

## Leicestershire Secondary Education and Inclusion Partnerships

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

Provider's Name	Go Gettas	Partnership	Loughborough + North Charnwood Partnership	Date completed	17/03/2022
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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"> <li>Is the provider on the LEBC database as a result of completing the annual audit for health and safety and safeguarding?</li> <li>Has the provider completed any items that LEBC recommended in the audit?</li> </ul>	<b>Provider is on LEBC database</b>	<b>13 Action points from Last Audit , all with target date of Sept 2022.</b>  <b>None completed as of March 2022</b>				<b>Ensure site staff are on SCR. Visitors log to be used for all visitors.</b>
On the visit						
1.2. Examine evidence: <ul style="list-style-type: none"> <li>The single central record</li> <li>Evidence that someone on the staff has up to date DSP training</li> <li>If you are in the provision when students are there check to see that the DSP is available or if not a designated deputy</li> </ul>	<b>SCR is in place</b>	<b>No member of staff is currently DSL trained.</b>				<b>Add dates and initials for checking. On line DSL training has now been undertaken by a member of staff and copy of certificate sent to LNCIP._ Completed 20/03/2022. 2 members of staff to attend Leics Safeguarding training course by end of academic year.</b>
1.3. <b>What you observe</b> - 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"> <li>Is the use of equipment and tools monitored effectively by staff?</li> <li>Is the use of ICT supervised effectively?</li> <li>How effective are policies on mobile phone usage?</li> <li>Does the premises look clean, tidy and organised in a way to suite the teaching and learning?</li> </ul> 1.4. <b>Talking to staff working with students</b> <ul style="list-style-type: none"> <li>Do staff show awareness of the Aps Safeguarding procedures?</li> <li>Can staff describe the policies on safe use of IT, safeguarding, use of mobile</li> </ul>	<b>Pupils are allowed to have their mobile phones on their person.</b>  <b>They are allowed to use them during breaks and lunchtimes.</b>	<b>NO ICT equipment is used by the centre.</b>  <b>One of LEBC action points is to have a mobile phone policy.</b>  <b>Premises is clean and tidy.</b>				<b>Use of Mobile Phones Policy to be in place.</b>

<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><b>1.5 Talking to students</b></p> <ul style="list-style-type: none"> <li>Do learners report to you that they feel safe?</li> <li>Do learners know the rules and procedures for H&amp;S, Safeguarding, Mobile phone, IT use etc?</li> <li>Do learners say that these rules are effectively and fairly enforced?</li> </ul>		<p>Pupils enjoy attending Go Gettas and are aware of the rules and procedures.</p>		
<p><b>Concluding Judgement</b></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><b>IS THE AP ENSURING EFFECTIVE LEARNER SAFETY?</b></p>				
<p>How would you rate this provider on this aspect and what follow up actions have you agreed with the provider.</p>		<p>See above</p>		

**LEARNER PROGRESS**

Requirement	Provider evidence	Observer notes	R	A	G	Action Points
<p>Before the Visit</p>						
<p>2.1. Does the provider, at the outset of a placement give you for each course:</p> <ul style="list-style-type: none"> <li>a clear statement of the qualifications and the organisation that offers it.</li> <li>learner hours,</li> <li>possible points to be awarded</li> </ul>		<p>Provider does not deliver recognised qualifications and is not a registered centre. Focus is on group work, Social and emotional development of students through issues based workshops.</p>				<p>Centre to investigate AQA Unit Award scheme.</p> <p>To develop a comprehensive monitoring system to evidence pupil attainment and progress.</p>

<ul style="list-style-type: none"> <li>evidence that the provider is authorised and approved as a provider of the qual</li> <li>evidence that the provider fully understands how the quals it offers link to the student's education as a whole</li> <li>agree with you an end date for Year 11.</li> </ul>				<p><b>May 16<sup>th</sup> agreed study leave date, unless otherwise agreed for individual students.</b></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"> <li>Regularly shares concerns about the student's wellbeing</li> <li>Is fully aware of any SEND and makes adjustments</li> <li>Reports as required on progress, setting targets, meeting your deadlines and in the form you require</li> <li>How does the progress each individual learner is making at this AP compare with their progress elsewhere?</li> </ul>		<p><b>Referral form is sent to provider.</b>  <b>Weekly and termly reports back from the provider.</b></p>		<p><b>LNCIP</b></p>
<p>2.3. Does the provider always ensure that:</p> <ul style="list-style-type: none"> <li>Students are supported to complete courses</li> <li>Results are reported back to you and the student in a timely manner</li> </ul>		<p><b>N/A – Currently Go Gettas do not provide external accredited courses.</b></p>		
<p>At the visit</p>				
<p><b>2.4. What you observed:</b></p> <ul style="list-style-type: none"> <li><b>2.5. Talking to staff working with students:</b></li> <li><b>2.6. Talking to the students</b></li> </ul>		<p><b>There were no pupils on site on the day of the visit.</b>  <b>Pupils do not have folders or evidence of work as the main focus of their work is on developing social and emotional resilience.</b></p>		

		Staff talk knowledgeably and passionately about the pupils they work with. Students enjoy attending Go Gettas and see the value of attending.			
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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?**

Pupils do make progress socially and emotionally but it is hard to evidence due to the lack of recording and monitoring.

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

**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	<b>Text message to LNCIP on daily basis.</b>					<b>Ensure this is done before 10AM daily.</b>
3.2. Does the Provider have clear arrangements and procedures for: <ul style="list-style-type: none"> <li>• Lunch and break times that have been agreed with you in advance and are suitable for the student’s age and development</li> </ul>	<b>Agreed break and lunch times. Students are aware of the times.</b>  <b>Behaviour policy is in place and regularly updated .</b>	<b>Regular learning breaks also built into the day to support students needs.</b>				

<ul style="list-style-type: none"> <li>• clear disciplinary procedures, ensuring that any serious infringements are reported to the commissioning partnership swiftly</li> <li>• reporting issues about relationships, behaviour and wellbeing to you</li> <li>• working proactively with you</li> </ul>	<p><b>Provider contacts LNCIP if there are serious issues.</b></p>					
<p>At the visit</p>						
<p><b>3.3. What you observed</b> 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"> <li>• What behaviours have you observed and how do you rate them?</li> <li>• What pastoral care have you observed and how do you rate it?</li> </ul> <p><b>3.4. Talking to the staff working with the students</b></p> <ul style="list-style-type: none"> <li>• 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)</li> </ul> <p><b>3.5. Talking to the students</b></p> <ul style="list-style-type: none"> <li>• What do students say about the way they are disciplined, supported and cared for?</li> <li>• 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)</li> </ul>		<p><b>Provider ensures that pupils are supported to display positive behaviours for learning. Pastoral support is robust and comprehensive.</b></p> <p><b>Staff have a good understanding of the students needs, and support the students to make positive choices.</b></p> <p><b>Students feel supported and cared for.</b></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.

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**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"> <li>• Have a web site, annual report or brochure that documents the offer it makes, and the outcomes achieved by students.</li> <li>• 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.</li> <li>• Ensure that the Provider is open to receive learners on all school opening days.</li> <li>• Participate in any Quality Assurance Visits arranged by the Partnerships</li> </ul>	<p><b>Web site in operation. Instagram page that celebrates success and achievements.</b></p>	<p><b>Fee is agreed at beginning of each academic year.</b></p> <p><b>Invoices are received monthly from Provider.</b></p> <p><b>All documents requested prior to the QA visits were received.</b></p>				

<ul style="list-style-type: none"> <li>Have efficient systems for raising invoices and chasing payments</li> </ul>						
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"> <li>the vision and drive to enable it to thrive?</li> <li>A student centred approach</li> </ul>		<p><b>It is evident that Leaders have the passion and drive to want Go Gettas to succeed.</b></p>				<p><b>Ensure all documentation is in place.</b></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><b>Ensure monitoring, recording and reporting of student progress is in place and appropriate.</b></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><b>Investigate accreditation of learner progress</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><b>Go Gettas provides an important role in developing the social and emotional resilience of some extremely vulnerable learners.</b></p>						
<p>How would you rate this provider on this aspect and what follow up actions have you agreed with the provider.</p>						<p><b>LNCIP will revisit in July to ensure all action points have been completed and then will move the gradings to green.</b></p>

