

The Milton Keynes Supplementary School Standards Framework

Welcome to the Milton Keynes Supplementary Schools' Standards Framework (MKSSSF)

This document is designed to support supplementary school leaders to ensure their school meets the standards which are widely recognised for a safe educational environment for an out of school setting in the United Kingdom. It sets out the minimum standards required by Milton Keynes' local authority and allows the standards of individual supplementary schools to be recognised. This tool will support settings to progress to the Quality Mark endorsed by the National Resource Centre for Supplementary Schools (NRCSE).

The standards framework overview evaluates five strands of schools' provision using a common language for those evaluating the quality of provision in a school to help schools to check that they meet the local authority's minimum standards. This document allows schools to see what is required of them to meet the five key strands. These are:

1. Create a safe learning environment
2. Teaching and learning
3. Leadership and management (Training and professional development)
4. Links with mainstream schools
5. Engagement with the wider community and parents

How to use this document:

Schools should self-evaluate against the success criteria to meet each strand using a red, amber or green (RAG) colour rating in each box:

***Red** = Limited evidence to show the standard is not being met

***Amber** = Some evidence to show the standard is being partially met

***Green** = Significant evidence to show the standard is being fully met

This can be used to identify strengths and areas for development. Identified actions can be written in the final column. There is also space to re-evaluate using the RAG rating. An example of how this may look when completed can be found in **Appendix A**. Supplementary schools can also be supported by guidance, advice and training from the Milton Keynes' EMA Network (see contact details below).

Milton Keynes Council Supplementary Schools Standards certificate.

If a supplementary school believes they have evidence to demonstrate that they meet all the standards (i.e. all strands are RAG rated green).

For more information or to apply for the Milton Keynes Supplementary Schools Standards , please contact:

Irem Syed on Irem.Syed@milton-keynes.gov.uk or 01908 254977.

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School name	
Headteacher	
Address	
Telephone number	
Email address	
Website	
Type of school (language/faith/academic/culture)	
Age range	
Number of children on role (NOR)	
Context (briefly any additional information about the school that is important to know)	

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1. Creating a safe inclusive learning environment				
Standard	Evidence (Success criteria) <i>Key question (KQ): How will we know if the standard is being met?</i>	Evaluation <i>KQ: Where is your school at in meeting the standard? (RAG)</i>		Action <i>KQ: What action will you undertake to move towards the standard being met? Additional comments/example for each success criteria met.</i>
		Evaluation date: Enter date	Review date: Enter date	
Registers	Attendance registers are kept of all pupils, are fully completed and up to date			
Health and Safety	Fire drills are carried out termly and a record is kept of outcomes. Pupils know what to do when the fire alarm rings.			
	Risk assessments are carried out and reviewed regularly with records kept. Have a GDPR-compliant registration form, including essential contacts. There should be the following: risk assessments, health, and safety (annually), fire safety, site security and school trip risk assessments (every trip). Have a trained first Aid present when the pupils are attending.			
Safeguarding	The school has a safeguarding and child protection policy which uses the most recent Keeping Children Safe in Education (KCSIE) as its' base and is updated annually. Contact details of the MASH and LADO.			
	At least one member of senior staff has overall responsibility for safeguarding, is the 'Designated Safeguarding Lead' (DSL), has undertaken DSL training and has read all of KCSIE			
	All staff hold current enhanced DBS certificates			
	All staff have received up to date training (at least once a year) in safeguarding and have read at least Part 1 of the most recent KCSIE. A record of this is kept.			
	There is a clear procedure in place for reporting concerns, e.g. flowchart. Staff follow the procedure. Records are kept in line with the policy and procedure.			
Safer recruitment	There is a clear, safe recruitment process as detailed in KCSIE, which includes advertising, selection and recruitment checks			
	Recruitment checks are carried out on all staff and there is a single central record detailing these checks as set out in KCSIE			

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2. Teaching and learning				
Standard	Evidence (Success criteria) <i>Key question (KQ): How will we know if the standard is being met?</i>	Evaluation <i>KQ: Where is your school at in meeting the standard? (RAG)</i>		<u>Action</u> <i>KQ: What action will you undertake to move towards the standard being met? Additional comments/example for each success criteria met.</i>
		Evaluation date:	Review date:	
Teaching	Teachers have appropriate knowledge and/or qualifications in their subject area evidenced through, e.g. a certificate			
	Planning, pupils' work and lesson observations show that: - teachers differentiate learning to match activities to children's interests and abilities - An appropriate variety of resources and strategies are used in teaching - Pupils with SEND are included in learning well			
Curriculum	A member of staff has overall responsibility for teaching and learning, curriculum and assessment			
	The curriculum is planned and designed appropriately to meet the different needs of the pupils including those with SEND			
	Schemes of work have been developed and are up to date across the whole curriculum			
	Pupils know what they are learning and why, and have high expectations			
	Attempts are made to link the supplementary school's curriculum to the mainstream schools' curriculum in order to support the teaching of the National Curriculum			
Assessment	There are up to date records of pupils' learning needs, progress and performance - both formative (ongoing while learning e.g. lesson feedback) and summative (e.g. end of unit test)			
	Pupils know how well they are achieving and what they need to do to improve further			
Relationships	There is a code of conduct for the whole school community			
	Class rules are clear, relevant, sensible and are in place so that pupils behave well, there are positive relationships and routines are evident			

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3. Leadership and Management, Training and Professional Development				
Standard	Evidence (Success criteria) <i>Key question (KQ): How will we know if the standard is being met?</i>	Evaluation <i>KQ: Where is your school at in meeting the standard? (RAG)</i>		Action <i>KQ: What action will you undertake to move towards the standard being met? Additional comments/example for each success criteria met.</i>
		Evaluation date:	Review date:	
Leadership	Leaders of the school have appropriate experience and skills, evidenced through qualifications and/or references			
	Leaders of the school ensure that all staff are aware of their roles and responsibilities through sharing the role profile and/or induction			
	There are members of staff responsible for key areas including safeguarding, SEND, teaching and learning, health and safety, and each area of the curriculum			
	There are key policies (updated annually) in place including: induction, health and safety, safeguarding and child protection, safer recruitment, SEND, staff code of conduct, behaviour and homework, e-learning, off-site visits, finance, volunteering, whistleblowing and clear complaints procedure			
Career Professional Development (CPD)	Staff have attended appropriate Milton Keynes Council informal and formal training, including school leadership training by staff in senior roles			
	A staff training log (and certificates where appropriate) evidence that staff receive up to date training and guidance on: induction, safeguarding, safer recruitment, supporting pupils with Special Educational Needs and Disabilities (SEND)			
	A staff training log (and certificates where appropriate) evidences that staff can access and take up a range of training opportunities			
Induction	There is a clear induction policy and process in place. Induction includes safeguarding (see strand 1), reading Part 1 & 4 of KCSIE, reading the staff code of conduct, the behaviour policy and the safeguarding and child protection policy			

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4. Links with mainstream schools				
Standard	Evidence (Success criteria) <i>Key question (KQ): How will we know if the standard is being met?</i>	Evaluation <i>KQ: Where is your school at in meeting the standard? (RAG)</i>		Action <i>KQ: What action will you undertake to move towards the standard being met? Additional comments/example for each success criteria met.</i>
		Evaluation date:	Review date:	
Links	There is a regular working relationship with at least one mainstream school that pupils attend to explore closer ways of working evidenced by:			
	A. Senior leaders contacting senior leaders from mainstream schools, informing them of the supplementary school's curriculum, hours pupils are expected to attend and homework expectations. Evidence should be kept of the sharing of this information.			
	B. Recorded attempts to link more closely with mainstream schools, such as: opportunities to celebrate pupils' achievements, use of mainstream school planners to record homework, sharing pupil progress and key information, or liaising with the family on behalf of the school			
	C. Pupil records including information about the local school they attend			
	D. Attempts are being made by a senior leader to contact a mainstream home school liaison lead			
Homework	The supplementary school's homework policy is in line with local school's homework policies, ensuring pupils are not overloaded. Pupils state that they are not burdened with too much homework.			
Policies	Appropriate policies are linked to a mainstream school's policies including safeguarding, whistleblowing, SEND and homework			

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5. Engagement with the wider community and parents				
Standard	Evidence (Success criteria) <i>Key question (KQ): How will we know if the standard is being met?</i>	Evaluation <i>KQ: Where is your school at in meeting the standard? (RAG)</i>		Action <i>KQ: What action will you undertake to move towards the standard being met? Additional comments/example for each success criteria met.</i>
		Evaluation date:	Review date:	
Parents	Parents have access to relevant information about their child upon request. Do the parents know the protocol for making a complaint.			
	Parents are regularly informed of their child's learning and progress either through face-to-face meeting(s) (termly) or through a written report (annual)			
	Regular (termly) newsletters or updates (e.g. emails/website) keep parents informed of changes and updates. Schools also share how feedback from parents has been implemented.			
Pupils	Pupils, including those with SEND have opportunities to meet or visit other young people from different communities and speak of the value of doing this			
Partnership	There is a partnership with at least one other different organisation e.g. the local supplementary schools' forum			
Events	Events that bring together pupils, parents and the wider community are held, with at least one per year. An evaluation of how effective they are has been carried out (numbers attended and views of attendees)			
Finance	Financial information is shared with key stakeholders through an annual financial written report. This report includes how the school have plans to ensure future funding.			
	Fundraising strategies are put in place to support the continuing work of the school			

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Appendix A – Example of completing the self-evaluation using a RAG rating

5. Engagement with the wider community and parents				
Standard	Evidence (Success criteria) <i>Key question (KQ): How will we know if the standard is being met?</i>	Evaluation <i>KQ: Where is your school at in meeting the standard? (RAG)</i>		Action <i>KQ: What action will you undertake to move towards the standard being met? Additional comments/example for every success criteria met.</i>
		Evaluation date	Review date:	
Parents	Parents have access to relevant information about their child upon request	11.01.21	11.01.22	Teachers provide regular verbal feedback to the parents.
	Parents are regularly informed of their child's learning and progress either through face to face meeting(s) (termly) or through a written report (annual)	11.01.21	11.01.22	We hold termly consultations
	Regular (termly) newsletters or updates (e.g. emails/website) keep parents informed of changes and updates. They also share how feedback from parents has been implemented.	11.01.21	11.01.22	Here's the link to our latest newsletter on our website
Pupils	Pupils, including those with SEND have opportunities to meet or visit other young people from different communities and speak of the value of doing this	11.01.21	11.01.22	Pupils have opportunities. Senior leader to record number/which pupils and their engagement
Partnership	There is a partnership with at least one other different organisation e.g. the supplementary schools' forum	11.01.21	11.01.22	Senior leader to contact Irem to help with making a link with another organisation
Events	Events that bring together pupils, parents and the wider community are held with at least one per year. An evaluation of how effective they have been has been carried out (numbers attended and views of attendees)	11.01.21	11.01.22	Events held 3 times a year. Senior leaders need to evaluate how effective an event was, with numbers and views of attendees
Finance	Financial information is shared with key stakeholders through an annual financial written report. This report includes how the school have plans to ensure future funding.	11.01.21	11.01.22	We discuss our finances with e all stakeholders
	Fundraising strategies are put in place to support the continuing work of the school	11.01.21	11.01.22	

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Appendix B – Milton Keynes Council Supplementary Schools Standards Award assessment template

Strand	Standard	Have all parts of this strand been met? YES/NO	If NO, what action does the supplementary school need to take to meet this strand? Please add a comment.
1. Creating a safe inclusive learning environment	Registers		
	Health and Safety		
	Safeguarding		
	Safer recruitment		
2. Teaching and learning	Teaching		
	Curriculum		
	Assessment		
	Relationships		
3. Leadership and Management, Training and Professional Development	Leadership		
	Career Professional Development (CPD)		
	Induction		
4. Links with mainstream schools	Links		
	Homework		
	Policies		
5. Engagement with the wider community and parents	Parents		
	Pupils		
	Partnership		
	Events		
	Finance		

Overall evaluative comment:

Signed:

Name:

Role:

Date:

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Appendix C – Useful websites for supplementary schools

Safeguarding support and Disclosure Barring Service	
MK Together https://www.mktogether.co.uk/	Allows for quick and easy access to the local Levels of Needs document, screening tools (FGM and CE) and referral forms to Milton Keynes Multi Agency Safeguarding Hub (MASH)
The National Society for the Prevention of Cruelty to Children (NSPCC) https://www.nspcc.org.uk/	A charity campaigning and working in child protection in the United Kingdom. There is a wealth of information on guidance for safeguarding that are free to download.
Disclosure Barring Service https://www.gov.uk/disclosure-barring-service-check/overview	Check someone's criminal record as an employer
Disclosure Barring checks https://www.carecheck.co.uk/	DBS check provider
Keeping children safe in education (KCSIE) https://www.gov.uk/government/publications/keeping-children-safe-in-education--2	Statutory guidance for schools and colleges on safeguarding children and safer recruitment. Part 1 & 4
Educational support	
The Ethnic Minority Achievement Network team (EMA Network) https://www.milton-keynes.gov.uk/schools-and-lifelong-learning/ethnic-minority-achievement	Supports schools, settings and communities in raising the aspirations and attainment of Black and Minority Ethnic (BME) children and young people in Milton Keynes. In this section you will find resources, links, training information and latest news and developments.
Special Educational Needs & Disabilities (SEND) local offer https://www.mksendlocaloffer.co.uk/	Milton Keynes' vision for children and young people with SEND is the same as for all children and young people - that they achieve their full potential in early years, at school, at college, at home and out and about in the community to enable them to lead happy and fulfilled lives within a safe environment and where they have choice and control. There is advice, guidance and resources available to support learners that have SEND.
The Department for Education's statutory guidance publications for schools and local authorities. https://www.gov.uk/government/collections/statutory-guidance-schools Keeping Children Safe: Self employed providers and volunteers (publishing.service.gov.uk)	Schools: collection of statutory guidance Keeping Children Safe: Non-statutory guidance for providers running out-of-school settings.
British EAL Council https://eal.britishcouncil.org/	Teaching resources for learners who speak English as an additional language (EAL) and for ideas for the classroom

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Times Educational Supplement (TES) https://www.tes.co.uk/teaching-resources/	Adaptable teaching resources for early years, primary, secondary and special educational needs
Primary Resources http://www.primaryresources.co.uk/	Free lesson plans, activity ideas and resources for primary teachers.
Twinkl http://www.twinkl.co.uk/resources	Instant access to inspirational lesson plans, schemes of work, assessment, interactive activities, resource packs, PowerPoints, teaching ideas. Membership is required.

Other support	
Milton Keynes Play Association (MKPA) https://www.mkpa.co.uk/	Deliver a wide variety of training and development opportunities which are open to all people especially those working with children and young people.
The National Resource Centre for Supplementary Education (NRCSE) https://www.supplementaryeducation.org.uk/	National strategic and support organisation for community-led supplementary schools and the wider supplementary education sector across England.



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