

## Leicestershire Secondary Education and Inclusion Partnerships

### **Quality Assurance Visits Record of Evidence and Evaluations**

Provider's Name	Enstruct Hair & Beauty	Partnership	LNCIP	Date completed	15.06.22.
-----------------	------------------------	-------------	-------	----------------	-----------

#### **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 at is 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"> <li>Is the provider on the LEBC database as a result of completing the annual audit for health and safety and safeguarding?</li> <li>Has the provider completed any items that LEBC recommended in the audit?</li> </ul>	<p><b>LEBC do an annual visit to site before the start of each academic year.</b></p> <p><b>Any recommendations that LEBC make we implement these asap.</b></p>	Provider is clearly represented on the LEBC database with an overview of the provision including costs, qualifications on offer and provision philosophy. No recommendations from previous audit.			✓	
On the visit						
1.2. Examine evidence: <ul style="list-style-type: none"> <li>The single central record</li> <li>Evidence that someone on the staff has up to date DSP training</li> <li>If you are in the provision when students are there check to see that the DSP is available or if not a designated deputy</li> </ul>	<p><b><u>SCR – Found on our locked server. A copy can be sent over if needed from our office manager Sarah Murray.</u></b></p> <p><b><u>DSL – Keith Yates</u></b>  <b><u>Deputy DSL – Bethan Painter &amp; Anthony Watson.</u></b></p>	One main DSL is away on paternity leave. Deputy DSL's are on site and also available by phone if at another site. Staff information board clearly signposts all DSL's.			✓	
<p><b>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:</b></p> <ul style="list-style-type: none"> <li>Is the use of equipment and tools monitored effectively by staff?</li> <li>Is the use of ICT supervised effectively?</li> <li>How effective are policies on mobile phone usage?</li> <li>Does the premises look clean, tidy and organised in a way to suite the teaching and learning?</li> </ul> <p><b>1.4. Talking to staff working with students</b></p> <ul style="list-style-type: none"> <li>Do staff show awareness of the Aps Safeguarding procedures?</li> <li>Can staff describe the policies on safe use of IT, safeguarding, use of mobile</li> </ul>		Very comprehensive paperwork detailing all policies relating to health and safety; all accessible on the provision's server. All students receive a safety induction pack prior to being accepted. Risk-benefit assessments are in place and constantly reviewed, the most recent one on 22.03.22. All risk assessments are up-to-date. E-Learning and safe use of ICT is evident. Students are not allowed access to the provision's wifi. ICT use is monitored regularly. Designated, locked cupboard			✓	

<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><b>1.5 Talking to students</b></p> <ul style="list-style-type: none"> <li>Do learners report to you that they feel safe?</li> <li>Do learners know the rules and procedures for H&amp;S, Safeguarding, Mobile phone, IT use etc?</li> <li>Do learners say that these rules are effectively and fairly enforced?</li> </ul>		<p>for hazardous chemicals in place.</p> <p>Due to a very late cancellation as well as GCSE's examinations, students were not on site at the time of the visit. Work scrutiny showed that staff were referencing on issues with phones on written feedback. Rules and expectations are clearly discussed, reinforced and explained in the provider's comprehensive induction pack and through teaching sessions.</p>				
<p><b>Concluding Judgement</b></p>						
<p><b>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?</b></p> <p><b>IS THE AP ENSURING EFFECTIVE LEARNER SAFETY?</b></p>						
<p>There are no issues regarding the health and safety aspect of the provision. Paperwork and supporting documentation is very good. The provision has a number of trained first aiders including mental health first aiders. Students sign a behaviour contract and are inducted in the 'House Rules'. It is clear who the safeguarding leads are and who students can turn to if a disclosure is made. The site itself is exceptionally well looked at, very clean and professionally presented to represent a working salon. There are plans to develop an additional social room/time out room to provide further scope for social interaction/mentoring.</p>						
<p>How would you rate this provider on this aspect and what follow up actions have you agreed with the provider. The AP Lead clearly understands the need for a rigorous attention to health and safety, including looking after the mental health of students. Policies are in place and help justify this judgement.</p>					<p>✓</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"> <li>• a clear statement of the qualifications and the organisation that offers it.</li> <li>• learner hours,</li> <li>• possible points to be awarded</li> <li>• evidence that the provider is authorised and approved as a provider of the qual</li> <li>• evidence that the provider fully understands how the quals it offers link to the student's education as a whole</li> <li>• agree with you an end date for Year 11.</li> </ul>	<p>Termly programme plans are sent out to Partnerships/schools.</p> <p>Weekly update forms are completed if requested.</p>	<p>Database clearly lists the qualifications on offer. More comprehensive explanations/details of specific courses are shared with parents and students via induction packs. Future pathways are also highlighted. This aspect of the provision was discussed at length and staff are developing this further by offering further experiences/qualifications on other jobs/roles within a salon apart from the hairdressing.</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"> <li>• Regularly shares concerns about the student's wellbeing</li> <li>• Is fully aware of any SEND and makes adjustments</li> <li>• Reports as required on progress, setting targets, meeting your deadlines and in the form you require</li> <li>• How does the progress each individual learner is making at this AP compare with their progress elsewhere?</li> </ul>	<p>Before students start with us we require Learner referral forms which provides us with any additional support the young person may need during their time with us.</p> <p>Termly programme plans contain all targets (Educational and social), progress, attendance, percentage of qualification completed, achievements and any other concerns.</p>	<p>Completed half termly progress, monitoring and reporting forms were shared by the provision.</p> <p>Feedback sheets in students' portfolios allow for constructive feedback to be given. 1:1 conversations are evidenced too to enhance the feedback given.</p> <p>Reports are always completed comprehensively and on time.</p>			✓	
<p>2.3. Does the provider always ensure that:</p> <ul style="list-style-type: none"> <li>• Students are supported to complete courses</li> <li>• Results are reported back to you and the student in a timely manner</li> </ul>	<p>All progress is tracked on our course tracking document which is found on our database. Termly programme plans are updated also.</p>	<p>Exceptionally good tracking documentation is in place. Standards of work are set high, however, there is a recognition for a more flexible approach for the more fragile learners. Evidence from portfolios clearly shows encouragement to</p>			✓	

		improve along with a high level of positive praise/feedback.				
At the visit						
<p><b>2.4. What you observed:</b></p> <ul style="list-style-type: none"> <li>• Is what you see happening at the AP what you expected to be happening when you commissioned the placement?</li> <li>• Is there evidence in learners' work books or in the work they are doing that they are doing well and making progress?</li> <li>• Is the behaviour that learners show when learning and indication of progress towards the soft targets you have agreed?</li> </ul> <p><b>2.5. Talking to staff working with students:</b></p> <ul style="list-style-type: none"> <li>• 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?</li> <li>• Do staff show that they understand the qual the student is working on and how it links with other quals?</li> <li>• Do staff in conversation show that they know of the student's SEND</li> </ul> <p><b>2.6. Talking to the students</b></p> <ul style="list-style-type: none"> <li>• Do students show that they understand the qual they are working on and how it links with other quals?</li> <li>• What do the learners say about their progress here? Do they know what they are currently achieving and what they should do next?</li> </ul>		<p>Portfolio work clearly showed positive attitudes to learning and that real progress was being made. Pathways are clearly evident for those students who need to be moved on at a time that is appropriate to them.</p> <p>Levels of achievement are clearly logged through feedback sheets and 1:1 conversations which are also evidenced.</p> <p>Unfortunately, no students were on site during this visit. However, all student paperwork clearly allows for current, constructive feedback to be given/logged.</p>			✓	

**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

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

**IS THE AP EFFECTIVE IN SECURING PROGRESS FOR LEARNERS?**

Portfolio work is very good and, in some cases, outstanding. Students are clearly making progress as evidenced from their work, individual showpiece photos and completion of course units. Speaking to the provision lead, it is clear that she and the staff are equally aware of students’ other needs and that they are well placed to support students with these needs. Students from LNCIP are clearly making headway in terms of behaviour, outlook and general re-integration to a learning environment. Opportunities are provided for students to develop inter-personal skills through the course but equally through work experiences in salons, visits etc. This also facilitates students experiencing ‘full service’ knowledge of the Hair and Beauty industry.

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

			✓
--	--	--	---

**LEARNER PASTORAL CARE**

Requirement	Provider evidence	Observer notes	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	Yes email sent to office admin at bplip on arrival.	Attendance reports are on time and updated if needed, for example, if a student goes home or is collected at a different time.			✓	
3.2. Does the Provider have clear arrangements and procedures for: <ul style="list-style-type: none"> <li>• Lunch and break times that have been agreed with you in advance and are suitable for the student’s age and development</li> </ul>	All of these points are covered within our Young person’s induction, which each young person receives on their first session with us.	Induction pack seen and daily sessions clearly displayed as well as breaks and lunch. These are updated/amended as and when required.			✓	

<ul style="list-style-type: none"> <li>• clear disciplinary procedures, ensuring that any serious infringements are reported to the commissioning partnership swiftly</li> <li>• reporting issues about relationships, behaviour and wellbeing to you</li> <li>• working proactively with you</li> </ul>	<p>All young people that attend Enstruct courses are required to sign an induction checklist.</p>	<p>Paperwork seen including induction checklist.</p> <p>Provision Lead proactive in reporting any issues, concerns to necessary establishments, DSL's.</p>				
<p>At the visit</p>						
<p><b>3.3. What you observed</b></p> <p>Does the provider ensure that students are well cared for, supported and that they behave well and work hard?</p> <ul style="list-style-type: none"> <li>• What behaviours have you observed and how do you rate them?</li> <li>• What pastoral care have you observed and how do you rate it?</li> </ul> <p><b>3.4. Talking to the staff working with the students</b></p> <ul style="list-style-type: none"> <li>• What do your discussions with staff tell you about their knowledge and understanding of the needs of individual learners?</li> <li>• 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?</li> <li>• 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)</li> </ul> <p><b>3.5. Talking to the students</b></p> <ul style="list-style-type: none"> <li>• What do students say about the way they are disciplined, supported and cared for?</li> </ul>						

- 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)

--

--

--

--

--

--

### 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?**

Robust systems are in place to monitor and promote good attendance, punctuality and behaviour. Paperwork is in place to support this. Two-way conversations and emails are exchanged regularly, and safeguarding/welfare concerns reported appropriately. Evidence from one student under LNCIP would suggest that the student feels safe and that the provision has had a massive impact on their outlook, attitude to learning as a whole and wellbeing.

How would you rate this provider on this aspect and what follow up actions have you agreed with the provider. Without speaking to students directly, it is difficult to review this completely. On the evidence seen and conversations with the provision Lead, I am confident that staff are effective in addressing the pastoral care of the students. Reporting processes are in place and staff are well informed about what constitutes good pastoral care. Staff are friendly, approachable, firm but fair and treat learners with respect.

✓

### 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"><li>• Have a web site, annual report or brochure that documents the offer it makes, and the outcomes achieved by students.</li><li>• 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.</li><li>• Ensure that the Provider is open to receive learners on all school opening days.</li><li>• Participate in any Quality Assurance Visits arranged by the Partnerships</li></ul>	Enstruct have a website and active social media accounts.  A contract is signed at the start of each academic year.  Partnerships are invoiced half termly via office manager.  Enstruct work with Leicestershire County Council Academic calendar.	There is a web site which is currently being updated. The provision has Twitter, Instagram and Facebook accounts.  The provision can accommodate up to seven students per day at £87.50 per day.			✓	

<ul style="list-style-type: none"> <li>Have efficient systems for raising invoices and chasing payments</li> </ul>						
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"> <li>the vision and drive to enable it to thrive?</li> <li>A student centred approach</li> </ul>		<p>The provision Lead is an outstanding role model and is clearly passionate about the provision, what it offers and the successes it has. Her enthusiasm and desire for all students to succeed is commendable. She is fully aware of the barriers to learning for all her students and is fully placed to have a positive impact on their lives and prospects. I am confident that the provision will go from strength to strength under her care.</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>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>This provision is very good, if not outstanding. Learners are well cared for, curriculum plans and all necessary paperwork in place. Learners make progress and appreciate the care and qualifications on offer.</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?**

The provision and its facilities are second to none. The learning environment is conducive to fostering positive attitudes to learning and has a professional feel. It is well managed and run by dedicated staff and leaders. The provision recognises the need for additional space for students to socialise, relax away from the salon and teaching rooms and plans to have a purpose built room in the near future.

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

		✓	
--	--	---	--