

# Warwickshire County Council

*Working for  
Warwickshire*

## Quality Assurance Report For Alternative Provision

July 4<sup>th</sup> 2019

**NAME OF PROVIDER:** Shaftsbury Young People

**SITE ADDRESS:** The Keresley Centre, Bennetts Road N, Kersley End, Coventry, CV7 8LA



# QA Report

<b>Name of Provider/ School/ College</b>				
Shaftesbury Young People				
<b>Date of visit</b>		<b>Lead QA:</b> Karen Grant ( Bilton School)		
04/07/2019		Team: Saj Zaidi( WCC) & Bradley Reece-Jones (Nullogic AP)		
<b>Name of Principal/CEO &amp; Email address</b>				
Cheryl Mousledale <a href="mailto:cheryl.moulesdale@haftesbur.org.uk">cheryl.moulesdale@haftesbur.org.uk</a>				
<b>Age range: 13 - 16</b>			<b>Boys/Girls/ Mixed</b> (please tick one)	
			Mixed	
<b>Type of provider:</b>			<b>Faith</b> (please state whether ethos or designation)	
AP and independent school			NA	
<b>PAN</b>		<b>Capacity</b>		<b>No of Hours / Week offered FT/PT</b>
22		30		FT = 25 hours PT= 18 hours
<b>Finance ( Cost)</b>		£105.00 a day		
<b>% SEN</b>	<b>% FSM</b>	<b>% EAL</b>	<b>% PA</b>	<b>% Attendance</b>
0	10	0	0	82.87%- Term 1 89.75%Term 2-81.13% Term 3 -77.75%

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>GCSE English AQA Foundation GCSE Maths Pearsons Combined Science AQA WJEC History</p> <p><b>C) <u>Functional Skills, Vocational, Personal Development and enrichment.</u></b></p> <p>Functional Skills in Maths, English and Science BTEC Hair and Beauty BTEC Construction BTEC Mechanics BTEC Art / Sport Open College Network Level 1 Catering / Food</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>0%</b>  % L2 FS in English and Maths = <b>0%</b>  % GCSE L4+ in English = <b>0%</b>  % GCSE L4+ in Maths = <b>0%</b>  % L2 FS in English = <b>0%</b>  % L2 FS in Maths= <b>0%</b></p> <p><b>C) Progress in Attendance:</b> (<i>National Average</i> in alternative provision 2017; 67%)</p> <p><b>78 %</b></p> <p><b>D) Any other progress:</b> (different organisation measure improvement in varied way please detail this here)</p>	<p>KS3= KS 4=</p>

Name of school	Shaftesbury Young People		
Date of visit	04/07/2019	Lead QA	Karen Grant
Evidence and sources			Information about the school
<ul style="list-style-type: none"><li>• Discussions with Head Teacher, safeguarding DSL, students and staff</li><li>• Documents: safeguarding, health and safety, achievements, school development plan, curriculum planning, data tracking, performance management.</li><li>• Ofsted reports</li><li>• Book security</li><li>• Safeguarding procedures</li><li>• Pupil questionnaires</li><li>• Pupil and staff meeting</li><li>• Staff questionnaires</li></ul>			<ul style="list-style-type: none"><li>• Shaftesbury is an Independent School, which provides alternative provision for young people 13-16 years old.</li><li>• The provider offers GCSEs, BTECs, City and Guilds, Work related qualifications, and Functional Skills</li></ul>
Summary			
<ul style="list-style-type: none"><li>• A well run school, positive learning environment</li><li>• Safeguarding is good; however, a significant incident involving a member of staff and pupil occurred this year. The LADO and police are involved and the member of staff removed from post. Head Teacher was very open and honest about the situation; the recruitment process did not raise any concerns involving this member of staff.</li><li>• Good relationships are currently occurring between staff and pupils.</li><li>• Positive environment, pupils interacting well with staff, currently working together to achieve</li><li>• Attendance on the day of visit was 82.87%</li></ul>			

Section 1: Safeguarding	Summary of evidence on Personal development, behaviour and well being
<p><b>Evidence:</b></p> <ul style="list-style-type: none"> <li>• A meeting with the safeguarding lead</li> <li>• Scrutiny of the SCR and HR files</li> <li>• Scrutiny of key safeguarding and Health and Safety policies</li> <li>• Student intervention</li> <li>• Staff interviews</li> </ul>	<p><b>Areas of Strength:</b></p> <ul style="list-style-type: none"> <li>• The SCR, all recruitment, checks and maintenance of HR files are completed.</li> <li>• There are appropriate checks in place for agency staff, contractors and visitors</li> <li>• DBS details of agency staff are robust and are rechecked</li> <li>• All policies are in line with current guidance and are under review in line with the most recent guidance provided in the keeping children safe in education guidance 2018.</li> <li>• All staff have received training in child protection and wider safeguarding issues as FSM, FM, prevent, CSE, drugs issue, gangs, sexting.</li> <li>• Good links with parents, school and taxi services to ensure pupils arrive into school daily. Calls made to relevant people to check</li> <li>• DSL and Deputy DSL are in place and a third of members of staff is trained, should the other staff not be available. All have had appropriate training.</li> </ul> <p><b>Next steps</b></p> <ul style="list-style-type: none"> <li>• All file need to be keep on school site, not a Head Office in Kent which is too far aware should an incident occur.</li> <li>• The Head Teacher needs to have more input from Head office especially following significant</li> </ul>

	<p>safeguarding issues</p> <ul style="list-style-type: none"> <li>• To try to maintain staff in the school, as too many staff are agency due to safeguarding issue that occurred this Year, staff left.</li> <li>• Photographs of staff designated safeguarding Leads will be placed around the school along with first aid.</li> <li>• On the signing in system the school will put on how to raise, Safeguarding concerns on these so all visitors know who to report safeguarding concerns to.</li> </ul>
<b>Section 2: Health and Safety</b>	<b>Summary of evidence and areas of development</b>
<p><b>Evidence:</b></p> <ul style="list-style-type: none"> <li>• Meeting with Head of school</li> <li>• Scrutiny of all health and safety documents and checks</li> <li>• Tour of school to check Health and Safety measures.</li> </ul>	<p><b>Areas of Strength:</b></p> <ul style="list-style-type: none"> <li>• The public liability insurance is with Zurich (10 million)</li> <li>• First aiders have up to date training and this is kept on file in the CPD files. First aiders are named around the school.</li> <li>• Accident reports are kept in the main office.</li> <li>• Signing in is secure, a procedure is set and kept in the main office; CCTV is used to check who has arrived on site.</li> <li>• All staff have fire safety awareness, as part of CPD</li> <li>• Head teacher has been in NEBOSH trained</li> <li>• All fire extinguisher are check yearly</li> </ul>

	<ul style="list-style-type: none"> <li>• Fire drills are carried out once a year</li> <li>• Health and safety notice are displayed in school</li> <li>• Medical room is available and in line with expectations</li> </ul> <p><b>Next Steps</b></p> <ul style="list-style-type: none"> <li>• Show evidence of last fire drills</li> <li>• Medical more displays and information around school</li> <li>• Fire drill to be carried out termly</li> <li>• Photographs to be added to show first aider</li> <li>• Patterns of accidents should be analysed to inform Health and Safety practises</li> <li>• All files need to be in school and not Head Office which is in Kent</li> </ul>
<b>Section 3: Admissions, Guidance and Support</b>	<b>Summary of Evidence</b>
<p><b>Evidence:</b></p> <ul style="list-style-type: none"> <li>• Admissions documentation</li> <li>• Home school contract</li> <li>• Induction pack for students</li> <li>• ILP and targets</li> <li>• Referral L policy</li> <li>• Baseline testing</li> </ul>	<p><b>Areas of Strength:</b></p> <ul style="list-style-type: none"> <li>• The school has a detailed induction programme</li> <li>• 1 girl on school roll, 5 girls are from other schools.</li> <li>• 6 boys on school roll, 17 boys attend AP from other schools.</li> <li>• Home, pupil and school work closely together during this process. The school's expectations</li> </ul>

are outlined clearly, start dates are quickly agreed and contracts signed.

- School has referrals from LA, but does also take students on role.
- An initial assessment is completed on day 1, using Pearson to inform the school of a student ability and aids timetable
- Student questionnaires
- All students have an ILP
- Excellent baseline testing undertake in first week
- All students have careers interviews, and visits to college and other provisions occur frequently
- CV are completed with student

#### **Next Steps**

- 16 Year 11 left this term – 2 of which are NEET at present
- All students here have a key worker allocated to them
- More improvement LIF from referring
- Need to set exit strategy for students upon entry that can be set in their ILP
- School needs to make as part of induction an agreement with colleges so that college inform school of meetings as well of students, so students can be supported with interviews on visits.



	<ul style="list-style-type: none"> <li>• Parental questionnaires need to be sent out to parents at least once in an academic year, to get feedback.</li> <li>• Student council need to be formally set up, students do have ability to make requests but this need to be done formally.</li> </ul>
<b>Section 4: Teaching and Learning</b>	<b>Effectiveness of Teaching and Learning</b>
<b>Evidence:</b> <ul style="list-style-type: none"> <li>• 1 lesson observed</li> <li>• 1 one to one lesson observed</li> <li>• Work and assessment scrutiny</li> <li>• Staff interview and questionnaires</li> </ul>	<b>Areas of Strength:</b> <ul style="list-style-type: none"> <li>• Teaching and learning, staff are committed to ensuring that pupils get the best opportunities to learn and progress</li> <li>• Last Ofsted report stated that some teaching was good but this was not consistent across the school.</li> <li>• Positive relationship between pupils and staff</li> <li>• Students were engaged and happy to complete tasks set.</li> <li>• The classroom was bright, roomy and bright environment to learn in.</li> <li>• All lesson are taught to each pupil as his or her baseline indicates</li> </ul> <b>Next Steps</b> <ul style="list-style-type: none"> <li>• Staff need to ensure they challenge students to feedback on their assessments; pupils did not complete actions in most books.</li> <li>• Pupils need to be challenged about inappropriate words written in books.</li> </ul>

	<ul style="list-style-type: none"> <li>• All teachers plan lessons and use TA to support the pupil in the lesson and work one to one if needed.</li> <li>• TAs need more input so they can challenge pupils in the classroom.</li> </ul>
<b>Section 5: Outcomes for Learners</b>	<b>Summary of Outcomes</b>
	<p><b>Areas of Strength:</b></p> <ul style="list-style-type: none"> <li>• Learners all have ILP and targets set ½ termly</li> <li>• The results show that outcomes are positive especially with challenging students that may have been out of school for a while.</li> <li>• Attendance has improved for moth pupils, most are on a full time timetable</li> <li>• Pupils and parents / carers receive ½ termly school reports</li> <li>• Use of progress trackers are used.</li> <li>• Pupils could also inform us of how many grades they have oved up since starting</li> <li>• Baseline testing occurs within first few days of starting in the school.</li> <li>• Pupils are allocated key workers to support and find out where areas of need are.</li> <li>• Behaviour was good, however Year 11 pupils had left, other pupils were off to swimming in the afternoon, so few pupils in school – 7 in total</li> <li>• Attendance is currently 82.87%</li> </ul>

	<p><b>Next Steps</b></p> <ul style="list-style-type: none"> <li>• Setting exit strategy if appropriate back into mainstream school however, this is also a school and is able to take pupils on role.</li> <li>• More analysis of data for PP boys / girls / SEN / Non SEN</li> <li>• Link with other providers who may have the same pupil with them other days of the week - share good practice and ILP plans so consistent in each provision with the same pupil.</li> </ul>
<b>Section 6: Leadership and Management</b>	<b>Effectiveness of Leadership and Management</b>
<p><b>Evidence:</b></p> <ul style="list-style-type: none"> <li>• Meeting with Head Teacher and Deputy Head Teacher</li> <li>• Meeting with staff</li> </ul>	<p><b>Areas of Strength:</b></p> <ul style="list-style-type: none"> <li>• Both HT / DT had high expectations of the school. Between them, both had responsibility in key areas. Both modelled expectations and best practice. This is discussed weekly at meetings.</li> <li>• HT /DT all know stuff well, the CP concern really did his staff morale but the Head teacher passion and drive</li> <li>• HT/DT are setting up a new staff structure to strengthen the school ethos</li> <li>• Strong links with external agencies occur, link with business and colleges are excellent</li> </ul> <p><b>Next Steps:</b></p> <ul style="list-style-type: none"> <li>• School needs to attend AP Alliance group meeting and training</li> <li>• CPD training more to be undertaken in mainstream schools and training days. As few staff the could not let staff out in the day, so needed to locate after school CPD</li> </ul>

	<ul style="list-style-type: none"> <li>• New small provisions next door will offer BTEC Hair dressing, motor mechanics and other courses.</li> <li>• To ensure trustees attend school reviews</li> </ul>
<b>Section 7: professional development</b>	<b>Effectiveness of professional development</b>
<b>Evidence:</b> <ul style="list-style-type: none"> <li>• Head Teacher</li> </ul>	<b>Areas of Strength:</b> <ul style="list-style-type: none"> <li>• Good guidance of CPD, each staff member has a CPD file - up to date training is available, but only happens outside of the school day, due to staffing.</li> <li>• Link well with local authorities to ensure current issues are addressed and attend training opportunities when offered.</li> <li>• All staff have completed Level 2 Teaching Assistant Diploma, those support permanent staff</li> <li>• Staff are 'team teach' trained the Head teacher said this has never been used in the school.</li> <li>• Performance management is linked to CPD system</li> <li>• Open door policy for pupils and staff to raise concerns</li> </ul> <b>Next Steps</b> <ul style="list-style-type: none"> <li>• School access a SENCO from a local school, school could perhaps look at a SENCO coming into school, rather than just asking for advice</li> <li>• More specific CPD needs to be identified for individual staff</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.