

Leicestershire Secondary Education and Inclusion Partnerships

Quality Assurance Visits Record of Evidence and Evaluations

Provider's Name	Generation Youth	Partnership	LIP	Date completed	03/02/2022
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Introduction:

QA Visit Record is linked to the Service Level Agreement that Partnerships agree with Providers. It has three elements:

- A list of “before the visit statements” drawn from the SLA
- A list of questions and prompts to shape the enquiry when visiting the Provider
- 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 complete all the “before the visit” sections, if necessary having a telephone conversation with the provider and consulting the LEBC database. Further contact may be needed with the Provider until the Partnership can complete all judgements.
2. The document will be shared with the AP once the “before the visit” sections have been completed.
3. The AP leader will be asked to provide evidence either via the provider section of the document or drawing your attention to it on your visit.
4. Before 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.
 - observe activities
 - speak to staff and students
 - look at works samples and other documents.
6. 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.
7. If the Partnership and school consider that the Provider is a cause for concern in any key aspect of safeguarding, health and safety and quality of provision they will alert the Chair of the Partnership. A decision will then be made about future use of the Provider and this decision will be shared across Leicestershire schools and SEIPS.

LEARNER SAFETY

Requirement	Provider evidence	Observer notes	R	A	G	Action Points
Before the visit						
1.1. LEBC compliance <ul style="list-style-type: none"> Is the provider on the LEBC database as a result of completing the annual audit for health and safety and safeguarding? Has the provider completed any items that LEBC recommended in the audit? 	AP is on database LEBC Audit documents LEBC action plan	Ongoing action point around cameras in vehicles				
On the visit						
1.2. Examine evidence: <ul style="list-style-type: none"> The single central record Evidence that someone on the staff has up to date DSP training If you are in the provision when students are there check to see that the DSP is available or if not a designated deputy 	SCR DSP Safeguarding notice board. 3 DSLs All staff receive yearly safeguarding training.	DSP available on visit Documentation checked				
1.3. What you observe - Make a judgement as to whether the arrangements for health and safety and safeguarding are rigorous and consistently applied. observations you might make include: <ul style="list-style-type: none"> Is the use of equipment and tools monitored effectively by staff? Is the use of ICT supervised effectively? How effective are policies on mobile phone usage? Does the premises look clean, tidy and organised in a way to suite the teaching and learning? 1.4. Talking to staff working with students <ul style="list-style-type: none"> Do staff show awareness of the Aps Safeguarding procedures? Can staff describe the policies on safe use of IT, safeguarding, use of mobile 	Policies in place for ICT and mobile phones	No concerns. All students appropriately supervised. Clear guidelines and expectations in place regarding ICT and mobile phones. The premises is clean and tidy and fit for purpose. All visitors are signed in and out and the premises is secure.				

<p>phones, health and safety and do their answers match with what you have been told by the AP leader and with the documentation you have seen?</p> <p>1.5 Talking to students</p> <ul style="list-style-type: none"> Do learners report to you that they feel safe? Do learners know the rules and procedures for H&S, Safeguarding, Mobile phone, IT use etc? Do learners say that these rules are effectively and fairly enforced? 		<p>Students engage well with the provision and are know who to talk to if they have concerns.</p>				
<p>Concluding Judgement</p>						
<p>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?</p> <p>IS THE AP ENSURING EFFECTIVE LEARNER SAFETY?</p>						
<p>Yes.</p>						
<p>How would you rate this provider on this aspect and what follow up actions have you agreed with the provider.</p>						

LEARNER PROGRESS

Requirement	Provider evidence	Observer notes	R	A	G	Action Points
Before the Visit						
<p>2.1. Does the provider, at the outset of a placement give you for each course:</p> <ul style="list-style-type: none"> a clear statement of the qualifications and the organisation that offers it. learner hours, possible points to be awarded 		<p>Referral form to LIP for information. Consent form and policies sent Registered with ASDAN + AQA.</p>				

<ul style="list-style-type: none"> evidence that the provider is authorised and approved as a provider of the qual evidence that the provider fully understands how the quals it offers link to the student's education as a whole agree with you an end date for Year 11. 	Centre registration documents available.	Year 11 leaving dates agreed with individual schools and dependent on the needs of the pupil				
<p>2.2. Does the provider receive from you detailed information about the student and provide detailed information back on progress:</p> <ul style="list-style-type: none"> Regularly shares concerns about the student's wellbeing Is fully aware of any SEND and makes adjustments Reports as required on progress, setting targets, meeting your deadlines and in the form you require How does the progress each individual learner is making at this AP compare with their progress elsewhere? 	<p>More information required from LIP. Progress reports are sent to LIP termly, with weekly proforma being developed.</p> <p>Staff are Team teach trained and have a good understanding of SEND needs. Students make good progress towards academic and social targets whilst on site.</p>	<p>Weekly progress report forms are currently being redesigned by lip</p> <p>All concerns are reported to LIP in a timely manner.</p>				
<p>2.3. Does the provider always ensure that:</p> <ul style="list-style-type: none"> Students are supported to complete courses Results are reported back to you and the student in a timely manner 	Yes	Yes				
At the visit						
<p>2.4. What you observed:</p> <ul style="list-style-type: none"> Is what you see happening at the AP what you expected to be happening when you commissioned the placement? Is there evidence in learners' work books or in the work they are doing 		<p>Students were fully engaged in their programme of study</p> <p>Student folders were checked and evidence of work completed to the required standard.</p>				

<p>that they are doing well and making progress?</p> <ul style="list-style-type: none"> Is the behaviour that learners show when learning and indication of progress towards the soft targets you have agreed? <p>2.5. Talking to staff working with students:</p> <ul style="list-style-type: none"> 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? Do staff show that they understand the qual the student is working on and how it links with other quals? Do staff in conversation show that they know of the student's SEND <p>2.6. Talking to the students</p> <ul style="list-style-type: none"> Do students show that they understand the qual they are working on and how it links with other quals? What do the learners say about their progress here? Do they know what they are currently achieving and what they should do next? 		<p>Conversations with staff demonstrated a really high level of knowledge in terms of where students are, where they are making progress and what needs to happen to ensure progress continues over time.</p> <p>Pupils enjoy attending and feel that they make progress.</p>				
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<p><u>Concluding Judgement</u></p> <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 <u>and in your reviews of learner progress?</u></p> <p>IS THE AP EFFECTIVE IN SECURING PROGRESS FOR LEARNERS?</p>

How would you rate this provider on this aspect and what follow up actions have you agreed with the provider.			

LEARNER PASTORAL CARE

Requirement	<u>Provider evidence</u>	<u>Observer notes</u>	R	A	G	Action Points
Before the Visit						
3.1. Does the Provider report on attendance and punctuality each day in a timely way using the agreed procedures	<u>Daily email</u>	<u>Daily email</u>				
3.2. Does the Provider have clear arrangements and procedures for: <ul style="list-style-type: none"> • Lunch and break times that have been agreed with you in advance and are suitable for the student’s age and development • clear disciplinary procedures, ensuring that any serious infringements are reported to the commissioning partnership swiftly • reporting issues about relationships, behaviour and wellbeing to you • working proactively with you 	<u>All breaks are supervised by staff.</u> <u>Staff have</u>	<u>Range of activities are available for students at break and lunchtime.</u> <u>Staff have positive relationships with pupils and are skilled at de escalating situations and address all issues through a restorative approach.</u> <u>Head of centre has an extensive background in working with pupils who struggle in a mainstream provision. He models expectations to staff and pupils.</u>				
At the visit						
3.3. What you observed Does the provider ensure that students are well cared for, supported and that they behave well and work hard?		Staff were engaging positively with pupils throughout the visit and have a good knowledge of individual pupils needs.				

<ul style="list-style-type: none">• What behaviours have you observed and how do you rate them?• What pastoral care have you observed and how do you rate it? <p>3.4. Talking to the staff working with the students</p> <ul style="list-style-type: none">• What do your discussions with staff tell you about their knowledge and understanding of the needs of individual learners?• What do your discussions with staff tell you about their determination to be consistent and fair and to apply the procedures of the provider rigorously and effectively?• What evidence do staff quote to show that systems and routines are in place, enforced and effective in supporting good learning and behaviour. (lessons, breaks, lunchtimes, arrivals, departures etc) <p>3.5. Talking to the students</p> <ul style="list-style-type: none">• What do students say about the way they are disciplined, supported and cared for?• What do students say about the rules and routines and the way they are enforced. Do the students' answers match what you have heard from others and observed? (lessons, breaks, lunchtimes, arrivals, departures etc)		<p>This was evident in the calm purposeful atmosphere in the building throughout the visit.</p> <p>Pupils reported that they feel supported and cared for.</p> <p>Pupils are aware of the rules and expectations and feel that they are fair.</p>				
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<ul style="list-style-type: none"> Have efficient systems for raising invoices and chasing payments 					
At the visit					
<p>4.1. Do your observations and discussions with the leader/manager of the provision show you that (s)he has</p> <ul style="list-style-type: none"> the vision and drive to enable it to thrive? A student centred approach 		<p>Spencer and his staff team have the necessary background and skills to lead Generation Youth. During the visit it was apparent that the passion and commitment to providing pupils with an appropriate engaging curriculum ensures that all pupils needs are met.</p> <p>A pupil centred approach was in evidence throughout the visit</p>			
<p>4.3. 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?</p>		<p>Generation Youth are proactive in engaging with all systems and processes required.</p>			
<p>4.4. Do your previous judgements in sections 1-3 and your observations show that the provision is meeting the needs of learners?</p>		<p>Yes – No concerns</p>			

Concluding Judgement

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?

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?

DOES THE AP PROVIDE A SECURE AND STABLE LEARNING ENVIRONMENT AND WILL IT CONTINUE TO DEVELOP AND FLOURISH IN THE FUTURE?

Generation Youth works hard to maintain close links with schools, SEIPS and Key partner to ensure the best possible outcomes for students

How would you rate this provider on this aspect and what follow up actions have you agreed with the provider.

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