

Leicestershire Secondary Education and Inclusion Partnerships

Quality Assurance Visits Record of Evidence and Evaluations

Provider's Name	The Hub (Hathern)	Partnership	LNCIP/ MSCIP	Date completed	4/6/24
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Return completed QA Records to astephenon@leicsseips.org

Introduction:

QA Visit Record is linked to the Service Level Agreement that Partnerships agree with Providers.

It has two elements:

- A list of “compliance statements” drawn from the SLA
- Four evaluative questions
 - 1. Is the AP ensuring effective Learner Safety?**
 - 2. Is the AP effective in securing progress for learners?**
 - 3. Is the AP ensuring effective pastoral care for each learner?**
 - 4. Does the AP provide a secure and stable learning environment and will it continue to develop and flourish in the future?**

How to Use this document:

1. Partnership will review all the compliance statements. If the Partnership is fully confident that the AP meets the compliance statement it will cross through the statement box. The AP will not be expected to provide any evidence of compliance either in the document or at a subsequent visit. Partnerships may also cross out compliance statements which lie outside the agreed aims of the AP.
2. The document will be given to the AP as amended in Stage 1.
3. The AP leader/manager will be asked to work through the document. Please note in the second column any evidence that will show that each statement is being met. This process should happen before the visit and the completed form should be returned to the Partnership to help prepare for the visit.
4. Prior to the visit the Partnership and school visitors will consider what they need to find out, through observation and discussion, based on the information supplied in this form and on previous knowledge about the AP.
5. At the visit the Partnership and school visitors may ask to see samples of evidence to verify the information entered on the form by the AP.
6. At the visit the Partnership and school visitors may ask to observe activities, speak to staff and students and look at works samples and other documents.
7. At the end of the visit the Partnership and school visitors will agree on their judgements for each section. These judgements will be Green – “everything is as it should be” Amber – “some aspects require improvement” Red – “cause for concern”. These judgements will be shared with the Provider before the process is finalised.

LEARNER SAFETY

Requirement	Provider evidence	Observer notes	R	A	G	Action Points
<p>1.1. Fully participate in the annual or bi annual audits carried out by Leicestershire Education and Business Partnership which focuses on Safeguarding, Child protection, Health and Safety, Risk assessment and control, Data issues, E safety, Equal Opportunities and Diversity, Supervision, Training Information and Instruction Issues.</p>	<p>AP is on the database, LEBC Audit documents are up to date. LEBC action plan was given.</p>	<p>LEBC action plan- some actions to complete They share the appropriate paperwork with partnerships and schools</p>				<p>Prevent risk assessment missing, to check through policies to ensure that all actions have been completed and to review risk assessments.</p>
<p>1.2. Follow up any recommendations made as a result of the LEBC audits and action plans swiftly and effectively.</p>	<p>Recommendation were given in action plan</p>	<p>Some actions have been completed but still some outstanding</p>				<p>To complete all actions by their next LEBC audit</p>
<p>1.3. Provide any information required by the commissioning partnerships when they need up to date information related to safeguarding, particularly in relation to the employment of new staff.</p> <ul style="list-style-type: none"> Have clear procedures for safeguarding, ensuring that a Designated Safeguarding Person is appointed and has up to date DSP training. Maintain a single central record of DBS checks, providing information to the commissioning partnership on request. Maintain a secure system for record keeping. 	<p>All information requested by commissioner is provided in a timely manner.</p> <p>Roll school informed of any incident</p> <p>SCR can be viewed when needed and shared with LNCIP when requested, safe recruitment training completed.</p>	<p>5 DSL on site. All staff receive yearly safeguarding training</p>				<p>Previously provision called through to Seips. It has been requested that screenshot of the incident to be sent over securely</p>

<ul style="list-style-type: none"> Have regard to the Leicestershire SEIP's common Safeguarding Policy in making these arrangements. 						
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Additional evidence gathered when visiting the AP

"Prompts" for evidence gathering whilst on the visit to support judgements of "Learner Safety"	Your notes			Action Points
<i>Is the use of equipment and tools monitored effectively by staff?</i> <i>Is the use of ICT supervised effectively?</i> <i>How effective are policies on mobile phone usage?</i> <i>Do learners report to you that they feel safe?</i> <i>Do staff show awareness of the Aps Safeguarding procedures?</i>	Students are supervised whilst using Laptops and they are looking into a filtering and monitoring system. Students feel safe and happy to attend the provision. Students felt that they are treated fairly. Students only use mobiles at break and lunch time and staff are aware of safeguarding procedures.			To buy in to a Filtering and Monitoring system and have this in place. To ensure students are safe whilst using the internet.

Concluding Judgement

To what extent does the evidence show that the Provider is effective in ensuring the health and safety, protection and safeguarding of each learner and how far is the evidence supported by your observations made whilst visiting the establishment?
IS THE AP ENSURING EFFECTIVE LEARNER SAFETY?

Based on observations there are two areas that need attention

How would you rate this provider on this aspect and what follow up actions have you agreed with the provider.		Due to safeguarding incident not being sent over in document format and that they is not filtering and monitoring system in place at present.
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LEARNER PROGRESS

Requirement	Provider evidence	Observer notes	R	A	G	Action Points
2.1. Provide at the outset of a placement a clear statement of the qualifications, learner hours, possible points to be awarded, that they plan to offer to the individual learner.	Yes, this is discussed with students are the beginning of placement and is adjusted if the qualification is not the right option for the student.					
2.2. Have evidence available for any subsequent quality assurance visit of the authorisation for and capacity to deliver the qualifications they have offered.	Just been approved to deliver NCFE qualifications. Deliver Art Awards ASDAN and AQA	AQA training is booked				To complete the training on AQA
2.3. Analyse the information provided by the Partnerships about the individual needs of learners, taking note of any outcome targets that the Partnership has set for the learner.		Yes. A completed referral form is analysed in detail and any other supporting documentation				
2.4. Have evidence available for any subsequent quality assurance visit to show that the Provider has adjusted its programmes and its expectations of the learner in the light of this analysis.		No concerns				
2.5. Have a good knowledge of the current qualifications framework and the relationship of the qualifications the Provider offers to the accountability measures for schools.	First year of working with Seips	Good knowledge of framework with GCSE, Functional Skills adapt their curriculum to focus on needs of the student.				Will be review by Seips and NCFE and other awarding bodies associated with.

2.6. Their end date this		LNCIP supply the template at the start of each academic year. If they are any specific areas that need addressing LNCIP informs the provider.				
2.7. Provide a maximum of twice termly feedback to the Partnership reporting on progress towards each agreed qualification and towards the any agreed social and emotional outcome targets.		Termly and weekly . Ad hoc reports might be requested.				No weekly reports since May
2.8. Provide details of qualifications achieved by each learner and the originals of any qualification certificates awarded		At present we have not have any student that as not completed a qualification other than GCSE certificates go through to roll school.				
2.9. Agree in advance with the commissioning Partnership the end date for Year 11 students.	This is agreed in advance if any students end date is extended this is discussed with LNCIP beforehand and agreed before extending placement.	Yes no concerns				

Additional evidence gathered when visiting the AP				
“Prompts” for evidence gathering whilst on the visit to support judgements of “Learner Progress”	Your notes			Action Points
<p><i>Is what you see happening at the AP what you expected to be happening when you commissioned the placement?</i></p> <p><i>How does the progress each individual learner is making at this AP compare with their progress elsewhere?</i></p> <p><i>What do the learners say about their progress here? Do they know what they are currently achieving and what they should do next?</i></p> <p><i>Is there evidence in learners’ work books or in the work they are doing that they are doing well and making progress?</i></p> <p><i>Do staff in conversation or in their records show a knowledge of learners’ current levels of achievement and the next steps they need to take?</i></p> <p><i>Is the behaviour that learners show when learning and indication of progress towards the soft targets you have agreed?</i></p>	<p>Students are working on subjects that we have commissioned.</p> <p>Students make good progress with the provider, especially with social and emotional support.</p> <p>Workbooks were shown to LNCIP, and marking was sporadic feedback is given but this is normally verbal and not written.</p> <p>Staff have good knowledge of what each student needs to do to make progress</p> <p>Yes.</p>			<p>To add written feedback into books to ensure that all feedback is recorded.</p>
Concluding Judgement				
<p>To what extent does the evidence show that the Provider is effective in:</p> <ul style="list-style-type: none"> • Ensuring that each learner is making appropriate progress in acquiring the knowledge and skills that are central to the course of study • Ensuring that each learner is making appropriate progress towards the “soft outcomes” that have been agreed <p>And how far is the evidence supported by what you have observed at the establishment and in your reviews of learner progress?</p> <p>IS THE AP EFFECTIVE IN SECURING PROGRESS FOR LEARNERS?</p>				
<p>Students are making good progress; however week progress reports need to be completed so LNCIP can show accountability of what the students are doing within the provision.</p>				
<p>How would you rate this provider on this aspect and what follow up actions have you agreed with the provider.</p>				

LEARNER PASTORAL CARE

Requirement	<u>Provider evidence</u>	<u>Observer notes</u>	<u>R</u>	<u>A</u>	<u>G</u>	<u>Action Points</u>
3.1. Report on attendance and punctuality each day in a timely way using the agreed procedures	The majority of the time the provider reports through attendance by telephone	However, on occasion this has to be chased by LNCIP				Attendances need to be sent through by 10am. If a student is late than they should be reported through when they arrive. As this is a government requirement this needs to be adhered too.
3.2. Agree arrangements for lunch and break times with the Partnership as part of the individual learner's plan, making suitable arrangements appropriate to the age of the learners and their status regarding free school meals	All students receive a meal at lunch time. FSM information is forwarded over when referral is made.	No Concerns				
3.3. Have clear disciplinary procedures in place, ensuring that any serious infringements are reported to the commissioning partnership swiftly	Behaviour incidents are reported by phone, parents are contacted. An email is then sent over to LNCIP and LNCIP forward to school.	<u>No concerns</u>				
3.4. Report to the commissioning partnership any concerns about the behaviour, relationships and wellbeing of the learner, working proactively with the partnership to overcome any difficulties	Reports are made to LNCIP with regards any concerns.	Provider is willing to have meeting with LNCIP, schools or parents to discuss and overcome any difficulties.				

Additional evidence gathered when visiting the AP				
“Prompts” for evidence gathering whilst on the visit to support judgements of “Learner Pastoral Care”	Your notes			Action Points
<p><i>What behaviours have you observed and how do you rate them?</i></p> <p><i>What do they say about the way they are disciplined, supported and cared for?</i></p> <p><i>What do your discussions with staff tell you about their knowledge and understanding of the needs of individual learners?</i></p> <p><i>What evidence is there that systems and routines are in place, enforced and effective in supporting good learning and behaviour. (lessons, breaks, lunchtimes, arrivals, departures etc)</i></p>	<p>At the time of the visit students were very focussed. Students report that they feel cared for. Staff are good at recognising when a student is struggling with their emotions and are able to support learners.</p> <p>Staff are available to students throughout the day including breaks and sit with student during lunch. To keep routine in place.</p>			
Concluding Judgement				
<p>To what extent does the evidence show that the Provider is effective in:</p> <ul style="list-style-type: none"> • Ensuring that each learner is well supported in developing and maintaining good attendance, punctuality and behaviour • Ensuring that each learner is cared for effectively including ensuring effective communication with the Partnership on issues related to pastoral care. <p>And how far is the evidence supported by what you have observed at the establishment <u>and in your reviews of learner attendance and behaviour?</u></p> <p>IS THE AP ENSURING EFFECTIVE PASTORAL CARE FOR EACH LEARNER?</p>				
<p>The provision offers a lot of pastoral support to the students, therefore the students can focus on their progress.</p>				
<p>How would you rate this provider on this aspect and what follow up actions have you agreed with the provider.</p>				<p>See note on attendance</p>

SYSTEMS AND PROCESSES

Requirement	Provider evidence	Observer notes	R	A	G	Action Points
4.1. Publish an annual report that includes: <ul style="list-style-type: none"> • A statement of the qualifications offered in the past year • The outcomes achieved by learners in those qualifications • Other evidence of non-accredited outcomes that learners have achieved • Plans for the following year and in to the long term • A statement to indicate the financial status of the organisation at the end of the year and into the future 	N/A	Provider has not been open a year yet so report will be due in September 2025				Report to be sent over
4.2. Establish an agreed fee rate at the start of each school year, giving notice of any changes in the previous summer term. Invoice the commissioning partnership in arrears monthly or termly.	An agreed fee is in place, and this will be discussed at the beginning of each academic year. Invoice are sent over monthly.	No concerns				
4.3. Ensure that the Provider is open to receive learners on all school opening days.	Provider follows Leicestershire academic calendar	No concerns				
4.4. Participate in any Quality Assurance Visits arranged by the Partnerships	Provider was most accommodating on QA visit	NO concerns				

<u>Additional evidence</u>				
"Prompts" for evidence gathering either before or during the visit to the AP	Your notes			Action Points
<p><i>Do your discussions with the leader/manager of the provision show you that (s)he has the vision and drive to enable it to thrive?</i></p> <p><i>Do your previous judgements in sections 1-3 show that the provision is meeting the needs of learners?</i></p> <p><i>Do the contacts of your staff and schools show that this AP has efficient and effective systems and processes that underpin its work with learners?</i></p>	<p>Both managers are proactive to make the provision flourish. They have a clear precise vision of what they want to achieve and the drive to move this forward. They have a student focused approach.</p> <p>Showed willingness to unpin and modify the process they have in place to improve its work with students.</p> <p>However, they need to build the provision gradually as try out different process to reach the one that suits their provision.</p>			
<u>Concluding Judgement</u>				
<p>To what extent does the evidence show that the provider is well led and managed, provides a stable and secure environment in which learners can flourish and has a capacity to adapt and change as demands change?</p> <p>And how far is the evidence supported by what you have observed at the establishment and in your team's regular contacts with the provider?</p> <p>DOES THE AP PROVIDE A SECURE AND STABLE LEARNING ENVIRONMENT AND WILL IT CONTINUE TO DEVELOP AND FLOURISH IN THE FUTURE?</p>				
<p><u>Yes, the provision is set up well, there are a couple of areas that need looking at which once this have been adjusted then the provision will offer a stable learning environment</u></p>				
<p>How would you rate this provider on this aspect and what follow up actions have you agreed with the provider.</p>				

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