Leicestershire Secondary Education and Inclusion Partnerships

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

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| Provider’s Name | Gaz Autos | Partnership | SLIP | Date completed | 21.11.23 |
| Note here any issues that you have given an “R” (Refer to the numbered sections) |  | When do you intend to check that the “R” issues have been addressed |  | Have the issues been resolved? |  |

**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**

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| Requirement | **Provider evidence** | | **Observer notes** | **R** | **A** | **G** | **Action Points** |
| * 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. | **LEBC visit on 14.11.23. All policies checked and authorisation is pending with action points.** | | **All policies updated for 2023/24, stored on Google cloud:**  **Safer Recruitment**  **RA for workshop**  **Retention Policy**  **H&S policy**  **Disciplinary procedure**  **Staff Induction policy**  **Invigilation of exams**  **Internal moderation**  **1st Aide policy**  **Fire procedure**  **Equality & Diversity policy**  **Emergency evacuation procedure**  **Complaints procedure**  **Code of Conduct policy**  **Mobile phone policy**  **Behaviour policy**  **Attendance policy**  **Anti-bullying policy** |  |  |  | **See below** |
| * 1. Follow up any recommendations made as a result of the LEBC audits and action plans swiftly and effectively. | **Yes.** | | **Identified areas for action have been carried out, observed and in place.** |  |  |  | **Lock for tool cupboard – seen & now in place.**  **DBS check for new member of staff – actioned & in place.**  **Bell sign on entry door – seen & in place.**  **Updated Insurance Policy.**  **Awaiting LEBC to authorise action points.** |
| * 1. 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.   + 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. | **1 new member of staff needed to provide DBS.**  **2 designated safeguarding leads – Firas and Jim. Training received on ??? by Leicestershire Local Authority.**  **DBS of staff in place and stored on Google cloud. Available to partnerships on request.**  **Recommended Leics Safeguarding Policy in place including recent new additions.** | | **Met with the new member of staff who now has DBS number and was giving details to AP.** |  |  |  | **Share with LEBC** |
| **Additional evidence gathered when visiting the AP** | | | | | | | |
| **“Prompts” for evidence gathering whilst on the visit to support judgements of “Learner Safety”** | | **Your notes** | |  |  |  | **Action Points** |
| *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?*  *Do learners report to you that they feel safe?*  *Do staff show awareness of the Aps Safeguarding procedures?* | | **Each student is provided with a bag of tools which is checked at the end of a session. Bags are stored in a locked cupboard. There are no pneumatic or hydraulic tools on site.**  **All tools & machinery is PAT tested annually.**  **Students are allowed mobiles but they must be kept out of site. Where a student is using their phone in the workshop where it is a safety concern arrangement will be made for it to be removed and given back to the student at break times.**  **Staff are aware of their safeguarding responsibilities.**  **On interviewing 2 students, they reported that they felt safe but didn’t identify anyone to report a concern to.** | |  |  |  | **Posters to signpost students to DSL members of staff for Safeguarding.** |
| **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?** | | | | | | | |
| **The AP takes safeguarding seriously. 2 members of staff are DSL trained and the Safeguarding Policy is up-to-date and relevant. To improve further the AP should share this information with learners so that they know who to speak to if they have a concern or do not feel safe.** | | | | | | | |
| How would you rate this provider on this aspect and what follow up actions have you agreed with the provider. | | | |  |  |  | **Posters of DSL and other staff who students can speak to.** |

**LEARNER PROGRESS**

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| Requirement | **Provider evidence** | **Observer notes** | **R** | **A** | **G** | **Action Points** |
| * 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. | **Quals on offer are ABC Automobile Studies – L.1 & L.2.** | **When placing a student the AP carries out a baseline practical and written assessment which can last up to 3 weeks. The results of this determines the pathway for the learner.** |  |  |  |  |
| * 1. Have evidence available for any subsequent quality assurance visit of the authorisation for and capacity to deliver the qualifications they have offered. | **AP have had ‘Direct Claim’ status for the last 3 years (L.1 courses can be verified internally)**  **An external examiner visits the AP annually in May to check portfolios & interview students.** | **AP has a member of staff who is a qualified assessor.**  **AP offers a Level 2 Diploma, moving on to Level 3 at post 16 on an apprenticeship.** |  |  |  |  |
| * 1. 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. | **All student information provided by schs/SEIPS is stored on a shared drive in student portfolios. AP also have own forms for completing – student details, contact info, medical & SEN. Also a disciplinary protocol and Student Induction Pack.** | **Each term AP sets & monitors academic targets in line with the course content. They will also monitor SEMH targets as recommended by the commissioner.** |  |  |  |  |
| * 1. 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. | **Yes. This is through the baseline assessments of each new learner and working with schs/SEIPS to accommodate SEN, including SEMH needs.** |  |  |  |  |  |
| * 1. Have a good knowledge of the current qualifications framework and the relationship of the qualifications the Provider offers to the accountability measures for schools. | **AP aware of the points for schools. AP works with SEIPS and directly with schools.**  **Progress 8 and non progress 8 courses on offer. AP show good knowledge of each course content and place learners accordingly.** | **AP works closely with colleges (Leics & Loughborough) to support student moving to post 16. They understand how the quals completed by their learners support students to further their studies e.g. L2 will lead to LL3 apprenticeship.**  **Where possible they will offer ex students an opportunity to compete their apprenticeship with them.** |  |  |  |  |
| * 1. 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. | **Yes. As above. Programmes are differentiated to be individual to meet student needs. This is shared with commissioners when requested.** | **Where progress/behaviour is a concern AP requests the support of the sch/SEIP Key Worker to help improve the situation.** |  |  |  |  |
| * 1. 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. | **Yes. AP report on progress when requested by commissioners.** |  |  |  |  |  |
| * 1. Provide details of qualifications achieved by each learner and the originals of any qualification certificates awarded | **Original certificates sent to commissioner. Copies kept on AP file.** |  |  |  |  |  |
| * 1. Agree in advance with the commissioning Partnership the end date for Year 11 students. | **Most learners will finish by exam leave time. If the course has not been completed AP seek the support of the Key Worker to ensure course work is completed – on or off site.** | **Progress 8 course must be completed by early May.** |  |  |  |  |

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| **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** |
| *Is what you see happening at the AP what you expected to be happening when you commissioned the placement?*  *How does the progress each individual learner is making at this AP compare with their progress elsewhere?*  *What do the learners say about their progress here? Do they know what they are currently achieving and what they should do next?*  *Is there evidence in learners’ work books or in the work they are doing that they are doing well and making progress?*  *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?*  *Is the behaviour that learners show when learning and indication of progress towards the soft targets you have agreed?* | **Yes. 2 students engaged in practical activity in the workshop.**  **On interviewing 2 learners they were clear about the courses they were completing and felt happy with their progress. Year 11 student spoke of his plans to complete Level 2 by the end of the year continue his mechanics studies at college next year.**  **Learner’s folders contained completed worksheets. Some evidence of work marked including tutor comments.** |  |  |  | **More consistent marking of student work.**  **To provide tutor comments when marking work to inform students how to improve.** |
| **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?** | | | | | |
| **Observed a good relationship between AP and learner. Students appeared motivated and happy at AP with clear goals for the year. They spoke of their desire to do well on the course, including how they had ‘turned things around’ with regard to behaviour and attitude. The AP showed a passion for their work and a belief in their learners.** | | | | | |
| How would you rate this provider on this aspect and what follow up actions have you agreed with the provider. | |  |  |  |  |

**LEARNER PASTORAL CARE**

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| Requirement | **Provider evidence** | **Observer notes** | **R** | **A** | **G** | **Action Points** |
| 3.1. Report on attendance and punctuality each day in a timely way using the agreed procedures | **AP reports attendance within 30 minutes of the start time. Most commissioners use CLM which is completed and liked by the AP. Where required, the AP emails/phones through attendance.** |  |  |  |  |  |
| 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 |  | **AP has targeted gps of students: KS3 – Monday, Tuesday & Thursday – motivated, focused students, Vulnerable students – Wednesday, direct sch bookings– Friday.**  **Break time – 15 mins, Lunchtime – 30 mins. Students have a room available and are unsupervised when off site (burger van nearby). AP will keep and supervise those students who are not allowed off site.** |  |  |  |  |
| 3.3. Have clear disciplinary procedures in place, ensuring that any serious infringements are reported to the commissioning partnership swiftly | **Incident form - completed and shared with commissioning body.**  **Flow diagram - shows the behaviour procedure. Available for staff & students.** | **Behaviour for learning system in place – 3 warnings.** |  |  |  |  |
| 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 |  | **AP uses a system:**   1. **deal with it in house** 2. **2) report to commissioner** 3. **Meeting with sch, parent, student.** |  |  |  |  |

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| **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** |
| *What behaviours have you observed and how do you rate them?*  *What do they say about the way they are disciplined, supported and cared for?*  *What do your discussions with staff tell you about their knowledge and understanding of the needs of individual learners?*  *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)* | **Only 2 students on site when visited. Both were on task, engaged and happy.**  **Staff had clear roles, those working directly with students showed a knowledge of the student’s ability and character.**  **Systems and routines are in place. As it’s a working garage there is a limit to what restrictions and safety measures can be applied but there appears to be a level of respect and responsibility from the students observed.** |  |  |  |  |
| **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?** | | | | | |
| **This is a working garage. The environment is open planned and lacks a nurturing space. The staff care for their students and appear to have a good knowledge of their ability and needs. Those students who were observed reported that they felt safe and were motivated to complete their course.** | | | | | |
| How would you rate this provider on this aspect and what follow up actions have you agreed with the provider. | |  |  |  |  |

**SYSTEMS AND PROCESSES**

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| Requirement | **Provider evidence** | **Observer notes** | **R** | **A** | **G** | **Action Points** |
| 4.1. Publish an annual report that includes:   * 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 | **AP completes an annual report.**  **The currently are financially stable and will continue trading for the foreseeable future.** |  |  |  |  | **To advertise the course percentage success rate on their website.** |
| 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. | **Current prices:**  **work experience - £55 per half day**  **£70 – level 1**  **£75 – level 2.** | **Fee is agreed at the start of every academic year.** |  |  |  |  |
| 4.3. Ensure that the Provider is open to receive learners on all school opening days. | **Yes** |  |  |  |  |  |
| 4.4. Participate in any Quality Assurance Visits arranged by the Partnerships | **Yes** |  |  |  |  |  |

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| **Additional evidence** | | | | | | | |
| **“Prompts” for evidence gathering either before or during the visit to the AP** | **Your notes** |  |  | |  | | **Action Points** |
| *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?*  *Do your previous judgements in sections 1-3 show that the provision is meeting the needs of learners?*  *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?* | **The main Administrator has reduced her days on site but seems confident that all paperwork and procedures will not be affected.**  **The AP appear to be meeting the needs of their current students. Due to the nature of the AP, it may not suit all learners.** |  |  | |  | |  |
| **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?** | | | | | | | |
| **At present the AP is financially stable. Staffing has been consistent. Learners make good progress and the success rate of course completion is good. Staff are qualified to deliver the courses offered. The environment lacks comfort, but is to be expected in a garage. Students seem happy and there are well established procedures and systems in place to keep them safe.** | | | | | | | |
| How would you rate this provider on this aspect and what follow up actions have you agreed with the provider. | |  | |  | |  |  |