School / Department	
Policy Name	**NASAT: Quality Monitoring**
Policy Reference Number	NASAT 018
Date of Issue	30 / 5 / 14
Date reviewed	October 2018
Next review	October 2021
Version Number	V9
Policy Lead	Managing Director, NAS Education and Children's Services and NAS Academies Trust
Date version approved by directors	October 2018
Responsible governor	Effectiveness of Leadership & Management

Aims
- To ensure all NAS Academies Trust schools receive sufficient monitoring, support and challenge to ensure best outcomes for students.

Monitoring arrangements:

External support and monitoring
- All schools will be inspected by Ofsted in line with national time frames.
- All schools will register with Autism Accreditation within 6 months of opening.
- All schools will have regular visits by the external School Improvement Partner. These will be at least termly (three times per year). They will be at least half termly in the first year. The School Improvement Partner will report to the Principal who will include relevant feedback in the termly report. This report will be shared with the LGB and NAS Academies Trust.
- All schools will be affiliated, where possible, with a local teaching school alliance and/or a local NLE with special school experience. This will be facilitated by the NAS Education Development & Improvement Team (EDIT).

Governance, support and monitoring from the NAS Academies Trust and LGB
- All schools will have regular visits from the Managing Director, NAS Education and Children's Services and NAS Academies Trust. These will be at least termly (3 times per year). They will be at least half termly in the first year of opening.
- A member NAS Education Development & Improvement Team (EDIT) will visit the school at least half termly (at least six times per year). All schools will also have an annual Quality Monitoring Audit including achievement, autism practice and safeguarding audits. The Managing Director, NAS Education and Children's Services and NAS Academies Trust will ensure the EDIT prioritises support to new schools and or any underperforming schools.

- Each school will have two partner schools. One local special school and one established NAS school. Partner schools will provide support and be used for moderation.
- The NAS operate a collaborative cluster model to share expertise between schools. This includes each school developing an agreed area of specialism and supports the other schools in this area.
- Visits from both the external School Improvement Partner and NAS Education Development & Improvement Team (EDIT) will usually involve either a learning walk or a lesson observation.
- All schools will have a local governing body (LGB). Each member of the LGB will have a specific area of responsibility. Each governor will visit the school at least termly (3 times per year) to monitor their area of responsibility.
- The Principal will complete a RAG rated termly report on agreed KPIs and qualitative termly report (see appendix) that will be sent to all members of the LGB and the Managing Director, NAS Education and Children's Services and NAS Academies Trust. The LGB will request evidence to support these judgments. The LGB and School Improvement Partner will contribute to this report. The Trust and the Managing Director, NAS Education and Children's Services and NAS Academies Trust will identify additional support required to address any areas of concerned marked in red. The Chair will use these reports to report to the Trust Board. The LGB will typically meet 2 to 4 weeks before the Trust Board.
- The school self assessment, development plan and budget must be approved by both the LGB and ratified by the board

Internal support and monitoring
- All teachers will be formally observed by a member of the SLT every term (3 times per year).
- A member of the SLT will carry out a learning walk with a clear focus every fortnight.
- All staff will be assessed against AET competencies every year prior to their appraisal to inform the personal development plan.
- Members of the senior leadership will have 360 degree feedback as part of their appraisal process. The School Improvement Partner and LGB will be consulted on all SLT appraisals.

Additional support in first year
- The Managing Director, NAS Education and Children's Services and NAS Academies Trust will ensure the NAS School Improvement Partner prioritises any new school during its first term of opening
- Principals will spend at least a week in each of their two partner schools ahead of the any new school opening. Partner schools will endeavor to support the school as effectively as possible in the first year.
- All new schools will benefit from 5 visits from DfE Education Advisor during their first year
- Visits from the External School Improvement Partner will be every half a term and NAS Education Development & Improvement Team (EDIT) will be at least monthly
- Support will be purchased from affiliated teaching school or NLE as required.
- The trust will provide key policies and the school will need to develop relevant local procedures ahead of admitting students. The NAS Education Development & Improvement Team (EDIT) will support the school leadership with developing these procedures.
- The NAS Education Development & Improvement Team (EDIT) will work through a checklist (see appendix two) to ensure key items are in place at least one week before opening.
- A member of the NAS Education Development & Improvement Team (EDIT) will be a member of the senior leadership team for the first half a term.

- The Managing Director, NAS Education and Children's Services and NAS Academies Trust will support the Principal pre-opening with the admissions, recruitment and education work packages. The NAS Education Development & Improvement Team (EDIT) will support the Principal after opening. Both the Managing Director, NAS Education and Children's Services and NAS Academies Trust and NAS Education Development & Improvement Team (EDIT) will support the school during the first half term to ensure a smooth transition with both being based in the school during its first week after opening.
- The trust project manager and property lead will visit the school weekly immediately before and after handover / opening to address any building related snagging issues.
- The NAS Director of Finance will visit the school Business Manager every half term in the first year of opening.

Appendix One: Termly Monitoring Report (template)

MyProgress®
TERMLY UPDATE REPORT
TERM 1 2015/16

SCHOOL DETAILS	
Name of School	
Name of Principal	

CHANGES SINCE LAST TERMLY UPDATE	
Number of Leavers	
Number of Admissions	
Number of Complaints	
Number of Exclusions (Official and Unofficial)	
Number of Bullying Incidents	
Number of Notifiable Incidents to Ofsted (If Known)	
Number of Safeguarding Incidents Notifiable to Responsible Individual/LADO	

		Girls	**Boys**	**Total**
Number of Pupils on Roll				
Number of Boarders	**Day**			
	Weekly Borders			
	Termly Borders 38 Weeks			
	Termly Borders 52 Weeks			
Number of LAC				
Number of FSM				

PARENT VIEWS (If questionnaire has been completed since the last report)

PUPILS VIEWS (If questionnaire has been completed since the last report)

STAFF VIEWS (If questionnaire has been completed since the last report)

SUMMARY OF SCHOOL SELF EVALUATION

Ofsted Area of Focus	Judgement
Outcomes for Children and Learners	
Quality of Teaching, Learning and Assessment	
Effectiveness of Leadership and Management	
Personal Development, Behaviour and Welfare	
Effectiveness of Early Years Provision	
Effectiveness of 16-19 Study Programmes	
Overall Effectiveness	

FIVE KEY SCHOOL IMPROVEMENT PLAN PRIORITIES OUTSTANDING

	Priority	Action Required
1		
2		
3		
4		
5		

REFFERALS

Name of Placing Local Authority	Number of Referrals Received	Number of Assessments Conducted	Number of Referrals Denied

ATTENDANCE AND BEHAVIOUR

PUPIL ATTENDANCE	
Percentage Attendance	
Percentage Authorised	
Percentage Unauthorised	

Number of Behaviour Incidents	Number of Approved RPIs	Number of Emergency Responses

HR/RECRUITMENT SUMMARY

	Number
Number of Current Vacancies	
Retention/Recruitment Issues	

MY PROGRESS CORE SUBJECT DATA

MyProgress® DATA – WHOLE SCHOOL				
	Reading	Writing	English	Maths
% Making Above Expected Progress				
% Making Expected Progress				
% Making Less Than Expected Progress				
% Making or Exceeding Expected Progress				

MyProgress® PLANNING CYCLE	
% Students who had MyProgress® meeting last (this) term	
% students who achieved all MyProgress® plan targets from previous term	
% parents who received RAG rated MyProgress® report	

TRAINING AND DEVLEOPMENT

TRAINING AND DEVELOPMENT	
Training Needs Identified	
% Staff Attended **MyProgress®** Twilight INSET	

SCHOOL IMPROVEMENT ADVISOR VISITS (ML)

DATE OF VISIT	BY WHOM	RECOMMENDATIONS	ACTIONED Y/N

KPIs for NAS-AT board to monitor schools (completed termly to show info from last 12 months)   **School:**   **Date:**

Category	Suggested Measure	Green (Good/desired)	Amber (average)	Red (unsatisfactory)	Previous term (RAG)	Current term (RAG)	Comments / narrative
Developing wellbeing over time	SDQ (or PASS or SSS)	Over 65% students improve in last year	50 – 65%	Less than 50% improve			See Laurie for details
Attendance	SIMS	Over 95% overall attendance	90% to 95% overall attendance	Under 90% overall attendance			
Emotional regulation	SCERTS	Average improvement of over 35% within a partner stage across a key stage	20% - 35% within a partner stage across a key stage	Less than 20% improvement			
RPI	Caresys	Reduced number of RPIs per student compared to last year	Similar number of RPIs per student as last	Increase in RPIs per student compared with last year			
Independent living skills	Pathways to Indep / ASDAN / PLTS	Over 85% students improve	75 – 85%	Under 75%			
Safeguarding	Referrals that LADO state school at fault / make recommendations to improve practice	0 per year	1 report per year	More than 1 per year			
Complaints	Formal last 12 mths	Two or less	Three to four	More than four			
Lesson observations with work scrutiny	Ofsted framework through triangulating	Over 85% good or outstanding	70% - 85% good or outstanding	Less than 70% good or outstanding			
England: Academic progress in English (P level and NC level)	B squared / Classroom monitor / Learning Ladders	Over 65% meet progression guidance (usually 2 levels per key-stage or 1 sub-level per tem)	Over 90% students achieve 1 level per KS or 2 sub-level per year	Less than 90% students achieve 1 level per KS or 2 sub-level per year			
Academic progress in Maths (P level and NC level)	B squared / Classroom monitor / Learning Ladders	Over 65% meet progression guidance (usually 2 levels per key-stage or 1 sub-level per term)	Over 90% students achieve 1 level per KS or 2 sub-level per year	Less than 90% students achieve 1 level per KS or 2 sub-level per year			
Scotland: 'Academic progress in Literacy' & 'Mathematics'		Green: 'achieving over 90% of derived outcomes within one	Amber: 'achieving 75-90% of derived outcomes within one	Red: 'achieving less than 75%of derived outcomes within one			

		level of Curriculum for Excellence '	level of the Curriculum for Excellence'	level of Curriculum for Excellence'.			
Closing the gap: Attainment in literacy and maths of students on free school meals, who looked after (LAC), EAL or from ethnic minorities (relative to their peers)	CASPA	The same or above other students	Majority the same as other students	Majority performing below other students			
Participation in enterprise, supported internships or mainstream FE in P16	P16 students	Over 70%	60% - 70%	Under 60%			
Achieve Nationally Recognised qualifications at Post 16	P16 Qualifications	Over 90%	80 – 90%	Under 80%			
IEP success rate	IEPs	Over 85% of IEP targets fully achieved	75% - 85% of IEP targets fully achieved	Under 75% of IEP targets fully achieved			
Students accessing community based activities (eg youth clubs)	Percentage of those students on extended day or residential provision	Over 70%	60% to 70%	Under 60%			
Students making progress in Social communication	NAS adapted SCERTS related assessment	Increase three or more points per term	Increase two points	Inrease one or less points			See KR for more details
Preparing for adulthood	Students with up to date PCP and action plan at transition reviews	100%	Over 90%	Under 90%			
Admissions and voids	Av over year	Two or less voids	Three to four voids	More than four			
Staff absence	Av days per year per FTE	Less than 5	5 to 10	Over 10q			
Monitoring visit from governor (or trustee)	Over last year	Over three visits	Two to three visits	One or less visits			
Major accidents	RIDDOR reports to HSE per year	None	One	Two or more			

Ofsted education rating	Most recent	Outstanding / Good	RI	Causing concern (inadequate, serious weakness, or special measures)			
CPD	Average L&D days per head per year	More than 7	5-7	Less than 5			
Frequency of student council meetings	Student voice	At least every week	At least every half term	Less often than every term			
Staff retention		Over 90%	85% to 90%	Below 85%			

Information will be collated across all schools and presented to the board identifying any patters or recommendations
In addition to this quantitative report, Principals will also submit a qualitative report.

Appendix Three: NAS-AT Education Development Team pre-opening checklist

School: _____	Actions	By who	By when
Policy handbook available			
Staff files stored securely in office			
Student files stored securely in office			
Single central register up to date			
Induction approved by NASAT			
All students have draft support plan			
Behaviour management database in place			
Bound incident recording book in place			
Risk assessments for site, activities and students in place			
Appropriately trained DCPO identified			
Missing child procedures published			
School KPIs agreed			
External School Improvement Partner identified			
LGB aware of responsibilities			
Draft school development plan approved			
Draft self assessment in place			
Accessibility plan completed			
Timetable reflects curriculum policy			
Class visual timetables in place			
Fire risk assessment in place			
First aid lead trained and identified			
Education visit form approved			
Driver completed familiarisation test			
Visitor book in place			
Lesson observation format approved			
SLT have signed that they have read all core policies			
Appropriate SOW in place			
Rooms including toilets are appropriately labeled			
Site secure and safe for students			
Electronic system fro recording and analysis of incident in place			
Training needs audit (use AET competencies) and plan in place			
Link school identified			
NLE identified			
Internet and e-mail system working			
CD-Rom of key policies etc. for all staff			
H&S site walk undertaken and action plan in place			
Principal invited to principals meetings			