

Leicestershire Secondary Education and Inclusion Partnerships

Quality Assurance Visits Record of Evidence and Evaluations

Provider's Name	Pedestrian	Partnership	LNCIP	Date completed	26/06/23
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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? 		Evidence of LEBC audit has been seen; out of four action identified, two have been completed and the further two will be complete by the end of Summer. Letter of Understanding has been seen.				
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 	There is one DSL and DDSL at Pedestrian. .	Evidence of certificates have been seen and training is in date. Single central record seen. DDSL on site when the visit took place. On rare occasions where neither DSL or DDSL are on site, both can be reached by phone				Look at training a third member of staff.
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	Pupils were supervised during the visit at all times. Mobile phone policy seen and supported effect use of mobile phones. The premises was clean and tidy with appropriate space and equipment to deliver courses provided. H and S policy provided. Mobile phone policy provided. Age appropriate design code policy statement provided. Fire safety policy provided	Staff could talk about the mobile phone policy confidently. Information provided by staff matched policy and information given by the Education development manager. Leaders are aware of specific safeguarding issues relating to individual pupils and work closely with both schools, partnerships and parents/carers to ensure decisions are made to				

<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 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>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>KCSIE update September evidenced.</p> <p>Social media policy provided.</p> <p>Behaviour policy provided.</p> <p>Safeguarding policy provided.</p> <p>Antibullying policy provided.</p> <p>Prevent Policy provided.</p> <p>Attendance policy provided.</p> <p>E safety policy provided</p> <p>Trips and offsite visits policy provided.</p>	<p>ensure young people are safeguarded.</p> <p>Learners were well aware of rules within the AP. Behaviour was seen to be excellent and conducive to creating a positive learning environment.</p>				
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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?

Learners' individual needs are taken into account. Pedestrian work closely will school and parents/carers to make decisions on how best to support the young people that go to them. Staff understand the policies in place.

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

Leaders will look at online DSL training for staff that are consistently on site as DSL and DDSL may, at times be offsite at the same time, though on these occasions DSL and DDSL would always be called where appropriate.

LEARNER PROGRESS

Requirement	Provider evidence	Observer notes	R	A	G	Action Points
Before the Visit						
2.1. Does the provider, at the outset of a placement give you for each course:	Information is shared with schools, partnerships and parents in the form of a booklet	Pupil work seen on the day. Clear progression seen within books. Staff were clear about				

<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 • 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. 	<p>before pupils start. Pathways taken are then agreed based on age, prior knowledge and pupils interests and aspirations.</p> <p>An agreement as to when Y11 leave is made in line with individual school leavers dates.</p>	<p>which pathways pupils were on and how this would progress over time.</p>				
<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>Reports are provided at least termly, though more often if schools/ partnerships request this. Where a pupil is not making the required progress, this would be flagged immediately and further discussions with school/partnerships would occur in order to reassess the situation.</p>	<p>_Evidence of good progress was observed in books. Pupils showed how they built on ideas and skills. Staff could discuss how qualifications would be built on including how they supported qualifications that would later be taken within school settings.</p> <p>Pedestrian have clearly worked with schools to plan progressive education packages.</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 		<p>Evidence in books of AFL.</p>				
<p>At the visit</p>						
<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 		<p>A tour of the provision was given with an explanation on how spaces are used.</p>				

<p>when you commissioned the placement?</p> <ul style="list-style-type: none"> • Is there evidence in learners' work books or in the work they are doing that they are doing well and making progress? • 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>Discussions on needs of pupils showed that staff understand well the pupils they teach and use of quiet spaces as well as communal learning rooms are used to ensure learning continues to be appropriately supported throughout the day.</p> <p>Books showed evidence of next steps. Staff spoke knowledgeably about qualifications offered to learners and the paths individual learners were on.</p> <p>Pupils understood what they were trying to achieve within the lesson and were observed to be well engaged with their work.</p>				
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Concluding Judgement

To what extent does the evidence show that the Provider is effective in:

- 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

Does the provider ensure that students are well cared for, supported and that they behave well and work hard?

- What behaviours have you observed and how do you rate them?
- What pastoral care have you observed and how do you rate it?

3.4. Talking to the staff working with the students

- 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)

3.5. Talking to the students

- 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)

Behaviour for learning was excellent with all pupils engaged in activities and on task. The classroom environment was calm, quiet and conducive to learning.

Staff showed a clear understanding of pupils, their aspirations and how to support them.

Staff discussed individualised arrangements for lunchtime depending on the learners need

Pupils were observed following the rules.

Concluding Judgement

To what extent does the evidence show that the Provider is effective in:

- 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.

And how far is the evidence supported by what you have observed at the establishment and in your reviews of learner attendance and behaviour?

IS THE AP ENSURING EFFECTIVE PASTORAL CARE FOR EACH LEARNER?

Staff spoke about how they support pupil behaviour and attendance in partnership with schools, parents and carers.

Behaviour was observed to be excellent throughout the visit.

Staff are clear about the maximum number of pupils per class in order to continue to support pupils effectively.

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

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SYSTEMS AND PROCESSES

Requirement	<u>Provider evidence</u>	<u>Observer notes</u>	<u>R</u>	<u>A</u>	<u>G</u>	<u>Action Points</u>
Before the visit						
4.1. Does the Provider: <ul style="list-style-type: none">• Have a web site, annual report or brochure that documents the offer it makes, and the outcomes achieved by students.• 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.• Ensure that the Provider is open to receive learners on all school opening days.• Participate in any Quality Assurance Visits arranged by the Partnerships	The brochure gives information on qualifications offered and awarding bodies. Rates are agreed when learners first start at Pedestrian.	The provider was happy to participate in the QA visit and provided all documentation requested.				

<ul style="list-style-type: none"> Have efficient systems for raising invoices and chasing payments 	Appropriate systems are in place to raise invoices and chase payments.				
At the visit					
4.1. Do your observations and discussions with the leader/manager of the provision show you that (s)he has <ul style="list-style-type: none"> the vision and drive to enable it to thrive? A student centred approach 		Leaders and staff showed their enthusiasm for engaging learners and supporting them to be aspirational about what they can achieve by building on prior work and supporting continued progress.			
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?		Contact supports that the AP is effective and efficient.			
4.4. Do your previous judgements in sections 1-3 and your observations show that the provision is meeting the needs of learners?		Evidence in section 1-3 shows the provision is meeting the needs of the learners.			

Concluding Judgement					
<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>					
The learning environment is stable with positive relationships between staff and pupils observed.					
How would you rate this provider on this aspect and what follow up actions have you agreed with the provider.					