Leicestershire Secondary Education and Inclusion Partnerships

Quality Assurance Visits Record of Evidence and Evaluations

Provider's Name	First Class Tailored Solutions	Partnership	Melton and South Charnwood Inclusion Partnership	Date completed	22/02/22

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 • 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?	**Yes** **Yes, all completed and up to date**	**Yes, audit check list and letter of understanding received**			**Y** **y**	**LEBC review audit due Autumn 2022**
On the visit						
1.2. Examine evidence: • 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	**Seen and checked by LEBC. Senior staff are DSL trained**	**HM requested up to date SCR for MSCIP records**			**y**	**JT to send an up to date copy of SCR to HM for records**
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: • 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** • Do staff show awareness of the Aps Safeguarding procedures? • Can staff describe the policies on safe use of IT, safeguarding, use of mobile	 **Staff are fully trained at point of employment in areas such as safeguarding, all policies and procedures of the provider, this is regularly updated.**	**If using computer for research etc the tutor is with the student.** **If in online sessions, the student can only access the First Class teams portal which is encrypted.**			**Y**	

Requirement	Provider evidence	Observer notes	R	A	G	Action Points
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? **1.5 Talking to students** • 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?		**All Teams sessions are recorded. If at home, an adult has to be present, or session are run in community spaces so no lone working is permitte.** **Students give positive feedback that they feel safe, and understand the rules and procedures. No concerns have been observed.** **A responsible adult must be present with the student if the session is online (i.e. a parent or carer).**			**y** **y**	

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?

Yes, no concerns.

	R	A	G	
How would you rate this provider on this aspect and what follow up actions have you agreed with the provider.			**y**	

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: • a clear statement of the qualifications and the organisation that offers it. • learner hours, • possible points to be awarded	**Referral forms** **Statement of provision offered to each student**	**Yes, in partnership with MSCIP**			**y**	

• 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.					
2.2. Does the provider receive from you detailed information about the student and provide detailed information back on progress: • 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?	**Provider has fed back that they are satisfied with the level of information provided.**	**Yes, a full referral form is completed for each student, with updates sent regularly to JT as needed**		**y**	
2.3. Does the provider always ensure that: • Students are supported to complete courses • Results are reported back to you and the student in a timely manner	**Reports are sent termly, well in advance of due dates**	**Yes, formal termly reports are received, as well as regular updates ongoing**			
At the visit					
2.4. What you observed: • 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	**Tutors are well experienced regarding working with students who present with challenging behaviour, and work to create a secure environment where learning can be effective.**	**Behaviour is good, most students appreciate the support in key curriculum subjects.**		**Y**	

that they are doing well and making progress? • Is the behaviour that learners show when learning and indication of progress towards the soft targets you have agreed? **2.5. Talking to staff working with students:** • 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 **2.6. Talking to the students** • 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?		**Yes, tutors display a good knowledge of where the students are in their learning. This includes reference to SEND.** **Yes – students appreciate the opportunity to gain qualifications. They feel they are making good progress**		**Y** **y**	

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 <u>and in your reviews of learner progress</u>?

IS THE AP EFFECTIVE IN SECURING PROGRESS FOR LEARNERS?

<u>Yes, outcomes are consistently good.</u>

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

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		**Not always received in a timely manner from all tutors. MSCIP met with provider during Autumn term, there has been some improvement but this is not yet consistent. Therefore MSCIP are sometimes having to follow up with tutors or managers, however the information is then always provided.**		**y**		**JT to ensure that all tutors consistently contact MSCIP within 30 minutes of session start time Review 21/3/22 – all tutors are emailing MSCIP within the agreed timeframe for reporting attendance**
3.2. Does the Provider have clear arrangements and procedures for: • 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		**Yes.** **Yes, the provider gives regular updates and works proactively with us.**			**y**	
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? • What behaviours have you observed and how do you rate them? • What pastoral care have you observed and how do you rate it?		<u>Students were not present as provision is delivered peripatetically. However, on speaking to students it is clear that they feel well supported.</u>		<u>Y</u>
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)		<u>Contact with tutors clearly demonstrates that they have good knowledge of the students they are working with.</u>		<u>Y</u>
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)		<u>On speaking with students it is clear that they feel they are treated fairly and with respect.</u>		<u>y</u>

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 <u>and in your reviews of learner attendance and behaviour</u>?
IS THE AP ENSURING EFFECTIVE PASTORAL CARE FOR EACH LEARNER?

<u>Yes, students and parents/carers feel that pastoral care is good.</u>

How would you rate this provider on this aspect and what follow up actions have you agreed with the provider.	**<u>Y – 22/2/22</u>**	**<u>21/3/22 – y, this is now in place</u>**	**<u>To ensure that attendance is consistently reported to MSCIP within 30 minutes of session start times</u>** **<u>Update 21/3/2022 – this is now in place</u>**

<u>SYSTEMS AND PROCESSES</u>

Requirement	Provider evidence	Observer notes	R	A	G	Action Points
Before the visit						
4.1. Does the Provider: • 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		**<u>Yes</u>** **<u>Yes</u>** **<u>Yes</u>** **<u>Yes</u>**			**<u>Y</u>** **<u>Y</u>** **<u>Y</u>** **<u>Y</u>**	**<u>No concerns</u>**

• Have efficient systems for raising invoices and chasing payments		**Yes**			y
At the visit					
4.1. Do your observations and discussions with the leader/manager of the provision show you that (s)he has • the vision and drive to enable it to thrive? • A student centred approach		**Yes. It is clear that the provision has good capacity to thrive.**			y
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?*		**Yes.**			y
4.4. Do your previous judgements in sections 1-3 and your observations show that the provision is meeting the needs of learners?		**Yes**			y

Concluding Judgement			
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?** **DOES THE AP PROVIDE A SECURE AND STABLE LEARNING ENVIRONMENT AND WILL IT CONTINUE TO DEVELOP AND FLOURISH IN THE FUTURE?**			
Yes. The provision is very well managed, no concerns			
How would you rate this provider on this aspect and what follow up actions have you agreed with the provider.		**Y**	**Please see notes above regarding attendance reporting.**