

Leicestershire Secondary Education and Inclusion Partnerships

Quality Assurance Visits Record of Evidence and Evaluations

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|-----------------|------------------|-------------|-------------|----------------|---------|
| Provider's Name | Generation Youth | Partnership | LNCIP/MSCIP | Date completed | 11/6/24 |
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Return completed QA Records to astephenon@leicsseips.org

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><u>AP is on the database</u> <u>LEBC Audit documents up to date</u> <u>LEBC action plan</u></p> | <p><u>LEBC action plan completed</u> <u>Risk assessment are checked daily</u></p> | | | | |
| <p>1.2. Follow up any recommendations made as a result of the LEBC audits and action plans swiftly and effectively.</p> | | <p><u>All recommendations made by the LEBC audit have been implemented.</u></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 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. | <p>Director has DSL training, as has another 3 members of staff 1 on each site plus deputies Safeguarding information on display for students All staff receive yearly safeguarding training</p> | <p><u>Safegaurading information was clearly displayed</u> <u>Safeguardin id recorded on One Drive, secure file</u></p> <p><u>DBS are kept on SCR and are available on request.</u></p> <p><u>Visitors are always accompanied by a member of staff</u></p> | | | | |

| 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 |
| <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> | <u>Equipment checked daily both morning and afternoon, all students have their own boxing gloves and wraps and risk assessment in place.</u> <u>Mobile phones are locked away, students are allowed them during break and lunchtimes.</u> <u>Students feel safe on site.</u> <u>Staff are very thorough with knowledge of safeguarding procedures</u> | | | <u>Looking to add a gate that opens by buzzer, talking to the Local council at present.</u> |
| 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? | | | | |
| <u>Overall very good</u> | | | | |
| How would you rate this provider on this aspect and what follow up actions have you agreed with the provider. | | | | |

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. | | <p><u>Provider has a clear referral process.</u></p> <p><u>Provider informs SEIP regarding qualifications, learner hours and time needed to complete.</u></p> <p><u>Policies readily available.</u></p> <p><u>Provider is registered to deliver ASDAN and AQA qualifications.</u></p> | | | | |
| 2.2. Have evidence available for any subsequent quality assurance visit of the authorisation for and capacity to deliver the qualifications they have offered. | <p><u>Asdan short Course award</u></p> <p><u>AOPE awards</u></p> <p><u>AQA unit awards</u></p> <p><u>Sport Leadership awards Level 1 and 2</u></p> | <p><u>Students are very successful on the AQA unit awards</u></p> <p><u>Centre registration documents available</u></p> | | | | |
| 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. | <p><u>Referral forms are completed</u></p> <p><u>Development with PSHE to link into qualification</u></p> | <p><u>Students have target work to complete based on individual needs</u></p> | | | | |
| 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. | <p><u>Yes. External verifier reports are made readily available.</u></p> | <p><u>Previously some of the work that students were completing was not receiving any qualification. Therefore moved over to AQA along side the qualification.</u></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><u>This is regularly reviewed</u></p> | <p><u>Staff have a good understanding of the qualification framework.</u></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><u>Seips provide the reporting template at the start of the year</u></p> | <p><u>AP works with students on development of social and emotional aspects through PSHE scheme of work.</u></p> <p><u>Worry box and suggestion box available</u></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><u>Termly and weekly reports provided. Deadlines are agreed beforehand.</u></p> | <p><u>On going</u> <u>No concerns</u> <u>Provider offers weekly and termly reports.</u></p> | | | | |
| <p>2.8. Provide details of qualifications achieved by each learner and the originals of any qualification certificates awarded</p> | <p><u>Yes</u></p> | <p><u>Certificates are scan and sent over to Commissioner and student receive the original.</u></p> | | | | |
| <p>2.9. Agree in advance with the commissioning Partnership the end date for Year 11 students.</p> | | <p><u>End date for year 11 are agreed in advance</u></p> | | | | |

| 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><u>Yes, no concerns.</u></p> <p><u>Students make excellent progress.</u></p> <p><u>Each student have their own Asdan work book to work through and refer to.</u></p> <p><u>All work is marked, and verbal and written feedback is given.</u></p> <p><u>Sessions are repeated if needed to aid students understanding.</u></p> <p><u>Environment is calm and collected and this supports the soft targets.</u></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><u>The learners are making good progress within the provision and work is being completed towards the soft target, students are engaging well in their programmes and are stretched and challenged.</u></p> | | | | |
| How would you rate this provider on this aspect and what follow up actions have you agreed with the provider. | | | | |

LEARNER PASTORAL CARE

| Requirement | <u>Provider evidence</u> | <u>Observer notes</u> | R | A | G | <u>Action Points</u> |
|---|--|--|---|---|---|----------------------|
| 3.1. Report on attendance and punctuality each day in a timely way using the agreed procedures | <u>Attendance is reported daily in a timely manner.</u> | <u>No concerns</u> <u>Provider has own attendance policy.</u> | | | | |
| 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 | <u>No students are allowed offsite unaccompanied.</u> <u>All breaks are supervise</u> | <u>All students are offered breakfast, lunch and water (there is also a healthy hydration chart on display)</u> | | | | |
| 3.3. Have clear disciplinary procedures in place, ensuring that any serious infringements are reported to the commissioning partnership swiftly | <u>Incident reports are sent over in a timely manner</u> | <u>Phone call and then a written report is sent over.</u> | | | | |
| 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 | <u>Report are made to Seips regarding any concerns.</u> | <u>Provider reports all concerns over behaviour, relationship and wellbeing in timely manner.</u> | | | | |

| 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><u>The provision was very calm and focused.</u></p> <p><u>All staff are aware of the needs of the students and work together collaboratively to support the students.</u></p> <p><u>There is a mixture of staff at each base.</u></p> <p><u>Visual timetable displayed in the centre</u></p> | | | |
| <u>Concluding Judgement</u> | | | | |
| <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><u>The provide works closely with the students to support their development, helping them to maintain good attendance, punctuality and behaviour.</u></p> <p><u>The provider relays any concerns they might have for students in a effective way.</u></p> | | | | |
| How would you rate this provider on this aspect and what follow up actions have you agreed with the provider. | | | | |

SYSTEMS AND PROCESSES

| Requirement | Provider evidence | Observer notes | R | A | G | Action Points |
|--|---|--|---|---|---|--|
| 4.1. Publish an annual report that includes: <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 | | <u>This to be completed and sent over</u> | | | | <u>This is the first year that provider has been asked to do this.</u> |
| 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. | <u>Fees to be maintained next year</u> | | | | | |
| 4.3. Ensure that the Provider is open to receive learners on all school opening days. | | <u>Works with Leicestershire school calendar</u> | | | | |
| 4.4. Participate in any Quality Assurance Visits arranged by the Partnerships | <u>Agrees to QA visits by the partnership</u> | | | | | |

| 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><u>Provider is constantly looking for different courses to add to their portfolio</u></p> <p><u>Hoping to go digital of storage of work and digital presentation.</u></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><u>Yes no concerns, the provider continues links with th Seips, schools, and other agencies to further develop the provision so it can continue to grow in the future.</u></p> | | | | |
| <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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