

## Leicestershire Secondary Education and Inclusion Partnerships

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

Provider's Name	T.E.C.K (Teaching Educationally Creative Kids)	Partnership	Stephenson Studio School	Date completed	24/02/2022
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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 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.

**7.** 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>	Our last audit by LEBC was the 30th September 2021. Our next audit will be in September 2022. All staff have completed their City and Guilds Level 2 qualification in safeguarding on January 2019. Regular training sessions on a Wednesday which staff accumulate hours, these are monitored and put in their staff files. The training required for the IMI is a minimum of 15 hours within one academic year.	Not checked			<u>G</u>	NWLLIP to check LEBC database  NWLLIP cross-reference progress against recommendations.
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>The Single Central record is up to date with current teaching staff and is secured in a google doc file electronically. Contracts and certificates are both stored electronically and also paperbased.</p> <p>Signing in and out book – This has become a major part of the administration duties due to a recent inspection by OFSTED highlighted the importance of accurate visits from various Partnerships and Schools</p> <p>Donna Fowkes, Laurence Loweth are trained in First Aid as well as Zachary Archer.</p>	<p>SCR up to date and compliant with KCSIE.</p> <p>Training for two colleagues to become deputy safeguarding leads is planned.</p> <p>DSP was present and available during the visit.</p>			<u>G</u>	<p>Review code of conduct and ensure that regular training around the Code of Conduct takes place.</p> <p>Consider bringing forward training for new deputy DSL to mitigate risk if DSL is sick/off-site.</p> <p>Consider a quiz to check understanding of KCSIE / safeguarding policy.</p> <p>Consider Birth certificate checks for all members of staff. This mitigates against risk introduced if a member of staff has changed their name.</p>

	<p>Wayne Derbyshire is our Safeguarding lead who is currently trained and named in the Safeguarding Policy with the certificate</p> <p>PAT testing – A current up to date certificate is always available</p>					
<p><b>1.3. 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:</p> <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> <p><b>1.4. Talking to staff working with students</b></p> <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 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>	<p>Safeguarding Policy, E-Safety Policy, First Aid Policy, Mobile Phone Usage Policy, Safer Recruitment Policy, Online Safety Policy, Staff Code &amp; Conduct Policy.</p> <p>All policies are updated and emailed to LEBC yearly</p> <p>Our Pastoral care which is delivered by all our staff at lunch and break times is a crucial part of the functionality of T.E.C.K along with its structure and boundaries.</p>	<p>Health and safety arrangements are rigorously and consistently applied</p> <p>Learning environment was fit for purpose</p> <p>Staff and students were clear and consistent on expectations around mobile phones</p> <p>Staff and students were clear on safeguarding procedures</p> <p>Learners report that they feel safe.</p>			<b>G</b>	<p>Consider training for students on online safety (how to keep safe online) and reinforce with visual posters</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>						
<b>Concluding Judgement</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>IS THE AP ENSURING EFFECTIVE LEARNER SAFETY?</b>						
Effective health and safety and safeguarding is in place.						
How would you rate this provider on this aspect and what follow up actions have you agreed with the provider.						<b>G</b> Recommendations above

**LEARNER PROGRESS**

Requirement	Provider evidence	Observer notes	R	A	G	Action Points
Before the Visit						
2.1. Does the provider, at the outset of a placement give you for each course: <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> <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> </ul>	T.E.C.K is an approved centre with the IMI (Institute of the Motor Industry). We have an E.V audit from the IMI (Institute of the Motor Industry) every year at the end of May. LEBC carries out their quality assurance in September. Our last audit by LEBC was the 30th September 2021.	Information for each course is clearly shared with schools  Tutors are clear on expectations around courses and learner tracking / progress  Learners were clear on what they were working towards and what progress they were making			<b>G</b>	

<ul style="list-style-type: none"> <li>● <u>  </u> agree with you an end date for Year 11.</li> </ul>	<p>Quality visit from Stephenson Studio School was on Thursday 24th January 2022.</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>T.E.C.K offers learners bespoke IMI (Institute of the Motor Industry) qualifications from Entry 3 Award to Level 1 and Level 2 programmes. The EHC-Plans are stored electronically on our own Google Doc's files and shared with the members of staff who are responsible for the learners education. Group profiles are created for each group from the individual Tutors who have their own electronic copy. The group profile includes the main areas of learners' needs that have to be met. The learners progress is recorded on their Google docs tracking account and their IMI E-Portfolio's. Learner progress and targets are included in termly reports which are completed every 6 Months but are available on request at any time due to real time tracking.</p>	<p>High ratio of staff to support students</p> <p>Learner profiles are clear</p> <p>Good communication regarding concerns</p> <p>Good communication back to school regarding learner progress</p> <p>Learners make good progress at this AP compared to elsewhere</p>		<p><u>G</u></p>	<p>EHCPs, IEPs and learner profiles need to be <b>read and used</b> to ensure that all colleagues are fully aware of SEND and make adjustments accordingly.</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>We follow protocol when informing the Partnership or School of any Incidences via incident report forms.</p> <p>Results and targets are completed in the termly reports as well as individual tracking for each learner on our motor</p>	<p>Everything in place</p>		<p><u>G</u></p>	

	vehicle and motorcycle provision.					
At the visit						
<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 that they are doing well and making progress?</li> <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>Climate for learning was good</p> <p>Students had acquired significant knowledge they were able to retrieve</p> <p>Behaviour is excellent. Lecturers feel that this is because they invest in building effective relationships during break / breakout time.</p> <p>All staff were clear on current working grades and next steps. Portfolios were available for all students present.</p> <p>Students are very positive about the provision</p>			<b>G</b>	

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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?**

**Progress for learners is good**

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

**G**

**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	The register of attendance which is completed daily and sent to each Partnership and School via email is there before 10:00am in the morning.	Reviewed and rigorous process is in place			<b><u>G</u></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>	T.E.C.K has three bespoke provisions, each with its own individual timetable: the Motor Vehicle Post 16 programme for learners with an EHC-Plan, an Alternative Provision that has two departments, the	Lunch and break times are agreed in advance  Staff / students fully aware of disciplinary procedures			<b><u>G</u></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>Motorcycle Department and the Motor Vehicle Department. T.E.C.K also has its Special School provision.</p> <p>All T.E.C.K policies are current and in place.</p> <p>We follow protocol when informing the Partnership or School of any Incidences via incident report forms.</p>	<p>Experience of working proactively</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 do your discussions with staff tell you about their knowledge and understanding of the needs of individual learners?</li> <li>● 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?</li> <li>● What evidence do staff quote to show that systems and routines are in place, enforced and effective in supporting good learning and</li> </ul>		<p>Pastoral support available during unstructured times</p> <p>Whilst pastoral sessions were not observed, students were able to talk confidently and positively about this.</p> <p>Learner profile shows learner need and support required</p> <p>Staff and students were able to talk about consistent expectations and approaches.</p> <p>Students know who to speak to if they have an issue.</p> <p>Learners are proud of their work and their progress and were keen to showcase their knowledge and accomplishments</p>		<p><b>G</b></p>		<p>Ensure that staff are fully aware of EHCPs and strategies within them</p>

<p>behaviour. (lessons, breaks, lunchtimes, arrivals, departures etc)</p> <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>		Students were relaxed, professional and polite				
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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?**

**Effective pastoral care in place for all learners**

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						
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>	T.E.C.K does have its own Website <a href="http://www.i2itrust.com">www.i2itrust.com</a>  A course S.A.R is completed at the end of each academic year.  Fees are discussed with the Partnership and Schools when a learner’s number of days has been established.  Invoices are completed at the end of every Month in arrears and each Partnership and School have 14 days to settle the invoice without incurring additional fees.	Website appears to be compliant and up to date  Rates are transparent and discussed in advance of placement  Provider willing to receive learners on all school opening days  The team were fully engaged in the review process  Efficient systems for raising invoices and chasing payments are in place			<u>G</u>	

<ul style="list-style-type: none"> <li>Have efficient systems for raising invoices and chasing payments</li> </ul>	<p>T.E.C.K has an open door Policy to many of its School's and Partnerships that it works with and welcomes Quality Assurance visits which highlights the valuable and necessary work T.E.C.K provides for its community.</p>					
<p>At the visit</p>						
<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>Wayne Derbyshire is the Managing Director of T.E.C.K and set up the Motor Vehicle Provision in September 2015.</p> <p>T.E.C.K is an acronym which stands for (Teaching Educationally Creative Kids) and is a vocational training centre with three provisions.</p>	<p>Vision, drive and dedication is palpable.</p> <p>Student profiles showcase a student centred approach</p>			<p><u>G</u></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>T.E.C.K first started working with 5 Leicestershire Secondary Education and Inclusion Partnerships (SEIPS) where we offered bespoke vocational training programmes within the Motor Vehicle Industry T.E.C.K offered its provision to all the Schools and continued working with the Partnerships within the Leicestershire area.</p>	<p>Covered earlier</p>			<p><u>G</u></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>T.E.C.K has around 78 learners that pass through its doors every week throughout the academic year delivering our Alternative Training Provision, Post 16 Training Provision and Special</p>	<p>Yes</p>			<p><u>G</u></p>	

	<p>Schools Provision.</p> <p>Our growing success over the years has been the support from everyone we work with and the dedication and diligence of all the staff along with the structure we have here at T.E.C.K in raising aspirations and fulfilling the true potential inside all of us.</p>					
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<b>Concluding Judgement</b>						
<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><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>AP PROVIDES A SECURE AND STABLE LEARNING ENVIRONMENT AND HAS EVERYTHING IN PLACE TO CONTINUE TO DEVELOP AND FLOURISH IN THE FUTURE</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><u>G</u></p>			