

Leicestershire Secondary Education and Inclusion Partnerships

Quality Assurance Visits Record of Evidence and Evaluations

Provider's Name	ESBM	Partnership	LNCIP	Date completed	22 nd June 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"> 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? 	Fully approved by LEBC for delivery of Construction and Functional Skills LEBC website/portal All issues raised in site visit in 2021 verified as addressed in revisit (Kate Wardle)			<u>x</u>		
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 	Principal has DSL Manager has DSL Administrator has safeguarding L2 Single Central record of staff is maintained	All records and certificates, observed and confirmed.			<u>x</u>	
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: <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? 1.4. Talking to staff working with students <ul style="list-style-type: none"> Do staff show awareness of the Aps Safeguarding procedures? 		All tools securely locked away. ICT fully supervised. Facilities for mobile phones to be locked away. Premise looked reasonably clean and tidy. Staff and students aware of safeguarding procedures. Students seem happy , content and aware of who was the DSL.			<u>x</u>	

<ul style="list-style-type: none"> 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? <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>Phones are suppose to be in lockers but pupils are sometimes resistant to handing them in.</p>				<p>The site is planning to review the mobile phones policy and set up a reward system for students who cooperate.</p>
<p>Concluding Judgement</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? IS THE AP ENSURING EFFECTIVE LEARNER SAFETY?</p>						
<p>How would you rate this provider on this aspect and what follow up actions have you agreed with the provider.</p>					<p><u>x</u></p>	

LEARNER PROGRESS

Requirement	Provider evidence	Observer notes	R	A	G	Action Points
Before the Visit						
<p>2.1. Does the provider, at the outset of a placement give you for each course:</p> <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 	<p>All students have personalised pathways usually comprising vocational and functional skills ESBM is an Edexcel approved centre: 34828 Year end for Y11 as per school terms/stipulations</p>	<p>Students were working at a variety of levels. Revising for Edexcel exams.</p>			<p><u>x</u></p>	

<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. 						
<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>Daily update on attendance and issues that arise. Passport information is shared with key staff. Progress reports are produced as per school schedule</p>	<p>Daily and weekly reports observed.</p>			<u>X</u>	
<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>Students are coached in small groups/one-to-one re ongoing progress</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>Students observed working one-to-one . Work observed at expected level. Behaviour of students was of an extremely good level.</p>				

<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? 					
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<p><u>Concluding Judgement</u></p>
<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 <u>and in your reviews of learner progress?</u></p> <p>IS THE AP EFFECTIVE IN SECURING PROGRESS FOR LEARNERS?</p>
<p>Yes</p>

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

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	Yes					
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 	Arrangements for break and lunch are arranged at initial meeting prior to enrolment – students take these outside the site unsupervised Communication re behavioural issues is swift, clear and consistent					
At the visit						
3.3. What you observed 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"> What behaviours have you observed and how do you rate them? What pastoral care have you observed and how do you rate it? 		Pastoral care evidenced at high standard. Students engaged and happy. Policies were followed for students feeling ill. Snacks and water provided.				

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)

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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 an effective AP for pastoral care.

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

x

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">• 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	Administration of fee payments is punctual and efficient Fees are made clear at time of enrolment. ESBM is open to receive students 5 days per week ESBM participates in QA visits on request			<u>x</u>		

<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>The managers is committed to improving facilities. Expansion into fashion and design, ICT and hair and beauty courses was apparent. Plans to improve student facilities by adding a rec. room with pool table were also discussed.</p>			<u>x</u>	
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?						
4.4. Do your previous judgements in sections 1-3 and your observations show that the provision is meeting the needs of learners?						

<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? 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>						
DOES THE AP PROVIDE A SECURE AND STABLE LEARNING ENVIRONMENT AND WILL IT CONTINUE TO DEVELOP AND FLOURISH IN THE FUTURE?						
How would you rate this provider on this aspect and what follow up actions have you agreed with the provider.					<u>x</u>	

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