

Warwickshire County Council

*Working for
Warwickshire*

Quality Assurance Report For Alternative Provision

June 24th 2019

NAME OF PROVIDER: U-Neek Learning

SITE ADDRESS:

Druid House, 4a Druid Street, Hinckley, LE10 1QH

Loft Learning Centre, 11a Lower Bond Street, Hinckley, LE10 1QU



QA Report

Name of Provider/ School/ College				
U-Neek				
Date of visit		Lead QA: Marie Rooney		
24 June 2019		Team: Robbie Barton (NBLT AP) & Jamie Goodall-Barber (WCC)		
Name of Principal/CEO & Email address				
jay@u-neeklearning.org				
Age range: 11-16			Boys/Girls/ Mixed <i>(please tick one)</i>	
			Mixed	
Type of provider:			Faith <i>(please state whether ethos or designation)</i>	
AP			NA	
PAN		Capacity		No of Hours / Week offered FT/PT
		30		Max 15 (PT)
Finance (Cost)		£65 per day/ £95 (1:1)		
% SEN	% FSM	% EAL	% PA	% Attendance
44.44%	66.66%	0.00%		73%

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 type="checkbox"/> No <input checked="" type="checkbox"/></p> <p>C) <u>Functional Skills, Vocational, Personal Development and enrichment.</u></p> <p>NOCN Functional Maths/ English Entry 2- Level2 EQL Certificate in BHS Horse Knowledge & Care- Level 1 Sports Leaders Level 1 Award ASDAN Vocational Award (60 hours= 6 credits) in Hair & Beauty, Expressive Arts, Animal Care, Sports & Fitness, Football, Cooking Skills</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 = 0% % L2 FS in English and Maths = 0% % GCSE L4+ in English = 0% % GCSE L4+ in Maths = 0% % L2 FS in English = 8.33% % L2 FS in Maths= 25%</p> <p>C) Progress in Attendance: (<i>National Average</i> in alternative provision 2017; 67%) 73 %</p> <p>D) Any other progress: 66% of all students have made at least one level improvement in Functional skills Maths per annum.</p> <p>61.1% of all students have made at least one level improvement in Functional skills English per annum.</p> <p>42.5% of total students accessing U-Neek throughout 2018/2019 academic year returned to mainstream/ or specialist</p>	<p>Warwickshire- KS3= 9 KS 4= 9</p> <p>Leicestershire- KS3= 1 KS4= 4</p> <p>Coventry - KS3 - 1</p>

	school full time	
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Name of school	U-Neek		
Date of visit	24/07/2019	Lead	Marie Rooney
Evidence and sources		Information about the school	
<ul style="list-style-type: none"> • Discussions with Education Director, Safeguarding DSL; students and staff • Scrutiny of documents relating to Safeguarding, Health and Safety, achievement; teaching quality; school development planning; curriculum planning; data tracking; performance management, staff development • Book scrutiny • Scrutiny of SCR and safeguarding procedures • A meeting with a student and staff. • Staff questionnaires. 		<ul style="list-style-type: none"> • U-Neek is a small AP provision that offers subjects from, Functional Skills English, Functional Skills Maths, PSHE, British Horse Society Ride/ Care Certificate, L1 Food Hygiene, ASDAN Beauty, Animal Care, Expressive Arts, Cooking Skills, Sport & Fitness (+ 40 other personalised short courses available). • The school has 6 girls and 12 boys in attendance. • The ethnic mix of the school is 88.89% White British, 11.11% Mixed- White & Black Caribbean 	

Summary

- Leadership is good at U-Neek.
- All aspects of safeguarding are good.
- There is a very positive relationship between staff and students.
- The school has a very positive culture and students state that they feel supported and safe at U-Neek.
- Attendance is at 73% and leaders work very effectively with commissioners to ensure all students engage positively with the provision on offer at U-Neek

Section 1: Safeguarding

Summary of evidence on Personal development, behaviour and well being

Evidence seen.

- A meeting with the Safeguarding Lead.
- Scrutiny of the SCR and HR files.
- Scrutiny of key Safeguarding and Health and Safety policies.
- Student interviews.
- Staff interviews.

- The SCR, all recruitment / overseas checks and maintenance of HR files are thorough.
- There are appropriate checks in place for agency staff, contractors and visitors, agencies provide DBS details and they are then checked again before visitors are allowed on site.
- WCC safeguarding audit has been complete in line with WCC LA requirements and there is an action plan in place to support further improvement.
- All policies are in line with current guidance and are under review in line with most recent guidance provided in the Keeping Children Safe in Education guidance 2018.
- All staff have undertaken training in child protection and wider safeguarding issues such as FGM, FM, Prevent and CSE.
- DSL and deputy DSL is in place and highlighted with all staff. These colleagues have undertaken the appropriate training and attend all safeguarding briefings.

- There are no CP cases at the school currently. However there are secure systems in place to record CP files and cases. . **There are clear systems for reporting safeguarding concerns e.g. Concerns logged on green forms and handed to DSL's who keeps on secure CP file on the system.**
- Attendance is currently **73%** Daily registers are maintained electronically through CLM. There are robust procedures for first day calling; all absence/attendance is also reported to home schools via email , phone calls and the use of CLM. Home visits are carried out after day 5 of non-attendance and WCC CME procedures are followed .
- The behaviour of students is **good**. Students who attend U-Neek come because of their SEMH needs and the provider put an ILP in place to support these students as they learn how to address these needs.
- 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

- Create a risk register to monitor safeguarding records over time- Template already on place.
- Add a safeguarding statement in all adverts and update SCR with a record on reference checking.
- Any home visit or letters home re non-attendance should be kept on all student file and logged onto CLM.
- Cross reference policies that support each other to ensure that there are clear messages around how attendance and safeguarding are linked.

Section 2: Health and Safety	Summary of evidence and areas of development
<p>Evidence seen.</p> <ul style="list-style-type: none"> • Meeting with Head of School. • Scrutiny of all Health and Safety documentation and checks. • Tour of School to check Health and Safety measures. 	<ul style="list-style-type: none"> • The public Liability insurance is with Blue Fin. • All first aiders have up to date training which is tracked through the CPD tracker. First aiders are named on signs around school. Accidents reports are kept. There has not been any RIDDOR investigation needed in the past year. • Signing in processes are secure. • All staff complete Fire safety awareness, as part of their CPD requirement. Fire Marshall training has been completed. • Fire Drills have been carried out twice. • All statutory testing has been rigorously maintained and registered centrally. All appropriate risk assessments are carried out in line with expected WCC framework expectations. • The Education Director has started their NEBOSH training. • All fire extinguishers are checked by Firestop Midlands Limited (info@firestopmidlands.co.uk) • The Health and Safety notices are displayed in the school. • A Medical room is available and in line with expectations. • Health care plans are put in place for students with medical or mobility issues. <p>Next Steps</p> <ul style="list-style-type: none"> • Accident reports should be kept in one place and tracked as well as placed on a student's file. • Patterns of accidents should be analysed and inform health and safety practices. • To carry out Fire Drills each term and log the evacuation time and share this with staff to improve evacuation processes.

Section 3: Admissions, Guidance and Support	Summary of Evidence
<p>Evidence seen.</p> <ul style="list-style-type: none"> • Admission documentation. • Home school contract. • Induction pack for students. • ILP and targets set, 	<ul style="list-style-type: none"> • The team invests heavily in the student induction programme. • Students and families are interviewed with the home school. The school's expectations are outlined clearly and once everyone is on board a start date is agreed and a home school agreement is signed. • An exit strategy is agreed on entry and every student has an ILP established to support and inform their programme delivery and design. • An initial assessment and diagnostic is carried on day 1 of induction, using online Pearson FS assessment tool, which allows the school to assess the student's appropriate pathway. This informs the student's timetable. • All students have an ILP. • The provider works with partner organisations to ensure all students are provided with high quality careers and work related learning support and guidance. All students are provided with careers interviews which inform careers actions plans, creation of CV and work experience and employability skills. • Where there are students who may be at risk of NEET, the provider works very effectively with Prospects as part of the WCC pre NEET programme and they provide updates through the WCC data harvest and information sharing to inform commissioners/the WCC of all progress. • Students articulate very clearly how they have improved since arriving at U-Neek and how they are clear about what their next steps are.

	<ul style="list-style-type: none"> Students and parents questionnaires are carried out regularly. <p>Next Steps</p> <ul style="list-style-type: none"> <i>Continue with current CEIAG programmes for all year groups.</i> <i>Students voice to be formalised through possible half termly Education Director meetings with students representative.</i>
Section 4: Teaching and Learning	Effectiveness of Teaching and Learning
<p>Evidence:</p> <ul style="list-style-type: none"> 2 lessons were observed. Work and assessment scrutiny. Student interviews Staff interviews and questionnaires. 	<ul style="list-style-type: none"> Teaching and Learning is the number one priority, staffs are committed to ensuring that learners get the very best experiences and opportunities to learn and progress. Senior leaders judge teaching to be good teaching seen during the visits would support this judgment. <p>In the best lessons;</p> <ul style="list-style-type: none"> Relationships are very positive between teachers and students. Students are equipped to use reference materials, displays and their peers to develop sustainable and independent methods to work through problems and improve their work. Students work competitively to complete tasks. Lessons are planned with appropriate differentiation embedded. Evidence was seen of ongoing dialogue between tutors and students in books to support progress. This was not always consistent in all books. TA's are used very effectively to support students with anxiety and withdraw them to carry out 1-1 teaching were needed. <p>Next Steps</p>

	<ul style="list-style-type: none"> Teachers are already working on planning by improving the levels of differentiation, use of open questioning to tailor challenge; Create a common format for lesson planning and marking policy to ensure a consistent approach across all lessons. Create opportunities for peer to peer lesson observations and lesson planning between colleagues. Teachers to plan lessons with TA's and promote TA to support challenge and stretch with learners and avoid giving the answers.
Section 5: Outcomes for Learners	Summary of Outcomes
<p>Evidence</p> <ul style="list-style-type: none"> Data analysis Discussion with Director of Education. Book scrutiny. 	<ul style="list-style-type: none"> Learners have ILP and targets are set twice a term. The Data analysis shows that outcomes are positive because the data presented demonstrates that it is adding value for every student and exceeding the gains for other similar settings. E.g. attendance for all students has improved from 50% on entry to 73 % presently on a three day a week programme at U-NEEK. 66% of all students have made at least one level improvement in Functional skills Maths per annum. 61.1% of all students have made at least one level improvement in Functional skills English per annum. The use of a data tracking system is showing that student progress is improving. <p>Success rates are as follows:</p> <ul style="list-style-type: none"> The provider carries out baseline tests on entry using the online Pearson FS assessment tool and a diagnostic is produced to find out where students' gaps are. If students fall behind

	<p>they get support for mentors to help students to catch up.</p> <ul style="list-style-type: none"> • Behaviour is good. The school has appropriate rewards and sanction systems in place to promote positive behaviour. Communication with commissioners is very good and where needed the provider liaises with the schools to support disciplinary meetings. • Attendance is currently 73% <p>Next Steps Explore different progress measures re:</p> <ul style="list-style-type: none"> • Progression against baseline • Progression toward exit strategy. • Analysis of data showing progression from E1 to E2, E2 to E3, E3 to L1, L1 to L2 for English and Maths. • Analysis of data for different groups of students e.g. Pupil Premium, Boys/Girls, SEN/non SEN • Explore a collaborative reporting system that informs parents of students outcomes not only at U-Neek but at the other providers they may also attend to give an overview report of the students achievement in total.
Section 6: Leadership and Management	Effectiveness of Leadership and Management
<p>Evidence</p> <ul style="list-style-type: none"> • Meeting with senior leaders 	<ul style="list-style-type: none"> • Senior leaders have created a culture of high expectations and challenge for all. Leaders make the vision tangible for staff and students by modelling expectations and best practice. • The Education Director works relentlessly to raise standards and is supported by a strong

<ul style="list-style-type: none"> • Meeting with staff • Meeting with students. • Meeting with Trustee 	<p>and loyal team.</p> <ul style="list-style-type: none"> • Leaders know all of the staff very well which allows them to tailor support and challenge accordingly. SLT have used their intelligence on teachers to harness potential. • SLT are developing a new staff structure that will support a culture of accountability that will penetrate the school and all staff are eager to improve their practice. • Student aspirations are built from a 'can do' culture, investment in building their self-esteem and good teaching which secures student progress. • There are developing QA procedures in place for managing underperformance and improving performance. • Strong partnership exists with outside agencies, commissioners and the wider college. <p>Next Step:</p> <ul style="list-style-type: none"> • Monitoring and evaluation systems are improving. • Systematic Triangulation and analysis will allow SLT make robust judgments about the quality of provision and plan for further improvement. • Create opportunities for distributed leadership and outline this in a clear staffing structure. • Create clear lines of responsibility and accountability to deliver the School Improvement Plan. • Performance management is linked to the agreed targets around students outcomes.
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Section 7: Professional development	Effectiveness of professional development
<p>Evidence</p> <ul style="list-style-type: none"> Meeting with Education Director and Trustee. 	<p>Areas of Strength</p> <ul style="list-style-type: none"> There is a comprehensive program of CPD in place, the provider works closely staff to identify and meet the needs of staff. The provider is supporting a number of staff to gain teaching qualifications All support staff have completed / or are completing Level 2 Teaching Assistant Diploma and 2 have started studying towards Level 3. Three staff are 'team teach' trained and 2 more are booked onto an up-coming session in August 19'. The KS3 teacher has been booked onto CAVA Assessor training, following a request during her appraisal last December. 3 staff have completed Specialist SEN training and the provider is encouraging all staff to complete this training within the next 12 months. Performance management is linked to the CPD system. <p>Areas for Development</p> <ul style="list-style-type: none"> More detailed tracking needed in order to identify the specific training needs of individual staff. There needs to be triangulation between lesson observation - training need-and monitoring progress once training has been given.

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.