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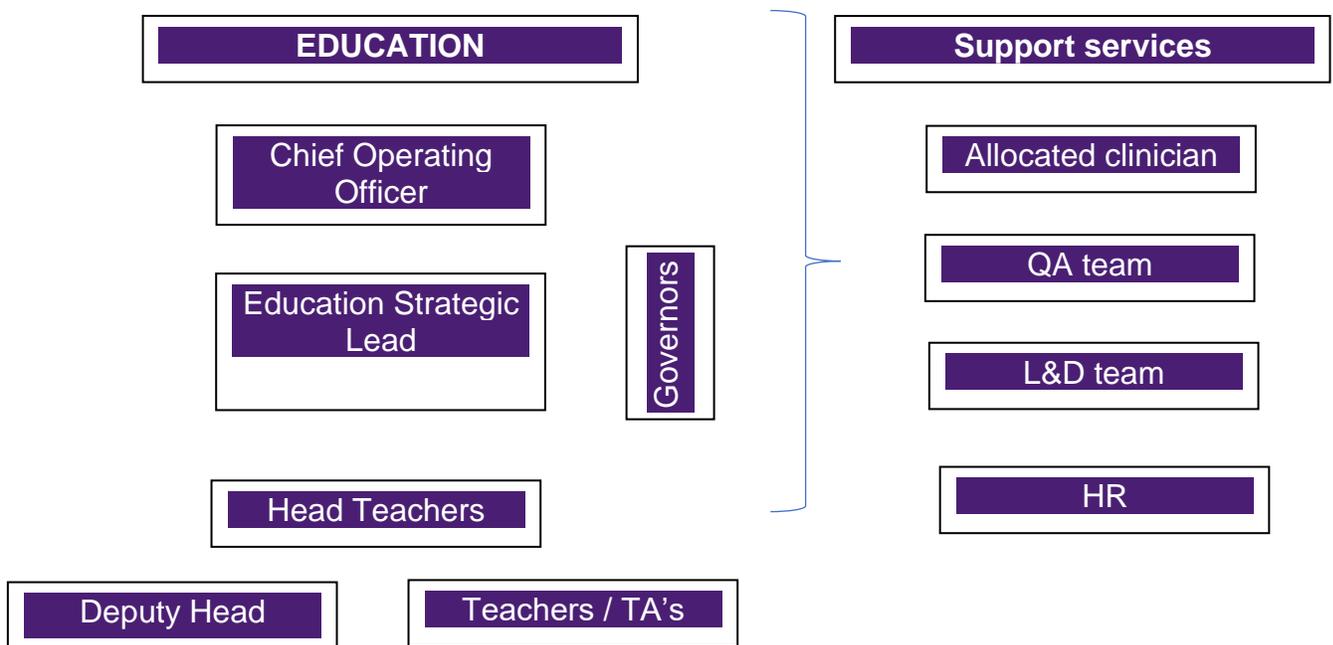
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Esland Schools are committed to providing high quality education including any outreach that students and students are involved in.

1. Structure

All our schools have a structure built around them to support high level quality and safeguarding practice.



2. Internal quality assurance

We aim to work with internal stakeholders to ensure that we understand how the provision of education is impacting students, students, parents and carers. We achieve this in several ways which include, but is not limited to:

- Parent / carer surveys
- Student voice through ways such as student councils / form time
- Internal clinical provision
- Internal quality assurance
- School improvement plans

- Learning and development
- People and culture
- Policy and procedures (internal and those dictated by external legislation)

Quality audit function

Esland has a dedicated quality assurance officer for education who reports to the Quality Director. Their role is to complete varying audit tools to measure compliance with ISI, Ofsted and what Esland requires as compliance from an internal perspective. The aim of this process is to ensure that schools and leaders are aware of any regulatory breaches and shortfalls that may otherwise impact on inspection. It also gives internal assurance of how a school is performing and provides a risk based approach to enable support to be provided.

Safeguarding board

As part of Esland's commitment to ensuring we are not only aware of our current organisational risk for schools, but we are developing and learning, a monthly safeguarding board meeting is held and chaired independently.

The meeting enables monthly senior independent scrutiny of qualitative and quantitative data collated for the previous month and holds to account the senior leaders within Esland's education on safeguarding and quality matters. The Independent safeguarding chair will have independently reviewed the information ahead of the meeting and will present lines of enquiry to relevant SMT members about the information presented.

The meeting will result in actions to further analyse data or improve service delivery.

Significant untoward event

We have an organisational wide framework for managing serious untoward events which evokes an internal multi-disciplinary meeting. The SUE process is applied to an incident or multiple smaller incidents, an incident requiring a statutory notification, an accident, high clinical risk, an occurrence, or event involving staff or a third party. The process aims to understand what has happened and why, what needs to happen to understand the risk associated with the incident, and what we need to do to support and mitigate the risk. Following on from the SUE actions are produced and often lessons learnt are completed to avoid any repeat. The following framework gives managers a guide as to whether an incident may have met the SUE threshold.

3. External quality assurance

Local authority visits

When the school is subject to a local authority visit the head teacher / person leading the visit is expected to comply with lines of enquiry presented to them. Any action plans with recommendations for improving practice, safety and quality of education are discussed with the Chief Operating Officer and Quality Director. At times, compliance with such action plans will involve other internal stakeholders such as HR and learning and development.

The school and relevant parties will work together to ensure that local authorities are assured of progress made in any follow-up communication.

OFSTED / ISI

Each school is registered with the DfE and will be subject to Ofsted and / or ISI inspection schedules. Depending on the outcome of any inspections, or any concerns that the regulator has will depend on the frequency of inspection.

Esland commissions external bodies to ensure compliance with health and safety requirements.

4. Governance

All Esland's schools have a governance structure as follows:

- Chair of governors
- Safeguarding governor
- People and culture governor (HR)
- Clinical governor
- Finance governor
- Health & Safety governor

The governing board aim to ensure that each school has clarity of vision, ethos and strategic direction, holds head teachers to account for the educational performance of the school and it's students, and the performance management of the staff, and to oversee the financial performance of the schools to ensure money is well spent.

The governing board expect each governor to carry out site visits to each school per academic year where they complete a learning walk. These should be planned in such a way between the governor and head teacher that ensures oversight is regular and consistent, and each school is visited proportionately throughout the year.

A learning walk is where a governor walks around the school with a staff member to focus on a particular area. The below formats are expected to be used / adapted as required.

Once completed the visit templates need to be sent to the head teacher, chair of governors and chief operating officer for review and follow up.