

# Warwickshire County Council

*Working for  
Warwickshire*

## Quality Assurance Report For Alternative Provision

July 1<sup>st</sup> 2019

NAME OF PROVIDER: Dare to Dream Foundation

SITE ADDRESS:

Coombe Park, Coventry CV3 2AB

TEL ADDRESS:



# QA Report

<b>Name of Provider/ School/ College</b>				
The Dare2Dream Foundation				
<b>Date of visit</b>		<b>Lead QA</b>		
1 <sup>st</sup> July 2019		Annette Firman (WCC)		
		Team: Chris Nixon – NW/SLC		
<b>Name of Principal/CEO &amp; Email address</b>				
Steve Farmer – CEO. steve@thedare2dreamfoundation.org.uk				
Jenni Delaney – Education Manager. jenni@thedare2dreamfoundation.org.uk				
<b>Age range: 11-16</b>			<b>Boys/Girls/ Mixed</b> <i>(please tick one)</i>	
			Mixed	
<b>Type of provider:</b>			<b>Faith</b> <i>(please state whether ethos or designation)</i>	
AP			Mixed	
<b>PAN</b>		<b>Capacity</b>		<b>No of Hours / Week offered FT/PT</b>
N/A				Max 15 (PT)
<b>Finance ( Cost)</b>				
<b>% SEN</b>	<b>% FSM</b>	<b>% EAL</b>	<b>% PA</b>	<b>% Attendance</b>
XX	XX	XX	XX	Land Based Management – 80.4%

Information about the courses offered		
Courses/subjects offered:	Expected outcomes	Numbers
<p><b>A) <u>Progress 8.</u></b></p> <p>Do you deliver this:    Yes   <input type="checkbox"/>    No   <input checked="" type="checkbox"/></p> <p><b>B) <u>GCSE's and equivalent menu</u></b></p> <p>Do you deliver this:    Yes   <input type="checkbox"/>    No   <input checked="" type="checkbox"/></p> <p><b>C) <u>Functional Skills, Vocational, Personal Development and enrichment.</u></b></p> <p>Functional Skills in English/ Maths and ICT City and Guilds Land Based L1 ASDAN Personal Effectiveness</p>	<p><b>A) <u>Progress 8:</u></b> ( if you have ticked yes in column one please provide the expected outcomes on Progress 8 e.g. <i>Progress 8 National Average for similar schools e.g. 2017 = -3.24</i>)</p> <p><b>B) <u>GCSE's and equivalent menu outcomes:</u></b> e.g. % GCSE L4 + <i>National Average</i> in alternative provision 2017- <b>3.4%</b></p> <p>% GCSE L4+ above in English and Maths = 0%  % L2 FS in English and Maths = 0%  % GCSE L4+ in English = 0%  % GCSE L4+ in Maths = 0%  % L2 FS in English = 0%  % L2 FS in Maths= 0%</p> <p>C) Progress in Attendance: (<i>National Average</i> in alternative provision 2017; 67%)</p> <p><b>80.4 %</b></p> <p>D) Any other progress: ( different organisation measure improvement in varied way please detail this here)</p> <p><b>100% achieved accreditation at the end of the academic year.</b></p>	<p>KS3= 1 KS 4= 6</p>

		57% achieved Award in Land Based Management L1 43% achieved Certificate in Land Based Management L1		
Name of school		The Dare2Dream Foundation		
Date of visit		01/07/2019	Lead	Annette Firman ( WCC)  Team: Chris Nixon ( NW/SLC)
Evidence and sources		Information about the provider		
<ul style="list-style-type: none"><li>• Meetings/discussions with Education Manager</li><li>• Meetings/discussions with staff and learners</li><li>• Lesson observation</li><li>• Scrutiny of policies and processes</li><li>• Portfolio scrutiny</li><li>• Tour of the accommodation</li><li>• WC Group QA scrutiny/paperwork</li><li>• SCR/Student files – seen on compliance visit in May 2019</li></ul>		<p>The Dare2Dream Foundation is an AP provider offering tailored packages of short term engagement programmes which are both practical and theoretical. All the delivery is underpinned with nurture and support for personal development, social and emotional wellbeing.</p> <p>In addition to stand alone packages in provision, the provider offers 121 support in the home and in school to pre and post 16 children.</p> <p>Delivery of AP provision is at two locations – Coombe Abbey Country Park and Arley Sports Centre. This visit took place at Coombe Abbey where there is a dedicated base for the staff and learners.</p> <p>A compliance check was undertaken at the Arley Sports Centre in May 19 following relocation.</p>		

	<p>The provider utilises industry experienced staff to deliver vocational programmes.</p> <p>The provider is commissioned by a number of local authorities and offers places for Yr 8-11 children some of whom have EHCP's and/or CLA.</p>
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## Summary

Leadership is good.

The manager and the team have strong working relations with the park rangers who support the practical elements of the programme.

Staff are wholly committed to the safety and wellbeing of learners in provision.

The learners are able to clearly articulate the impact the programme and the staff have had on them as individuals.

The learners feel safe and are happy in the provision and state they are listened to.

## Section 1: Safeguarding

## Summary of evidence on Personal development, behaviour and well being

### Evidence:

- SG checklist
- SCR
- SG CPD matrix
- Tour of accommodation
- Lesson observation
- Policies
- Displays
- Meetings:  
Manager/Staff/Learners
- Discussion - Park Ranger
- QA visits undertaken by

### Areas of Strength:

- Safeguarding arrangements are good.
- SCR and HR file viewed at Head Office. The AP provision runs out of two locations Arley Sports Club and Coombe Abbey Country park. Both are shared sites. The learners are met and escorted to the learning base at Coombe Abbey on arrival and are supervised at all times.
- Risk assessments are in place.
- Policies are in place
- The DSL is based at the Head Office and all learner files are stored securely.
- All staff have completed an on-line L1 in SG
- Learners complete a self-esteem journal which clearly indicates the impact of the work being undertaken with them
- CLM is in place

- Macintyre/Quest  
Academies QA reports  
June 19

**Areas for Development:**

- A no smoking policy will be implemented in September
- Review SG training for all staff and ensure staff are fully conversant with their individual responsibilities
- Consider DSL/Des teacher training for a member of staff who is with the learners on a daily basis
- Undertake PREVENT training
- Improve SG information on notice boards/toilets
- Review the curriculum programme (s) to ensure every opportunity is taken to include safeguarding training for the learners
- Review Transporting Learners policy and procedure
- Review Lone Working policy and procedure
- Review the use of mobile phones for the learners
- Place all policies on website
- Complete WCC 175 SG Audit and Action Plan
- Review Learner Induction booklet to ensure all key information is included i.e. SG/Lone Working/Transporting learners policy and processes.
- The evidence presented for this QA process has satisfied WCC that this provider is not working as an illegal school and is working within the DfE and Ofsted regulations.

Section 2: Health and Safety	Summary of evidence and areas of development
<p><b>Evidence:</b></p> <ul style="list-style-type: none"> <li>• Meeting with AP Manager.</li> <li>• Scrutiny of Health and Safety documentation and checks.</li> <li>• Tour of accommodation</li> <li>• Discussion with Coombe Park Ranger</li> <li>• WC Group Health and Safety/QA paperwork/checks</li> </ul>	<p><b>Areas of Strength:</b></p> <ul style="list-style-type: none"> <li>• Risk assessments are in place for all sites/taught units and individual activities</li> <li>• Fire drills are carried out annually/recorded</li> <li>• WCG undertake regular health and safety checks as part of their QA processes</li> <li>• A member of staff is trained in health and safety</li> <li>• Regular health and safety checks are undertaken by Coombe/Elite</li> <li>• A qualified first aider is present at each location</li> <li>• Learners are supervised at all times on the site</li> <li>• A visual fire evacuation plan is on display in the base room</li> </ul> <p><b>Areas for Development:</b></p> <ul style="list-style-type: none"> <li>• Ensure all health and safety information is included in the learner induction information given to parents</li> </ul>
Section 3: Admissions, Guidance and Support	Summary of Evidence
<p><b>Evidence:</b></p> <ul style="list-style-type: none"> <li>• Referral process discussed</li> </ul>	<p><b>Areas of Strength</b></p> <ul style="list-style-type: none"> <li>• The referral process is good. A senior member of the team is always part of the induction process and will conduct a home visit where necessary</li> <li>• Student voice is captured at induction</li> <li>• Reports to commissioners</li> <li>• Support is in place for progression to post 16 provision and includes one to one meetings and introductions to college or apprenticeship providers where appropriate</li> </ul>

	<b>Areas for Development:</b> <ul style="list-style-type: none"> <li>• Develop and implement a baseline model which suits the needs of the provision, include attendance and behaviour as a minimum</li> <li>• Partner with a registered school or college on the framework to support the development of the model</li> </ul>
<b>Section 4: Teaching and Learning</b>	<b>Effectiveness of Teaching and Learning</b>
<b>Evidence:</b> <ul style="list-style-type: none"> <li>• 1 practical lesson observed in the park</li> <li>• Timetable/session plans</li> <li>• Reports for commissioners</li> <li>• Portfolio scrutiny</li> <li>• WCG QA report</li> <li>• WCG EV reports</li> <li>• Learner discussions</li> <li>• Staff discussions</li> <li>• Park Ranger discussion</li> <li>• MacIntyre &amp; Quest Academy's QA feedback</li> </ul>	<b>Areas of Strength:</b> <ul style="list-style-type: none"> <li>• The Park Rangers are integral to the practical elements of the programme carried out on the 500 acre estate.</li> <li>• The learners benefit greatly from undertaking real time project work led by delivery staff underpinned by the specialist expertise of the rangers.</li> <li>• The practical lesson was well planned and the learners clearly enjoyed the session</li> <li>• Delivery staff have expert industry knowledge and experience.</li> <li>• There is a positive rapport between the learners and the staff</li> <li>• The portfolios were well presented, had clear evidence of feedback and progress</li> </ul> <b>Areas for Development:</b> <ul style="list-style-type: none"> <li>• Undertake baseline tests on entry: work with a registered AP provider to develop the model</li> <li>• Encourage and support delivery staff to undertake teaching qualifications i.e. PTTLs</li> </ul>



Section 5: Outcomes for Learners	Summary of Outcomes
<b>Evidence:</b> <ul style="list-style-type: none"> <li>• Discussion with AP Manager</li> <li>• Discussion with teachers</li> <li>• Portfolio scrutiny</li> <li>• WCG QA reports</li> <li>• WCC Data harvest submission</li> </ul>	<b>Areas of Strength:</b> <ul style="list-style-type: none"> <li>• Strong evidence of progression for WRL qualifications</li> <li>• WRL portfolios demonstrate progress and feedback</li> </ul> <b>Areas for Development:</b> <ul style="list-style-type: none"> <li>• Track the progress of learners</li> <li>• Review Personal Development programme with a view to converting to a short qualification</li> <li>• Presentation of achievement/progression data to illustrate all progress made for all learners ie improvements in attendance</li> </ul>
Section 6: Leadership and Management	Effectiveness of Leadership and Management
<b>Evidence:</b> <ul style="list-style-type: none"> <li>• Meetings with AP Manager</li> <li>• Staff discussions</li> <li>• Learner discussions</li> </ul>	<b>Areas of Strength:</b> <ul style="list-style-type: none"> <li>• The leadership team are wholly committed to supporting vulnerable learners</li> <li>• There are positive partnerships and strong collaboration with WCG./Academies/Coombe Park and Arley Sports Club</li> <li>• The Education Manager is reflective and is moving the development of the provision forward</li> <li>• The staff are well supported and there are clear lines of accountability</li> <li>• Communication between the leadership team and commissioners is strong</li> <li>• Internal reports are written and shared with Directors</li> <li>• AP Alliance meetings are attended</li> </ul> <b>Areas for Development:</b> <ul style="list-style-type: none"> <li>• Further develop the knowledge and understanding around safeguarding</li> </ul>

Section 7: Professional development	Effectiveness of professional development
<b>Evidence</b> <ul style="list-style-type: none"> <li>• Meetings with AP Manager</li> <li>• Staff discussions</li> </ul>	<b>Areas of Strength:</b> <ul style="list-style-type: none"> <li>• Annual reviews which include target setting</li> <li>• The leadership team attend partnership meetings and training</li> <li>• Staff are encouraged and supported in gaining further qualifications to support their role</li> </ul> <b>Areas for Development:</b> <ul style="list-style-type: none"> <li>• Further develop and implement a comprehensive CPD programme for all staff</li> <li>• Develop a formal appraisal process</li> <li>• Establish links with other providers on the framework or schools with a view to sharing good practice</li> <li>• Celebrate staff achievements via notice boards or the most appropriate and accessible method</li> </ul>

**Additional Information:**

- A Quality Improvement Plan (QUIP) has been provided to each provider and this will be addressed as a starting point to inform the next quality assurance process.
- This process will be repeated every two years- Next QA visits review date July 2021.