

## Leicestershire Secondary Education and Inclusion Partnerships

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

Provider's Name	Gaz Autos	Partnership	HBEP/SLIP	Date completed	15 12 21
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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>No physical proof with provider however partnership has audit checklist and letter of understanding on the 11 21. (SLIP)</p>	<p>Visited by LEBC twice a year (due to nature of provision using tools and machinery)</p> <p>Last visit October 2021</p>				
<p>1.2. Follow up any recommendations made as a result of the LEBC audits and action plans swiftly and effectively.</p>		<p>No follow up recommendations from LEBC reported by provider</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"> <li>Have clear procedures for safeguarding, ensuring that a Designated Safeguarding Person is appointed and has up to date DSP training.</li> <li>Maintain a single central record of DBS checks, providing information to the commissioning partnership on request. Maintain a secure system for record keeping.</li> <li>Have regard to the Leicestershire SEIP's common Safeguarding Policy in making these arrangements.</li> </ul>	<p>SCR kept and shared with partnerships when employment of new staff takes place. Password protected and securely filed on site. Confirmed with HBEP admin.</p> <p>DSL James Lowe training from Leicestershire County Council. Certificate seen expires Oct 2021.</p> <p>Yes kept securely and updates sent to partnership for their records (HBEP)</p> <p>This provision is fully aware of the of the Leicestershire safeguarding policy.</p>	<p>Training booked for 18 1 22 to up date.</p> <p>Update: Certificate seen: LCC Refresher Child Protection and Safeguarding Training for DSLs 18 1 22 expires 18 1 24 for James Lobb.</p>				
<p><b>Additional evidence gathered when visiting the AP</b></p>						

<b>“Prompts” for evidence gathering whilst on the visit to support judgements of “Learner Safety”</b>	<b>Your notes</b>				<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> Tools returned to cabinets after each session. The provider makes every attempt to ensure that all small tools are returned. However, acknowledged that this could be difficult to monitor at times. No access to Internet unsupervised. Internet is used in lessons to view mechanic videos on sites such as youtube. The two learners spoken to reported that they felt safe at this provision and knew who to speak to with any concerns as this was explained at the initial induction. Staff were conversant in safeguarding procedures. There is a safe available to accommodate phones, however most students choose to keep them on their person and generally respect the rule of no phone usage during learning times outlined at induction/s </p>				
<b><u>Concluding Judgement</u></b>					
<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>					
<b>IS THE AP ENSURING EFFECTIVE LEARNER SAFETY?</b>					
<p>During the visit there were no concerns regarding health and safety, protection and safeguarding and no reason to believe this is not always the case.</p> <p>Stairs were clean and dry, handrail in place, cordoned off pedestrian access, high vis jackets are available for learners to use if they choose to when visiting the snack providers.</p> <p>On Induction students are provided with appropriate footwear.</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
<p><b>2.1.</b> 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.</p>	<p>Recent student certificates seen.</p>	<p>Registered to deliver ABC qualifications</p> <p>Offer EL1, L1 and L2 ABC Motor Vehicle award and certificate. Diploma also available at L2. Dependent on ability and number of days attended. Learner hours for each course/level not shared with commissioners.</p>				<p>Commissioning key workers to identify GLH for each course.</p>
<p><b>2.2.</b> Have evidence available for any subsequent quality assurance visit of the authorisation for and capacity to deliver the qualifications they have offered.</p>	<p>Confirmation of payment to the Skills and Education Group valid until 31 8 22 (this is the body that authorises the delivery of the ABC courses.</p>					
<p><b>2.3.</b> 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.</p>	<p>Comprehensive knowledge of students' individual needs.</p> <p>Clear strategies in place such as coloured paper for dyslexia and availability to do part of the theory work on a laptop. Accommodation of support worker on premises for student with high needs (seen)</p>					
<p><b>2.4.</b> 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.</p>		<p><b><u>Evidence seen on initial visit</u></b></p>				

<p><b>2.5.</b> Have a good knowledge of the current qualifications framework and the relationship of the qualifications the Provider offers to the accountability measures for schools.</p>	<p>Points not applicable for progress 8.</p>	<p>Gaz Autos is a working garage and any progress 8 qualifications which may be available would not be suitable for this environment</p>				
<p><b>2.6.</b> 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>Provider sets targets based on the units to be covered for each course within a given time frame.</p>					
<p><b>2.7.</b> 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>Evidence of timely tracking responses, for all targets set, received by the partnerships</p>					
<p><b>2.8.</b> Provide details of qualifications achieved by each learner and the originals of any qualification certificates awarded</p>	<p>Details given in partnership tracking documents and/or when course is completed.</p>	<p>Copies of original certificates achieved by student are forwarded to the partnerships to be collated and distributed. Provider scans for own reference and to present to students.</p>				
<p><b>2.9.</b> Agree in advance with the commissioning Partnership the end date for Year 11 students.</p>	<p>Yes this has been agreed as May half term</p>	<p>If courses for individuals are incomplete arrangements are agreed with the partnership for students to continue after the May half term.</p>				

<b>Additional evidence gathered when visiting the AP</b>				
<b>“Prompts” for evidence gathering whilst on the visit to support judgements of “Learner Progress”</b>	<b>Your notes</b>			<b>Action Points</b>
<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>Yes, the students seen, arrived promptly were happy and engaged. There is clear understanding from students about what tasks and courses they would work on during the day.</p> <p>Tidy and organised theory folders. Evidence of self marking and tutor marking and comments seen. Folders contained the full course as students could have an overview of progression through the course.</p> <p>Staff had comprehensive knowledge of students, their capabilities and barriers to learning and the next steps they need to make.</p> <p>No HBEP or SLIP students were seen on this visit.</p>			
<b>Concluding Judgement</b>				
<p><b>To what extent does the evidence show that the Provider is effective in:</b></p> <ul style="list-style-type: none"> <li>• Ensuring that each learner is making appropriate progress in acquiring the knowledge and skills that are central to the course of study</li> <li>• Ensuring that each learner is making appropriate progress towards the “soft outcomes” that have been agreed</li> </ul> <p><b>And how far is the evidence supported by what you have observed at the establishment and in your reviews of learner progress?</b></p> <p><b>IS THE AP EFFECTIVE IN SECURING PROGRESS FOR LEARNERS?</b></p>				
<p>The evidence show that the provider is competent in teaching the requirements of the course. They have sound knowledge of their students, current skills and knowledge and individual learner needs.</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	Attendance is reported via CLM or as required by partnerships in a timely way.					
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	Student contract in place and signed which included break and lunch times.	Arrangements for lunch are agreed at the outset for each student. There is a canteen on site to facilitate eating packed lunches and food bought outside. There are facilities to make hot drinks in the canteen. The students can access a nearby cob van and there are no major roads that need to be crossed to get to this. Time off site is not supervised.				
3.3. Have clear disciplinary procedures in place, ensuring that any serious infringements are reported to the commissioning partnership swiftly	Clear rules in place regarding, phones, tools checks and punctuality. Provider reports infringements of rules as necessary.					
3.4. Report to the commissioning partnership any concerns about the behaviour, relationships and wellbeing of the learner, working proactively with the partnership to overcome any difficulties	Any causes for concern are reported promptly to the partnership and action is agreed as necessary. Incident reports are forwarded to the partnership as required.					





## SYSTEMS AND PROCESSES

Requirement	Provider evidence	Observer notes	R	A	G	Action Points
4.1. Publish an annual report that includes: <ul style="list-style-type: none"> <li>• A statement of the qualifications offered in the past year</li> <li>• The outcomes achieved by learners in those qualifications</li> <li>• Other evidence of non-accredited outcomes that learners have achieved</li> <li>• Plans for the following year and in to the long term</li> <li>• A statement to indicate the financial status of the organisation at the end of the year and into the future</li> </ul>	<p>Although there is no annual financial report the following is evident:</p> <p>The qualification for motor mechanics is consistent and has been L1 and L2 ABC Automotive Studies for several years.</p> <p>Outcomes of students are clearly communicated to partnerships on completion.</p> <p>There is no indication that this provision will not continue with this offer. There is no reason to believe that the financial status of the provision is not secure.</p>					To create a database/written record of all qualifications studied for by individual students and achieved by individual students over time (ie added to each year)
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.	Fee rates are agreed in advance of the school year and are currently £65 excluding lunch.					
4.3. Ensure that the Provider is open to receive learners on all school opening days.	Gaz Autos is open for all school days as well as holidays.					
4.4. Participate in any Quality Assurance Visits arranged by the Partnerships	Not applicable on this visit					

<b>Additional evidence</b>				
<b>"Prompts" for evidence gathering either before or during the visit to the AP</b>	<b>Your notes</b>			<b>Action Points</b>
<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>Yes commitment to the young people and the business is evident.</p> <p>All the evidence proves successful outcomes for learners completing the course. It is evident that systems are in place. Pastoral/safeguarding issues are dealt with effectively and needs of individual learners are taken into account.</p>			<p><b><u>Timely/thorough completion of reports consisting of relevant comments could be improved</u></b></p>
<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>In our estimation the provision is well led and managed. It is evident that the students feel safe and secure and that their achievements over time in this environment are positive. It is not envisaged that demands on this provider in terms of what they will deliver will change in the foreseeable future as they specialise in mechanics and will remain up to date with the demands of the ABC awarding body.</p>				
<p>How would you rate this provider on this aspect and what follow up actions have you agreed with the provider.</p> <p>This is an excellent provision and meets the needs of students with an interest in mechanics who may wish to further their study of mechanics in a post 16 setting.</p>				