Warwickshire County Council

Working for Warwickshire

Quality Assurance Report
For Alternative Provision

July 8th 2019

NAME OF PROVIDER: Leamington LAMP

SITE ADDRESS: Leamington Lamp Riverside, Adelaide Road, Leamington Spa, CV32 5AH

Warwickshire County Council

QA Report

Name of Provider/ School/ College				
Leamington LAMP				

Date of visit		Lead QA		
08.07. 2019		Sam Geehan		

Name of Principal/CEO & Email address				
Timothy Ellis- Strategic Director				

Age range: 14-22			Boys/Girls/ Mixed *(please tick one)* *Mixed*	

Type of provider: AP			Faith *(please state whether ethos or designation)* *NA*	

PAN		Capacity **Flexible timetabling approx. 22 on any one day**	No of Hours / Week offered FT/PT Offers both dependent on age/referrer needs, plan etc	
Finance (Cost)		£120 per day		

% SEN	% FSM	% EAL	% PA	% Attendance
97.5%	12.5%	0	0	83

Information about the courses offered		
Courses/subjects offered:	**Expected outcomes**	**Numbers**
A) Progress 8. Do you deliver this: Yes ☐ No ■ **B) GCSE's and equivalent menu** **Do you deliver this:** Yes ■ No ☐ GCSE English Language GCSE Maths Foundation and Higher GCSE and A Level Japanese **C) Functional Skills, Vocational, Personal Development and enrichment.** Functional Skills English Maths and ICT NCFE L2 Music Tech L2 Music Performance L3 Music Performance L2 Theatrical Make up L2 Art and Design L2 Photography Speech and Language Therapy Engagement Subjects-Archery, table tennis and experimental music	**A) Progress 8:** (if you have ticked yes in column one please provide the expected outcomes on Progress 8 *e.g. Progress 8 National Average for similar schools e.g. 2017 = -3.24)* B) **GCSE's and equivalent menu outcomes:** e.g. % GCSE L4 + *National Average* in alternative provision 2017- **3.4%** % GCSE L4+ above in English and Maths = **50%** % L2 FS in English and Maths = **12.5%** % GCSE L4+ in English = **60%** % GCSE L4+ in Maths = **50 %** % L2 FS in English = **0%** % L2 FS in Maths= **12.5 %** C) Progress in Attendance: (*National Average* in alternative provision 2017; 67%) **83 %** D) Any other progress: (different organisation measure improvement in varied way please detail this here) -EHCP outcomes met - % met & % partially met.	KS3= XX KS 4= XX %

Name of school	Leamington LAMP		
Date of visit	08/07/2019	**Lead**	Sam Geehan (WCC) Team: Kate Mcdonagh (Aylesford School)

Evidence and sources	Information about the school
- Discussions with Strategic Director, Director and Safeguarding DSL, Education Quality Manager, students and staff - Scrutiny of documents relating to Safeguarding, Health and Safety, achievement; teaching quality; school development planning; curriculum planning; data, performance management, staff development - Book scrutiny - Scrutiny of SCR and safeguarding procedures - A meeting with two students and staff - Staff questionnaire	LAMP is an AP that specialises in working with young people with Autism and/or high anxiety. 93 % of students are SEND with a high proportion of students with an EHCP. They have a learner centred approach to teaching, class sizes ranging from 1-7 per room. Creativity and technology are employed as tools of re-engagement for vulnerable young people. Their mission is to re-engage young people into education through the arts helping them reach their creative and academic potential.

Summary

- Leadership is good at LAMP
- All aspects of safeguarding are good.
- There is a very positive relationship between staff and students.
- The school has a very positive culture and students state that they feel supported and safe at LAMP
- Leaders work very effectively with commissioners to ensure all students engage positively with the provision on offer at LAMP

Section 1: Safeguarding	Summary of evidence on Personal development, behaviour and well being
Evidence seen. • A meeting with the Safeguarding Lead and Quality Manager • Scrutiny of the SCR and HR files. • Scrutiny of key Safeguarding and Health and Safety policies. • Student interviews. • Staff interviews.	• The SCR, all recruitment / and maintenance of HR files are thorough. The SCR version used is the most up to date version provided by Adrian Over (March 2019.) • There are appropriate checks in place for agency staff, contractors and visitors, agencies provide DBS details and they are then checked again before visitors are allowed on site. Contractors are generally employed when there are no students on site. • WCC safeguarding audit has been complete in line with WCC LA requirements and there is an action plan in place as part of the QUIP to support further improvement • All policies are in line with current guidance and are under review in line with most recent guidance provided in the Keeping Children Safe in Education guidance 2018. • 6/14 staff are DSL trained. All staff receives a weekly email from Andrew Hall's updates and are familiar with policies. Read and signed by all when done so. • DSL and deputy DSL is in place and highlighted with all staff. These colleagues have undertaken the appropriate training and attend all safeguarding briefings. - There are secure systems in place to record CP files and cases. There are clear systems for reporting safeguarding concerns e.g. Concerns logged on green forms and handed to DSL's who keeps in secure CP file. • Current attendance is 83 %. Register procedures are in place. CLM is completed twice daily. Teachers also complete subject registers in each lesson. Commissioners are notified of absences by morning break. Parents contacted within half an hour of non-attendance. Home visits take place either by LAMP or commissioners where there is a period of non-attendance and or no contact. For compulsory school age students this is on the first day of unauthorised

absence when they are unable to contact using the three emergency numbers. CME procedures in place. CLM is in place but some current issues under discussion with commissioners.

- The behaviour of students is very good. Students who attend LAMP come because of their SEMH needs and the providers are developing their ILP's to support these students as they learn how to address these needs.

- 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.

Next Steps

- DSL- Book training in for DSL's once the WCC training dates has been released.

- Safeguarding- Create a provision matrix for tracking progress through appropriate safeguarding and PSHE, CEIAG.

- 175 Audit- Complete actions so that all areas are embedded.

- ID badges- ensure all staff ID is clearly visible and worn at all times.

- Formalise access for students to information re DV, FGM, FM, Substance misuse, gangs etc. (Discussed power points etc to contribute to what is already in place such as display boards, and work covered in PSHE.)

- Access- Buzzer system across front door for added security. (QUIP.)

Section 2: Health and Safety	Summary of evidence and areas of development
Evidence seen. • Meeting with Director and Quality Manager • Scrutiny of all Health and Safety documentation and checks. • Tour of School to check Health and Safety measures.	• The public Liability insurance is displayed in the reception area. • Quality Manager is currently completing the IOSH course. • Lead first aider in place. Subject tutors and TA's all have school based first aid training. • All first aiders have up to date training which is tracked. First aiders are named known in school and signs display this. There are eight first aiders. Accidents reports are kept in the office. • Appropriate signage for H and S is displayed. • Signing in processes is secure. CCTV is monitored from reception and shows all rooms. • All staff completes fire safety awareness, as part of their CPD requirement. • Fire Drills have been carried out twice this year. Fire doors and access are checked regularly. • All statutory testing has been rigorously maintained and registered centrally. All appropriate risk assessments are carried out in line with expected WCC framework expectations. • Files on specific medical needs are kept locked in the office- access to restricted staff. **Next Steps** • Any accident reports should be continued to be kept in one place and tracked as well as placed on a student's file. • Patterns of accidents should be analysed and inform health and safety practices.

	To carry out fire drills each term and log the evacuation time and share this with staff to improve evacuation processes.
Section 3: Admissions, Guidance and Support	**Summary of Evidence**
Evidence seen. • Admission documentation. • Referral forms • Risk assessments • EHCP information • ILP and targets set • Individualised timetables •	• The team invests heavily in the student induction programme. Directors believe home visits play a significant part when needed. • The school's expectations are outlined clearly and once everyone is on board a start date is agreed and paperwork is completed including a behavior contract which is agreed and signed. • Students complete taster sessions- have subject inductions, learner destination and baseline assessments are subject specific. They take EHCP into consideration where applicable and then ILP's are individualised according to student profile. • Every student has an ILP established to support and inform their programme delivery and design. • Annual Reviews take place at LAMP for students with EHCP. These include staff, students, families and commissioners. Ongoing reviews of targets and progress take place every 6 weeks and new targets are set accordingly. • Visits to colleges take place with the support of commissioners. • Destination data is formulated by Quality Manager and shared accordingly. • CEIAG is dictated by learner profile and readiness for progression. Work is done to help students prepare for next steps such as personal statements for university.

	• Students articulate very clearly how they have improved since arriving at LAMP and how they are clear about what their next steps are. They also voice opinions in creative subject areas through formative assessment.
	• Student questionnaires are used at the end of each year and a suggestion box is kept in reception
	Next Steps
	• Continue with developing CEIAG programmes for all year groups. Discussed Gatsby Benchmarks.
	• Students voice to be formalised more. Find ways to achieve this maybe through meetings with directors, teachers, TA's. Use of a notice board discussed.
	• Look at possible careers events to attend with students
Section 4: Teaching and Learning	**Effectiveness of Teaching and Learning**
Evidence: • 2 lessons were observed. • Work and assessment scrutiny. • Student interviews • Staff interviews and questionnaires.	• Teaching and Learning is at the heart of LAMP. Staff are totally committed to ensuring that learners get the very best experiences and opportunities to learn and progress. • Teaching observed was identified as good during observations. In the two lessons observed; • Relationships are very positive between teachers and students. Students feel happy, safe and encouraged. • Rewards and praise are both clearly used and successfully motivate the students • Students can take part in concerts and shows and this has been a well-received incentive • Cross curricular links are evident in SOW

	- Students are equipped to use reference materials, displays and their peers where appropriate to develop sustainable and independent methods to work through problems and improve their work. - Lesson are delivered with appropriate differentiation embedded. - There are clear objectives signposted and explained with expected outcomes defined - Evidence was seen of ongoing dialogue between tutors and students in books to support progress and encourage improvement in their work. (EBI's.) This was not always consistent in all books. - Most folders and/or books had clear levels attached to them so students can track their task objective and what is needed - TA's are used very effectively to support students with anxiety - A variety of sources are used to track progress - A marking policy is in place - No specific lesson plans in place generically. However, SOW is effectively used, reinforced by a daily learning log to assist in lesson structure, delivery and tracking students. **Next Steps** - Continue to develop ILP's. - To develop marking standardization across the provision for consistency. - Create opportunities for peer to peer lesson observations and lesson planning between colleagues. - Teachers to continue to use ILP's to inform their planning and incorporate the opportunity for student voice as well as any supporting TA in these plans - Quality Manger to continue to monitor lessons through observation and discussion as well as looking at progress data

Section 5: Outcomes for Learners	Summary of Outcomes
Evidence • Data analysis • Discussion with Director and Quality Manager • Book scrutiny.	• Learners have ILP's and targets are reviewed every 6 weeks. • NCFE courses all use the same tracking procedure. Assessments take place throughout the programme. Formative assessment is consistent and this qualitative data is used so that the student and teacher sees if the objective has been met and a summary given, so they can take steps accordingly. • Other qualifications are portfolio based and there is a traffic light system in place to identify progress and support needed. Work is completed by a student then the teacher marks in another colour and through teacher assessment they look at this together to see how it can be improved. • Maths and English- Whether this be for functional skills or GCSE, the student can keep track also of their own progress by clear descriptors written on their folders. Work is assessed through a variety of methods including mock papers and teacher lead tests. After three checks work is marked as between emerging and secure. • The provider carries out baseline tests on entry (but uses no specific tool as students find it difficult to cope with this style of assessment.) Carefully planned and lead assessments are done on an individual basis as many students have not been in school for a while or high anxiety has caused issues in exam situations. • Behaviour is very good. The school has appropriate rewards and sanction systems in place to promotes positive behaviour. Sanctions are in place but these are not needed on a daily basis. A celebration board is also being introduced in September. Communication with commissioners is very good and where needed the provider liaises with the schools to

	support any meetings that they can contribute to.
	• Reports are sent to parents and commissioners twice per year.
	• Underperformance is addressed partly through reviewing ILP and needs with commissioners (STS etc) However, this was recognised as a future training need to develop at LAMP
	Next Steps Explore different progress measures re:
	• Progression against baseline
	• Progression toward exit strategy.
	• Analysis of data showing progression in Maths and English
	• Analysis of data for different groups of students e-.g. Pupil Premium, Boys/Girls, SEN/non SEN
Section 6: Leadership and Management	**Effectiveness of Leadership and Management**
Evidence • Meeting with Quality Manager and Directors • Meeting with staff • Meeting with students.	• Strategic Director, director and SLT have worked hard to instill a methodology that seeks to create the re-engagement of vulnerable young people • Students with similar needs are still given a range of opportunities and styles of learning through differentiation to suit the individual. • Staff are encouraged to modify their approaches to specific learners as and when appropriate, demonstrating that they can identify what teaching methods are suitable and when and how to use these methods for the best outcomes.

- There is a strong ethos of a learning centered approach to teaching and Leaders make the vision tangible for staff and students by modelling expectations and best practice. Staff feel valued and supported in all they do.

- The Education Director works relentlessly to review and raise standards and is supported by a strong and loyal team.

- Leaders know all of the staff very well which allows them to tailor support and encourage progression and reflection. SLT have used their relationships to foster a climate in which staff are keen to develop their own skills and understanding. Opportunities are there for staff to progress with their CPD and for to give their opinions and contributions to planning.

- Student aspirations are built from a 'can do' culture, investment in building their self-esteem and good teaching which enables student progress. Students with high anxiety are given strong support to work at their pace whilst still making progress.

- Students have aspirations and goals and know what they want to achieve.

- SLT are developing QA procedures in place for managing underperformance and improving performance.

- There is a strong partnership exists with outside agencies, commissioners and the wider college network.

Next Step:

- Systematic Triangulation and analysis will allow SLT to make robust judgments about the quality of provision and plan for further improvement.

- Create any further opportunities for distributed leadership and outline this in a clear staffing structure as part of future CPD.

	• Continue to attend AP Alliance group and forge relationships with other providers so they can reflect upon and share good practice and offer each other support.
Section 7: professional development	**Effectiveness of professional development**
Evidence • Meeting with Education Director, Director, Quality Manger and staff	**Areas of Strength** • A concise programme of CPD opportunities are in place, the provider works extremely closely with staff to identify and meet needs. Training courses are offered to support where needed. (example table below.) • All staff completed the positive handling training and 6/14 have completed DSL training. More to do this in new academic year. **Areas for Development** • Going forwards, a triangulation between lesson observation - training need-and monitoring progress once training has been given. • Refresher training for Early Help would be highly recommended. • TA training qualification- LAMP wants to offer this in the future. Compared to mainstream, Quality Manger would say they equate to a Level 3 given their roles and responsibilities, although this is not in their job title.

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.