

Leicestershire Secondary Education and Inclusion Partnerships

Quality Assurance Visits Record of Evidence and Evaluations

Provider's Name	TripleSkillz	Partnership	SLIP	Date completed	22.04.24
Note here any issues that you have given an "R" (Refer to the numbered sections)	N/A	When do you intend to check that the "R" issues have been addressed	N/A	Have the issues been resolved?	N/A

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 out 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 as 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.

LEARNER SAFETY

Requirement	Provider evidence	Observer notes	R	A	G	Action Points
<p>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.</p>	<p>LEBC audit – October 2023.</p>	<p>Electronic Policies seen and updated September 2023: eSafety Behaviour Safeguarding Safer Recruitment Fire Safety Anti-bullying Assessment Attendance</p> <p>SEND – updated January 2024</p>				<u>N/A</u>
<p>1.2. Follow up any recommendations made as a result of the LEBC audits and action plans swiftly and effectively.</p>	<p>No adversaries. Minor amendments for next audit which have already been acted upon. Coded green on LEBC website for placement of students.</p>					
<p>1.3. 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.</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 	<p>Amy Ginetta – DSL</p> <p>Rendall, Bianca, Jacob – Deputy DSL.</p> <p>Single Central Register kept electronically listing all staff details and DBS numbers.</p> <p>Safeguarding concerns/serious incidents are reported via Teams form to DSL. All staff</p>	<p>DSL training by Leicestershire County council. 6.3.24</p> <p>Deputy DSL – Leicester city Council. 6.3.24</p>				

<p>commissioning partnership on request. Maintain a secure system for record keeping.</p> <ul style="list-style-type: none"> Have regard to the Leicestershire SEIP's common Safeguarding Policy in making these arrangements. 	<p>have access to the form when off site. Incidents can be reported immediately.</p> <p>Concerns/incidents are transferred to a spreadsheet and kept securely on system.</p>					
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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
<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>No tools used. Use of students ipads are supervised, password protected (not known by students) with regular firewall updates.</p> <p>Phones are handed in at start of day. Returned only at lunchtime.</p>				

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 has a robust, well organised system for raising and reporting safeguarding concerns and serious incidents. Staff are appropriately trained, and the team also have regular in-house safeguarding updates and training. The use of phones and technology is very well monitored with good security in place. There is a ratio of 4:1 allowing staff to maintain good supervision of students.

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

Requirement	Provider evidence	Observer notes	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.	Course is agreed at outset. AP may add additional course if the student has the time to complete it.	AP produces student work booklets to cover each course. These are student friendly showing what needs to be covered and the progress made towards the qualification.				
2.2. Have evidence available for any subsequent quality assurance visit of the authorisation for and capacity to deliver the qualifications they have offered.	All staff working towards a Teaching, Education and Mentoring Course – Level 3 A Ginetta is working towards the Assessor Qulaification at L.4 Sarah is working towards a teaching qualification at L.4	AP registered with NCFE for Functional Skills and other voc quals (mainly KS4) ASDAN for KS3. A Ginetta is an internal moderator and assessor (authorises entry level qual and internally moderated L.1 in prep for external moderator)				Obtain the official names of the courses and exam board.
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.	AP set academic targets in line with course content. They set a general target of completing 2/3 pages of student workbook a day as a minimal expectation. They work towards and monitor SEMH targets set by commissioner.					
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.	On-going monitoring of students and their progress. Regular staff meetings to discuss learners.	Each student workbook incorporates a qual at different levels and clearly demarcates each level (award, certificate). This gives flexibility and enables students to take ownership of work rate and overall objective. Students can see what they need to complete to achieve the				

		<p>certificate after achieving the award.</p> <p>The Sport course booklet contains an assessment grid for students to monitor course progress. Sport course offers – pass / merit / distinction.</p>				
<p>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.</p>	<p>AP has an up-to-date knowledge of the qualification framework. They are aware of the importance of Progress 8 for schools. They currently do not offer Progress 8 courses and believe the courses they offer are relevant and appropriate for their learners. They may offer Progress 8 courses in the future.</p>					<p>To consider Progress 8 course/s in the future.</p>
<p>2.6. 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.</p>	<p>Yes. AP set academic targets in line with course content. They set a general target of completing 2/3 pages of student workbook a day as a minimal expectation. They work towards and monitor SEMH targets set by commissioner.</p>					
<p>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.</p>	<p>Yes. As above.</p>					
<p>2.8. Provide details of qualifications achieved by each learner and the originals of any qualification certificates awarded</p>	<p>Original certificates sent/given to students. AP keep a photocopy and send out to commissioner.</p>					

2.9. Agree in advance with the commissioning Partnership the end date for Year 11 students.	AP aims to finish year 11 student courses by May half term. These will/can continue until the end of term if student has not completed course or commissioner requests this. Flexibility is offered if needed e.g shorter days.				

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>Observed several students taking part in sporting activities – using VRs, boxing, playing on the field.</p> <p>Student interviews:</p> <p>Year 8 – feels safe and would report to a member of staff if he had a problem. Likes the range of activities at the AP. Currently doing English, Maths and sports.</p> <p>Year 11 – enjoying AP. Feels safe and knows what to do if he was being bullied. Currently doing a course but didn't know the name. Has a place at Trans4m for post 16.</p>			
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>				
<p>SLIP students currently and previously attending this AP are on track to gain accreditation in the agreed time frame. Where 1 student has poor attendance the AP has worked closely with the SEIP to improve this and reviewed the course and qualification to ensure he gains some accreditation.</p> <p>Behaviour of students observed was good. Evidence of staff gently challenging a student swearing. The AP appears to know the students well.</p>				
How would you rate this provider on this aspect and what follow up actions have you agreed with the provider.				

LEARNER PASTORAL CARE

<u>Requirement</u>	<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	Registers taken at 10am. Students coming from county and city on buses. AP uses CLM and other systems as requested by commissioner.	AP currently having a system designed for attendance, progress and invoicing in order to streamline service.				
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 provide breakfast and lunch to all students, included in overall cost of placement. Staff eat with students. All KS3 students remain on site or escorted to shop. Consent can be given for KS4 students to leave site (visit shop over road). They must inform staff if leaving site.					
3.3. Have clear disciplinary procedures in place, ensuring that any serious infringements are reported to the commissioning partnership swiftly	Teams on-line form used to notify DSL of incidents. This allows immediate reporting. DSL contacts commissioner. If student is sent home this is discussed with commissioner. Monitoring of several recorded low level incidents can trigger a Teams concern to be reported to commissioner.					
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 keeps commissioner informed of behaviours, relationships and welfare of students. Contact Key Worker if concerned.					

	Will contact parent directly if in agreement with commissioner.					
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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
<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>Good staff to student ratio.</p> <p>Good behaviour of students who look happy and are engaged.</p> <p>Students observed eating.</p> <p>Staff look happy and interacted positively with students.</p>			
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 are encouraged to improve their attendance if it is low/decreasing. SEIPS (SLIP) is kept informed of the progress and welfare issues of their students.</p>				
<p>How would you rate this provider on this aspect and what follow up actions have you agreed with the provider.</p>				

SYSTEMS AND PROCESSES

Requirement	Provider evidence	Observer notes	R	A	G	Action Points
<p>4.1. Publish an annual report that includes:</p> <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 	<p>The AP does not produce an annual report.</p> <p>AP currently looking for new premises in order to separate KS3 and KS4. Hoping for premises with a full kitchen.</p> <p>Planning to increase course offer to include either Childcare or Health and Social Care.</p> <p>AP to design Student Workbooks for Maths and English Functional Skills.</p>					
<p>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.</p>	<p>Rate advertised in June ready for the start of the new academic year. No rate increases mid-year.</p>					
<p>4.3. Ensure that the Provider is open to receive learners on all school opening days.</p>	<p>AP open to cater for city and county dates.</p>					
<p>4.4. Participate in any Quality Assurance Visits arranged by the Partnerships</p>	<p>Yes</p>					

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>A Ginetta is enthusiastic and motivated to continue to develop the provision (premises, course offer and delivery of courses). AP funding a new system for improving tracking attendance, safeguarding, progress and invoicing to improve its internal workings and service to commissioners</p> <p>Staff at SLIP give positive feedback about this AP with regards to communication and safety of high risk students.</p>			
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>The AP is robust and secure for moving forward, making investments in its future (systems and staff training) There is an issue with finding additional/improved premises which they continue to search for_</p>				
<p>How would you rate this provider on this aspect and what follow up actions have you agreed with the provider.</p>				