

## Leicestershire Secondary Education and Inclusion Partnerships

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

Provider's Name	Clover Learning	Partnership	LNCIP	Date completed	6 <sup>th</sup> November 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 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>	Annual checks by LEBC.	Provider listed on LEBC database and are compliant. Majority policies have been updating before LEBC visit again this academic year.				Prevent risk assessment to be added to the prevent policy as an appendix.
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>	SCR in place 2members of staff in the building holds DSL Signing in book in use. PAT testing certificate in place	SCR – Up to date and compliant with KCSIE DSL and DDSL available during visit. Signing in book checked on visit and is evident it is used daily to log visitors in and out of the premises.				
1.3. <b>What you observe</b> - 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"> <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> 1.4. <b>Talking to staff working with students</b> <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>	All kitchen knives are locked away when not in use. Pupils not allowed to use knives until passed comprehensive Health and Safety induction process. All Craft tools are locked away during break and end of day  <u>Yes</u>  Daily search of internet browsing history.Ubiquit is used for filtering and monitoring.	Pupils are aware of mobile phone policy. Linked to reward system. Student password different to staff and search are monitored. Updated filtering system  Premises is clean and tidy.  Annual PAT testing is in place. Staff able to articulate policies for IT, safeguarding, mobile.				

<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><b>Students are encouraged to put phones away during lesson unless using them for research.</b></p> <p><b>All required policies are in place and updated.</b></p>	<p>Learners think the rules are fairly enforced.</p>				<p>Mop up is needed to ensure all student have knowledge of the fire drill and the procedure that they should follow.</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>Yes. Learner are well cared for feel safe at Clover Learning, Student feel that they are able to approach staff if they have a problem.</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"> <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> </ul>	<p><b>Registered NCFE centre certificate on display</b></p> <p><b>Prospectus is available on website, detailing qualification and guided learning hours, and credit that can be obtained.</b></p>	<p><b>Students are told about the different course and choose which course is relevant however there are tracker documentation stating which course they are completing in students' folders.</b></p>				.

<ul style="list-style-type: none"> <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><b>End date for students agreed on an individual basis.</b></p>	<p><b>Staff member has completing NCFE Level 3 Certificate in Vocational Assessor award.</b></p> <p><b>Information is shared on reporting sheet to schools.</b></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><b>LNCIP have a new referral form which Clover are happy to use and have no issues with</b></p> <p><b>Good progress is made by students last year with some outstanding results.</b></p>	<p><b>Weekly and termly progress report forms are in place and being used.</b></p> <p><b>Daily email to report attendance.</b></p> <p><b>SEND Policy in place and Clover works closely with Schools and partnership. Clover are involved in moderation and work scrutiny with LNCIP to ensure making is to a high standard.</b></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><b>Students are supported staff ratio 1:4</b></p>	<p><b>Head of centre has a comprehensive CPD package available to staff. Therefore staff are able to support the learning and progression of students</b></p>				
<p>At the visit</p>						
<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><b>NCFE tracking documents are used to monitor students progress</b></p>	<p><b>Students are engaged in sessions and they are engaging with the teaching. Staff have a good understanding of the students levels and what steps the students need to complete. Some students have made small milestones due to their ability overall. However, they have still made progress. Clover constantly informs the commissioner of any updates of the student attainment.</b></p> <p><b>Staff talk positive about what the students are current working at</b></p> <p><b>The students talk about Clover in a positive manner and could mention what courses are on offer and what courses they were studying.</b></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

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?**

**Clover Learning secures good levels of progress for all students to best of the students ability, they offer to stretch and challenge students within the learning.**

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

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### **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	<b>Email to LNCIP daily.</b>					
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> <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>	<b>Clear Lunch and break times designated on timetable.</b>  <b>Designated dining area where all pupils sit. A hot meal is provided.</b>  <b>Breakfast is provided upon arrival.</b>	<b>Behaviour logs are completed for students if standards are not met.</b>				
At the visit						
<b>3.3. What you observed</b> Does the provider ensure that students are well cared for, supported and that they behave well and work hard?		<b>A very calm atmosphere on the day of visit.</b>				

<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> <li>• 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)</li> </ul>	<p><b>Students regulated their behaviours in a calm and correct manner</b></p> <p><b>Pastoral care is overall very good.</b></p> <p><b>All staff have background knowledge of the students that attend.</b></p>	<p>Staff are calm and promote wellbeing with students</p> <p><b>Inductions are repeated every academic year and when students first start to ensure that student are clear on boundaries and sanctions.</b></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 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?**

Yes

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

**SYSTEMS AND PROCESSES**

Requirement	Provider evidence	Observer notes	R	A	G	Action Points
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> <li>• Have efficient systems for raising invoices and chasing payments</li> </ul>	<p><b>Website in place detailing the offer to students.</b></p> <p><b>A fee is agreed at the beginning of the academic year.</b></p> <p><b>Invoices are sent on a monthly basis.</b></p>	<p><b>Provider is available to LNCIP for all QA visits and queries.</b></p> <p><b>Website is compliant and up to date.</b></p> <p><b>Provider willing to accept learners on all school opening days.</b></p>				



At the visit					
4.2. Do your observations and discussions with the leader/manager of the provision show you that (s)he has <ul style="list-style-type: none"> <li>the vision and drive to enable it to thrive?</li> <li>A student centred approach</li> </ul>	<b>Website in place which details what is on offer to students</b>	<b>Vision and drive to move forward was evident throughout the discussions with one of the Provision Leads.</b>			
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?		<b>Effective tracking system that show work is under pins the work with learners</b>			
4.4. Do your previous judgements in sections 1-3 and your observations show that the provision is meeting the needs of learners?		<b>All observations and previous judgements show that the provision meets some of the needs of its learners.</b>			

<b>Concluding Judgement</b>					
<p><b>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?</b></p> <p><b>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?</b></p> <p><b>DOES THE AP PROVIDE A SECURE AND STABLE LEARNING ENVIRONMENT AND WILL IT CONTINUE TO DEVELOP AND FLOURISH IN THE FUTURE?</b></p> <p><b>Clover continues to improve their standards and strives to engage students in the courses, by offering a secure learning environment, that stretches and challenges the students so they can succeed.</b></p>					
How would you rate this provider on this aspect and what follow up actions have you agreed with the provider.					