

*Working for  
Warwickshire*

# **Warwickshire County Council Report For Alternative Provision**

24<sup>th</sup> June 2019

**NAME OF PROVIDER: North Warwickshire and South Leicestershire College//Inspire**

**SITE ADDRESS: Hinckley Rd, Nuneaton CV11 6BH**



# QA Report

<b>Name of Provider/ School/ College</b>				
North Warwickshire and South Leicestershire College//Inspire				
<b>Date of visit</b>		<b>Lead QA:</b> Dani Eyre ( Kingsbury School)		
24/06/19		Team: Annette Firman (WCC) & Jenni Delaney ( Dare2Dream AP)		
<b>Name of Principal/CEO &amp; Email address</b>				
At the time of visit – Chris Nixon: <a href="mailto:Christopher.nixon@nwslc.ac.uk">Christopher.nixon@nwslc.ac.uk</a>				
19/20 – Natasha Evans: <a href="mailto:Natasha.evans@nwslc.ac.uk">Natasha.evans@nwslc.ac.uk</a>				
<b>Age range: 14-16</b>			<b>Boys/Girls/Mixed</b>	
			Mixed	
<b>Type of provider:</b>			<b>Faith</b>	
AP			N/A	
<b>PAN</b>		<b>Capacity</b>		<b>No of Hours / Week offered FT</b>
32		N/A		25
<b>Finance ( Cost)</b>		£18,700 pa		
<b>% SEN</b>	<b>% FSM</b>	<b>% EAL</b>	<b>% PA</b>	<b>% Attendance</b>
30%	66.6%	0%	XX%	<b>70.78%</b>

### 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 checked="" type="checkbox"/> No <input type="checkbox"/></p> <p>GCSE English Language GCSE English Literature GCSE Maths GCSE Science Double Award GCSE Geography GCSE Religious Education</p> <p><b>C) <u>Functional Skills, Vocational, Personal Development and enrichment.</u></b></p> <p>ASDAN PSHE Level 1 Award and Certificate – As of 19/20</p> <p>BTEC Entry Level 3 &amp; Level 1 Award Art &amp; Design – As of 19/20</p> <p>Emotion Coaching</p> <p>Opportunity to engage in wider vocational departments within the college.</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 = <b>8.33%</b> % GCSE L4+ in English = <b>0%</b> % GCSE L4+ in Maths = <b>8.33%</b></p> <p><b>C) Progress in Attendance:</b> (<i>National Average</i> in alternative provision 2017; 67%)</p> <p>70.78%</p> <p><b>D) Any other progress:</b> ( different organisation measure improvement in varied way please detail this here)</p> <ul style="list-style-type: none"> <li>Student destination data is good with 100% of students moving onto further education, workplace training or work.</li> </ul> <p>100% positive student destination data – 100% enrolled onto further education and apprenticeships</p>	<p>KS3= <b>XX</b> KS 4= <b>XX</b></p>

	internally and externally.	
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<b>Name of Provider: North Warwickshire and South Leicestershire College//Inspire</b>	
<b>Date of visit: 24/6/2019</b>	<b>Lead QA: Dani Eyre</b>
<b>Evidence and sources</b>  Policies SCR and staff files Learners work books Lesson observations Interviews with key staff and learners Learning walks	<b>Information about the Provider</b>  This is a large Further Education college with several campuses across Warwickshire and Leicestershire. Alternative provision is delivered out of 3 campuses and is full and part time. The learners are year 10/11. There is a team of suitably qualified teachers (5), personal coaches (4) and teaching assistants (3) led by a 14-16 manager (interim) working out of a dedicated base on the Nuneaton campus.
<b>Summary</b>  Inspire provides a valuable service supporting students who have complex needs and can portray an extremely challenging persona. It was clear that the students enjoyed 'school life'. They loved the responsibility of being on a larger campus and relished in being treated as a young adult.  A good array of subjects is offered in addition to core subjects. Social awareness and student development is also discussed throughout various points of each day with all staff.  Inspire demonstrates a positive attitude and provides levels of encouragement to all learners, although at times this may appear as though the practitioners/coachers/teaching assistants are treating the students as friends as opposed to learners. As a result of this, barriers within roles are blurred and students are not effectively sanctioned for not meeting basic expectations.	
<b>Section 1: Safeguarding</b>	<b>Summary of evidence on Personal development, behaviour and well being</b>

<p><b>Evidence seen:</b></p> <ul style="list-style-type: none"> <li>• Meeting with Director Student Experience and Support</li> <li>• Scrutiny of policies</li> <li>• SCR and HR files</li> <li>• Student focus group</li> <li>• Staff interviews</li> <li>• </li> </ul>	<p><b>Areas of Strength</b></p> <ul style="list-style-type: none"> <li>• The college undertakes the appropriate checks in line with safer recruitment policy and processes.</li> <li>• SCR and HR files are in line with mandatory requirements</li> <li>• There are multiple access points across the Nuneaton campus most of which require a security fob/card to enter the buildings. All visitors to all sites are signed in and given visitors lanyards.</li> <li>• Policies are in line with current guidance and are reviewed annually or as appropriate and all available to view on the college website.</li> <li>• All staff have undertaken SG training and wider training such as PREVENT the safeguarding team are clearly visible on posters around the campus.</li> <li>• The Director Student Experience is the DSL and the designated lead for children looked after. DSL also delivers specific in house training where there is a need.</li> <li>• All learners are allocated a personal coach who oversees any welfare or safeguarding issues on a day to day basis</li> <li>• There is a secure centralised system overseen by Director Student Experience and Support to monitor vulnerable learners including those subject to CP</li> <li>• Registers are monitored via CLM (collaborative learning manager). Any issues with attendance are followed up robustly with the commissioner and parent/guardian.</li> <li>• 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.</li> </ul> <p><b>Areas for Development</b></p> <ul style="list-style-type: none"> <li>• Review the security and access to the area of the College where the AP students are based</li> <li>• Complete the WCC 175 audit</li> </ul>
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Section 2: Health & Safety	Summary of evidence and areas of development
<p><b>Evidence seen:</b></p> <ul style="list-style-type: none"> <li>• Meeting with Director Student Experience and Support</li> <li>• Scrutiny of policies and processes</li> <li>• Health and Safety Induction for staff</li> <li>• Tour of campus and teaching base</li> <li>• Posters</li> <li>• Interviews with personal coaches and TA's</li> </ul>	<p><b>Areas of Strength</b></p> <ul style="list-style-type: none"> <li>• There is a suitably qualified Health and Safety Manager supported by an estates team</li> <li>• Health and Safety signage and posters were seen across the campus</li> <li>• Fire drills are undertaken by the estates team on a regular basis</li> <li>• Accidents and incidents are reported via an on-line portal</li> <li>• There are qualified first aiders across 5 college campuses; they can be contacted by the duty manager</li> <li>• The college has public liability and other insurances in place with Hettle Andrews</li> <li>• The college ethos ensures all college staff understand and undertake full responsibility for supervising learners, reporting any concerns and issues including health and safety</li> </ul> <p><b>Areas for Development</b></p> <ul style="list-style-type: none"> <li>• Review the current security arrangements for the Inspire student base to minimise contact with visitors to the campus</li> </ul>
Section 3: Admissions, Guidance & Support	Summary of Evidence
<p><b>Evidence seen:</b></p> <ul style="list-style-type: none"> <li>• Meeting with Director Student Experience and Support</li> <li>• Meetings with Pastoral Coaches and TA's</li> <li>• Learner focus group</li> <li>• Getting to Know You Information sheet</li> </ul>	<p><b>Areas of Strength:</b></p> <ul style="list-style-type: none"> <li>• A buddy system is in place for new learners</li> <li>• Interviews are led by the Manager for 14-16 provision in partnership with the commissioner supported by the pastoral coach. Parents are invited. Induction packs are shared with the learner and parents</li> <li>• The induction process is over 4 weeks and is led by the pastoral coach</li> <li>• All learners have an IEP which is completed by the personal coach</li> <li>• Initial diagnostic assessments are undertaken on day 1/2</li> <li>• A behaviour contract is signed as part of the induction process</li> </ul>

<ul style="list-style-type: none"> <li>• New Student Induction check list and potted profile</li> <li>• Student Contracts</li> <li>• Behaviour Contract</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Behaviour is monitored via pastoral coaches and documented in the Personal Coach log book</li> <li>• There are qualified careers advisors on site</li> </ul> <p><b>Areas for Development</b></p> <ul style="list-style-type: none"> <li>• Consider the current location</li> <li>• Improve security in that area</li> <li>• Consider a way of identifying Inspire students when they are in the main building. How are you distinguishing them from all other main building college students?</li> </ul>
<b>Section 4: Teaching and Learning</b>	<b>Effectiveness of Teaching and Learning</b>
<p><b>Evidence seen:</b></p> <ul style="list-style-type: none"> <li>• 2 lesson observed (English and Science)</li> <li>• Work scrutiny</li> <li>• Learner interviews</li> <li>• Staff interviews</li> </ul>	<p><b>Areas of Strength</b></p> <ul style="list-style-type: none"> <li>• Clear objectives</li> <li>• Secure subject knowledge</li> <li>• Challenging questioning Clear relationship with students</li> <li>• An array of learning tasks</li> <li>• Clear evidence of planning</li> <li>• Effective use of support staff</li> </ul> <p><b>Areas for Development</b></p> <ul style="list-style-type: none"> <li>• Are learners consistently sanctioned for the disruption of others learning?</li> <li>• Are consistently high expectations set in lesson – are they always met? If not, how are sanctions being applied?</li> <li>• Ensure that learners are ‘thinking further’ as opposed to just doing</li> <li>• Are students aware of what target they are working towards? How do they know how to ascertain that target?</li> </ul>



Section 5: Outcomes for Learners	Summary of Outcomes
<p><b>Evidence seen:</b></p> <ul style="list-style-type: none"> <li>• Interviews with staff</li> <li>• Data Analysis</li> </ul>	<p><b>Areas of Strength</b></p> <ul style="list-style-type: none"> <li>• Majority of students are leaving with grades in English and Maths</li> <li>• Students are making progress in core subjects – although this is limited due to start times etc</li> <li>• Student destination data is good with 100% of students moving onto further education, workplace training or work.</li> <li>• Data tracking shows that students are improving in all areas</li> </ul> <p><b>Areas for Development</b></p> <ul style="list-style-type: none"> <li>• Review student voice - implement a more formal process and seek learner views half termly to include on the commissioners reports and for their annual reports.</li> <li>• Develop effective baselining which fits the provision</li> <li>• Review the TA role to ensure they work effectively with the teacher</li> <li>• Explore formal awards/celebration of achievement event</li> <li>• Is there clear careers provision in place for all students to access?</li> </ul>
Section 6: Leadership and Management	Effectiveness of Leadership and Management
<p><b>Evidence seen:</b></p> <ul style="list-style-type: none"> <li>• Meeting with manager/staff</li> <li>• Learner interviews</li> <li>• Employee of the quarter posters/achievement board</li> <li>• Coach meetings to share good</li> </ul>	<p><b>Areas of Strength</b></p> <ul style="list-style-type: none"> <li>• The team are supportive of one another and illustrate a high level of dedication to their individual roles and the wider work. They have been challenged by recent leadership changes and demonstrate a high level of resilience and energy to rise to any challenge. They would benefit from dedicated training to address challenging behaviour.</li> <li>• There are 2 weekly whole college Health and Wellbeing staff bulletins. Pastoral staff and</li> </ul>

practice	<p>clear on their roles</p> <p><b>Areas for Development</b></p> <ul style="list-style-type: none"> <li>• Review the role of the Teaching Assistant to address the blurring of lines with the personal coach role</li> <li>• Review the Teaching Assistant role to ensure the appropriate academic support is in place for the learner</li> <li>• Review the supervision arrangements for staff on the front line</li> <li>• The behaviour of students across Inspire needs to be addressed. Clear expectations must be put in place and consistently followed.</li> <li>• Students must be made aware of their poor choice of language and educated in oracy skills.</li> </ul>
<b>Section 7: professional development</b>	<b>Effectiveness of Professional Development</b>
<p><b>Evidence seen:</b></p> <ul style="list-style-type: none"> <li>• Meeting with HR Manager</li> <li>• Training/CPD matrix</li> </ul>	<p><b>Areas of Strength</b></p> <ul style="list-style-type: none"> <li>• Whole organisation CPD matrix and tracker in place monitored via HR Team teach being rolled out in October</li> </ul> <p><b>Areas for Development</b></p> <ul style="list-style-type: none"> <li>• Review specific training needs of individual staff to support challenging behaviour</li> <li>• More detailed tracking needed in order to identify the specific training needs of individual staff.</li> <li>• There needs to be triangulation between lesson observation - training need-and monitoring progress once training has been given.</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.