



BRIGHTFIELD

— A C A D E M Y —

Inclusion. Choice. Growth.



Quality Assurance Framework & Strategy



Driving high standards. Celebrating progress.
Improving outcomes for every learner.



Inclusion.



Choice.



Growth.

N. Larcombe
March 2026



Quality Assurance Framework & Strategy

The Brightfield Academy

Policy Owner: Head of Provision

Approved by: Directors of The Brightfield Academy

Date Adopted: March 2026

Review Cycle: Bi-Annually

Next Review: September 2026

1. PURPOSE

Brightfield Academy is committed to providing high-quality, safe, inclusive and effective alternative provision that enables learners to achieve positive educational, personal and social outcomes.

This policy sets out how Brightfield Academy monitors, evaluates and continuously improves the quality of its provision, ensuring that learners receive the highest possible standards of education, support, safeguarding and wellbeing.

The policy supports compliance with local authority requirements, safeguarding legislation, commissioning expectations and best practice guidance for Alternative Provision.

2. AIMS

Brightfield Academy aims to:

- Deliver high-quality education and support.
- Promote positive outcomes for all learners.
- Maintain excellent safeguarding practice.
- Meet the requirements of commissioning schools, local authorities and regulatory bodies.
- Ensure continuous improvement across all areas of provision.
- Foster a culture of reflection, accountability and professional development.
- Monitor the effectiveness of interventions and support programmes.
- Promote learner wellbeing, engagement and achievement.
- Support successful learner progression and positive destinations.

3. SCOPE

This policy applies to all aspects of Brightfield Academy's provision, including:

- Teaching and learning
- Safeguarding and child protection
- Learner wellbeing
- Attendance and engagement
- SEND provision

Behaviour and personal development

- Vocational learning
- Enrichment activities
- Health and safety
- Leadership and management
- Staff development
- Partnerships and external services

The policy applies to all staff, volunteers, contractors and individuals working on behalf of Brightfield Academy.

4. QUALITY ASSURANCE PRINCIPLES

Learner-Centred Practice

Placing learners' needs, aspirations, wellbeing and outcomes at the centre of decision-making.

Continuous Improvement

Regularly reviewing practice to identify strengths, address areas for development and improve outcomes.

Evidence-Based Decision Making

Using data, feedback, observations and professional judgement to inform improvements.

Accountability

Ensuring all staff understand their responsibilities for maintaining high standards of education, safeguarding and learner support.

Collaboration

Working positively with learners, families, schools, local authorities and external agencies.

Safeguarding First

Safeguarding is the academy's highest priority. All quality assurance activities will consider the effectiveness of safeguarding arrangements and the extent to which learners feel safe, supported, respected and listened to.

QUALITY ASSURANCE FRAMEWORK

Brightfield Academy operates a continuous cycle of:

PLAN → DELIVER → REVIEW → IMPROVE → EVIDENCE IMPACT

Quality assurance activities include monitoring, evaluation, reflection and improvement planning across all aspects of provision.

Observation and Monitoring

The academy will monitor:

- Teaching and learning
- Learner engagement
- Behaviour and wellbeing
- Safeguarding practice
- Learning environments
- Staff practice and professionalism

Monitoring activities may include:

- Learning walks
- Session observations
- Informal drop-ins
- Peer observations
- Work scrutiny
- Quality reviews

The purpose of monitoring is to identify strengths, share good practice and support continuous improvement.

Learner Progress Monitoring

Brightfield Academy will monitor:

- Academic progress
- Personal development
- Social and emotional development
- Functional skills development
- Individual learning targets
- EHCP and SEND outcomes where applicable

Progress may be measured through:

- Baseline assessments
- Individual learning plans
- Progress reviews
- Accreditation outcomes
- Learner portfolios
- Destination tracking
- Attendance and engagement data

Progress information will be reviewed regularly and used to inform planning and intervention.

Attendance and Engagement

The academy will monitor:

- Attendance
- Punctuality
- Participation
- Retention
- Learner engagement
- Barriers to participation

Where concerns arise, appropriate interventions, support strategies and partnership working will be implemented to improve engagement and outcomes.

Safeguarding Quality Assurance

The academy will regularly review:

- Safeguarding records
- Incident reporting
- Referral processes
- Staff training records
- Safer recruitment compliance
- Single Central Record compliance
- Staff understanding of safeguarding responsibilities
- Learner perceptions of safety

Safeguarding audits will be undertaken throughout the year and findings will inform ongoing improvement planning.

Learner Voice

Brightfield Academy actively seeks and values the views of learners regarding their education, support, wellbeing and experiences within provision.

Learner feedback will be gathered through:

- Individual reviews
- Surveys and questionnaires
- Informal discussions
- Learner meetings
- Feedback activities

Learner views will be considered when evaluating provision and planning improvements.

Stakeholder Feedback

Feedback will be gathered from:

- Learners
- Parents and carers
- Referring schools
- Local authorities
- Staff
- Partner organisations

Methods may include:

- Questionnaires
- Reviews
- Meetings
- Surveys
- Compliments and complaints analysis

Feedback will be used to inform service development and quality improvement planning.

STAFF DEVELOPMENT

Brightfield Academy recognises that staff development is central to quality improvement.

The academy will provide:

- Induction
- Supervision
- Safeguarding training
- Professional development opportunities
- Performance reviews
- Coaching and mentoring where appropriate

Staff will be encouraged to reflect upon and develop their practice.

Training needs identified through quality assurance activities will be incorporated into staff development planning.

PERFORMANCE INDICATORS

Quality assurance activities will consider a range of performance indicators.

Learner Outcomes

- Achievement of learning targets
- Accreditation outcomes
- Personal development
- Social and emotional progress
- Functional skills achievement

Engagement

- Attendance
- Participation
- Retention
- Learner engagement levels

Safeguarding

- Compliance with safeguarding requirements
- Timely referrals
- Staff training completion
- Audit findings
- Learner safety and wellbeing

Stakeholder Satisfaction

- Positive feedback
- Compliments received
- Complaints resolved
- Referring school satisfaction

Destinations

- Successful reintegration into mainstream education
- Progression to specialist provision
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- College placements
- Employment
- Apprenticeships
- Training opportunities

Destination information will be used to evaluate the effectiveness and long-term impact of provision.

DESTINATION TRACKING

Brightfield Academy recognises that positive destinations are a key measure of success.

The academy will monitor and record learner destinations following placement wherever possible, including:

- Reintegration into mainstream education
- Transition to specialist provision
- Further education
- Employment
- Apprenticeships
- Training opportunities

Destination data will be reviewed as part of the quality assurance process and used to inform future planning and service development.

COMMISSIONER AND STAKEHOLDER REPORTING

Brightfield Academy will provide information to commissioning schools, local authorities and relevant stakeholders in accordance with placement agreements, contracts and data-sharing requirements.

Reporting may include:

- Attendance information
- Learner progress reports
- Review meeting outcomes
- Safeguarding information where appropriate
- Behaviour and engagement information
- Placement evaluations
- Destination outcomes

The academy is committed to maintaining transparent communication and collaborative working relationships with commissioning organisations.

10.SELF-EVALUATION

Brightfield Academy will undertake regular self-evaluation to identify:

Strengths

Areas of effective practice and successful outcomes.

Areas for Development

Areas requiring improvement or further development.

Actions

Specific actions designed to improve provision and learner outcomes.

Self-evaluation activities may include:

- Safeguarding audits
- Stakeholder feedback analysis
- Observation findings
- Learner outcome reviews
- Attendance analysis
- Destination tracking reviews
- Policy and compliance audits

Self-evaluation findings will inform quality improvement planning and strategic decision-making.

11. ANNUAL SELF-EVALUATION REPORT (SER)

An annual Self-Evaluation Report (SER) will be completed by senior leaders.

The report will summarise:

- Learner outcomes
- Attendance and engagement trends
- Safeguarding effectiveness
- Quality assurance findings
- Stakeholder feedback
- Complaints and compliments analysis
- Staff development activity
- Destination outcomes
- Strengths and areas for development
- Improvement priorities for the following year

The SER will inform the academy's Quality Improvement Plan and strategic planning.

The report may also be used to demonstrate accountability and effectiveness to commissioning schools, local authorities and other relevant stakeholders.

12. QUALITY IMPROVEMENT PLANNING

Where areas for development are identified, Brightfield Academy will:

- Establish improvement priorities
- Allocate responsibility
- Set measurable targets
- Identify success criteria
- Monitor progress
- Evaluate impact

Improvement planning will form part of an ongoing cycle of review, action and evaluation designed to promote continuous improvement across all areas of provision.

A Quality Improvement Plan (QIP) will be maintained and reviewed regularly to ensure actions are implemented and improvements are sustained.

Quality Improvement Plans will identify:

- The area for improvement
- Desired outcomes
- Actions required
- Staff responsible
- Timescales
- Monitoring arrangements
- Evidence of impact

Progress against improvement priorities will be reviewed throughout the year.

13. MONITORING COMPLIANCE

The Director is responsible for ensuring compliance with:

- Keeping Children Safe in Education (KCSIE)
- Working Together to Safeguard Children
- Equality Act 2010
- Health and Safety at Work etc. Act 1974
- Data Protection Act 2018
- UK GDPR
- SEND Code of Practice
- Relevant Local Authority requirements
- Buckinghamshire Council Approved Provider requirements
- Commissioner expectations
- Other applicable legislation, guidance and best practice standards

Compliance will be monitored through:

- Internal audits
- Policy reviews
- Staff supervision
- Training records
- Safeguarding audits
- Health and safety inspections
- Quality assurance activities

Any identified areas of non-compliance will be addressed through appropriate action planning.

14. ROLES AND RESPONSIBILITIES

Director

The Director will:

- Oversee implementation of this policy
- Ensure quality assurance activities take place
- Review findings and improvement priorities
- Monitor compliance with statutory requirements
- Promote a culture of continuous improvement
- Ensure appropriate resources are available to support quality assurance activities

Staff

Staff will:

- Participate in quality assurance activities
- Reflect upon and improve their practice
- Contribute to self-evaluation and improvement planning
- Maintain accurate records and evidence of learner progress
- Uphold safeguarding and quality standards
- Engage positively with professional development opportunities

Learners

Learners will be encouraged to:

- Participate in feedback activities
- Share their views on provision
- Contribute to service improvement
- Engage positively with learning and support opportunities

Commissioning Schools and Stakeholders

Commissioning schools, parents/carers and other stakeholders may contribute feedback which supports the evaluation and improvement of provision.

15. RECORD KEEPING

Brightfield Academy will maintain appropriate records relating to:

- Observations and learning walks
- Learner progress
- Attendance
- Behaviour and engagement
- Safeguarding audits
- Stakeholder feedback
- Complaints and compliments
- Staff training
- Quality improvement planning
- Self-evaluation activities
- Destination tracking

Records will:

- Be accurate and up to date
- Be stored securely
- Be accessible to authorised personnel only
- Be retained in accordance with data protection requirements and record retention schedules

Information will be managed in accordance with the Data Protection Policy and UK GDPR requirements.

16.REVIEW OF POLICY

This policy will be reviewed annually or sooner if:

- Legislation changes
- Statutory guidance changes
- Local Authority requirements change
- Significant incidents occur
- Quality assurance findings indicate the need for revision
- Organisational changes impact upon provision

The review process will consider:

- Quality assurance findings
- Learner outcomes
- Stakeholder feedback
- Safeguarding developments
- Best practice guidance
- Commissioner expectations

Any amendments will be approved by the Director and communicated to relevant staff and stakeholders.

LINKED POLICIES

- Safeguarding and Child Protection Policy
- Health and Safety Policy
- Complaints and Compliments Policy
- Behaviour Policy
- SEND Policy
- Staff Code of Conduct
- Safer Recruitment Policy
- Business Continuity Plan
- Data Protection Policy
- Staff Handbook
- Educational Visits Policy

POLICY APPROVAL

Approved By: N. Larcombe

Position: Director

Date Approved: June 2026

Review Date: December 2026

Working Document Edit:

Quality Assurance Statement

Brightfield Academy is committed to maintaining a culture of excellence, accountability and continuous improvement. Quality assurance is embedded throughout all aspects of provision and is viewed as a shared responsibility of leaders, staff, learners and stakeholders. The academy seeks not only to meet minimum standards but to continually improve outcomes, experiences and opportunities for learners.

SEND and Vulnerable Learners

All quality assurance activities will consider the effectiveness of support for learners with SEND, SEMH needs, EBSA, EOTAS arrangements and other vulnerabilities to ensure provision remains inclusive, accessible and responsive.

Risk and Compliance Monitoring

Brightfield Academy will regularly review operational, safeguarding, health and safety, staffing and educational risks to ensure appropriate controls remain in place. Findings will be incorporated into improvement planning where appropriate.

Staff Voice

Brightfield Academy recognises that staff contribute significantly to quality improvement. Staff views will be gathered through supervision, meetings, training evaluations and quality reviews. Feedback will be used to inform service development and organisational improvement.

"How do you know your policies remain compliant?"

Policy and Documentation Review

All key policies and procedures will be reviewed annually or sooner where legislation, statutory guidance or operational requirements change. Reviews will ensure documents remain accurate, compliant and reflective of current practice.

Data Quality Assurance

Brightfield Academy will ensure that learner records, attendance information, safeguarding records, progress information and reporting data are accurate, complete and maintained in a timely manner.

External Quality Assurance

Where appropriate, Brightfield Academy will engage with external professionals, commissioning schools, local authorities and quality assurance partners to review practice and identify opportunities for further improvement.

8. Trauma-Informed Practice

Quality assurance activities will consider the extent to which provision remains nurturing, relational, trauma-informed and responsive to individual learner needs.



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APPENDIX A

ANNUAL QUALITY ASSURANCE CYCLE

ACTIVITY		FREQUENCY	
	Learning Walks	Half-Termly	✓
	Session Observations	Termly	✓
	Learner Progress Reviews	Half-Termly	✓
	Attendance Review	Monthly	✓
	Safeguarding Audit	Termly	✓
	Single Central Record Audit	Monthly	✓
	Health and Safety Inspection	Monthly	✓
	Staff Supervision	Half-Termly	✓
	Learner Voice Survey	Termly	✓
	Parent/Carer Feedback Survey	Termly	✓
	Referring School Feedback	Termly	✓
	Destination Tracking Review	Termly	✓
	Quality Improvement Plan Review	Termly	✓
	Annual Self-Evaluation Report	Annually	✓



INSPIRE • EMPOWER • TRANSFORM
Every Learner. Every Choice. Every Opportunity.