

Warwickshire County Council

*Working for
Warwickshire*

Quality Assurance Report For Alternative Provision

June 20th 2019

NAME OF PROVIDER: Leamington Vineyard Learning Centre

SITE ADDRESS:

St Margaret's Chapter House, Church Close, Whitnash, Leamington Spa. CV31 2HJ



QA Report

Name of Provider/ School/ College				
Leamington Vineyard Learning Centre				
Date of visit		Lead : Saj Zaidi (WCC)		
20 June 2019		Team: Mark Aynsley (Myton Secondary School), Deborah Wagg (Aim Education AP)		
Name of Principal/CEO & Email address				
Amanda Woodward Amanda.woodward@lvlc.org.uk				
Age range:			Boys/Girls/ Mixed <i>(please tick one)</i>	
11-16			Mixed	
Type of provider:			Faith <i>(please state whether ethos or designation)</i>	
Alternative Provision			C of E. Although the education provided is secular. Students are not expects to pray or attend religious services of any description. The provision is supported by Churches Together in Leamington	
PAN		Capacity		No of Hours / Week offered FT/PT
		45		
Finance (Cost)		£100 per day		15 (PT)
% SEN	% FSM	% EAL	% PA	% Attendance
28	33	0		54%

Information about the courses offered		
Courses/subjects offered:	Expected outcomes	Numbers
<p>A) <u>Progress 8.</u></p> <p>Do you deliver this: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/></p> <p>B) <u>GCSE's and equivalent menu</u></p> <p>Do you deliver this: Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p> <p>English Lang GCSE English Lit GCSE Mathematics GCSE History GCSE Geography GCSE Science GCSE Religious Education GCSE</p> <p><u>KS3 Curriculum</u> Maths English Language Science</p> <p>C) <u>Functional Skills, Vocational, Personal Development and enrichment.</u></p> <p>PHSE (unaccredited)</p>	<p>A) <u>Progress 8:</u> (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) <u>GCSE's and equivalent menu outcomes:</u> e.g. % GCSE L4 + <i>National Average</i> in alternative provision 2017- 3.4%</p> <p>% GCSE L4+ above in English and Maths = 15% % L2 FS in English and Maths = N/A % GCSE L4+ in English = 18% % GCSE L4+ in Maths = N/A % L2 FS in English = 17% % L2 FS in Maths= N/A</p> <p>C) Progress in Attendance: (<i>National Average</i> in alternative provision 2017; 67%)</p> <p>54 %</p> <p>D) Any other progress: (different organisation measure improvement in varied way please detail this here)</p> <p>Student wellbeing on the 14 point Warwick Edinburgh Mental Wellbeing Scale. 85% of students increase their score within 6 week of</p>	<p>KS3= 3 students P/T KS 4= 30 students P/T</p>

Mentoring
 Careers Advice
 Music Therapy
 Circuit Training
 Transition Worker
 Counselling

attending.

Name of school	Leamington Vineyard Learning Centre		
Date of visit	20/06/2019	Lead	Saj Zaidi
Evidence and sources		Information about the school	

- Discussions with Principal, Head of Centres, Business Managers, Safeguarding DSL; students and staff
- Scrutiny of documents relating to Safeguarding, Health and Safety, achievement; teaching quality; school development plan; curriculum offer and planning; data tracking; performance management, staff development, Student Voice,
- Provider's own QA report and actions to develop.
- Internal summary of T+L at the centres
- Book scrutiny
- Scrutiny of SCR and safeguarding procedures
- Learner Profiles
- Student Files and Staff Files
- Meeting with students and staff.
- Staff questionnaires.

- Leamington Vineyard is a small, popular Alternative Provider that has 3 centres in Leamington and 1 in Rugby. It offers mostly GCSE subjects on a 1:1 format in safe, quiet surroundings. The provider also caters for KS3 students. It has strong links with the local churches and schools. It works in partnership by using church buildings. The provision, however, is not based on taught faith.
- There is a good mixture of qualified and non-qualified teachers who work in close collaboration with each other.
- The school has 28% girls and 72% boys in attendance.

Summary

- Leadership is very good at Leamington Vineyard and the role of Principal is currently in transition. The new Principal, who is already Head of Centre, will take over from September 2019.
- All aspects of safeguarding are excellent based on the fact that the buildings are dual purpose with shared facilities.
- Relationships between staff and students are excellent. Students feel safe and make progress.
- The ethos of the provider empowers both staff and students and all feel safe and supported within every centre and by their line managers.
- Attendance is at 54% and staff work to ensure that records are kept up to date and work with commissioners and carers to ensure the students are engaged.

Section 1: Safeguarding

Summary of evidence on Personal development, behaviour and well being

<p>Evidence seen.</p> <ul style="list-style-type: none"> • Meetings with Principal, Head of Centre • Scrutiny of the SCR and HR files. • Scrutiny of student files • Key Safeguarding and Health and Safety policies. • Student interviews. • Staff interviews. 	<ul style="list-style-type: none"> • The SCR and HR files are thorough • Controlled access to the site • Signing in and out procedures are in place. • Visitors/contractors signing in/out process in place • Appropriate policies and procedures are in place. • Members of staff were asked 'what if' questions around staff behavior/code of conduct and whistleblowing procedures. • Discussions around Prevent, CSE, Relationship Abuse, Drugs and Substance Misuse, Bullying, etc are open and can happen on a one to one basis or through social time. • All staff have undertaken training in Child Protection and Safeguarding. • DSL and deputy DSL in place • Morning and afternoon staff (de)briefing are brilliant. Staff find them very positive. • CLM is used to record a student's contribution during learning. The scale is -2 to 2 where 0 is what is expected of the student. A comment is left when the contribution is marked as negative. • All CP files are currently stored at Chapter House. Rugby Centre may keep copies, due to distance. • The new Principal will become the LAC contact. Current Principal is trained. • The taking of registers and following up with absent pupils is consistent across the Centres. • All staff understand the clear and robust procedures of reporting Safeguarding concerns. • Behavior of students is excellent. Relationship with parents/carers is also very good.
---	---

- Staff strive to learn very quickly about students' needs both academic and SEMH.
- 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

- Embed staff and students signing in and out
- Allocate lanyards for visitors instead of stickers
- Keep a hard copy of the register in case of fire/emergencies
- Consider ways to enhance security for files
- Ensure safeguarding posters are more prominent
- Speak to WCC Safeguarding team to get clarification on where CP files should be stored when there are multiple centres
- The provider is developing a curriculum programme for September 2019 that will be more structured in terms of Safeguarding training for children and young people
- Safeguarding to be a formal item at staff meetings

Section 2: Health and Safety

Summary of evidence and areas of development

<p>Evidence seen.</p> <ul style="list-style-type: none"> • Meeting with current Principal, new Principal, Head of Centre • Scrutiny of all Health and Safety documentation and checks. • Designated Health and Safety Trained Officer (IOSH) • Displayed notice naming the designated person for health and safety to whom these issues should be reported • Knowledge of requirements of health and safety legislation • 'Competent' health and safety advice available • Appropriate health and safety signs and notices 	<ul style="list-style-type: none"> • The public Liability insurance is with Aviva. • There are First Aiders in all centres • There are designated Fire Marshals • There is a designated person for Health and Safety • There are first aid and fire drill signs in centre. HSE poster displayed in all centres • Health and Safety advice received from Sara Young (CMIOSH Wes Health and Safety Advisor). Audit completed on 12th February 2019. • Appropriate risk assessments are in place in all centres. • Risk assessments are reviewed annually • Fire alarms are regularly tested and meet the Fire Brigade's criteria. Fire extinguishers tested regularly. • Staff trained in fire prevention measures • Diary showing recent fire drills and notes • Certificate showing tests of fire alarms • Display list of fire wardens • All centres have had fire drills this academic year • Recording systems for accidents and first aid treatments and notification to the parents/carers • List of training first aiders displayed
---	--

	<ul style="list-style-type: none"> • Medical Needs Policy • Arrangements are in place for full supervision of students including break and lunchtimes <p>Next Steps</p> <ul style="list-style-type: none"> • Who is the lead person who oversees Health and Safety, staff need clarification • Fire drills to be termly and timings recorded • Patterns of accidents should be tracked and analysed • Health and safety to be a formal item at staff meetings
Section 3: Admissions, Guidance and Support	Summary of Evidence
<p>Evidence seen.</p> <ul style="list-style-type: none"> • Admission/referral policy documentation • Integration process/student files • Base lining, individual learning plans, timetables • CEIAG 	<ul style="list-style-type: none"> • The induction programme is strong • On the initial visits parents/carers and commissioners are met by the Principal or Head of Centre • The provider explains their offer and ethos to the student and carer • Expectations are clearly described and plan for curriculum/timetable is agreed • Assessments are completed by each subject teacher and targets are set in conjunction with the long term plan • Students are also made aware of Health and Safety procedures and rights and responsibilities • Those students interviewed spoke positively of their experience of learning at the provider. Some students talked of how the setting was appropriate to meet their individual needs. Others talked about how much they had improved.

	<ul style="list-style-type: none"> • Care, consideration and support is given to post 16 planning to avoid learner becoming NEETs • Learners have a forum through student council/student questionnaires to raise issues, express opinions and shape the provision • Post 16 planning is done with the student and in partnership with colleges/schools/employers, etc • All year 11 students have access to a careers advisor <p>Next Steps</p> <ul style="list-style-type: none"> • Leamington Vineyard is planning to employ a transitions worker. The role would assist students moving from school to LVLC and their reintegration when they return to school. They would also help to raise aspirations for Year 11 students through work experience, etc • Gather data on parental voice/opinion • Imbed new structure for PSHE
Section 4: Teaching and Learning	Effectiveness of Teaching and Learning
<p>Evidence:</p> <ul style="list-style-type: none"> • Observations in all centres • Discussions with leadership • Discussions with students • Discussions with staff • Work and assessment trawl • Qualifications and CPD for teachers • Training register • CPD calendar 	<ul style="list-style-type: none"> • Teaching, learning and progress are the primary focus of the Provider • After initial assessment, teachers stretch and challenge learners and address gaps in learning • As teaching is mainly one to one this means that learning is bespoke and personalised • Relationships between staff and students is very positive • Students know what their learning targets are and that they are progressing • Pupil Speak Assessment Ladder – this clearly shows the progress the students are making

<ul style="list-style-type: none"> • Curriculum plan • Moderation reports 	<ul style="list-style-type: none"> • Students are encouraged to work independently • Evidence of assessment marking and dialogue shown in students' books • Relationship with two schools in particular helps inform subject and curriculum • One Head of Centre is the dedicated SENCO • Teachers/provider are flexible around schemes of learning to match students' needs e.g. links with Home School where student still attends • Due to the set-up of the provision, flexibility in delivery is key e.g. specific texts • Differentiation is embedded due to one to one structure • Where non-qualified teachers are delivering lessons, they are guided by qualified teachers • The use of 'pause' in sessions is skillfully used by teachers to enable students to work independently • Behaviour in lessons is excellent • All adults and students adhere to rules and routines • Students say that they feel safe, supported and given time to understand and learn new concepts • Verbal feedback is excellent <p>Next Steps</p> <ul style="list-style-type: none"> • Utilise Assessment Ladder further to embed students' understanding of their progress. Provider to consider trialing various ideas in one of the centres. • Consider using more formalized language as part of a cultural adjustment to further indicate the professionalism and high standards that are delivered across the centres • Further embed marking practice, to improve consistency • Further improve written marking feedback
---	---

	<ul style="list-style-type: none"> English and Maths teams are working towards improving schemes of learning and assessment. To be embedded from September 2019. Record student learning targets in books and ILPs
Section 5: Outcomes for Learners	Summary of Outcomes
<p>Evidence</p> <ul style="list-style-type: none"> Discussions with Principal, Heads of Centre Data analysis Portfolio and books Reports 	<ul style="list-style-type: none"> Students undertake formative assessments Students have learning plans and have regular reviews Year 11 students take exams either in centre or at Home School Provider utilises exam papers as a way of baseline/testing and informs on progress by similar means Students make progress by one to one teaching and embedding learning Behaviour is excellent The provider does not use rewards and sanctions to manage behaviour. Structure in learning sessions and positive relationships are key to the ethos. Communication with other agencies linked to the young person is excellent Provider attends all key meetings <p>Next Steps</p> <ul style="list-style-type: none"> Further utilise the Assessment Ladder to enable students and parents to see the progress being made Ensure all stakeholders receive student reports Analyse data for different learner groups e.g. Pupil premium, SEN, boys/girls, LAC

	<ul style="list-style-type: none"> • Ensure accurate and timely data is received from schools • Standardise consistency of assessments across all centres
Section 6: Leadership and Management	Effectiveness of Leadership and Management
<p>Evidence</p> <ul style="list-style-type: none"> • Meeting with senior leaders • Meeting with staff • Meeting with students. 	<ul style="list-style-type: none"> • There is a collaborative culture of high expectations (academic and behaviour) in all centres. This has been modelled by the Principal and Centre Managers • The whole staff team is strong and believes in the ethos of the provider • All staff have a strong voice and their ideas and contributions are valued • Relationships within the staff team are excellent • Collaboration and mutual support are reflected by students who attend the centres • Strong partnerships exist with agencies and schools • Provider always attends LA training and Alliance meetings <p>Next Step:</p> <ul style="list-style-type: none"> • Current top leadership is in transition. The current Principal is retiring and the new Principal will be one of the current Heads of Centre • Ensure all staff are aware of senior responsibilities during this transition • New Principal to present developments at ABP meetings in new academic year

	<ul style="list-style-type: none"> • SEF/SAR to be RAG rated • Ensure analysis of data is completed regularly to further improve quality of provision, support and outcomes
Section 7: professional development	Effectiveness of professional development
<p>Evidence</p> <ul style="list-style-type: none"> • Meeting with Principal, incoming Principal, Business Manager 	<ul style="list-style-type: none"> • There are monthly CPD sessions which are held on differing days of the week to allow all staff to attend. There is a strong commitment from the team to further develop their professional skills. • There is a Staff Development/CPD policy and procedures are being developed and formalised • There are registers for staff attendance at training sessions • Recruitment and retention is strong • Qualified staff are 'paired' with unqualified staff for training purposes • Staff voice helps form CPD calendar • Good practice is identified and celebrated across the centres on staff notice boards • Provider has AQA English and Edexcel Maths examiners within the staff body who disseminate best practice to the staff team • CPD is based on the provider's priorities, statutory training, development plan, staff requests and teaching and learning priorities <p>Next steps</p> <ul style="list-style-type: none"> • Increase bespoke nature of CPD • Ensure linkage between outcomes for learners and staff development

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.

DRAFT