

Quality Assurance Visits Record of Evidence and Evaluations

Provider's Name	First Class Tailored Tutor Solutions	Partnership	MSCIP	Date completed	15/12/23
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Return completed QA Records to astephenon@leicsseips.org

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 our 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 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.

LEARNER SAFETY

Requirement	<u>Provider evidence</u>	<u>Observer notes</u>	<u>R</u>	<u>A</u>	<u>G</u>	<u>Action Points</u>
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.	Policies, insurance, SCR, DBS records, risk assessments, shown to LEBC who have approved these at their audit this term.	Audit check list and letter of understanding received.			y	
1.2. Follow up any recommendations made as a result of the LEBC audits and action plans swiftly and effectively.	Provider has co-operated fully with LEBC audit	MSCIP has a copy of the LEBC audit check list			y	<p>LEBC audit action points to be completed by the time of the next audit in Autumn 2024:</p> <ul style="list-style-type: none"> • Safeguarding Policy – Make sure the policy reflects ‘it could happen here’ • Low Level Concerns policy- Add definitions/Examples, included allegation/appropriate and inappropriate conduct, Self-reporting info. • Safer Recruitment- Add online search detail. • Prevent – Risk assessment to be put in place, add signs of concerns. • Staff Code of Conduct- Add info around Gifts/Hospitality. • Learner Induction- Put a learner checklist in place which can be used to set boundaries/ground rules for learner and tutor at the beginning of first session.
1.3. Provide any information required by the commissioning partnerships when they need up to date information related to	Seen and checked by LEBC at audit. Senior staff are DSL trained.	Partnership and schools have seen received letter of comfort from provider, SCR.			y	The provider is highly effective in providing information to the Partnership and to schools, this is done in a timely manner.

<p>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. • Have regard to the Leicestershire SEIP's common Safeguarding Policy in making these arrangements. 		<p>The provider follows the Leicestershire SEIPS safeguarding guidelines.</p>				
<p>Additional evidence gathered when visiting the AP</p>						
<p>"Prompts" for evidence gathering whilst on the visit to support judgements of "Learner Safety"</p>	<p>Your notes</p>					<p>Action Points</p>
<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>Teams sessions are monitored by the provider. Laptops are supervised by tutors during face to face sessions. Any concerns are reported immediately to the AP DSL, who then pass this on to the Partnership and schools. Mobile phones are not allowed during sessions. Tutors and managers show awareness of safeguarding procedures.</p>				<p>y</p>	
<p>Concluding Judgement</p>						
<p>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?</p>						
<p>IS THE AP ENSURING EFFECTIVE LEARNER SAFETY?</p>						
<p>The AP is very proactive in reporting any concerns to the Partnership and schools. DSLs at the AP always follow up on reports they have made to us to ensure that appropriate actions have been taken by the Partnership and schools.</p>						
<p>How would you rate this provider on this aspect and what follow up actions have you agreed with the provider.</p>					<p>y</p>	

LEARNER PROGRESS

Requirement	<u>Provider evidence</u>	<u>Observer notes</u>	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.	Referral forms Statement of provision offered to each student	The AP works with the Partnership to ensure that there is a clear statement of intent at the start of each programme			y	
2.2. Have evidence available for any subsequent quality assurance visit of the authorisation for and capacity to deliver the qualifications they have offered.	Regular communication with the Partnerships and schools have helped to support this	Yes, no concerns. The AP is always proactive in communication with the Partnership and schools regarding qualifications delivered			y	
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.	Referral forms and risk assessments are provided sent for each student from the Partnership	The AP will check with the Partnership if they need any further information. The AP send regular reports to the Partnership regarding progress made towards targets set for the students			y	
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.	The AP continually adjusts programmes to meet the needs of the learners	The AP is proactive in contacting Partnership and schools when a need has arisen where a programme needs to be adjusted to better support students			y	
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.	The AP is in direct contact with schools. The AP appreciates that the Partnership has put them in touch with exam officers and Heads of Departments	The AP is in direct contact with schools exam officers in order to comply with qualifications frameworks			y	
2.6. Working with the commissioning partnership set progress targets for the learner for each qualification/ course at the outset. Where requested set targets	This is put in place following referral. Provider has fed back that they are satisfied with the level of information provided by the Partnership.	A full referral form is completed for each student, together with SEMH information. Updates are sent to the AP as needed.			y	

for the development of social, and emotional aspects.						
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.	This is in place.	AP sends thorough reports to the Partnership in a timely manner, these are then passed on to schools. Schools, when visiting sessions, have fed back that the quality of the work of students is excellent			y	
2.8. Provide details of qualifications achieved by each learner and the originals of any qualification certificates awarded	Exams are sat at the students roll schools	The Partnership updates the AP on GCSE results achieved, parents give consent for this			Y	
2.9. Agree in advance with the commissioning Partnership the end date for Year 11 students.	Yes, no concerns	Students end their placements when exams are completed			y	

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>During visits to the AP the Partnership and schools have been extremely satisfied with the quality of work delivered. Students make excellent progress, this compares highly favourably with other AP.</p> <p>Evidence in workbooks clearly show the progress students are making. Tutors display a good knowledge of where the students are in their learning, and what they need to further improve. This includes reference to SEND.</p> <p>Students behave well during sessions. They appreciate the opportunity to gain qualifications, and say that they feel they are making good progress.</p>			y
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>				
Yes, outcomes are consistently good.				
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>
3.1. Report on attendance and punctuality each day in a timely way using the agreed procedures	Tutors are instructed to send attendance report to the Partnership for each session	Attendance is received for all sessions on the day, but on some occasions this arrives after the session has been completed		Y		Provider will ensure that all tutors report attendance at the start of each session going forward
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	Short sessions not over lunch or break times	This does not apply as each session is 1.5 hours			y	
3.3. Have clear disciplinary procedures in place, ensuring that any serious infringements are reported to the commissioning partnership swiftly	Policies in place.	No concerns.			y	
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	This is ongoing as needed.	Any incidents are reported directly to the Partnership in a timely manner, this information is then passed onto schools and parents. Students really enjoy the sessions. Schools report that on their visits to sessions this is clearly evident.			y	

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>On visits carried out by schools and the Partnership behaviour is observed to be consistently good. Students enjoy attending the provision, they say that they feel well supported and that they are making good progress.</p> <p>Staff are knowledgeable and are able to support individual needs.</p> <p>The provision is well planned, with good routines evident.</p>		y	
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>Students, school and parents/carers have given very good feedback regarding pastoral care for learners.</p>				
<p>How would you rate this provider on this aspect and what follow up actions have you agreed with the provider.</p>			y	

SYSTEMS AND PROCESSES

<u>Requirement</u>	<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 	Provider has a business continuity plan	Outcomes are received by the schools as exams are organised by the roll school of each student. These, with the consent of schools and parents/carers, are shared with the provider. We are reassured by the provider verbally that the financial situation indicates that the provider is financially stable		y		Look to develop the plan to include an overview of outcomes and planning for future provision
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.	This is agreed at the start of each placement. Invoices are paid promptly by the Partnership.	No concerns.			y	
4.3. Ensure that the Provider is open to receive learners on all school opening days.	This is agreed with the Partnership.	The provision is available to learners on all school opening days.			y	
4.4. Participate in any Quality Assurance Visits arranged by the Partnerships	The provider is happy to participate in all QA visits and meetings. Tutors are happy for schools and the Partnership to visit sessions as this demonstrates the ongoing care for the student from the commissioning bodies.	The provider is always very willing to participate in all QA processes.			y	

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>It is clear from the discussions held with senior that the provision has the vision and drive to enable it to thrive.</p> <p>The provision is clearly meeting the needs of the students. Feedback from schools confirms this.</p> <p>The AP has efficient and effective systems which underpins its work with students, no concerns</p>			y
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.</p>				
<p>How would you rate this provider on this aspect and what follow up actions have you agreed with the provider.</p>				y

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