Quality Assurance Framework for Leicestershire Behaviour Partnerships

Introduction

This document was commissioned by the Chairs of Partnership and written by the Co-ordinators: Elise Rogers, Helen Masoum, Anne Tookey, Steve Meadwell and Adrian Stephenson

The Five Leicestershire Behaviour Partnerships aspire to be outstanding in the work they do with the young people in their care.

Behaviour Partnerships are composed of groups of schools located together in each of the five designated SEN areas of Leicestershire. Each partnership has a partnership team who are responsible for the organisation of the programmes delivered to referred pupils and the organisation of processes that bring schools together. The QA Framework focuses on the partnership as a whole, not just the partnership team. This is to reflect that the partnerships are a coming together of schools who **collectively and individually continue to share responsibility for all their pupils** even when they can no longer be educated in school.

Goals

In order to be judged as Outstanding under this framework Behaviour Partnerships need to be able to demonstrate that they are ensuring that:

- a majority of pupils referred to them are quickly re-engaged in learning;
- this majority make demonstrable progress in their learning at rates that ensure that they are "closing the gap" and moving towards attainment levels that are in line with their ability;
- achieve the expected outcomes in maths and English;
- and sustain their commitment to the next step provision that they move to at the end of their time with the Partnerships.

The Grade descriptors developed in this document are in line with these goals. These describe the standards Partnerships need to achieve and aligned to the Ofsted Grades 1-4 (Outstanding, Good, Requiring Improvement and Inadequate)

The basis of our Grade Descriptors

Pupils are referred to the Partnerships for

- advice and guidance from other schools within the Partnership and from Partnership staff;
- support from the Partnership such as short term programmes, managed moves, hosting etc.;
- part or full time programme management.

Invariably all these pupils have exhibited behaviour that is disruptive of the good order of the school they attend and that damages their own learning and learning of others. School staff may have an incomplete understanding of the pupil's needs because they are so complex. Alternatively the needs are such that the school cannot meet them from within their own resources. Partnership involvement invariable begins at a low point for the pupil, his or her family and the school. The starting point for Partnerships is often characterised by:

- damaged relationships between pupil, family and schools
- partial or full disengagement of the pupil from learning

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- damaged self esteem
- an incomplete and/or changing understanding of the pupil's difficulties and needs

This defines the role of the Partnerships in <u>five strands</u>:

1. securing good **attendance** as a first step to reengagement;
2. ensuring that processes for **referral, assessment and provision planning** enable Partnerships to address individual pupils' needs and align provision to them;
3. ensuring that the **provision is high quality**;

in order to secure

4. **Outcomes for students** that are in line with the goals

which requires

5. effective **leadership and management** of the partnerships

Scope of the QA Framework

The framework focuses on the five strands.

<u>**Strand 1. Attendance**</u>

Grade descriptors – Attendance of pupils

Note: These descriptors should not be used as a checklist. They must be applied adopting a 'best fit' approach that relies on the professional judgement of the inspection team.

Outstanding (1)

- Students attendance is 95%+ or where individual students attendance has been an issue their attendance is improving and is in line with their challenging improvement targets.
- A large majority of students are improving attendance and meeting their personal improvement targets, which are challenging, and many are achieving attendance at 95% or above.
- The large majority of students understand the importance of good attendance and demonstrate that they aspire to and have ownership of their personal attendance targets.
- All schools in the Behaviour Partnership rigorously record the attendance of these students and work proactively with the Partnership to support the attendance targets
- Providers show a commitment to attaining the highest possible standards of attendance and can show evidence of the actions they take to implement this commitment and this is reflected in the progress of the students
- Partnership staff, Providers and schools and colleges work together when necessary to swiftly address any issues related to attendance

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Good (2)

- Data shows that students' attendance is on an improving trend form the baseline prior to referral
- Aspirational, challenging, achievable attendance targets have been set with individual

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> students, who see them as meaningful and important
> - Attendance records are managed effectively to ensure that schools meet stringent accountability standards
> - Partnership attendance recording systems ensures that Providers are vigilant about the attendance and safety of students and comply with Partnership requirements fully.
> - Robust systems are in place to follow up any slippage in attendance

Requires improvement (3)

- Attendance procedures and policies require improvement because a significant minority of students are showing no improvement in attendance despite the injection of Partnership resources

Inadequate (4)

Attendance is likely to be judged inadequate if **any** of the following apply.

- The recording of attendance by the Partnership is not reliable
- The Partnership is not using the data to track the progress of students and modify provision in order to improve attendance or the evaluation lacks rigour and is inaccurate in its conclusions
- Information received by the Partnership from Providers is insufficient to ensure accurate attendance recording
- Information provided by the Partnership to the schools is insufficient for the schools to provide evidence of their accountability for attendance of these students

Strand 2: Referral, Assessment and Provision Planning

to be added

Strand 3: Quality of Provision

Grade descriptors – overall effectiveness: the quality of provision

Note: These descriptors should not be used as a checklist. They must be applied adopting a 'best fit' approach that relies on the professional judgement of the inspection team.

Outstanding (1)

- The Behaviour Partnership consistently commissions provision for students which offers a rich, relevant, broad and balanced curriculum that contributes to outstanding learning and achievement, significant growth in pupils' knowledge, and excellent attitudes to learning.
- Academic tracking is rigorous and timely and clearly demonstrates that achievement may be good and rapidly improving.
- Rigorous systems are in place to quality assure safeguarding and health and safety at provision.
- Personal Learning Plans are always shared with providers to ensure pupils have the best opportunities to meet their PLP targets.
- Pupils and particular groups of pupils have excellent educational experiences at their provision and these ensure that they are very well equipped for the next stage of their education, training or employment.
- Provision commissioned by the Behaviour Partnership demonstrates that English and maths

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are embedded across the curriculum thus ensuring pupils have high levels of literacy and mathematical knowledge, understanding and skills appropriate to their age.[1]
- Provision is consistently and regularly monitored, including lesson observations and work scrutiny in order to ensure that students are supported and challenge in order to achieve at the best possible levels, according to individual needs.
- The commission of provision by the Behaviour Partnership demonstrates thoughtful and wide-ranging promotion of pupils' spiritual, moral, social and cultural development and their physical well-being enables them to thrive in a supportive, highly cohesive learning community suited to their needs.

Good (2)

- The Behaviour Partnership regularly commission provision for students which offers a relevant, balanced curriculum which therefore contributes to good learning and achievement, growth in pupils' knowledge, and good attitudes to learning.
- Academic tracking is good and timely, demonstrating that achievement is improving and may be good.
- Providers are informed of Personal Learning Plans.
- Health and Safety is quality assured by the Behaviour Partnership.
- Pupils and particular groups of pupils have highly positive educational experiences at their provision that ensure that they are well prepared for the next stage in their education, training or employment.
- Provision commissioned by the Behaviour Partnership ensures that pupils who have fallen behind are being helped to make substantial and sustained progress in their English and maths skills.
- Provision is monitored so that most pupils, including the most able, disabled pupils and those with special educational needs, are able to meet their potential.
- The commission of provision by the Behaviour Partnership ensures that promotion of pupils' spiritual, moral, social and cultural development, and their physical well-being is in place.

Requires improvement (3)

- The commissioning of provision requires improvement because one or more of the ~~four key~~ judgements requires improvement (grade 3) and/or there are weaknesses in the overall provision for pupils' spiritual, moral, social and cultural development.

Inadequate (4)

The quality of provision is likely to be inadequate if inspectors judge **any** of the following to be inadequate:
- the achievement of pupils is much lower than expected
- pupils' progress in literacy is not meeting their needs
- the quality of monitoring of provision (including academic tracking) is insufficient to ensure that pupils are attending suitable provision
- the health and safety of pupils is not prioritised as the Behaviour Partnership does not have systems in place to quality assure this aspect of provision.
- there are serious weaknesses in the overall promotion of pupils' spiritual, moral, social and
- cultural development or their physical well-being, so that pupils are intolerant of others and/or reject any of the core values fundamental to life in modern Britain.

[1] Pupils whose cognitive ability is such that their literacy skills are likely to be limited make excellent progress appropriate to their age and capabilities.

Strand 4 Outcomes for Pupils

Grade Descriptors – Outcomes for Students
Note: These descriptors should not be used as a checklist. They must be applied adopting a 'best fit' approach that relies on the professional judgement of the inspection team.

Outstanding (1)
- A majority of students achieve maths and English GCSE qualifications at the end of year 11 broadly in line with their ability
- maths and English is a Core part of each students programme and all students have made measurable progress by the end of their programme.
- Students obtain a wide range of appropriate qualifications and experiences from the provisions they attend.
- Detailed tracking and evidence of progression through regular review demonstrates that students have
  - made progress
  - have improved their rate of progress
  - and have, as a result attained outcomes that are broadly in line with their ability.
- Students enter appropriate Post 16 provision that is aligned to their needs, abilities and aspirations and is secure. No student is NEET at the end of their time with the Partnership. The Partnership can demonstrate that a large majority of students have sustained their post sixteen placements well into Year 12.
- Partnership, Schools, Parents, Provisions and other agencies have worked together and have secured improvements in the life chances for the student.
- Where progress has faltered the Partnership can demonstrate that it has actively pursued alternative routes and provisions to secure the best possible outcome.

Good (2)
- All students have continued with maths and English programmes until the end of KS4 and a large majority of students achieve level 2 qualifications in maths and English
- All students obtain one or more additional appropriate qualifications from the provision they attend. The partnership can demonstrate that the range and level of qualifications achieved by each student is broadly in line with the student's ability and current capacity.
- Regular reviews assisted in steering the student's outcomes and provide reliable feedback on progress being made. Progress is being sustained by a large majority of students.
- Students receive timely support in planning their next steps post 16. A large majority of students secure appropriate post 16 provision.
- The Partnership has worked effectively with schools, parents, providers and other agencies in order to improve the life chances of the student.
- The Partnership has actively managed the programme for the student in order to secure

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progress. Progress can be demonstrated.

Requires improvement (3)

- Outcome Procedures and policies require improvement because a significant minority of students don't fulfil their potential and achieve the appropriate grades and qualifications they should.

Inadequate (4)

The quality of outcomes are likely to be inadequate if inspectors judge **any** of the following to be inadequate:

- Outcome for students are inconsistent.
- Outcome Planning for students is poor.
- Students do not receive appropriate maths and English provision.
- Students gain few or no qualifications from their programmes and no other measures of success can be demonstrated.
- Too many students are making little or no progress.

Strand 5 Leadership and Management

Grade Descriptors – Leadership and Management
Note: These descriptors should not be used as a checklist. They must be applied adopting a 'best fit' approach that relies on the professional judgement of the inspection team.

OUTSTANDING (1)

- Facilitate the development of a shared vision and values in pursuit of excellence, setting direction and building trust across the Partnership.
- Strive to ensure the highest levels of achievement and personal development for all students over a sustained period of time to ensure they reach their full potential.
- Effectively monitor and evaluate systems for checking student progress.
- Effectively monitor and evaluate the quality of teaching to ensure levels remain high.
- Effectively monitor and evaluate the evidence of achievement and progress for all students in English and Maths and ensure that the rigorous assessment of student progress leads to the identification of, and planning for, individual learning needs.
- Effectively monitor and evaluate the curriculum for Programme Managed students to ensure that it
  - effectively engages students in their learning
  - maximises their opportunities to achieve academically
  - is as broad and balanced as it can be given the need to promote engagement
  - effectively promotes the spiritual and physical well being and the moral social, cultural development of students.
- Lead the staff in challenging negative behaviour and using highly effective strategies to

secure on-going improvement in student's behaviour and attitude to learning.
- Provide effective support and guidance to Partnership schools to help develop effective behaviour strategies and feedback from schools confirms the support has made a positive impact.
- Ensure the availability and understanding of excellent policies and protocols underpinning practice for all relevant parties.
- Ensure the Partnership is adept at identifying any student at risk of harm and engages with partners to respond appropriately.
- Enable, monitor and review the effective sharing of information between all relevant parties, parents and carers at formal and informal levels.
- Facilitate the continuous personal and professional development of staff within a spirit of continuous participation.
- Ensure that there are effective links and communication, and transition arrangements with post 16 providers ensuring students are well supported in the next phase of their life-long learning.
- Through highly rigorous systems ensure financial stability for the Partnership and effective deployment of staff and resources to the benefit of identified students.
- Ensure the continuous review and evaluation of the effectiveness of policy and practice across Partnerships.

GOOD (2)

- Facilitate the development of a shared vision and values in pursuit of clear direction and good team work across the Partnership.
- Ensure good and/or improving education, achievement and personal development over a sustained period of time for identified students.
- Monitor and evaluate practice to ensure that there are good and/or improving levels of teaching that secure achievement and progress for all students in English and Maths.
- Ensure the accurate assessment of student progress leading to the identification of, and planning for, individual learning needs.
- Monitor and evaluate the curriculum in order to secure
    o the engagement of students in their learning
    o good progress in English and maths
    o appropriate opportunities for achievement across a range of subjects and courses
    o access to learning opportunities that will promote the spiritual and physical well being and the moral social, cultural development of students.
- Ensure that staff challenge negative behaviour with consistency and that this results in evidence to show that there is on-going improvement in student's behaviour and attitude to learning.
- Ensure that the Partnership has established good links with schools to support improving the behaviour of identified students.
- Ensure the availability and understanding of well thought out policies and protocols

underpinning practice for all relevant parties.
- Ensure that staff are well trained in identifying students at risk of harm and respond appropriately and that the Partnership's arrangements for safeguarding meet statutory requirements.
- Enable the sharing of information between all relevant parties, parents and carers at formal and informal levels.
- Facilitate the cycle of effective performance management and professional development which show further development and are closely matched to the needs of the staff and Partnership.
- Ensure that there are effective links to aid transition arrangements with post 16 providers.
- Through effective systems ensure financial stability for the Partnership and the deployment of staff and resources are to the benefit of identified students and the needs of the Partnership schools.
- Ensure the continuous review and evaluation of the effectiveness of policy and practice across Partnerships.

Requires Improvement (3)

Leadership and/or management require improvement because they are not good but are demonstrating the capacity to secure improvement.

Inadequate (4)

- There is no evidence of a capacity for future improvements and a lack of vision. There is little evidence of a supportive, positive relationship within the Partnership amongst staff and/or between schools.
- Improvements that have been made are unlikely to be sustainable, too slow or reliant on external support.
- Evaluations of the Partnership performance, including student progress, staff performance and financial systems lack rigour and accuracy resulting in an unrealistic view of outcomes or provision.
- Leadership fails to ensure the teaching is good for all students and the organisation of the curriculum and lessons results in some students achieving less well than they should.
- The curriculum fails to meet the needs of students and their achievement, and their physical well-being and enjoyment of learning are significantly impaired.
- Students are making inadequate progress, have insufficient access to maths and English learning and achieve outcomes that are well below their capacity.
- There is insufficient evidence to prove that the behaviour of students is good and/or improving and there is a lack of consistency in the approach to the management of

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challenging behaviour within the Partnership. There is little evidence of a good working relationship between the Partnership and its schools to help support students with difficulties in their behaviour.

- The Partnerships arrangements for working with other agencies and parents and carers are weak and parents express little confidence in the service.
- The Partnership fails to identify students at risk of harm and/or statutory guidance is not adhered to.
- There is no evidence of links with post 16 provisions to help support students with transition.
- Evidence of little or no review and evaluation of the effectiveness of policy and practice across Partnerships.

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