

Leicestershire Secondary Education and Inclusion Partnerships

Quality Assurance Visits Record of Evidence and Evaluations

Provider's Name	TripleSkillz	Partnership	MSCIP	Date completed	23/01/2023
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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? 	<p><u>LEBC audit up to date</u></p> <p><u>No outstanding actions</u></p>	<p>Provider is available on LEBC data base</p>			Y	
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 	<p><u>Shared with MSCIP, with updates shared as they occur</u></p> <p><u>DSL training up to date and provided by the County Safeguarding Team</u></p>	<p>Provider gives regular updates re SCR</p> <p>Safeguarding and safer recruitment evidence shared with BEP MAT</p>			Y	
<p>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:</p> <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? <p>1.4. Talking to staff working with students</p> <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 	<p><u>All policies shared with SEIPS and schools as required.</u></p> <p><u>LEBC audits are carried out annually as per protocol</u></p>	<p>All visitors asked to sign in, with ID being checked</p> <p>Students are met and greeted by staff when they arrive</p> <p>IPads are used by students, these are supervised by staff, with at least 4 staff in attendance. Firewalls are in place.</p> <p>Students hand in mobile phones at 10, these are locked away securely.</p> <p>Staff are aware of safeguarding procedures and associated policies.</p>			Y	

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?

1.5 Talking to students

- 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?

There is a planned induction process for all new learners.

Learners have reported that they feel safe and supported at the provision.

**They are able to describe the rules and procedures in place, and the reasons for these.
Learners feel the rules are fair.**

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. The AP are diligent in reporting all concerns to the SEIP.			
How would you rate this provider on this aspect and what follow up actions have you agreed with the provider.			Y

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: <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. 	Yes. The provider is a registered centre for AIM awards, and is in the final stages of registering as an ASDAN centre.	Yes, no concerns. The provider offers L1 Employability and Personal Development Award, Certificate and Diploma. The provider is in the final stage of approval to be an ASDAN centre, this will then enable learners to access a range of short qualifications, including maths, English and science. Students have access to BKSB for English and Maths support.			Y	
2.2. Does the provider receive from you detailed information about the student and provide detailed information back on progress: <ul style="list-style-type: none"> Regularly shares concerns about the student's wellbeing 	Yes, the SEIP completes a full referral for each learner, together with SEND information before start date of provision.	The provider sends regular progress reports. Regular reports regarding wellbeing of learners is received on an ongoing weekly basis.			Y	

<ul style="list-style-type: none"> • 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>Learners are making good progress.</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>Yes, no concerns</p>			<p>Y</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 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? 		<p>Yes, no concerns. Folders are marked and up to date.</p> <p>The centre was calm, with students focussed on their work.</p> <p>Yes, staff have a good knowledge of where learners are in their studies, and show good awareness of how progress can be encouraged and supported.</p>			<p>Y</p>	

<ul style="list-style-type: none"> 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>Staff show good awareness re learners SEND support needs.</p> <p>Students feel they are making progress, and enjoy attending the provision.</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?

Yes. The AP shows that they have capacity to maintain and grow the opportunities for learners to progress.

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

y

LEARNER PASTORAL CARE

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						
3.1. Does the Provider report on attendance and punctuality each day in a timely way using the agreed procedures		<u>Yes, no concerns. Attendance and punctuality of learners are very good at the provision.</u>			y	

<p>3.2. Does the Provider have clear arrangements and procedures for:</p> <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 	<p><u>These are explained to learners when they start at the provision.</u></p>	<p><u>Yes, no concerns.</u></p>			y	
<p>At the visit</p>						
<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 	<p><u>The provider is happy to carry out home visits if needed to support learners.</u></p>	<p><u>The centre was calm, with a purposeful atmosphere. All learners were engaging with the tasks set by staff.</u></p> <p><u>The provider is skillful at providing mentoring support to learners.</u></p> <p><u>Discussions with staff have evidenced that they have good knowledge and understanding of the needs of individual learners.</u></p> <p><u>Discussions with staff were reassuring that they apply procedures robustly and fairly with all learners.</u></p> <p><u>Staff are able to describe in detail the systems and routines of the day with confidence.</u></p>			y	

<p>behaviour. (lessons, breaks, lunchtimes, arrivals, departures etc)</p> <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? • 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><u>Staff were able to describe the process with supporting learners to go back into mainstream education where appropriate.</u></p> <p><u>Students say that they feel well cared for and that any discipline procedures are firm, but fair. Students agree that there is a need for the rules and routines in place, and feel that these were described fully to them.</u></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, no concerns. The AP is taking a proactive stance in developing pastoral care further, all members of staff are taking part in Mental Health First Aid training in April 2023 to further improve skills and practice.

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

y

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"> • 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 	<p><u>This is a work in progress, with the newly appointed Education Lead taking the lead on this going forward.</u></p>	<p><u>The AP has the capacity to develop the web site to include an annual report going forward</u></p> <p><u>Yes, no concerns. There is excellent communication from the AP.</u></p> <p><u>Yes, no concerns.</u></p> <p><u>Yes, no concerns.</u></p>			y	<p><u>Develop an annual report on the AP offer and achieved outcomes of students for publication on the AP website by August 2023</u></p>

<ul style="list-style-type: none"> Have efficient systems for raising invoices and chasing payments 		<u>Yes, no concerns.</u>			
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"> the vision and drive to enable it to thrive? A student centred approach 		<p><u>Yes, the Education Lead showed an excellent commitment to developing the provision further.</u></p> <p><u>There are further qualifications in development, as well as the development of the outreach mentoring programme.</u></p>			y
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?		<u>Yes, no concerns.</u>			y
4.4. Do your previous judgements in sections 1-3 and your observations show that the provision is meeting the needs of learners?		<u>Yes, no concerns.</u>			y

<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?</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>					
<u>Yes, no concerns.</u>					
How would you rate this provider on this aspect and what follow up actions have you agreed with the provider.					y

