about this                                                                   |     |         |
| Showed evidence of progress towards personal                                                                                                       |     |         |

|                                                                                                                                                                                                                                                                                                                                        |  |  |
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| development goals and able to talk about this                                                                                                                                                                                                                                                                                          |  |  |
| On the Visit – brief discussion with staff                                                                                                                                                                                                                                                                                             |  |  |
| Staff demonstrate good knowledge of the student in terms of progress towards qualifications                                                                                                                                                                                                                                            |  |  |
| Staff show that they know the student well, including any special education needs                                                                                                                                                                                                                                                      |  |  |
| Staff can confidently describe Safeguarding arrangements – and these tally with expectations                                                                                                                                                                                                                                           |  |  |
| How closely does the staff assessment of the student's engagement and progress tally with what the student has told you and what you observed?                                                                                                                                                                                         |  |  |
| On the Visit – General observations                                                                                                                                                                                                                                                                                                    |  |  |
| <p>Did you observe anything about the provision that you think ought to be followed up (good and bad)?</p> <ul style="list-style-type: none"> <li>• Health and Safety</li> <li>• Safeguarding</li> <li>• Overall behaviour of students</li> <li>• Approach taken by staff</li> <li>• General progress</li> <li>• Atmosphere</li> </ul> |  |  |

Overall Judgement

|                                                                                      |  |  |
|--------------------------------------------------------------------------------------|--|--|
| The Placement is enabling the student to make progress as planned by the Partnership |  |  |
| These issues need following up immediately with the Partnership                      |  |  |
| These issue need raising at the next review discussion                               |  |  |

Signed

Date

Please ensure that a copy of this form is emailed to the Partnership using a secure email