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**Kent PRU/ Inclusion Provision Quality Assurance Report**

**Term \_\_\_1\_\_ 2017/18**

*Outcomes*

*Provision should be designed to achieve the following outcomes:-*

*16. zero permanent exclusions*

*17. improved and increasingly positive behaviour patterns*

*18. a pattern of improved regular attendance*

*19. the skills to learn and work individually and in a group*

*20. completion of an educational course, which is appropriate to individual needs and abilities, and which results in qualifications that reflect high expectations of student performance. Within this it will be important to identify a specific focus on developing and achieving a recognised level of age appropriate skill and qualification in literacy and numeracy, English and mathematics (currently grade C or above in GCSE maths and English)*

*21. accredited educational awards / qualifications at Key Stage 4 (usually GCSE) to a level that equals or exceeds that indicated by the trajectory of prior attainment*

*22. an immediate post 16 destination that includes learning or employment with training, and an agreed pathway to age 18*

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Student Numbers** | **2014-2015** | **2015-2016** | **2016-2017** | **Term 1** | **Term 2** | **Term 3** | **Term 4** | **Term 5** | **Term 6** | **2017-2018** |
| **All Students on roll (KS3 & KS4 only not including Primary or Intervention)** | 228 | 225 | 244 | 122 |  |  |  |  |  |  |
| **Male** | 147 | 145 | 164 | 78 |  |  |  |  |  |  |
| **Female** | 81 | 80 | 80 | 44 |  |  |  |  |  |  |
| **FSM** | 90 | 99 | 100 | 44 |  |  |  |  |  |  |
| **CIC** | 26 | 20 | 26 | 18 |  |  |  |  |  |  |
| **YOS** | 101 | 40 | 48 | 11 |  |  |  |  |  |  |
| **EH** | 76 | 95 | 110 | 23 |  |  |  |  |  |  |
| **EH refusal** | 7 | 24 | 13 | 2 |  |  |  |  |  |  |
| **Social care** |  | 101 | 100 | 40 |  |  |  |  |  |  |
| **P Ex** | 20 | 12 | 5 | 0 |  |  |  |  |  |  |
| **EHCP** | 5 | 8 | 11 | 1 |  |  |  |  |  |  |
| **EHCP Pending** | 0 | 19 | 20 | 17 |  |  |  |  |  |  |
| **High Needs Funded** | 0 | 0 | 0 | 0 |  |  |  |  |  |  |
| **Provision < 25 hours** | 0 | 0 | 26 | 1 |  |  |  |  |  |  |
| **KS1** | N/A | 8 | 11 | 3 |  |  |  |  |  |  |
| **KS2** | N/A | 9 | 20 | 9 |  |  |  |  |  |  |
| **KS3** | 75 | 81 | 94 | 35 |  |  |  |  |  |  |
| **KS4** | 153 | 144 | 150 | 87 |  |  |  |  |  |  |
| **Intervention** | 121 | 214 | 280 | 78 |  |  |  |  |  |  |
| **KS5** | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Av. Placement time (weeks) of all students: | **Total 2014-2015** | **Total 2015-2016** | **Total 2016-2017** | **Term 1** | **Term 2** | **Term 3** | **Term 4** | **Term 5** | **Term 6** |
| **Primary** | N/A | N/A | 7.46 | 6.03 |  |  |  |  |  |
| **KS3** | 63.7 | 98.5 | 9.49 | To follow |  |  |  |  |  |
| **KS4** | 133 | 135 | 7.87 | To follow |  |  |  |  |  |
| **KS5** | N/A | N/A | N/A | N/A |  |  |  |  |  |
| **Number of students successfully reintegrated (cumulative)** |  |  | 92 (37.7%) | 5 |  |  |  |  |  |
| Number of students with EHCP awaiting Specialist Provision |  |  | 10 | 1 |  |  |  |  |  |

*Successful reintegration is determined by a maintained placement in the onward school/ provision*

**Attendance**

**PRU –** Average attendance on a full time course in the PRU since their start date

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Student Numbers** | **Total 2014-2015** | **Total 2015-2016** | **Total 2016-2017** | **Term 1** | **Term 2** | **Term 3** | **Term 4** | **Term 5** | **Term 6** |
|  |  |  |  |  |  |  |  |  |  |
| **All Students in PRU Provision** |  |  | 80.68 | 76.11 |  |  |  |  |  |
| **Male** | 72.0 | 73.12 | 71.73 | 73.64 |  |  |  |  |  |
| **Female** | 70.4 | 64.65 | 68.55 | 72 |  |  |  |  |  |
| **FSM** | 68.2 | 68.22 | 71.21 | 74.49 |  |  |  |  |  |
| **CIC** | 69.6 | 73.44 | 79.65 | 72.77 |  |  |  |  |  |
| **Primary (KS1 & 2)** | N/A | 94.00 | 91.97 | 80.75 |  |  |  |  |  |
| **Year 7** | 75.88 | 65.73 | 72.94 | N/A |  |  |  |  |  |
| **Year 8** | 68.71 | 67.71 | 66.06 | 90.63 |  |  |  |  |  |
| **Year 9** | 74.13 | 68.62 | 68.9 | 73.5 |  |  |  |  |  |
| **Year 10** | 69.42 | 71.13 | 66.31 | 76.03 |  |  |  |  |  |
| **Year 11** | 70.86 | 66.07 | 71.35 | 69.03 |  |  |  |  |  |
| **Post 16** | N/A | N/A | N/A | N/A |  |  |  |  |  |
| **Intervention** | N/A | 95.25 | 90.94 | 85.42 |  |  |  |  |  |
| **Attendance: Full time pupils only,(Not Including Intervention)** | 70.95 | 66.57 | 71.47 | 69.96 |  |  |  |  |  |
| **Attendance: Part time pupils only-** |  |  | 54.02 | N/A |  |  |  |  |  |
| **Unauthorised Absence: All**  **(KS3 & 4)** | 17% | 20% | 27.36 | 31.36 |  |  |  |  |  |

**Fixed Term Exclusion figures (days), cumulative:**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **2014-2015** | **2015-2016** | **2016-2017** | **Term 1** | **Term 2** | **Term 3** | **Term 4** | **Term 5** | **Term 6** | **2017-2018** |
| **All Students** | 73 | 57 | 11 | 0 |  |  |  |  |  |  |
| **Male** | 44 | 38 | 3 | 0 |  |  |  |  |  |  |
| **Female** | 29 | 19 | 8 | 0 |  |  |  |  |  |  |
| **FSM** | 31 | 20 | 0 | 0 |  |  |  |  |  |  |
| **CIC** | 9 | 8 | 0 | 0 |  |  |  |  |  |  |
| **Primary** | 0 | 1 | 0 | 0 |  |  |  |  |  |  |
| **Year 7** | 5 | 4 | 0 | 0 |  |  |  |  |  |  |
| **Year 8** | 5 | 8 | 0 | 0 |  |  |  |  |  |  |
| **Year 9** | 12 | 21 | 0 | 0 |  |  |  |  |  |  |
| **Year 10** | 18 | 7 | 8 | 0 |  |  |  |  |  |  |
| **Year 11** | 33 | 16 | 3 | 0 |  |  |  |  |  |  |
| **Post 16** | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |

**Fixed Term Exclusion figures (numbers of students), cumulative:**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **2014-2015** | **2015-2016** | **2016-2017** | **Term 1** | **Term 2** | **Term 3** | **Term 4** | **Term 5** | **Term 6** | **2017-2018** |
| **All Students** | 73 | 57 | 4 | 0 |  |  |  |  |  |  |
| **Male** | 44 | 38 | 1 | 0 |  |  |  |  |  |  |
| **Female** | 29 | 19 | 3 | 0 |  |  |  |  |  |  |
| **FSM** | 31 | 20 | 0 | 0 |  |  |  |  |  |  |
| **CIC** | 9 | 8 | 0 | 0 |  |  |  |  |  |  |
| **Primary** | 0 | 1 | 0 | 0 |  |  |  |  |  |  |
| **Year 7** | 5 | 4 | 0 | 0 |  |  |  |  |  |  |
| **Year 8** | 5 | 8 | 0 | 0 |  |  |  |  |  |  |
| **Year 9** | 12 | 21 | 0 | 0 |  |  |  |  |  |  |
| **Year 10** | 18 | 7 | 3 | 0 |  |  |  |  |  |  |
| **Year 11** | 33 | 16 | 1 | 0 |  |  |  |  |  |  |
| **Post 16** | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |

**Destinations:**

**2016 Year 11 cohort IYSS update**

*IYSS September Guarantee* ***(IYSS SG)****.*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Destination (%)** | **PRU Name** | | | |
|  | **PRU** | **IYSS SG** | **IYSS Nov 16** | **IYSS Jan 17** |
| Continuing in education – School sixth form | 5 | 4 | 2 | 1 |
| Continuing in education - College | 39 | 58 | 22 | 36 |
| Other continuing training - apprenticeship etc. | 34 | 2 | 15 | 11 |
| Employment, no training | 0 | 0 | 13 | 2 |
| Requiring further supported provision due to complex need | 2 |  | 0 | 1 |
| NEET | 0 | 13 | 15 |  |
| Other | 5 |  | 0 | 5 |
| Pending (SG) / Unknown | 15 | 23 | 33 |  |

**Requiring further supported provision due to complex need:** IYSS reports less than the actual figure because the majority of these students are on the role of a mainstream school.

**NEET**: Confirmed as not being in a positive destination (i.e. education, work, training etc).

**Unknown**: This means they are still showing as ‘destination survey’. They haven’t appeared on a 6th form or college list and PRU/KCC have not been able to ascertain their destination. They remain ‘unknown’ if they cannot be contacted.

**Current Year 11 students - Intended Destinations**

|  |  |  |
| --- | --- | --- |
| **Destinations (%)** |  | |
|  | **PRU** | **IYSS SG** |
| Continuing in education – School sixth form | 2% |  |
| Continuing in education - College | 64% |  |
| Other continuing training –Catch 22, apprenticeship etc. | 20% |  |
| Employment, no training | 3% |  |
| Requiring further supported provision due to complex need | 2% |  |
| Unknown/ potential NEET |  |  |
| Work routes (other) | 9% |  |
| Pending |  |  |

**Predicted Outcomes 2017 (to be updated)**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Total Number of students | 61 |  |  |  |  |  |  |
| Number with KS2, therefore counted in progress measures | 65 |  | Number counted in Attainment Measures | 61 |  |  |  |
|  |  |  |  |  |  |  |  |
| **Progress Measures** |  |  | **Attainment Measures** |  |  |  |  |
|  |  |  |  |  |  |  |  |
| Progress 8 Score | -2.34 |  | Attainment 8 Score | 11.12 |  | Average Grade(8) | 1.11 |
| Progress 5 Score | -2.39 |  | Attainment 5 Score | 9.23 |  | Average Grade(5) | 1.32 |
| English Progress Score | -2.38 |  | English Average Grade | 2.16 |  |  |  |
| Maths Progress Score | -1.84 |  | Maths Average Grade | 1.57 |  |  |  |
| Basics Progress Score | -2.40 |  | Basics Average Grade | 1.65 |  |  |  |
| Open Progress Score | -2.93 |  | Open Average Grade | 3.25 |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  | % achieveing Level 2 threshold in English | 4.92% |  |  |  |
|  |  |  | % achieveing Level 2 threshold in Maths | 4.92% |  |  |  |
|  |  |  | % Basics | 1.64% |  |  |  |
|  |  |  |  |  |  |  |  |
| **Progress 6 - Kent Measure** |  |  |  |  |  |  |  |
| Attainment 6 Score | 9.88 |  |  |  |  |  |  |
| Progress 6 Score | -2.51 |  |  |  |  |  |  |
| Average Grade(6) | 1.23 |  |  |  |  |  |  |

**Quality of Teaching**

**Quality of Teaching 16-17 Final**

Lesson Observations: Grading provided by PRU led QA. External QA monitoring is identified. Where the names appear in bold this indicates an unannounced visit.

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Grading** | **Total**  **2015 -2016** | **Total**  **2016-2017** | **T1** | **T2** | **T3** | **T4** | **T5** | **T6** | **Total**  **2017-2018** |
| **Thanet and Dover** | **Lessons seen** | 38 | 58 | 23 |  |  |  |  |  |  |
| **Green (1,2)** | 89% | (17) 86% | (19) 83% |  |  |  |  |  |  |
| **Amber (3)** | 8% | (3) 12% | (4) 17% |  |  |  |  |  |  |
| **Red (4)** | 3% | (1) 2% | 0 |  |  |  |  |  |  |
| **Identify**  **External QA** |  | The Management Committee are conducting External Quality Assurance visit days across two Key Stages. The purpose of the visits is to triangulate the observation process and ensure accuracy & consistency in grading of ES (SLT Lead for T&L) | | | | | | | |

|  |  |  |
| --- | --- | --- |
|  | **Areas of competence recommended for sharing** | **Areas requiring support** |
| **Thanet and Dover** | * Greater consistency in models of assessment without levels within KS3 and KS4 have been developed and teachers are becoming more confident in the development. * The referral data and baseline assessment ensure that an appropriate curriculum is offered with prior attainment considered * The increase, frequency and variation of staff CPD is having a significant impact on the quality of teaching and learning | * Further develop liaison and collaboration with schools in terms of moderation and CPD. **– Achieved – To be maintained.** * Further improve the accuracy of baseline assessing - moderation to include practitioners with subject expertise from mainstream schools. -**– Achieved – To be maintained.** * Improve consistency across the school in the personalisation of formative feedback by: 1. Continue to increase the embedded marking of literacy within vocational subjects. 2. Ensure that there is a correlation between the evidence in books showing challenge of students in vocational subjects to match the evidence in Core subjects. |

Voicing is carried out by provisions in line with their QA schedule. Voicing shown is the most recent.

**Student Voicing**

|  |  |  |
| --- | --- | --- |
| Provision | **Thanet and Dover** | |
| Number of responses | **82** | |
| Date of voicing | October 16 | |
|  | **Strongly agree**  **/ Agree** | **Disagree/**  **Strongly Disagree** |
| I enjoy school | 86% | 14% |
| [I feel safe when](http://parentview.ofsted.gov.uk/parent-view-results/survey/result/23413/current) I am at school | 92% | 8% |
| I learn a lot in lessons | 88% | 12% |
| Adults care about me | 91% | 9% |
| Adults explain to me how to improve my work | 96% | 14% |
| [I receive appropriate homework for my age](http://parentview.ofsted.gov.uk/parent-view-results/survey/result/23413/current) | 60% | 40% |
| Behaviour is good at my school | 67% | 33% |
| [My school deals effectively with bullying](http://parentview.ofsted.gov.uk/parent-view-results/survey/result/23413/current) | 89% | 11% |
| The senior staff in my school do a good job | 86% | 14% |
| Teachers are interested in my views | 98% | 2% |
| I know how well I am doing at school | 90% | 10% |

**Parent Voicing**

|  |  |  |
| --- | --- | --- |
| Provision | **Thanet and Dover** | |
| Number of responses | **32** | |
| Date of voicing | October 16 | |
|  | **Strongly agree**  **/ Agree** | **Disagree/**  **Strongly Disagree** |
| My child is happy at this school | 97% | 3% |
| [My child feels safe at this school](http://parentview.ofsted.gov.uk/parent-view-results/survey/result/23413/current) | 96% | 4% |
| [My child makes good progress at this school](http://parentview.ofsted.gov.uk/parent-view-results/survey/result/23413/current) | 86% | 14% |
| [My child is well looked after at this school](http://parentview.ofsted.gov.uk/parent-view-results/survey/result/23413/current) | 88% | 12% |
| [My child is taught well at this school](http://parentview.ofsted.gov.uk/parent-view-results/survey/result/23413/current) | 98% | 2% |
| [My child receives appropriate homework for their age](http://parentview.ofsted.gov.uk/parent-view-results/survey/result/23413/current) | 74% | 26% |
| [This school makes sure its pupils are well behaved](http://parentview.ofsted.gov.uk/parent-view-results/survey/result/23413/current) | 78% | 22% |
| [This school deals effectively with bullying](http://parentview.ofsted.gov.uk/parent-view-results/survey/result/23413/current) | 90% | 10% |
| [This school is well led and managed](http://parentview.ofsted.gov.uk/parent-view-results/survey/result/23413/current) | 95% | 5% |
| [This school responds well to any concerns I raise](http://parentview.ofsted.gov.uk/parent-view-results/survey/result/23413/current) | 99% | 1% |
| [I receive valuable information from the school about my child’s progress](http://parentview.ofsted.gov.uk/parent-view-results/survey/result/23413/current) | 99% | 1% |

**Staff Voicing**

|  |  |  |
| --- | --- | --- |
| Provision | **Thanet and Dover** | |
| Number of responses | **75** | |
| Date of voicing | October 16 | |
|  | **Strongly agree**  **/ Agree** | **Disagree/**  **Strongly Disagree** |
| I am proud to be a member of staff at this school. | 100% |  |
| Children are safe at this school. | 100% |  |
| Behaviour is good in this school. | 79% | 21% |
| The behaviour of pupils is consistently well managed. | 96% | 4% |
| The school deals with any cases of bullying effectively | 100% |  |
| Leaders do all they can to improve teaching. | 99% | 1% |
| The school makes appropriate provision for my professional development. | 92% | 8% |
| The school successfully meets the differing needs of individual pupils. | 100% |  |
| I know what we are trying to achieve as a school. | 98% | 2% |
| All staff consistently apply school policies. | 97% | 3% |
| The school is well led and managed. | 100% |  |

**Stakeholder Voicing**

|  |  |  |
| --- | --- | --- |
| Number of responses | **16**  **1%=6.25%** | |
| Date of voicing | Dec 17 | |
|  | **Strongly agree**  **/ Agree** | **Disagree/**  **Strongly Disagree** |
| The children are happy at this school | 93.75% | 6.25% |
| [The children feel safe at this school](http://parentview.ofsted.gov.uk/parent-view-results/survey/result/23413/current) | 93.75% | 6.25% |
| [I receive valuable information from the school about the children’s progress](http://parentview.ofsted.gov.uk/parent-view-results/survey/result/23413/current) | 100% | 0 |
| [My children make good progress at this school](http://parentview.ofsted.gov.uk/parent-view-results/survey/result/23413/current) | 93.75% | 6.25% |
| [This school is well led and managed](http://parentview.ofsted.gov.uk/parent-view-results/survey/result/23413/current) | 100% | 0 |
| [This school responds well to any concerns I raise](http://parentview.ofsted.gov.uk/parent-view-results/survey/result/23413/current) | 100% | 0 |
| The school supports reintegration effectively | 100% | 0 |
| The children return to mainstream with improved behaviours and strategies to cope. | 93.75% | 6.25% |
| The school provides the required advice and support for its stakeholders | 100% | 0 |
| The school deals with its processes in a timely manner | 100% | 0 |
| The school represents value for money | 93.75% | 6.25% |

**Following the parent consultation day, the following information was gathered:**

* Parents were asked to complete a few questions on the service we offer.
* Some of the data looked at: communication in centres, Usage of ELA’s online software, parent views on pupil progression, how useful are parental feedback days.
* The table below shows parent participation for the consultation days:

**Below is a selection of quotes from parents about our service:**

Staff’s patience is commendable, School and staff are excellent, Very happy with staff.

Since T\*\*\*r started at the centre we have seen a big difference in our son, the centre offer him the support that he needs they are very caring and calm with him but also firm. T\*\*\*r struggled so much before, the staff are doing a great job with him and I can’t Thank them enough very supportive with us as a family to.

Vast improvements very happy. Always on the phone communicating with the centre, its great.

Thank you in particular to Mr Farmer for his support and time.

Really very happy with the school and staff. Westwood Centre has helped him achieve as best as he can. S\*\* gets great support from the staff in school.

A\*\*\*\*’s progress in her time here has been great, she’s happy, enjoying school and in much more positive overall, Thank you.

C\*\*\*\*N is doing so well here, and she is pushing for a better future for herself.

G\*\*\*\* has done well at the Westwood centre, they have helped him to achieve as well as he could here.

The staff communicate with me very well, I am grateful for all the support they have given P\*\*\*\* and I, Thank you.

B\*\*\* has moved forward since being here.

C\*\*\*\*’s a lot better than I could of hoped or expected.

There is good progress and strategy for targets in place.

The parental days was very useful, we feel that the school are very good with their communication and ourselves.

I feel that the school communicates well, and celebrates all K\*\*\*\*\*’s progress well.

K\*\*\*\* has improved a lot this term, and we have seen a positive attitude with him at home as well.

The meeting has given me an insight into J\*\*\*’s school work and area’s he needs to improve.

**Work Scrutiny**

Students’ work is monitored as part of the quality assurance process with particular focus on the following:

* There is clear identification of the level the student is working at and of an appropriate target.
* Learning Objectives are of an appropriate level. Students are being challenged and working in line with or above expectation
* Marking is consistent, identifies areas of improvement and the student is engaged with the process.
* Literacy is supported.
* Evidence of stretch / extension work
* Work is well presented and demonstrates behaviour for learning.

|  |  |  |
| --- | --- | --- |
|  | **Areas of competence recommended for sharing** | **Areas requiring support** |
| **Thanet and Dover** | **Audit of formative feedback across the ELA. Identified areas of best practice and areas for development.**  **Staff identified as peer support where marking is deemed to be of a good standard.**  **Produced new classroom posters for Formative Feedback and the Marking Code to ensure consistency across the ELA**  **Changes to the book scrutiny form to ensure exemplary pieces of marking are easily identifiable to staff in centres** | * Twilights booked: Dover Skills 15/11/2017 and The Westwood Centre on the 29/11/2017 * Marking policy complete including appendix of exemplar marking but needs to be ratified by the Management Committee. * Independent Educational Consultant booked for joint book scrutiny on the 13th of November |

**External Moderation – Dates to follow**

*Performance Monitoring*

*33. The Providers should report on the following targets on a termly basis*

|  |  |  |
| --- | --- | --- |
| ***Target encompassing all pupils and outcomes*** | ***Target*** | Review and Actions |
| *Number of students Permanently Excluded in the district* | *0* |  |
| *All at risk students to have an IEP in place within 15 days of being identified.* | *100%* | All pupils have a completed ongoing IEP within 15 days of starting. IEP’s are monitored termly via Centre Reviews and externally via PDBW monitoring visits by the Management Committee. |
| *Improved attendance for all students against their baseline on entry, expressed as a percentage of sessions each student attended out of the total possible sessions.* | *100% making improvement or staying above the attendance rate of 95%* | To increase attendance to 80% across the PRU. The safeguarding team and SLT to devise strategies to promote better attendance and maintain that all sites follow a consistent approach to monitoring attendance. |
| *All at risk students identified by the district providers complete the programme at the end of Year 11 with recognised qualifications as defined by government accountabilities e.g. Progress 8* | *100%* | The School is following a Core 6 curriculum, including Math English Lit/Language, Science History and Citizenship, with all KS4 pupils. The curriculum is supplemented with a range of vocational options to meet pupils needs, interests and destinations.  Ongoing review of the suitability of the curriculum to meet the pupil needs. Progress tracked termly to support intervention and closing gaps between groups of learners.  For children attending the primary or Key Stage 3 short stay respite provisions the curriculum is designed to ensure that there is no regression within the core subjects whilst the remainder of the child's programme is constructed using bespoke interventions. |
| *Students to have developed the skills which support them in learning to work both independently and as part of a group* | *100%* |
| *Students to have completed a course appropriate to individual needs, abilities, qualifications and their key stage* | *100%* |
| *Students to achieve relevant accredited educational awards / qualifications* | *100%* |
| *Students to have an agreed destination at post 16 as part of the September Guarantee.* | *100%* | *Regular individual student review meetings Term 1 and beyond to ensure that all students with destinations remain in placement.*  *Collaborative working with local college providers to ensure that destinations plans are considered during the KS4 curriculum offer.* |

**QA Day Cycle:**

Quality Assurance Days occur Term. These are scheduled for 2017-2018 on: To Follow

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Centre** | **Term1 Date** | **Term 2 Date** | **Term 3 Date** | **Term 4 Date** | **Term 5 Date** | **Term 6 Date** |
| **Westwood** |  |  |  |  |  |  |
| **Dover Skills** |  |  |  |  |  |  |
| **Project 15** |  |  |  |  |  |  |
| **Southwood KS4** |  |  |  |  |  |  |
| **Northwood** |  |  |  |  |  |  |
| **Little Oaks** |  |  |  |  |  |  |
| **Southwood KS3** |  |  |  |  |  |  |

All stakeholders are invited to take part in the quality assurance cycle, including Centre Managers or their representative; local authority employees and other related professionals. If you wish to partake please contact Micheala Clay.