Venture Learning

Quality Assurance Policy

Venture Learning

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Introduction
Venture Learning is committed to continuous improvement and development. We put the student at the forefront of our vision and recognise the need to adapt and refine our practice to meet the changing needs of our cohort.

This policy aims to:

• improve provision for students' learning, progress and achievement;

• ensure consistently high quality learning experiences for all our students; and,

• ensure that all students are given opportunities to realise achievable goals.

Self-evaluation processes enable us to gain knowledge of our current strengths, as well as highlighting areas for further development. We are committed to developing strategies and structures that support staff to develop their skills and knowledge, and continuously improve teaching, learning and high quality educational provision.

Our commitment to review and evaluate all our practices enables us to constantly monitor the quality and relevance of support, training and continued professional development (CPD). CPD should always be focussed on improving the quality of provision at Venture Learning.

Quality assurance and self-evaluation procedures will operate at an individual, team and whole school level and will always frame review processes within a simple structure:

• How well am I/are we doing?

• How do I/we know?

• What are my/our strengths or weaknesses?

• What should I/we do to improve?

Key Staff and Contacts

Provision Based Contacts

Name	Role
Rhys Griffiths	**Chair Of The Proprietary Board**
Rich Hill	**Headteacher**
Gemma Waddington	**Deputy Headteacher**
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Section 1: Procedures

Quality assurance at Venture Learning focuses on ensuring that:

- the commissioned provision meets the educational and SEMH needs of each student;
- the premises are fit for purpose;
- health and safety arrangements are of an appropriate standard;
- teaching and learning is of a high standard;
- suitable resources and teaching materials are available;
- teaching encourages students to develop independence;
- behaviour management is strong;
- attendance recording and reporting are robust;
- tracking and reporting on progress is robust;
- suitable accreditation and other outcomes are on offer; and,
- due attention is paid to reintegration.

Venture Learning will regularly review compliance with:

- Keeping Children Safe in Education 2026;
- Independent School Standards Regulations;
- Equality Act 2010;
- SEND Code of Practice;
- Health and Safety legislation;
- Data Protection requirements.

<table>
<tr><th>Focus</th><th>Internal QA measures</th><th>External QA measures</th><th>Outcome</th></tr>
<tr><td>the commissioned provision meets the educational and SEMH needs of each student</td><td>regular reviews of IEP to be determined at onset of commission</td><td>regular meetings / contact with parents, commissioning school and external agencies to evaluate efficacy of provision package</td><td>changes to be made to provision package as agreed necessary</td></tr>
<tr><td>the premises are fit for purpose</td><td>environmental improvements to be identified and prioritised termly</td><td rowspan="2">annual compliance check against statutory H&S (including fire safety) regulations</td><td>fixtures, fittings and displays to be updated as necessary in line with the needs of the students and resources available</td></tr>
<tr><td>health and safety arrangements are of an appropriate standard</td><td>half-termly walkaround by Head Teacher to identify potential H&S issues</td><td>H&S issues to be resolved in a timely manner</td></tr>
<tr><td>teaching and learning is of a high standard</td><td rowspan="3">regular learning walks and book looks</td><td rowspan="4">external educational agency inspection as appropriate</td><td rowspan="2">targeted CPD to focus on strengths and improve areas of development for individuals and as a provision</td></tr>
<tr><td>suitable resources and teaching materials are available</td></tr>
<tr><td>behaviour management is strong</td><td rowspan="2">relevant CPD and support implemented as well as changes to policy and operating</td></tr>
<tr><td>attendance recording and reporting are robust</td><td>Head Teacher to perform spot checks</td></tr>
</table>

tracking and reporting on progress is robust	on accuracy of reporting		systems where necessary
suitable accreditation and other outcomes are on offer	annual evaluation based on student data as part of the long-term improvement plan		implementation of new accreditations/ courses as necessary
due attention is paid to reintegration	regular review of reintegration goals set at onset of placement	evaluation of record by local authorities	continuous improvement of reintegration plans and support

Section 1: Roles and Responsibilities

Venture Learning will hold an annual meeting with the governing body and senior members of staff to review the long-term improvement plan and set goals for development.

The Headteacher, DSL and Proprietor will undertake regular safeguarding quality assurance activities including:

- safeguarding file audits;
- monitoring of CPOMS records;
- review of referrals and outcomes;
- analysis of child protection trends;
- attendance and vulnerability reviews;
- annual safeguarding review against Keeping Children Safe in Education requirements.

Senior leaders will analyse patterns and trends relating to:

- attendance;
- suspensions;
- behaviour incidents;
- safeguarding concerns;
- restrictive physical interventions;
- complaints;
- reintegration outcomes.

Findings will inform strategic planning and staff training.

1.1 Head Teacher

Is responsible for:

- developing and overseeing the long-term improvement plan in liaison with relevant stakeholders;
- evaluating relevant data including attendance, exclusions and progress;
- holding appraisal and performance management meetings with senior members of staff;
- ensuring that other management staff are carry out effective appraisal meetings within a designated time period;
- regular meetings with lead staff members;
- creating an ethos that welcomes feedback from all staff; and,
- designating standards for lesson observations / learning walks, and, ensuring staff carrying these out are appropriately trained.

1.2 All staff
Are responsible for:

- regularly attending relevant staff meetings;
- being familiar with the long-term improvement plan and implementing any designated actions;
- identifying areas of personal development as part of the appraisal process and taking action (with the support of management) to achieve these goals;
- feeding back to senior staff constructively, with a focus on improvement; and,
- continual day-to-day reflection on their own professional practice.