

*Working for
Warwickshire*

Warwickshire County Council

Quality Assurance Report

For Alternative Provision

26th June 2019

NAME OF PROVIDER: Nulogic Training Ltd

SITE ADDRESS: AT7 Centre, Bell Green Road, Coventry, CV6 7GP



QA Report

Name of Provider/ School/ College				
Nulogic Training				
Date of visit 26/06/2019		Lead QA: Karen Cornell		
		Team: Sam Geehan (WCC) & Jay Treacy (UNEEK AP)		
Name of Principal/CEO & Email address				
Bradley Reece-Jones		Breece-jones@nulogictraining.co.uk		
Age range: 12 - 14			Boys/Girls/ Mixed ✓	
Type of provider: AP ✓ / Independent School/ College <i>(please tick one)</i>			Faith <i>(please state whether ethos or designation)</i> N/A	
PAN Year 7 = 1 Year 8 = 8 Year 9 = 15 Year 10 = 2		Capacity 10 – 15 learners		No of Hours / Week offered FT/PT ✓ 5
Finance (Cost) £90 – £110 dependant on travel				
% SEN	% FSM	% EAL	% PA	% Attendance
6.89%	37.90%	0.00%	0.00%	77.03%

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>KS3 Curriculum Maths N/A English Language N/A Science N/A</p> <p>KS4: will access up to 8 GCSE as above were relevant.</p> <p>C) <u>Functional Skills, Vocational, Personal Development and enrichment.</u></p> <p>PHSE (unaccredited) Mentoring Careers Advice Functional Skill Sports Leaders Level 1 and 2</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>F/S Math Entry 1 = N/A F/S English Entry 1 = N/A F/S Math Entry 2 = 83% F/S English Entry 2 = 80% F/S Math Entry 3 = 100% F/S English Entry 3 = 100% F/S Math Level 1 = N/A F/S English Level 1 = N/A F/S Math Level 2 = N/A F/S English Level 2 = N/A</p> <p>C) Progress in Attendance: (<i>National Average</i> in alternative provision 2017; 67%)</p> <p>77 %</p> <p>D) Any other progress: (different organisation measure improvement in varied way please detail this here)</p> <ul style="list-style-type: none"> The Sports Leader course enables all students to leave with a qualification – 100% pass rate. 	<p>KS3= 9 – FS KS 4= 1</p>

Name of Provider Nulogic	
Date of visit – 26 th June 2019	Lead QA – Karen Cornell
<p>Evidence and sources</p> <ul style="list-style-type: none"> • All policies • SCR • Student voice • Staff Voice • Work scrutiny • SEF • Tour of Site • Induction booklet and procedures • Curriculum Plan • Lesson plans • Certificates of insurance • Staff CPD record and induction process • Student behaviour record • Fire drill record • Admission/referral policy • Tracking sheets • Target sheets • Timetable • Behaviour policy • Exclusion data • Results data 	<p>Information about the Provider</p> <ul style="list-style-type: none"> • Nulogic deliver a range of successful vocational programmes for pre 16 young adults. • They believe that every young person should have access to an educational programme that engages, motivates and inspires them to pursue their personal aims and objectives. • Tutors are experienced in supporting young people who have had difficulties in mainstream education and are committed to reintegrating young people back in to mainstream education by working collaboratively with the school setting and parents. They achieve this through a combination of practical and theory based sessions.

Summary -

This is a well organised provision, despite being in its infancy, and actually has all the marks of a well-established, seasoned provider. Leadership and management is highly effective and both staff and students feel valued and safe. The review demonstrated that the organisation, particularly the centre manager, is passionate about creating a successful pathway for all of the children in its care, and this was evident in the observations of both staff and students. Students felt that they were cared for and successful and staff were valued, motivated and thoroughly enjoyed coming to work!

There are a range of systems and procedures in place to ensure that all seven aspects of the framework are delivered successfully and where there are gaps or areas for development the reflective and forward thinking nature of the leaders means that there are already plans in place to address them. The provision is rapidly moving forward and improving on what is already a solid model for success.

Section 1: Safeguarding	Summary of evidence on Personal development, behaviour and well being
<ul style="list-style-type: none">• All policies• SCR• Student voice• Staff Voice• Tour of Site• Certificates of insurance• Fire drill record	<p>Areas of Strength</p> <ul style="list-style-type: none">• Staff are well trained and updated on KCSIE and follow the policy of the organisation regarding student safeguarding.• Staff uniform makes them identifiable and as such safeguards the students.• All staff have current DBS and the SCR is up to date.• Staff use walkie talkies to ensure the site is more secure and that students are well located and monitored.• There is a register of contact details for all adults connected to the child, including the school key worker.• All staff are level 2 DSL trained• CP files are well organised and securely held (password protected)• All policies were in place and checked although it was noted that they are quite generic as opposed to suited to the setting.

- Registers are taken and updated on CLM – in cases of student absence, home visits are carried out and at the very least a call home is made. The DSL is also designated to work with LAC and communicates with the Virtual School.
- Children receive safeguarding training through the curriculum and on entry to the provision. Although some children may miss this if they are registered for a shorter time.
- 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.

Areas for Development

- Access to site is not controlled – The nature of the shared site presents a range of challenges. Entry to the site needs to be controlled with a meet and greet system and staff wearing high vis jackets to escort students as a group into the provision. The presence of other adults and staff in the leisure centre, combined with the trickle in entry, leaves children momentarily unsafe. The provision are to consider providing uniforms for students so they can be tracked and identified by staff. Although existing students were aware of the entry process, new students were vulnerable and needed signage/a guide to protect them. This could be remedied by signage or a Nulogic checking in point at the entrance to the large centre.
- Signing in process and information for visitors is not rigorous – While there is a signing in process for visitors to the provision it could be tightened up and is not monitored at present. A designated staff member should have this responsibility to avoid confusion and a sheet should be provided to visitors to instruct them about Health and safety and safeguarding on entry.
- Shared site arrangements to be developed – The split room arrangement is partly successful because staff escort students between locations. However, this leaves students vulnerable. The Manager is investigating the use of a more secure area within the centre with a single access point. This is a much more acceptable solution which I would encourage.
- Curriculum for safeguarding included gangs, drugs and radicalisation, and displays were evident, however, there was little evidence of DV, CSE, FM, FGM. Even though this is a male

	<p>dominated course, there is a need for this wider picture. I feel that girls entering the setting may feel uncomfortable. The shared site arrangements also call into question the SCR. There are adults working in proximity to the children who are not DBS checked. While this is unavoidable, and these adults do not have direct contact with the students, Brad is committed to working with the Leisure Centre to record how many of their staff are actually checked.</p>
Section 2: Health & Safety	Summary of evidence and areas of development
<ul style="list-style-type: none"> • All policies • SCR • Tour of Site • Certificates of insurance • Fire drill record 	<p>Areas of Strength</p> <ul style="list-style-type: none"> • The new zero tolerance on smoking from September is a bold step but one which sows a real commitment to health and safety. • Weekly fire drills are carried out and recorded in the log book. • Staff and students are aware of procedures • All insurance documents are present and correct and stored/organised effectively. • Recording systems are in place • Care plans in place following the medical needs policy • Accidents are recorded effectively and parents are informed. • Staff/student ratios are upheld <p>Areas for Development</p> <ul style="list-style-type: none"> • Fire and safety procedures could be better published to visitors to the site using a poster or crib sheet. • There is a need to train another first aider to widen the scope for safety.

Section 3: Admissions, Guidance & Support	Summary of Evidence
<ul style="list-style-type: none"> • All policies • Student voice • Staff Voice • Work scrutiny • SEF • Induction booklet and procedures • Curriculum Plan • Admission/referral policy • Tracking sheets • Target sheets • Timetable • Behaviour policy • Exclusion data • Results data 	<p>Areas of Strength</p> <ul style="list-style-type: none"> • The admissions process is rigorous and follows the policy, making use of application and referral forms followed by a taster day and admissions assessment. Students then follow an introductory process consisting of base line testing and creating individual learning plans/timetables. Records are kept at all stages of the process. • The student admissions and introductory booklet is well thought out and comprehensive • The taster day is an effective part of the induction process and allows students to get a feel for the provision. • Weekly reports home maintain engagement with parents • Students leading sessions gave them ownership of their learning. <p>Areas for Development</p> <ul style="list-style-type: none"> • There is room to develop communication with (some) schools to equal the excellent communication with parents. • Student voice and counsel are in place but this could be formalised, perhaps even using some of the students as mentors. • CEIAG is 'soft' at KS3 and is evidenced informally. There is real scope here for Bradley and the team to use their own experience to motivate the students. Many of the students expressed a wish to enter a coaching or sport based profession so this would be an ideal opportunity to guide the students. Speakers have been invited in but this could be formalised.

Section 4: Teaching and Learning	Effectiveness of Teaching and Learning
<ul style="list-style-type: none"> • All policies • Student voice • Staff Voice • Work scrutiny • SEF • Curriculum Plan • Lesson plans • Staff CPD record and induction process • Tracking sheets • Target sheets 	<p>Areas of Strength</p> <ul style="list-style-type: none"> • A wide range of resources are used to support curriculum programmes and staff deployment enables students to make good progress. • Rewards are used well to motivate students – the raffle ticket system engages and motivates student effectively. • The 3 strikes warning system compliments the rewards system and is an effective behaviour management tool. Where behaviour continues to be challenging, Brad holds a behaviour meeting to escalate this process where required. • There is some evidence of challenge/stretching of students in the use of PE sheets or independent work given to those who need it. The raffle tickets do challenge the students to extend their writing. • Work is consistently marked in detail and in line with the specification objectives. Marking for literacy is a strength with mistakes highlighted and corrected by the tutor. Marking is quality assured by Bradley. • Questioning was found to be excellent through our observations of teaching. • SMART targets are set to enable student to progress. • Sessions are carefully planned and student portfolios are well Staff have high expectations of all students and these are clearly established on entry to the provision. • Relationships between staff and students are exceptional and facilitate learning, staff deal with challenging students well. It was such a pleasure to see such challenging students fully engaged and taking pride in their learning. • Targeted questioning was used to engage all students and they responded well to this. Questioning was used to stretch out students' answers. Ellie demonstrated the skills of a seasoned teacher in the lesson – very impressive!

	<ul style="list-style-type: none"> Only 2 students have been removed/excluded from the provision. <p>Areas for Development</p> <ul style="list-style-type: none"> Challenge to enhance accelerated progress – some students could make more rapid progress and even take a higher qualification where required. This could be achieved through differentiation in the classroom and a tighter recording of targets and achievements. The pass fail ethos linked to the course sometimes hampers accelerated progress. Have a focus on spelling by perhaps adding a space in the workbooks for students to correct their own spellings once identified by the tutor. SMART targets could enhance progress by recording when they have been met. Feedback and target sheets could be kept in the books so they are visible to learners.
Section 5: Outcomes for Learners	Summary of Outcomes
<ul style="list-style-type: none"> Student voice Staff Voice Work scrutiny SEF Student behaviour record Tracking sheets Target sheets 	<p>Areas of Strength</p> <ul style="list-style-type: none"> The Sports Leader course enables all students to leave with a qualification – 100% pass rate. The incorporation of a Travel and Tourism qualification in the future will meet the needs of Progress 8 for some students. All data was well presented. Underperformance is identified through their intervention plan which is well established (updated ILP shows regular reviews). Student books demonstrate positive progress and outcomes. Reports home record student progress. The weekly staff meeting allocates extra support for students who need additional support. <p>Areas for Development</p> <ul style="list-style-type: none"> Both Ellie and Bradley would like to further develop communication and engagement with both the schools and parents – perhaps a celebration and rewards event at the end of the year?

	<ul style="list-style-type: none"> Students and staff felt that there was a missed opportunity with supporting students with 'school skills'. Students are able to behave and work well in this context but are unable to replicate this in a school environment. Some sessions on how to make it work back in school would be invaluable. A SMART target booklet would enable better tracking of outcomes for students. This could include a diagnose, therapy, test formula to demonstrate progress from a baseline.
Section 6: Leadership and Management	Effectiveness of Leadership and Management
<ul style="list-style-type: none"> All policies SCR Student voice Staff Voice SEF Curriculum Plan Staff CPD record and induction process 	<p>Areas of Strength</p> <ul style="list-style-type: none"> Leadership is reflective, developmental, well organised and innovative. Extremely impressive! Every aspect of leadership and management was covered; from documentation and records, to strategic vision to CPD for stakeholders. Such a rigorous and resilient leadership team. Regular reports and visits from Commissioners help to maintain the standards of the provision and Bradley has been open to a range of reviews to further improve the provision. There is a detailed development plan in place and self-evaluation takes place in reference to the curriculum. Student progress and provision are regularly reviewed. A link person for each school has been established to support with better communication Bradley attends all alliance meetings <p>Areas for Development</p> <ul style="list-style-type: none"> The team could use this process to develop a formal SEF. This would provide a more coherent approach to evaluation.

Section 7: professional development	Effectiveness of Professional Development
<ul style="list-style-type: none"> • All policies • Staff Voice • SEF • Staff CPD record and induction process 	<p>Areas of Strength</p> <ul style="list-style-type: none"> • There is a rigorous appraisal process which is reviewed every three months. This provides staff with clear goals and there are always training opportunities available. The policy and procedures for staff appraisal are embedded within the ethos of the company and staff are extremely appreciative of this. • Training and CPD is recorded and is bespoke. Ellie is a great example of this as she has made rapid progress since entering the organisation and has received a vast amount of CPD opportunities. CPD is bespoke through the identification of needs via the appraisal process. • The team regularly attend partnership and LA training. • Nulogic is fully staffed and has good retention. • Weekly staff meetings are also used to share good practice and notice boards celebrate good practice. <p>Areas for Development</p> <ul style="list-style-type: none"> • Establish links with schools to widen the scope for CPD and development – Bradley will visit The Coleshill School as a result of this process.

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.