

## Leicestershire Secondary Education and Inclusion Partnerships

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

Provider's Name	Enstruct Construction	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 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>	<p><b>LEBC carries out annual visits to sites at the start of each academic year.</b></p> <p><b>Any recommendations from LEBC are followed up and completed ASAP,</b></p>	<p><b>Provider is listed and available on LEBC database, with a clear overview of the provision available.</b></p> <p><b>No outstanding recommendations from last audit.</b></p>			y	
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>	<p><b>SCR on locked server. Available to SEIPS and schools upon request.</b></p> <p><b>DSL – K Yates</b></p>	<p><b>Deputy DSLs are always available on site. Staff information board lists DSLs.</b></p> <p><b>Safeguarding training carried out yearly with staff, this is led by DSL.</b></p>			y	
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> </ul>		<p><b>All policies available on provider's server and are shared upon request.</b></p> <p><b>All students receive a safety induction pack prior to embarking upon the course. All risk assessments are up to date.</b></p> <p><b>ICT is monitored continually. The site was tidy and fit for purpose.</b></p> <p><b>Yes, no concerns.</b></p>			y	

<ul style="list-style-type: none"> <li>Can staff describe the policies on safe use of IT, safeguarding, use of mobile 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?</li> </ul> <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><b>Rules and expectations are clearly explained at induction, with updates and reminders as needed.</b></p> <p><b>Students feel safe and that rules are clear and fair.</b></p>				
<p><b>Concluding Judgement</b></p>						
<p><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></p> <p><b>IS THE AP ENSURING EFFECTIVE LEARNER SAFETY?</b></p>						
<p><u>Yes, no concerns.</u></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>Y</b></p>	

**LEARNER PROGRESS**

Requirement	<u>Provider evidence</u>	<u>Observer notes</u>	<u>R</u>	<u>A</u>	<u>G</u>	<u>Action Points</u>
<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><b>Termly programme plans are sent out to SEIPS and schools</b></p> <p><b>Weekly updates can be provided if requested.</b></p>	<p><b>Website clearly lists the courses and qualifications on offer.</b></p>			<p><b>Y</b></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>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>Before learners start at the provision a full referral form is required from SEIPS/schools. This must provide details of any SEND support needs.</b></p> <p><b>Termly programme plans contains targets, expected progress and outcomes.</b></p>	<p><b>Reports are received at least termly by SEIPS and schools.</b></p> <p><b>SEIPS and schools are regularly updated regarding any concerns about learner progress in terms of wellbeing and education.</b></p>			y	
<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>All progress logged and monitored on provision data base.</b></p>	<p><b>SEIPS and schools are kept up to date throughout the time the learner is at the provision.</b></p>			y	
<p>At the visit</p>						
<p><b>2.4. What you observed:</b></p> <ul style="list-style-type: none"> <li>Is what you see happening at the AP what you expected to be happening when you commissioned the placement?</li> <li>Is there evidence in learners' work books or in the work they are doing</li> </ul>		<p><b>Yes, students were engaged and participating in learning.</b></p>			y	

<p>that they are doing well and making progress?</p> <ul style="list-style-type: none"> <li>Is the behaviour that learners show when learning and indication of progress towards the soft targets you have agreed?</li> </ul> <p><b>2.5. Talking to staff working with students:</b></p> <ul style="list-style-type: none"> <li>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?</li> <li>Do staff show that they understand the qual the student is working on and how it links with other quals?</li> <li>Do staff in conversation show that they know of the student's SEND</li> </ul> <p><b>2.6. Talking to the students</b></p> <ul style="list-style-type: none"> <li>Do students show that they understand the qual they are working on and how it links with other quals?</li> <li>What do the learners say about their progress here? Do they know what they are currently achieving and what they should do next?</li> </ul>		<p>Learner's work demonstrated progression towards expected qualifications.</p> <p>Staff were able to describe good knowledge about individual learns, and what needs to happen to ensure progress. Staff showed good understanding regarding additional needs of learners.</p> <p>Learners were on break at this point in the visit, but the school accompanying the MSCIP co-ordinator was able to describe that learners feel they are making good progress and that they 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, portfolio work is very good. No concerns.

How would you rate this provider on this aspect and what follow up actions have you agreed with the provider.			<b>y</b>	
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### **LEARNER PASTORAL CARE**

<b>Requirement</b>	<b>Provider evidence</b>	<b>Observer notes</b>	<b>R</b>	<b>A</b>	<b>G</b>	<b>Action Points</b>
Before the Visit						
3.1. Does the Provider report on attendance and punctuality each day in a timely way using the agreed procedures	<b>Attendance reported to SEIPS and schools within 30 minutes of start time.</b>	<b>Attendance reports are on time, with updates received as needed.</b>			<b>y</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> <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>		<b>Timings of sessions are displayed.</b>  <b>Any concerns are reported to SEIPS/schools in a timely manner.</b>			<b>y</b>	
At the visit						
<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? <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>		<b>The centre was calm and purposeful, no concerns.</b>			<b>y</b>	

**3.4. Talking to the staff working with the students**

- 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)

**3.5. Talking to the students**

- 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)

Discussions with staff evidenced a clear knowledge and understanding of the needs of learners.

They are diligent and robust in applying rules and procedures in a fair and learner-friendly manner.

The provision keeps parents and carers updated on a regular basis. The provision sees parents as a vital partner regarding the success of learners.

Learners were on break at this point in the visit, but the school accompanying the MSCIP co-ordinator was able to describe that learners feel that rules and procedures are fair and that they enjoy attending the provision.

**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.

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

**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>
Before the visit						
4.1. Does the Provider: <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>	Enstruct have a website and active social media accounts.  A contract is signed at the start of each academic year. Partnerships and schools are invoiced half termly via office manager.  Enstruct work with Leicestershire County Council Academic calendar.	<b>There is a web site which is currently being updated. The provision has Twitter, Instagram and Facebook accounts.</b>			<b>Y</b>	



<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>The provision Lead is an outstanding role model and is clearly passionate about the provision, what it offers and the successes it has.</b></p> <p><b>The provider is keen to develop off-site provisions at schools and SEIPS bases.</b></p>			Y
<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>		Yes, no concerns.			Y
<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>		Yes, no concerns.			Y

**Concluding Judgement**

**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?**

**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?**

**DOES THE AP PROVIDE A SECURE AND STABLE LEARNING ENVIRONMENT AND WILL IT CONTINUE TO DEVELOP AND FLOURISH IN THE FUTURE?**

Yes, the provision is very well set up and managed, no concerns.

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

Y

