

Leicestershire Secondary Education and Inclusion Partnerships

Quality Assurance Visits Record of Evidence and Evaluations

Provider's Name	Brooks Equestrian Academy	Partnership	NWLIP	Date completed	24/03/23
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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"> 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? 	Audit certificate has been provided within email. Active until October 2023.	Yes – fully certified on the LEBC database				
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 	DSL certificate has been provided which is held by Angel Brooks. Director of the provision.	Angel is the only member of staff and is DSL trained. Fully aware of safeguarding procedure's and reports issues or concerns directly back to partnership and / or school 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 <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 		Students are supervised at all times, when caring for the animals and when using any equipment or tools. Riding hats are provided for students when working with the horses and no metal or sharp tools are used on site. <p>ICT use is minimal but always supervised. Due to the nature of the provision, learners are encouraged to manage their mobile phones themselves. There are rarely issues with this as students are compliant and typically will only access</p>				

<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>phones at set break and lunch times.</p> <p>The premises are fit for purpose and provide appropriate working spaces for learners. Angel is the only member of staff on site but has a neighbouring business right next door where staff are always present. Some students are accompanied by school staff so she is rarely alone.</p> <p>Safeguarding matters always reported in a timely manner to appropriate person at Partnership or School.</p> <p>Learners report that they feel safe at provision and enjoy the environment they work in. They know what the expectations and appreciate that they are able to keep their phones providing they do not misuse them during the session. They respect the environment and Angel, and generally show a good attitude to learning and to the rules at provision.</p>		<p>All students made aware when they start that the business next door is to be contacted in an emergency situation.</p> <p>Emergency contact number to be displayed in the cabin at Brooks Equestrian for students to call if necessary.</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?

The student's safety is paramount and the appropriate safety equipment and tools are provided with full supervision. Safeguarding procedures are followed correctly. The provision only has one member of staff but many students are accompanied by staff from the referring schools meaning Angel is only on her own for 1 day per week. Another business is adjacent which always has staff onsite who can support in the event of an emergency.

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
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 • 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>All the information about the qualification can be found on the website. It includes the details and British Horse society information is shared with schools upon request as well as being accessible on their website. The qualification is supported through the Open Equine college who provide the content which is approved by the BHS.</p> <p>https://www.bhs.org.uk/careers-recreational-awards/become-a-groom/groom-pathway/care/</p> <p>https://www.equinestudies.co.uk/</p> <p>The qualification is explained to the students and how it can help them when going to college if they wish to carry on with Equine or animal care courses. Many students will not have the time to sit the qualification so it fits well into their curriculum as they will have the opportunity to sit it when at college. Colleges that I</p>	<p>Yes, this is agreed with students, parent/carer and partnerships before starting at the provision.</p> <p>All evidence of accreditation can be found via Brooks Equestrian website or via LEBC.</p>				

	<p>work with such as Brooksby offer the exam alongside their courses. If not sat at the provision it can still be put to use in their next step of education. Students also gain lots of skills from being around horses which are useful for equine and animal care courses.</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>Summaries of work and behaviour are kept daily by Brooks Equestrian Academy. This can be shared upon request. Half termly reports are sent out to schools and partnerships to keep them updated on progress with work and behaviour. School's and partnerships are also contacted if there is any concerns and regular updated given when requested. NWLIP share contacts at other provisions and this allows communication between AP's and NWLIP about students to monitor progress.</p>	<p>Yes – a student start-up form is generated and shared with the provider to ensure they have all necessary details and relevant information regarding the student prior to starting.</p> <p>Reports are provided termly and upon request if needed more urgently. Weekly feedback is shared by Angel either by phone, text or email.</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>The qualification is chosen with the students future in mind as if they do not obtain it with Brooks Equestrian they have the option to sit it at college. Students are supported to the best of the provisions ability to complete their qualification if they want to sit it and it is viable on the time scale before they leave the provision.</p>	<p>Individual progress is reported in a timely manner and students are supported throughout their time at Brooks and during transition to other provision or post 16. Angel has recently supported a student in viewing a possible post 16 placement.</p>				

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 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>Yes – the student was preparing to begin her day and had been given the task of preparing breakfast for the ponies.</p> <p>Angel keeps profiles of each learner electronically to track progress and engagement. Each learner also has a work book to complete the written elements of the course.</p> <p>Students show calm and settled behaviour which reflects the environment that has been created by Angel.</p> <p>The student I spoke with is regularly made aware of where she is at currently by Angel in relation to the qualification, and knows that more effort will be required in order to complete all modules before the end of year 11.</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?

Yes, it is clear from the evidence provided that appropriate progress is being made by students relating to both the accreditation and their own personal and social development.

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	<ul style="list-style-type: none"> • Attendance is recorded to the partnership via email between 9:30am and 10:00am 	Yes – No concerns				
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 	<ul style="list-style-type: none"> • lunch time is 12pm up to an hour dependent on the day • students usually will have a 15 minute break between 9:30 and 12 (usually around 11am) • Behaviour is reported to NWLIP if it infringes onto behaviour policy. Sanctions can be put in place to resolve issues and parents notified. 	Any issues or matters arising are discussed directly with the partnership in a timely manner. Any arrangements or amendment’s to provision that need to be made are agreed and actioned accordingly.				

	<ul style="list-style-type: none"> NWLIP are notified of any safeguarding and wellbeing issues which the students pass on to members of staff at the provision 				
At the visit					
<p>3.3. What you observed 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"> 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? 		<p>Students are nurtured at Brooks Equestrian and provided with opportunities to not only gain a vocational qualification, but to also develop as individuals, gain confidence and improve their social and communication skills.</p> <p>Due to the relatively small numbers that attend the provision each day, Angel has been able to develop a clear understanding of her students' needs and the areas in which they may require further support.</p> <p>All students are treated equally and given the same opportunities to be successful at provision. The structure of the day with regular breaks included helps students manage their time at provision.</p> <p>The student that was onsite at the time of visit said she felt well supported and well looked</p>			

<ul style="list-style-type: none"> 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>after when she was at the provision.</p>				
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<p>Concluding Judgement</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 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>Each learner is supported individually to maintain good attendance and behaviour. The provider is pro active in her approach to managing any emerging situations and effectively communicates with Partnerships, Schools and parents to ensure students remain on track to succeed at the placement.</p>						
<p>How would you rate this provider on this aspect and what follow up actions have you agreed with the provider.</p>						

SYSTEMS AND PROCESSES

Requirement	Provider evidence	Observer notes	R	A	G	Action Points
Before the visit						
<p>4.1. Does the Provider:</p> <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 	<ul style="list-style-type: none"> https://brooksequestrianacademy.com/ The website provides potential students with all the information they need about the provision. It provides information on what the provision offers and the horses that live at the provision. It also includes 	<p>The providers website has recently been created and shares information about what is offered and all relevant contact details.</p>				<p>Annual report to be considered at the end of first full year.</p>

<p>notice of any changes in the previous summer term. Invoice the commissioning partnership in arrears monthly or termly.</p> <ul style="list-style-type: none"> • Ensure that the Provider is open to receive learners on all school opening days. • Participate in any Quality Assurance Visits arranged by the Partnerships • Have efficient systems for raising invoices and chasing payments 	<p>contact details and location of the provision.</p> <ul style="list-style-type: none"> • Fee rate is £120 per child per day • Terms and conditions of invoicing is sent out at the start of each year and when updated by the provider • The provision is open during the Leicestershire school term time and takes holidays in line with Leicestershire schools • Invoices are sent fortnightly to each partnership with a seven day turn over 	<p>No annual report as this is the provisions first year.</p> <p>Discussion may lead to invoices being sent term in advance going forward, to safeguard against any potential loss of earnings if student placement breaks down.</p>				
<p>At the visit</p>						
<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>The provision has started to develop links with The Pony Club and is building up a good reputation across the County. Due to increasing demand, a second site in Melton may be considered in the future as part of the ongoing development of the provision. Angel spoke about supporting more with the transition process for year 11 students going on to post 16 in the same vocational area.</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>Yes</p>				

4.4. Do your previous judgements in sections 1-3 and your observations show that the provision is meeting the needs of learners?		Yes				

<u>Concluding Judgement</u>						
<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? 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 – Angel has developed a provision that not only offers a recognised vocational qualification but also provides a nurturing environment for students to develop socially, emotionally and mentally. Expanding the provision across two sites would be to the advantage of other students who would thrive in such environments.</p>						
How would you rate this provider on this aspect and what follow up actions have you agreed with the provider?						