Quality Assurance Framework

Introduction

Fairhaven Academy provides full-time education for permanently excluded pupils in Key Stages 2 to 4. We currently educate over 240 pupils through a bespoke curriculum delivered in partnership with Nottingham City's approved alternative education providers. These include free schools, independent schools, and a range of alternative provisions, collectively offering diverse curriculum pathways and personal development opportunities. This breadth enables the academy to find the right fit for each child.

To ensure consistency and high standards, Fairhaven Academy operates a robust Quality Assurance (QA) framework. Its purpose is to guarantee that, regardless of provider, every pupil receives a high-quality education that supports them to fulfil their potential and leave the academy prepared for their next steps.

Fairhaven Academy works exclusively with alternative provisions listed on Nottingham City's AP Approved Directory, which are subject to the local authority's rigorous, ongoing quality assurance processes. As the main commissioner for the local authority, academy and Trust leaders receive copies of all LA QA activity, including any identified concerns or actions. These outcomes directly inform and strengthen the Academy's own QA processes.

The QA framework focuses on three core areas:

1. **Compliance and Safeguarding** – ensuring all statutory requirements are met, and pupils are kept safe.
2. **Quality of Provision** – evaluating the standard of teaching, learning, and personal development.
3. **Provider Development** – supporting continuous improvement and sharing best practice.

As a minimum, all QA processes are aligned with the **DfE Voluntary Standards for Alternative Provision**, ensuring that every provider meets nationally recognised expectations. This triangulated approach, which complements the local authority's systems, allows Fairhaven Academy to provide appropriate levels of both support and challenge to its providers. Each area of focus contains a number of components delivered across the academic year. The timing of these activities is flexible, shaped by enquiry priorities and the overall QA cycle.

Fairhaven Academy reviews its Quality Assurance (QA) framework regularly, ensuring that it remains aligned with the academy's evolving priorities. The QA activity builds on previous development work, professional learning, and provides support to all commissioned providers.

When designing and implementing QA activity, the academy takes full account of each provider's individual context, including their site, curriculum offer, and scale of provision. Many of the partners operate in highly specialist settings, such as farms, football clubs, country parks, or local libraries.

The academy recognises and value the diverse contexts of each setting. All providers are held to the same rigorous standards, and pupils are expected to make meaningful progress regardless of setting. The QA processes are therefore both context-sensitive and uncompromising in rigour, ensuring that high-quality education and strong outcomes remain central to every placement.

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DFE Voluntary Standards for Alternative Provision

At the start of the academic year, all providers complete a self-evaluation for every strand of the standards **(Appendix 1).** Each strand is then quality assured by Fairhaven leaders as part of the QA activity schedule. Where an area does not meet the required standard, a provider development plan will be implemented, with additional support and site visits arranged as necessary. The academy works in collaboration with the Local Authority (LA) to review and discuss compliance.

1. Compliance and safeguarding

Each provider is responsible for their own safeguarding arrangements; however, the academy has full oversight of their arrangements to ensure there is an effective safeguarding culture.

QA Activity	Description	Staff responsible	Frequency
Safeguarding checklist	Each provider is visited during the Autumn term to complete the safeguarding checklist (Appendix 1). If the academy has any concerns regarding the effectiveness of safeguarding, these are not only discussed with the provider during the visit but shared with the local authority.	Trust AP Lead	Annual
Site visits eg visitor protocols and site checks	The academy team visit providers regularly to see pupils and meet with staff. The arrangements such as visitor protocols and site checks are checked and concerns are reported to senior leaders.	All	Ongoing
Safeguarding referrals	All safeguarding referrals are sent to the academy DSLs. The academy checks that safeguarding referrals are actioned appropriately and timely in line with KCSIE.	DSL and DDSL	Daily
Attendance	The academy collates the attendance records, twice daily from each provider. The academy's attendance team has oversight of all pupil marks and any reasons for absence. The academy works closely with each provider to address barriers and improve pupil attendance.	All	Daily
Document scrutiny	At the start of each academic year, the academy requests all curriculum plans for key subjects to understand the offer and content of the delivery.	SLT	Annual
PSHE map	The academy receives and reviews each provider PSHE map and overview to maintain oversight of the curriculum. The Academy provides feedback to a provider where there are gaps in content and planning.	SLT	Annual
Pupil voice	Every site visit includes speaking to the pupils to review how they feel about their placement. Pupil voice is checked informally (during drop in visits) and more formally during an onsite enquiry, where a specific focused set of questions will be asked. The academy also completes the annual Trust pupil voice survey.	All	Ongoing throughout the year dependent on activity
Provider guidance	The academy shares the provider operational guidance with all providers. This guidance sets out all key information about working with the academy and the expectations.	Trust AP Lead	Annual
LA Compliance	The LA complete annual compliance on each provider on the approved directory. The LA maintain the approved AP directory where the academy commissions placements from. The academy receives and reviews each providers completed compliance check from the LA. The Academy meet half-termly with the LA to discuss any provider concerns that each may have.	SLT	Half-termly

2. Quality of provision

The academy has robust admissions arrangements to ensure that all pupils are placed in a provision that will meet their individual needs. The academy makes judgments on the quality of provision pupils receive via the following activities:

QA Activity	Description	Staff responsible	Frequency
Provider enquiry	The provider enquiry (Appendix 2) – self-evaluation of each area of the Ofsted framework and how this is evidenced. The academy uses this as a baseline and foundation for site visits to evidence and review provider development over time.	Trust AP Lead	Ongoing – Completed when a provider joins the network and reviewed.
Audit and self-evaluations	The academy requests the completion of regular audits and self-evaluations in line with developing academy priorities. For example, the academy has completed audits in careers, reading and SEN. The academy review all returned audits to identify any gaps and inform the academy CPD offer. The academy also gives feedback and actions based on the findings from the audit. They also inform the AP network agenda.	SLT	Annual
Onsite enquiry	The academy completes a minimum of one additional formal site visits to every provider each academic year. All providers have an annual safeguarding check and termly reviews. The focus of visits will change in line with academy priorities, emerging trends and pupil needs. The academy records a description of the visit and provides a summary of feedback and actions to each provider.	SLT	Annual
Pupil voice	The academy will complete pupil voice activity linked to a specific area of focus. Pupil voice is recorded following a formal site visit.	All	Ongoing

	Leaders take time to speak to pupils during any form of visit they complete to a provider.		
Parent voice	The academy maintains regular parent contact and communication via the admissions and placement team, MIS Arbor, website and newsletters. In addition, the academy completes drop in calls to check in with parents about their child's provision, as well as an annual parent survey to gather their feedback.	All	Ongoing
Assessment	Each provider completes a termly report for pupils to inform the academy about individual pupil progress and wider opportunity activities they have been offered. The academy will review this report with each provider during the half termly pupil review. This review will provide the academy with an opportunity to discuss pupil progress and identify areas of further support for the pupil or provider to improve pupil engagement and outcomes.	SLT	Half Termly

3. Provider Development

The academy aims to improve the quality of provision and enhance the offer of provision across the network. The academy recognises that the work in this field, not only benefits pupils from the academy and Trust, but any child attending the network regardless of their home school setting. The academy supports the development of the network via the following activities.

Activity	Description	Staff responsible	Frequency
AP Network	The AP network is used for key updates and share best practice. The agenda is focused and varied. The academy invites a range of guest speakers to take part and contribute to enhance the network learning and professional development. In addition to the half-termly AP network meetings, there are regular email updates, padlets and bulletins that are shared with the network to further enhance the provision offer.	Trust AP Lead	Half-termly
Policy and strategy	The academy has developed several key policies to support providers. These include the pillars of personal development and literacy strategy. They act as guides and a method to share best practice and set out the intentions in these areas with the network.	SLT	Annual
CPD	The academy provides professional development opportunities to the provider network. In addition to the CPD delivered through the AP network meetings, provider staff are invited throughout the year to join in a range of CPD opportunities. These include attending the annual trust conference, safeguarding training, Educational Psychologist support, SALT training and use of the academy online training provider.	SLT	Half-termly
Resource	The academy offers access to a range of quality resources that providers can use to in their provision. These include resources to support both personal development and core academic learning.	Trust AP Lead	Ongoing
Network events	The academy has a network events offer that all providers and pupils are invited to join. These are termly events which are in place to provide wider opportunities to pupils. The network has now developed to a point where providers are now offering their own provider network events such as opportunities for groups of pupils to go fishing and attend the AP Olympics event.	Trust AP Lead	Termly

Provider Development Plan

Where the academy has concerns about the provision or practice of an education provider, it may be necessary, depending on the level and nature of the concern, to implement a provider development plan to closely monitor a specific provision or area. These plans are developed by a member of the senior leadership team and shared with the provider. Progress against the plan is regularly reviewed to ensure that concerns are effectively addressed.

The academy will also work closely with the Local Authority (LA) regarding any significant concerns. Where deemed reasonable, the academy may arrange for children to be placed in a different provision. It is the LA that determines whether a provider remains on the approved list; however, Fairhaven Academy has responsibility for ensuring that the voluntary standards are met as a minimum expectation and the education provision is suitable.

Targeted activity and Established providers

The academy acknowledges and values the experience and expertise that each provider brings. In some cases, the partnership with providers has spanned more than a decade, reflecting the strength of long-term collaboration within the network. In addition, some registered providers are subject to Ofsted inspection and grading, which offers further assurance regarding the quality of provision accessed by pupils.

To build on this, the academy has developed a bespoke and flexible quality assurance (QA) model that evolves annually in response to academy priorities and with the aim of securing the best possible outcomes for pupils.

The academy also maintains a list of providers regarded by leaders as *established providers*. While these providers continue to be subject to the QA processes outlined in the tables above, the academy may choose to conduct one additional formal site visit each year to review the provision in place.

For providers who have more recently joined the network, or who are considered less established in terms of their practice and provision, the academy will undertake additional formal site visits, focusing on key areas of priority.

Trust Executive Board

The Trust Executive Board has overall oversight of the QA framework and associated activities. Provider visits are included as a standing item on every agenda, and any provider development plans are shared with the Board for review and monitoring.

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Appendix 1

Provider declaration against the DFE National AP Standards

Non-school alternative provision: voluntary national standards

Part 1: Safeguarding and the welfare of children

	National Standard	Compliance
1.1	All staff, including proprietors, should undergo recruitment checks including an enhanced Disclosure and Barring Service (DBS) with barred list check where appropriate. Checks should be recorded on a single central record and persons who fail to meet those checks should not be employed	Yes / No
1.2	Appropriate policies and procedures are in place to safeguard and promote the welfare of all children attending the provision	Yes / No
1.3	Robust procedures are in place outlining how to respond when a safeguarding or welfare concern arises	Yes / No
1.4	All staff should be familiar with the provider's arrangements to safeguard and promote the welfare of children	Yes / No
1.5	Providers should have a named child safeguarding lead who has received appropriate, documented training	Yes / No
1.6	Site access should be restricted to children receiving provision, the provider's own staff, and supervised visitors	Yes / No

Part 2: Health and Safety

	National Standard	Compliance
2.1	An appropriate health and safety policy is in place and implemented effectively	Yes / No
2.2	First aid equipment and/or facilities are readily available and there are arrangements for access to a qualified first aider	Yes / No
2.3	A system should be in place and in use for recording and reporting health and safety and first aid incidents	Yes / No
2.4	All specialist equipment used by the provider should have undergone relevant inspection and safety checks consistent with industry standards	Yes / No
2.5	Staff should hold appropriate qualifications and be suitably trained in the use of specialised equipment	Yes / No
2.6	An appropriate fire safety policy should be in place	Yes / No

Part 3: Admissions, support and guidance

	National Standard	Compliance
3.1	Admissions policies and referral processes should be clearly documented and well supported	Yes / No
3.2	Providers should maintain records, including information supplied by commissioners, for all children placed in their setting	Yes / No
3.3	Providers should have an induction process to help children to understand the intended outcomes of their placements and their setting's safeguarding and health and safety policies	Yes / No
3.4	Providers should record children's attendance for each session and share information promptly with commissioners. Processes should be in place for checking on the health and welfare of absent children, and to agree strategies to improve attendance	Yes / No
3.5	All providers should have a strategy to support good behaviour for learning, to record children's behaviour and progress, and to share information about behaviour routinely with commissioners and parents	Yes / No

Part 4: Quality of Education

	National standard	Compliance
4.1	Teaching staff and instructors should have the appropriate skills, knowledge and qualifications to deliver programmes	Yes / No
4.2	Planning for learning shows lesson/session plans identify the knowledge, skills and understanding that all children attending their settings will aim to achieve	Yes / No
4.3	There is a clear process for setting targets and monitoring learning progress, supporting re-integration and transition where appropriate, and for taking actions if progress is not on track	Yes / No
4.4	Providers should have processes in place to self-evaluate whether they are effective in delivering the commissioned services	Yes / No

This is to confirm that the provision is in alignment with the voluntary national standards. Compliance will be evidenced through established policies, consistent practice, and verification during site visits.

Signed

Name and role:

Date

Fairhaven ACADEMY

Safeguarding and the welfare of children

(QA – Part 1 and 2 voluntary national standards)

Criteria	Outcome	Comments / Actions
Who checks the SCR? (1.1)	Name:	
Has the auditor seen the SCR? (1.1)	Yes	
What does it include? (1.1)	Enhanced DBS with barred check list Date of last DBS Identity check Reference checks Prohibition check Overseas checks Right to work in the UK Section 128	
Are supply / volunteers included on the SCR on their first day of work? (1.1)	Yes / No	
Have there been any new members of staff since the last visit? (1.1)	Yes / No How many? Are they on the SCR?	
Is there a safer recruitment policy in place? (1.2)	Yes / No Last update:	
Have relevant staff received safer recruitment training (1.2)	Yes / No Last update:	
Is there a Child Protection policy in place? (1.2)	Yes / No Last update:	
Has the auditor seen an attendance policy? (1.2)	Yes / No Date:	
Has the auditor seen evidence of appropriate filtering and monitoring systems on devices pupils use? (1.2)	Yes / No Type of system:	
What procedures are in place in regards to filtering and monitoring? (1.2)	Describe:	
Is there a vulnerable children's list?	Yes / No Last update:	
Within the past 12 months, have any referrals to LADO been made? (1.3)	Yes / No Date: Outcome:	

Describe safeguarding procedures? (1.3)		
Has the auditor seen an example of these procedures in place / in action? (1.3)	Yes / No	
What are the protocols for first day of absence? Ie, what happens when a pupil does not arrive? Who do they speak to? When do they follow this up? Are pupils with social workers notified of absence? (1.3)		
Governance, DSLs and named people		
Has a person on the supervisory body of the provider been nominated to take responsibility for ensuring that the Provision discharges its duty in relation to safeguarding. (1.4)	Yes / No	
Who is this person? (1.4)	Name:	
Has the auditor spoke to this person about how they monitor safeguarding practices in the AP? (1.4)	Yes / No	
Has this person received safeguarding training? (1.4)	Yes / No Date:	
Have all staff read KCSIE Part 1 (1.4)	Yes / No Evidence seen:	
Who is the designated person for Children Looked After? (1.4)	Name: Contact details: Training date:	
Who is the designated person for SEN (1.4)	Name: Trained SENCO? Contact details: Training date:	
Who is the E-safety lead? (1.4)	Name: Training date:	
Who is the Prevent Lead? (1.4)	Name:	
Is there a staff training log (1.4)	Yes / No Last updated:	

What was the staff CPD offer last academic year? (1.4)	Please describe;	
Has the auditor seen evidence of recent PREVENT training? (1.4)	Yes / No Date:	
Has auditor seen evidence of recent FGM training? (1.4)	Yes / No Date:	
Who is the Designated Safeguarding Lead? (1.5)	Name:	
When was the Designated Safeguarding Lead last trained? (1.5)	Date:	
What is their role in the organisation? (1.5)	Role:	
Has evidence of appropriate training been seen and in date? (1.5)	Yes / No Date:	
Are details of the DSL/safeguarding team on display? (1.5)	Yes / No	
Are DSL details on a safeguarding noticeboard? (1.5)	Yes / No	
Is there more than 1 trained DSL? (1.5) When did they last have training? Is this in date? (1.5)	Yes / No Name: Role: Training date: Name: Role:	
Who writes or keeps up to date risk assessments on individual pupils? (1.5)	Name:	
Has the auditor seen evidence of these risk assessments? (1.5)	Yes / No Last updated:	
Where provision takes place at a site(s) operated exclusively by a provider, Is site access restricted to children receiving provision, the providers own staff and supervised visitors? (1.6)	Yes / No	

Where the provision takes place outside at a community venue or in the home, have risk assessments been completed which consider the needs of children and local factors? (1.6)	Evidence of risk assessments in place	
No. of Online alerts in past 12 months		
Are pupils taught how to keep themselves safe online?	Yes / No Describe:	
No of restrictive physical intervention incidents – Academy pupils only – last academic year		
Who is the nominated Data Protection Officer?	Name: Date of training:	
Do you complete home visits?	Yes / No	
Evidence of Pupil registers completed AM & PM (3.4)	Yes / No	
Evidence of paperwork for off site visits	Yes / No	
Is there a safeguarding section on your website?	Yes / No Evidence seen:	
External Audit		
Has the provider conducted/been subject to a safeguarding audit?	Yes / No	
Date of last safeguarding audit?		
Has this been seen?		
Have audit actions taken place and in a timely manner?		
Staff Voice		
Conversation with non DSL member of staff; Can they describe procedures? Do they know who their DSL is? Do these procedures match up with what DSL's say? (1.4)	Yes / No How many staff?	

Pupil Voice		
Conversation with pupil at provider; Does the pupil feel safe / do they know how to report concerns and do they know who to speak to? What has the provider taught them about keeping themselves safe?		
Parent Voice		
Conversation with a pupils parent or carer; Has the parent been contacted before about a safeguarding concern and how did they feel? Is the parent and carer happy with the support from the provision?		
Health and Safety		
An appropriate Health and Safety policy is in place and implemented effectively (2.1)		
Does the AP administer medication on site? (2.1)	Yes / No	
Has the auditor seen than CD medicines are locked away in an appropriate cupboard? (2.1)	Yes / No	
How many first aiders are on-site? (2.2)	Number: Training date:	
Has the auditor seen that administration of medication paperwork is relevant and up-to-date? (2.1)	Name of pupil(s) Time taken Who delivered the medication Dosage Name of medication Adverse reactions Date	
First aid arrangements in place in a one to one setting (2.2)	Procedure:	

Has the auditor seen a policy in place? (2.2)	Yes / No	
What system is in place to record and report health and safety and first aid incidents? (2.3)		
Does the provider use specialist equipment? (2.4)	Yes / No	
Evidence of relevant inspection and safety checks for specialist equipment (2.4)	Evidence seen:	
Evidence that relevant staff hold appropriate qualifications and suitably trained in the use of specialised equipment (2.5)	Evidence seen:	
A fire safety policy is in place (2.6)	Evidence seen: Policy date:	
When was your last fire drill? (2.6)	Date: Record	

Staff Safer Recruitment Checklist

Confirmation the following checks have been completed for all staff and any new member of staff:

- ☐ Identity check
- ☐ Verification of current address
- ☐ Reference check
- ☐ Enhanced DBS with barred list check
- ☐ Prohibition check
- ☐ Overseas checks
- ☐ Right to work in UK
- ☐ Section 128

Signed;

Name and Title:

Date:

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Appendix 2

Raleigh Education Trust – Quality Assurance enquiry questions

Quality of Education;

Area of interest	Enquiry	What we do	How do you know (evidence)?
Assessment	How does pupil baseline information inform learning? How is pupil knowledge/learning assessed?		
Cultural Capital	How do you incorporate diverse viewpoints when developing this?		
SEND	What is the process for assessing and understanding pupils SEND needs?		
Employability	How does the education you provide set pupils up for the future?		
Memory	Long-term memory – what do pupils need to remember?		
Literacy	How are pupils supported to improve their literacy skills?		
Reading	How is reading prioritised to access the full curriculum offer? Do pupils read widely and often?		

Personal Development

Area of interest	Enquiry	What we do	How do you know (evidence)?
Respectful towards others	How do you promote tolerance and acceptance within your school community?		
Health and Well-being	How do you support pupils to improve their health and wellbeing?		
Wider opportunities	To what extent do you provide a range of opportunities that are suited to the needs of your pupils? To what extent are pupils eager to learn new things and develop personally?		

Citizenship	Are pupils being taught the knowledge they need to prepare them to play a full and active part in society?		
RSHE	To what extent are pupils supported to stay safe? Are pupils taught indicators of healthy and unhealthy relationships, and key concepts such as respect, permission-seeking and giving, appropriate and inappropriate contact, kindness and commitment?		
British Values	Are pupils helped to know/ understand democracy, the rule of law, individual liberty, and mutual tolerance / respect?		
Careers preparation	Are pupils given a wide range of unbiased knowledge about the diverse world of work and business? Are pupils provided with meaningful encounters with employers/education providers?		
SMSC	SPIRITUAL Is there an explicit intention to develop an understanding of different people's faiths and values? Opportunity to enjoy the natural world and the range of human achievement and creativity?		
	MORAL Are pupils helped to discern right from wrong, appreciate the views of others, understand their own and others' behaviour, understand the consequences of actions, and (for older pupils) moral dilemmas?		
	SOCIAL Are pupils helped to socialise, cooperate and communicate with increasing confidence with a wide variety of people in different roles?		
	CULTURAL Are pupils given the knowledge they need about cultural influences that have shaped the UK? Taught to recognise value common aspects across cultural, religious, ethnic & socio-economic communities?		

Behaviour and Attitudes;

Area of interest	Enquiry	What we do	How do you know (evidence)?
Tolerance	How do you promote tolerance and acceptance within your school community?		
Bullying/discrimination	How are any incidents of bullying/discrimination tackled?		
Engagement	How are levels of pupil engagement and motivation increased?		
Attitude towards learning	How do you develop positive attitudes towards learning?		
Suspensions	How do you follow up on, reintegrate and support pupils who have had suspensions? - are suspensions effective?		
Working together	How do you collaborate with agencies and other organisations to enhance the effectiveness of support for pupils?		

Appendix 3

Provider Development Plan Example

Objective	Actions	Timescales	Success Criteria
To develop the curriculum so that it extends beyond the academic, vocational or technical and provides for pupils' broader development to enhance pupils' spiritual, moral, social and cultural development is of a high quality.	• Map the topics to be covered and build into the curriculum plans and projects including discussions and literature that develops and deepens pupils' understanding of the fundamental British values of democracy, individual liberty, the rule of law, and mutual respect and tolerance. • Capture pupil voice half termly	Autumn term	
To provide opportunities for pupils to engage with views, beliefs and opinions that are different from their own in considered ways.	• Create opportunities for discussions in lessons to explore their views in a safe place, mapping topics into the curriculum plans	Ongoing	
To prioritise reading to allow pupils access to the curriculum offer, developing pupils' fluency, confidence and enjoyment in reading.	• Use the baseline reading data for the learners to provide targeted support (std scores <85 and 85-115) across the curriculum • Attend Fairhaven AP network CPD sessions • Access to range of texts and resources to read • Teaching staff to review lesson plans to encourage pupils to access texts/read, focusing on subject specific vocabulary • Create opportunities in the structure of the day for pupils to read widely from a range of literature and texts eg 30 minutes Reading intervention	Termly	
To provide opportunities for the pupils to show respect for the different protected characteristics as defined in law and no forms of discrimination are tolerated.	• Track incidents of discriminatory incidents broken down into the different types such as cyber, homophobic, racial etc • Respond to all incidents of discrimination and involving agencies/Fairhaven when required. • Promote equality of opportunity so that all pupils can thrive together. • Consider displays to promote equality • Use the projects and discussions to embed the pupils understanding of an inclusive environment that meets the needs of all, irrespective of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation, and where no discrimination exists, for example in respect of wider opportunities for pupils.	Ongoing	