

Leicestershire Secondary Education and Inclusion Partnerships

Quality Assurance Visits Record of Evidence and Evaluations

Provider's Name	Melton Learning Hub	Partnership	MSCIP	Date completed	26/04/2024
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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>LEBC audit documents.</p>	<p>We continue to access the provision via LEBC database. We share appropriate paperwork with the partnership schools.</p>				
<p>1.2. Follow up any recommendations made as a result of the LEBC audits and action plans swiftly and effectively.</p>	<p>LEBC action plan actions completed: amended behaviour policy.</p>	<p>Actions from the recent audit have been completed, no concerns.</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 MSCIP is consistently provided in a timely manner.</p> <p>DSL training records. DSL and deputy were available to the students during our visit. Any safeguarding concerns are securely sent to MSCIP when any incidents arise. Schools are also copied in to these reports. SCR is shared with MSCIP when requested.</p> <p>Safeguarding is a standing item on weekly staff meeting agenda.</p>	<p>SCR was shared with MSCIP this academic year in keeping with usual working arrangements.</p> <p>DSL and Deputy maintain regular contact with MSCIP. DSL training is up to date.</p>				

<ul style="list-style-type: none"> Have regard to the Leicestershire SEIP's common Safeguarding Policy in making these arrangements. 	<p>This is part of the provider's policies.</p>	<p>Provider pays due regard to SEIPS common safeguarding policy and procedures. Provider attends all AP meetings organised by the SEIPs.</p>				
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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				<u>Action Points</u>
<p><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></p>	<p>Students were well supervised, with clear protocols in place regarding use of equipment and tools. ICT is monitored closely, a member of staff is present when students are accessing computers. Regular conversation with staff demonstrates clear awareness of safeguarding procedures. Students regularly tell us that they are happy to attend the provision and that they feel safe. Students feel they are fairly treated. Wellbeing visits to check students progress are welcomed by the provider whether these are carried out by school or SEIPs staff. The provider has recently instigated an online booking system to ensure that visits are well</p>				

organised, however impromptu visits are also welcomed when needed.

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?

Yes, no concerns.

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

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 in detail for each student at the start of placement. A comprehensive referral form is provided.	Yes, this is agreed ahead of placing students with the provider. The provider is always available to discuss any changes that may be required as courses progress.				
2.2. Have evidence available for any subsequent quality assurance visit of the authorisation for and capacity to deliver the qualifications they have offered.	Yes. External verifier reports are made readily available.	Yes, external verifier reports are shared with MSCIP.				
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, together with SEIPS risk assessment and any other supporting information i.e. EHCP, EP reports, etc. MSCIP communicates how the MLH provision fits in with the overall AP offer for students.	The provider has told us that they find the provision of a completed SEIPS risk assessment at point of referral has helped to place students in the most appropriate groups.				
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.	Yes, this is readily available upon request.	Yes, 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.	This is regularly reviewed with SEIPS and with the awarding body (NCFE).	Yes, no concerns.				

<p>2.6. Working with the commissioning partnership set progress targets for the learner for each qualification/ course at the outset. Where requested set targets for the development of social, and emotional aspects.</p>	<p>MSCIP provides the reporting template at the start of each year. Progress is discussed at weekly staff meetings and fed into the reports as appropriate.</p>	<p>Yes, no concerns.</p>				
<p>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.</p>	<p>Two reports are provided in the Autumn term, one report for Spring term, and one report for Summer term. Deadlines for return of these reports are agreed in advance with MSCIP. Ad-hoc reports are provided upon request/when appropriate.</p>	<p>The provider meets the expected deadlines for reports, no concerns.</p>				
<p>2.8. Provide details of qualifications achieved by each learner and the originals of any qualification certificates awarded</p>	<p>Lists of qualifications achieved, and copies of certificates are sent promptly to MSCIP.</p>	<p>These are sent promptly, no concerns.</p>				
<p>2.9. Agree in advance with the commissioning Partnership the end date for Year 11 students.</p>	<p>This is agreed in advance. If any student is in need of an extended end date (due to learning needs for example) this is discussed with MSCIP and agreed in advance.</p>	<p>Yes, no concerns.</p>				

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 were working on the subjects we had commissioned.</p> <p>Students consistently make very good progress with this provider.</p> <p>Learners feel they are making good progress, they are proud to show us their portfolios when we visit.</p> <p>Portfolios show that students are making very good progress, and that they take a pride in their work. The marking and assessment of work is up to date.</p> <p>Tutors demonstrate good knowledge of where students are in their learning and are able to clearly explain next steps for progression. Staff are skillful in providing verbal and written feedback for students and external moderators. Staff have good awareness of SEND needs.</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>Yes, students are making very good progress, no concerns.</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

<u>Requirement</u>	<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	Recent training and protocols have been put in place by the Manager of the provision – these are reviewed at weekly staff meetings.	There was an incident when the attendance of one student had been incorrectly recorded. MSCIP contacted the manager who took the issue very seriously. Staff were retrained, with attendance reporting being put onto the list of issues which could lead to disciplinary action for staff. Prior to, and following this issue there had been no concerns. MSCIP were assured by the prompt action taken by the manager of the provision that the issue was taken extremely seriously.				Regular refresher training to take place with all staff at the provision. Manager to continue to monitor attendance reporting.
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	These are agreed with MSCIP at the start of all placements. FSM information is requested at point of referral.	No concerns.				
3.3. Have clear disciplinary procedures in place, ensuring that any serious infringements are reported to the commissioning partnership swiftly	A behaviour ladder system is in place, this is applied when appropriate. Any incidents are reported to MSCIP first by phone call (parents are also contacted) then in writing to MSCIP and schools.	No concerns.				
3.4. Report to the commissioning partnership any concerns about the	Reports are made to MSCIP regarding any concerns.	The provider is always available to arrange meetings with				

behaviour, relationships and wellbeing of the learner, working proactively with the partnership to overcome any difficulties

MSCIP, schools and parents/carers 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 our visit the atmosphere was calm, students were engaging with their learning.</p> <p>Students report feeling well cared for, they have said that the disciplinary procedures are fair and are able to explain how the behaviour ladder works.</p> <p>The staff are available to students throughout the day, including break and lunchtimes, this helps to keep routines 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>Yes, the provider spends a lot of time and effort to ensure that effective pastoral support is readily available to all learners.</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 notes above regarding attendance reporting.</p>

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>
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 	This information is readily available.	Yes, no concerns.				
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.	Information is sent to commissioning partners during the first half of Summer term. Invoices are sent monthly.	This information is sent in a very timely manner to enable MSCIP to plan programmes for the next academic year. Invoices are received monthly.				
4.3. Ensure that the Provider is open to receive learners on all school opening days.	Yes.	Yes, no concerns.				
4.4. Participate in any Quality Assurance Visits arranged by the Partnerships	Manager attends all SEIPS QA visits.	Yes, no concerns.				

Additional evidence				
"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>The manager is highly proactive in seeking a variety of funding streams to ensure the provision continues to thrive. She has a clear vision of how the provision will grow to meet the ever-changing needs of the students. The manager clearly demonstrates a student centred approach in all she does.</p> <p>The manager is always proactive in designing and modifying systems and processes required to underpin and continually improve its work with students.</p>			
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>				
<p>Yes, no concerns. The provider maintains close links with SEIPS, schools and key partners to further develop the provision so that it will continue to flourish in the future. The provider is currently planning the development of a Forest School provision.</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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