

*Working for
Warwickshire*

Warwickshire County Council

Quality Assurance Report

For Alternative Provision

Quality Assurance for Providers

24th June 2019

NAME OF PROVIDER: Positive about Young People

SITE ADDRESS: Nelson Ln, Warwick CV34 5JB



QA Report

Name of Provider/ School/ College				
PAYP				
Date of visit		Lead QA		
07/07/2019		Anya Kinsella		
		Team: Kath Brooks (WCC), Amanda Woodward (Vineyard Learning Centre, AP)		
Name of Principal/CEO & Email address				
Parneet Kang parneetkang@positiveaboutyoungpeople.co.uk				
Age range 11-16			Mixed <input checked="" type="checkbox"/> (please tick one)	
Type of provider: AP			Faith (please state whether ethos or designation) N/A	
PAN N/A		Capacity 40 students		No of Hours / Week offered PT <input checked="" type="checkbox"/> Up to 4 days per student
Finance (Cost)		£100 per day		
% SEN	% FSM	% EAL	% PA	% Attendance
2 students	20 students	1 student		Difficult to calculate with fluctuating numbers, but from Sept to now: avg: 55%

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>GCSE Maths GCSE English GCSE Science Combined GCSE History GCSE Religious Education</p> <p>C) <u>Functional Skills, Vocational, Personal Development and enrichment.</u></p> <p>Functional Skills in Maths and English PSHE</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 = 11% % L2 FS in English and Maths = 0% % GCSE L4+ in English = 11% % 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>55 %</p> <p>D) Improvements in Behaviours and attitudes. A clear focus on their futures.</p>	<p>KS3= XX KS 4= XX</p>

Name of Provider PAYP	
Date of visit Monday 24 th June	Lead QA A Kinsella
Evidence and sources <ul style="list-style-type: none"> • 3 lesson observations • Staff interviews with 4 members of staff • Inspection of Building / insurance folders • Live Database • Student passports • Interviews with P Kang • Interviews with CO and Cat • Student interviews (2) • Staff questionnaires (12) • Work scrutiny 	Information about the Provider <ul style="list-style-type: none"> • Non-registered provision currently serving 40 students aged between 12-16 over flexible 2-4 day provision • Number of Staff – 13 • Head of Centre: P Kang
Summary - <ul style="list-style-type: none"> • Strong pastoral ethos and practice evident through staff training, building provision and staff to student ratio • Tightly maintained systems and procedures for safeguarding and health and safety • Main area for development is teaching and learning which currently relies heavily on live e-learning programme: Tute and part-time externally contracted teachers, one in Science and 1 in English. • Leadership team has a clear perception of the provisions strengths and their areas for development and had provided a thorough self-assessment prior to visit which was supported by what was seen and witnessed on the day of the QA visit. • All staff questioned • Some students are placed in PAYP for a short period of time (less than 4 weeks) so progress can be difficult to measure. • The 2 students interviewed were positive about their experiences in PAYP and both had aspirations – one to move on to college; the other, in year 9, to reintegrate back into school 	

Section 1: Safeguarding	Summary of evidence on Personal development, behaviour and well being
<ul style="list-style-type: none"> • Staff interviews with 4 members of staff • Live Database • Interviews with P Kang • Interviews with CO and Cat • Student interviews (2) • Staff questionnaires (12) 	<p>Areas of Strength</p> <ul style="list-style-type: none"> • Access to site is carefully monitored and all necessary checks are in place. • Signing in and issuing of badges in place. • SCR and HR files fully completed. • All policies are in place, dated and evidence of updates for each year. • All staff interviewed were fully aware of DSL, safeguarding procedures and process if need to raise safeguarding concern. This included two very recent appointments. • Training in place. • RAG rating in place for student files and referrals. • Individual student files well organised and fully informed. • Named designated person for CLA, appropriately trained. Update training due October 2019, already booked. • Attendance procedures and follow up of absence robustly followed and accurate records maintained. • Use of CLM evidenced. Appropriate displays in central corridor giving good information. • Students know who to report concerns to. • Attendance reported to schools twice daily. • Policy to safeguard non-attenders in place: 3 days of absence triggers letter sent by PAYP to parents. 5 days of absence triggers home visit by PAYP <p>Areas for Development</p> <ul style="list-style-type: none"> • Consider back up of electronic files.

Section 2: Health & Safety	Summary of evidence and areas of development
<ul style="list-style-type: none"> • Inspection of Building / insurance folders • Interviews with P Kang • Interviews with CO and Cat 	<p>Areas of Strength</p> <ul style="list-style-type: none"> • Health and Safety policy is comprehensive. • Notices displayed in offices and corridors. • Fire extinguishers kept in one place to avoid students letting them off. • 'Peninsula' bought in to conduct a review and to send reminders when H&S testing is due. • Risk assessments available with regular reviews evidenced. • Fire alarm tested every week and recorded. • Fire book, water book and building book up to date. • All staff are First Aid trained. <p>Students supervised at all times on a rota basis. Areas for Development</p> <ul style="list-style-type: none"> • None
Section 3: Admissions, Guidance & Support	Summary of Evidence
<ul style="list-style-type: none"> • Staff interviews with 4 members of staff • Student passports • Interviews with P Kang • Interviews with CO and Cat • Student interviews (2) • Staff questionnaires (12) 	<p>Areas of Strength</p> <ul style="list-style-type: none"> • Admission policy in place and induction process clear and evidenced. • Evidence of student voice seen which shows regular opportunity for students to raise concerns and ideas. • Students said they felt supported and valued staff being there to support. • Open door coaching policy for students who benefit from a wide range of support including: <ul style="list-style-type: none"> ○ Coaching, both pastoral and academic, offered on a drop-in basis ○ Kerry Lowe, careers advisor for LA ○ Qualified English and Maths teachers ○ Revision provision

	<ul style="list-style-type: none"> ○ A policy of treating students as young adults • Student attendance data is shared twice Student information stored on a 'passport' summarising key information, attainment data, needs etc. so that all staff can see quickly and easily with whom they are working <p>Areas for Development</p> <ul style="list-style-type: none"> • Develop systems to support students into Post 16 placements. • Build up data to show achievement and destination of Year 11 students. <p>Other notes:</p> <ul style="list-style-type: none"> • Leaders commented that the information on LIF forms varied considerably from provider to provider which made it more difficult to ensure that provision was appropriately tailored to individuals.
Section 4: Teaching and Learning	Effectiveness of Teaching and Learning
<ul style="list-style-type: none"> • 3 lesson observations • Staff interviews with 4 members of staff • Live Database • Student passports • Interviews with P Kang • Interviews with CO and Cat • Student interviews (2) • Staff questionnaires (12) 	<p>Areas of Strength</p> <ul style="list-style-type: none"> • Tute offers a flexible and efficient way of teaching larger numbers of students in smaller groups. There is interaction where online teachers can assess participation and gauge the understanding of students to an extent. • Quality of work demonstrated in Science and English books, delivered and marked by qualified teachers is higher and there are some clear curricular-led targets • On the day of the visit, staff to student ratio was 1:1 allowing for intervention and coaching, particularly behaviourally, in discreet ways so as not to disrupt the learning of other students. TAs were also able to emphasise and clarify key terminology being used by remote teacher. • There is some baseline testing, though staff were inconsistent in stating what that was, some referencing 11+ tests, others the functional skills. The latter seems more appropriate given the

provision offered and outcomes aimed for.

- Several students are keen to answer questions and progress using the chat system. Student receiving 1:1 on Functional Skills 'feels' he is making progress
- Where staff are working with students on complementary revision to Tute, there is good modelling through the verbalisation of thought processes
- In rooms where staff are working with students away from Tute, there is more evidence of differentiation – 1 student is working on Functional Skills, 2 on GCSE.

Areas for Development

- Focus more on subject knowledge and pedagogy in staff training and targets
- Shift the feedback and marking away from focus on presentation and quantity to curricular-focused feedback. Avoid the over-use of praise
- TAs are limited in capacity to provide immediate feedback on activities, which can hinder progress of students, especially when mark schemes are missing
- Develop progression in the curriculum, working with Tute and contracted teachers for a coherent 'learning narrative'. This has been initiated
- Ensure that all students are challenged – could be done through training of TAs so that group Tute sessions can be enhanced outside of the capacity of the remote tutor
- Ensure that learning objectives are focus on the learning rather than behaviour – have behaviour objectives too, if this is helpful, but signal to the students what they should be learning in their lessons. In Tute lessons, this may have to be written up once the remote tutor has stated the learning intention.
- Ensure that baseline testing is consistent and in line with curricular intentions of provision. P Kang states that BSKB commissioned to test track progression of student.
- Staff stated that they feel Leadership do all they can to improve teaching and learning; they also agree that their professional development needs are met. It is recognised that the leadership team are now beginning to focus on teaching and learning, teaching support staff perhaps do not have an awareness of their needs in this area.

	<ul style="list-style-type: none"> Ensure that progress on learning intentions can be evidenced. If it can't – explore other options – bringing us back to staff training in pedagogical principles.
Section 5: Outcomes for Learners	Summary of Outcomes
<ul style="list-style-type: none"> Work scrutiny Live Database Student passports Interviews with P Kang Interviews with CO and Cat 	<p>Areas of Strength</p> <ul style="list-style-type: none"> All of this year's leavers have a destination for post-16 education, full or part – time at college, bar one. Number of NEETS is low as far as previous information from schools is available. Kerry Lowe and ABP have supported in this – there is good collaboration. Expected outcomes suggest all students entered will gain at least 4 grade 4s <p>Areas for Development</p> <ul style="list-style-type: none"> Academic results – historically Positive about Young People has been predominantly focused on nurture. PAYP now acknowledges need to develop academic achievement alongside the pastoral support. Provide evidence to support expectations – how do you know that students are likely to achieve a level 4 in their GCSEs? Investigate how to develop links with Post-16 providers to create a bridge and support for those reintegrating into mainstream provision / college course / apprenticeships Pursue previous outcome results from schools (see below)
Section 6: Leadership and Management	Effectiveness of Leadership and Management
<ul style="list-style-type: none"> Staff interviews with 4 members of staff Interviews with P Kang Interviews with CO and Cat 	<p>Areas of Strength</p> <ul style="list-style-type: none"> Strong sense of where the provision is and where to go currently. Leadership team seem to share vision and awareness of priorities Clear accountability procedures in place and followed when necessary

<ul style="list-style-type: none"> • Student interviews (2) • Staff questionnaires (12) 	<ul style="list-style-type: none"> • Management of resources appropriate to student needs and maximising the potential of the site at which the provision is based. • All staff declare a pride to be working at PAYP and responded positively to all of the questions in the staff feedback sheet • Staff accountability handled by external HR company – Peninsula which offers efficient and effective support to leadership • Staff are buddied up anonymously for encouragement and support, aiding morale • Senior leader meets apprentices weekly and records meetings –minutes are shared with the senior leadership team and apprentices. <p>Areas for Development</p> <ul style="list-style-type: none"> • Working pedagogical targets into performance management • Tracking previous results, requiring a development of communication with schools. This is something perhaps ABP can assist with establishing as a requirement from schools.
<p>Section 7: professional development</p>	<p>Effectiveness of Professional Development</p>
<ul style="list-style-type: none"> • Staff interviews with 4 members of staff • Live Database • Interviews with P Kang • Interviews with CO and Cat 	<p>Areas of Strength</p> <ul style="list-style-type: none"> • Pastoral and Safeguarding procedure training. Training is regular and consistent in supporting students with emotional needs • All staff agree, or strongly agree, that their professional development needs are met • PAYP run INSET training days which are planned yearly. • Statutory training is evident. Additional training is available for staff and externally sourced. For example all staff are trained in Team Teach. • Staff have weekly meetings and also have appraisals • The agenda is mainly pastoral. • Staff update WhatsApp throughout each day so that urgent issues can be addressed

	<p>immediately.</p> <ul style="list-style-type: none"> • Other issues arising from the WhatsApp feed are raised at staff weekly meeting and staff are guided appropriately. PAYP supports all staff through training for formal Teaching Assistant qualifications. • Staff are observed teaching twice a month – once recorded, once ‘invisible’ to maintain QA and identify development needs <p>Areas for Development</p> <ul style="list-style-type: none"> • Introduce and develop regular and frequent staff training on subject knowledge AND pedagogical practice, directly in INSET and/or in weekly meetings, incorporating research-led practice, such as Rosenshine’s principles – retrieval practice, chunking etc. to develop staff and student’s confidence in handling academic challenge; including giving curriculum – focused feedback – applicable also to contracted teachers.
--	--

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.