

Leicestershire Secondary Education and Inclusion Partnerships

Quality Assurance Visits Record of Evidence and Evaluations

Provider's Name	INVENT	Partnership	LNCIP	Date completed	03/02/23
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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 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? 	Invent on LEBC database. Last Audit completed September 2022.				Actions from LEBC still outstanding <ul style="list-style-type: none"> Trips + Visits – Clear missing person procedure, mini bus use/training. Site RA- Include who's at risk. Have a central location for all RA as a go to folder. Safer recruitment- Include detail if you are going to do online search of candidates. Behaviour Policy- Detail on rewards given? Info regard smoking/language/appearance etc. Fire RA- Make sure these are up to date, and all actions completed. (Being updated mid Oct when Fire Company on site) Safeguarding– Add 'It could happen here' + a Flow chart. To ensure all action are completed by Next LEBC Audit	
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 	5 members of staff have completed Leicestershire DSL Course.	Always 1 DSL on site. Posters around the building with manes and photos of DSLs available on visit, also in brochure, terminolgy for DSL was mentioned. Evidence was clear for all staff training.				

<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>Small group work only with ICT equipment. Staff sit with pupils and monitor. Mobile phones are allowed on site. Only to be used in social time. If there is an issue, then pupils are not allowed mobiles on site.</p> <p>Safeguarding portal that enables all staff to log concerns which generates emails to all 4 DSLs. Lead DSL will action and close cases</p>	<p>During the visit all pupils were engaged in learning and ICT equipment was being used appropriately.</p> <p>Venue is an appropriate space for learning and was clean and tidy.</p> <p>Director showed how the staff would use the portal to pick up concerns and to report concerns.</p>				
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<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>All learner complete a student induction and sign to say they have read it, Learners are aware who the centre managers are and can speak to them if they feel unsafe.</p>	<p>Students respect the staff and the building and were conducting themselves in a safe appropriate manner during the visit.</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?

Invent have all relevant policies and procedures in place to ensure Health & Safety, protection and safeguarding are followed

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 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 	An induction pack is in place sent to School with all relevant information Invent are a qualified provider for Open awards and ASDAN.	A copy of induction pack viewed on visit. Copy of certificates seen.				
<ul style="list-style-type: none"> • 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. 	Courses and proposed outcomes are agreed with provider at start of placement. Year 11 end dates agreed with individual schools.					

<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>A referral form is completed. Student will not start until form is completed and relevant risk assessments in place.</p> <p>Safeguarding and incident concerns are logged on the portal forms and then sent to respected provider.</p> <p>Week reports and Termly reports and trackers are completed by Invent.</p>	<p>Invent give commissioner a link to portal so they can access the reports.</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>Invent ensures that students are supported to complete qualifications. If. Student is struggling 1:1 support is offered and extra sessions are put in place.</p> <p>We also have an outreach programme so students can learn offsite if they feel comfortable</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 	<p>Pupils work books are neat and well presented.</p> <p>All staff have a class folder with pupils profiles for all students.</p> <p>All SEND interventions are listed in folder.</p> <p>EHCP targets are delivered by all staff through the curriculum.</p> <p>Weekly meeting with all staff to</p>	<p>Evidence in books shows that there is a small amount of progress. The student's attainment is low, and this is an area that requires improvement , there seems to be no stretch or challenge for the more able learner, work seem to be pitch at the same level for all students.</p> <p>Behaviour within the provision was excellent</p>				<p>To relook at abilities of students and to stretch and challenge students in their courses. Through relevant teaching strategies.</p>

	address concerns and progress of students.	and the learning environment was encouraging.			
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<p>that they are doing well and making progress?</p> <ul style="list-style-type: none"> 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>Any behaviour incidents are logged and reported back to LNCIP.</p> <p>Every morning starts with a well being meeting.</p> <p>PSHE is delivered through the timetable.</p>	<p>Students are content to attend INVENT and have form good relationships with staff. However, they can not explain how they need to make progress. This is from talking to students that attend from LNCIP</p>			
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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?

3 months Students need to be stretched and challenged to improve their overall outcomes and to gain their full potential. Student should have a understanding on how they can improve and where they can improve.

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

Work scrutiny to take place within 3 months

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	Attendance is emailed to LNCIP daily and record of attendance is kept on AP portal	Portal register observed and up to date on visit.				
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 	Morning break of 15 minutes. Afternoon break (Lunch) of 30 minutes. Students can leave the site for lunch but a re supervised by staff and only with written permission from home. Lunches are provided on site by AP.	During tour of the establishment, it was observed that appropriate spaces and activities are provided for breaks and wellbeing time to engage students.				

At the visit						
<p>3.3. What you observed</p> <p>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>During the visit the students were content to be at the provision and were working. Behaviours were good.</p> <p>Staff were working well with students and had good understanding of the students.</p>				
<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? • 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>Pastoral care within the provision is excellent and they support the learners well.</p> <p>All staff employed at INVENT demonstrated a commitment to helping students achieve personally .</p>				

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

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

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	Web site in place. Full colour brochure updated every 12 months. Fees are set at the start of each academic year. Invoices are sent to LNCIP on a monthly basis.	Website is up to date.				

<ul style="list-style-type: none"> Have efficient systems for raising invoices and chasing payments 						
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>Leader has a great deal experience of working with students and in settings, and has the drive commitment and passion to ensure that INVENT continues grow</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>				
<p>4.4. Do your previous judgements in sections 1-3 and your observations show that the provision is meeting the needs of learners?</p>		<p>YES</p>				

<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>						
<p>YES</p>						
<p>How would you rate this provider on this aspect and what follow up actions have you agreed with the provider.</p>						

