

## Leicestershire Secondary Education and Inclusion Partnerships

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

Provider's Name	FSD	Partnership	LNCIP	Date completed	12/01/2023
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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 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. 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>	<b>LEBC database approved . Visit passed in October 22.</b>	<b><u>Audit report</u> viewed on day of visit.</b>			X	<b><u>6 action points . All completed.</u></b>
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>	<b><u>SCR stored in paper form in the policy file , and the up to date version is live on IT system.</u></b> <b><u>Visitor</u></b> <b><u>2 DSL on site</u></b>	<b><u>Visitors sign in on arrival.</u></b> <b><u>Visitor book was viewed during visit and evidence that it is used regularly.</u></b> <b><u>DSL certificates on display in main office.</u></b> <b><u>Pupils registered on arrival and host school informed.</u></b> <b><u>Site is secure.</u></b>			X	<b><u>Looking at online DSL training for all staff.</u></b>
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>	<b><u>Student induction booklet in place.</u></b> <b><u>H+S policy in place.</u></b> <b><u>All weekly site test completed.</u></b> <b><u>Fire Alarm tested weekly and trembly fire drill undertaken</u></b>  <b><u>All pupils have a pre visit and a trial day before commencing the course.</u></b>	<b><u>Evidence of tests and drills in folders.</u></b>  <b><u>AP students do not have access to the internet.</u></b>  <b><u>Mobile phone policy in place and pupils allowed phones at break and lunch.</u></b>  <b><u>All pupils sign acceptable use of ICT policy as part of the induction.</u></b>  <b><u>Premises is well organised and FSD have created an effective positive learning environment.</u></b>			X	

<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><u>Staff are knowledgeable of safeguarding procedures and now who to go to and how to report a safeguarding incident.</u></p> <p><u>Students feels safe and know how to report a safeguarding concern.</u></p> <p><u>Students complete daily and weekly reflection sheets.</u></p>				
<p><b><u>Concluding Judgement</u></b></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?</p> <p><b>IS THE AP ENSURING EFFECTIVE LEARNER SAFETY?</b></p>						
<p><u>FSD have all the relevent policies and procedures in place to ensure effective H+S, protection and safeguarding.</u></p>						
<p>How would you rate this provider on this aspect and what follow up actions have you agreed with the provider.</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>
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"> <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><u>Approved centre for sports leaders qualification.</u></p> <p><u>Pending approval for Asian and Unit Award Scheme.</u></p> <p><u>Year 11 leaver dates agreed with LNCIP and schools.</u></p>	<p><u>Certificate on display in classroom.</u></p>			X	<p><u>Complete registration with Asian and Unit award scheme.</u></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>	<u>Information pack for prospective students is provided during visits.</u>	<u>Pack was viewed during QA visit and is comprehensive.</u>				
<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>	<u>Weekly and termly progress reports provided back to partnerships.</u>	<u>The quality of information received by FSD has improved over the last 12 months.</u>  <u>8 year 11 pupils left FSD July 22. 8 completed the full qualification. 3 received achievement award for partial completion.</u> <u>3 year 11s graduated onto the post 16 Btec course at FSD.</u>			x	<u>Partnerships to look at standardising information sent to APs</u>
<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>		<u>FSD provide a a key worker for all students to support them academically and socially.</u>			x	
<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>		<u>fSD have created a calm supportive learning environment enabling pupils to fulfill their academic and social potential.</u>			x	

<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><u>Behaviour on site is excellent and staff have positive relationships with students.</u></p> <p><u>All staff who lead sessions are appropriately qualified to do so.</u></p> <p><u>Practical sessions are led by FA qualified coaches.</u></p> <p><u>Students complete daily reflection sheet which highlights areas of difficulty as well as areas of progress.</u></p>				
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<p><b><u>Concluding Judgement</u></b></p>
<p>To what extent does the evidence show that the Provider is effective in:</p> <ul style="list-style-type: none"> <li>• Ensuring that each learner is making appropriate progress in acquiring the knowledge and skills that are central to the course of study</li> <li>• Ensuring that each learner is making appropriate progress towards the “soft outcomes” that have been agreed</li> </ul> <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><b>IS THE AP EFFECTIVE IN SECURING PROGRESS FOR LEARNERS?</b></p>
<p><u>AP support their learners to make appropriate social and academic progress.</u></p>

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

**LEARNER PASTORAL CARE**

Requirement	<u>Provider evidence</u>	<u>Observer notes</u>	<u>R</u>	<u>A</u>	<u>G</u>	<u>Action Points</u>
Before the Visit						
3.1. Does the Provider report on attendance and punctuality each day in a timely way using the agreed procedures	<b><u>Daily phone call to partnerships and schools .</u></b>				x	
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><u>15 minutes break in the morning and agreed lunchtime depending on the timetable on offer that day.</u></b>  <b><u>FSD communicate effectively and regularly with LNCIP about any issues that arise.</u></b>  <b><u>There are clear behavioural expectations for all students. All staff model these behaviours and treat all students with respect.</u></b>			x	
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> </ul>		<b><u>The students enjoy attending FSD and appreciate the care and support they receive.</u></b>			x	

- What pastoral care have you observed and how do you rate it?

**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)

<p>• What pastoral care have you observed and how do you rate it?</p> <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 behaviour. (lessons, breaks, lunchtimes, arrivals, departures etc)</li></ul> <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>						
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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?**

**FSD ensure that all learners are well supported and cared for effectively.**

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

x

**SYSTEMS AND PROCESSES**

Requirement	<u>Provider evidence</u>	<u>Observer notes</u>	R	A	G	<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>	<p><b><u>Website in place which documents the offer.</u></b></p> <p><b><u>Term dates are set and FSD are open for the required 190 days a year.</u></b></p>	<p><b><u>All placement fees and associated costs are agreed in writing at the beginning of the placement.</u></b></p> <p><b><u>Invoice sent to partnerships monthly.</u></b></p> <p><b><u>Annual QA visit undertaken. Staff are prepared for the visit and work pro actively with partnerships to ensure ongoing compliance.</u></b></p>			<u>x</u>	<b><u>Case studies to go on website.</u></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><u>Matt and all of his staff have the vision, enthusiasm, drive and commitment to ensure that all students are afforded every opportunity to fulfill their potential.</u></b></p>			<u>x</u>
<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><b><u>Yes.</u></b></p>			<u>x</u>
<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><b><u>All observations demonstrate that this provision is meeting the needs of all learners.</u></b></p>			<u>x</u>

<b><u>Concluding Judgement</u></b>					
<p><b>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?</b></p> <p><b>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?</b></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><u>FSD provides a secure and stable learning environment and has the capacity and vision to continue to grow and flourish, meeting the needs of all students.</u></b></p>					
<p>How would you rate this provider on this aspect and what follow up actions have you agreed with the provider.</p>					<u>x</u>