

*Working for
Warwickshire*

Warwickshire County Council

Quality Assurance Report

For Alternative Provision

Friday 21st June 2019

NAME OF PROVIDER: Warwickshire College

SITE ADDRESS: Leamington Spa College Campus



QA Report

Name of Provider/ School/ College				
Warwickshire College Group				
Date of visit		Lead QA: Karen Berwick		
Friday 21 st June 2019		Team: Annette Firman (WCC) & Kate McCombe (Tute AP)		
Name of Principal/CEO & Email address				
Schools leads:				
Louise Ball, Director of Schools, Re-engagement & SEND, ljbball@warwickshire.ac.uk				
Chris Gately, Head of Re-engagement & Schools, cgately@warwickshire.ac.uk				
Age range – 14-16 programmes			Boys/Girls/ Mixed <i>(please tick one)</i>	
Type of provider: AP/ Independent School/ College <i>(please tick one)</i>			Faith <i>(please state whether ethos or designation)</i>	
PAN n/a		Capacity		No of Hours / Week offered FT/PT Part time depending on the course
Finance (Cost)				
% SEN	% FSM	% EAL	% PA	% Attendance
				81.56%

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>N/A</p> <p>C) <u>Functional Skills, Vocational, Personal Development and enrichment.</u></p> <p>Functional Skills in English and Maths</p> <p>Entry Level 3/Level 1 Award/Certificate in Construction Multi-Skills</p> <p>Entry Level 3/Level 1 Level 1 Award/Certificate in Motor Vehicle</p> <p>Level 1 Award/ Certificate / Diploma in Animal Care</p> <p>Level 1 Award/ Certificate in Hair and Beauty</p> <p>Prince's Trust Level 1 Award</p> <p>BTEC L1 Certificate/ Award in Personal and Social Development</p> <p>BTEC L1 Certificate/ Award in Workskills</p>	<p>A) <u>Progress 8:</u> (if you have ticked yes in column one please provide the expected outcomes on Progress 8 <i>e.g. 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%</p> <p>% L2 FS in English and Maths = 0%</p> <p>% GCSE L4+ in English = 0%</p> <p>% GCSE L4+ in Maths = 0%</p> <p>% L2 FS in English = 0%</p> <p>% L2 FS in Maths= 0%</p> <p>C) Progress in Attendance: (<i>National Average</i> in alternative provision 2017; 67%)</p> <p>81.56%</p> <p>D) Any other progress: All students will complete personal and academic targets which will be monitored and reviewed regularly. Warwickshire College values the student voice and all students will complete a number of surveys and take part in focus groups to ensure the quality of their provision and that softer skills are being developed.</p>	<p>KS3=</p> <p>KS 4=</p>

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Date of visit – Friday 21st June 2019	Lead QA – Karen Berwick

Evidence and sources <ul style="list-style-type: none"> • Discussion with the alternative provision lead. • Policies and written evidence • Observed lesson • Discussion with staff • Some (limited) student work viewed 	Information about the Provider <p>Warwickshire College is a large provider and covers 7 sites across Warwickshire and Worcestershire. In Warwickshire there are sites at;</p> <ol style="list-style-type: none"> 1. Leamington Spa 2. Rugby 3. Warwick 4. Morton Morrell <p>A broad range of programmes are delivered. AP Students “in fill” into existing courses with post 16 students.</p> <p>The college will also provide a bespoke programme for a group of students from the same school e.g. Construction</p>
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Summary –

Warwickshire College provides 14-16 provision for individuals and bespoke courses for groups at the request of the commissioning school. When we completed our visit, most of the courses had finished for the academic year therefore lesson observation / student discussion was limited, however the Head of Re-engagement and Schools spent a long time providing us with detailed information and documentation, which was incredibly helpful. We also spoke to some key staff who not only confirmed in practice some of the policy / theory we had spoken about but also spoke passionately and knowledgeably about their students, the courses and the progress being made. This was a positive visit with a great deal of good practice evident. The provider ensures the standards on the WCC framework are met.

Section 1: Safeguarding	Summary of evidence on Personal development, behaviour and well being
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<p>Evidence seen</p> <ul style="list-style-type: none"> • Meeting with Head of Re-engagement and Schools • Letter of declaration • Staff discussion • Appropriate policies available • Tour of site • • 	<p>Areas of Strength</p> <ul style="list-style-type: none"> • A letter confirming that all staff have had appropriate pre-employment checks was provided during the visit. (The SCR was not seen on the day). • The coloured lanyard system is well used. • AP students are not permitted to leave site during the course of the day without an appropriate adult. Whilst AP students are not directly supervised, during break or lunch they are generally amongst an adult population and so this “loose supervision” is perfectly appropriate. • Clear sign posting of where/ who to go to for help and assistance was evident in the college. • The staff handbook makes the expectations of staff very clear. • CLM is used to ensure parents/ carers are contacted in a timely manner about lack of attendance. • Staff spoken to were aware of what to do if they had concerns about a student. They spoke about safeguarding updates being given online and in briefings. They also said that the DSL would address issues with staff in team meetings when there was an identified need. • The personal learning advisors deliver a programme of PHSE type activities throughout the year that covers the main safeguarding themes. <p>Areas for Development:</p> <ul style="list-style-type: none"> • The information provided by school commissioners is often brief and may at times be lacking safeguarding information
<p>Section 2: Health & Safety</p>	<p>Summary of evidence and areas of development</p>

Evidence seen <ul style="list-style-type: none"> • Tour of site • Lesson observed • Appropriate policies available 	Areas of Strength <ul style="list-style-type: none"> • Appropriate health and safety signage is visible around the college • In the lesson observed all students were suitably dress and supervised in line with expectations. • The Re-engagement programmes and other AP courses are well supervised with a high staff to student ratio. An individual risk assessment is completed for AP students • Given the largely adult nature of the setting, the “relaxed supervision” is appropriate during more social times. • “Team teach” is currently being rolled out • Mental health 1st aid training for staff is being rolled out. • There is an employee assistance programme available to staff. • Fire drills are undertaken • There is a system in place for reporting accidents.
Section 3: Admissions, Guidance & Support	Summary of Evidence
Evidence seen <ul style="list-style-type: none"> • Meeting with staff involved in delivery • Parent and student handbook • Student voice survey • Staff handbook • Student reports • 	Areas of Strength <ul style="list-style-type: none"> • The admission process is thorough on the part of the college. • All liaison is via the Head of Re-engagement and Schools • Schools are required to submit the learner information form • Each student is interviewed and appropriate risk assessment carried out. • Induction takes place on individual and group basis • The student and parent handbooks are clear and informative • The student agreement regarding behaviour and rules are excellent and leaves people in no doubt about the expectations. • Students receive individual guidance and support via their personal learning advisor. • Students are regularly surveyed for their views and opinions this includes a “first

	<p>impressions” and 2on-programme” survey. Students also take part in focus groups.</p> <ul style="list-style-type: none"> • The college puts a great emphasis on getting the right student on the right course. They try not to turn students away and will change courses part way through if required. • There is a “student council” • Development • Due to the part time nature of both school and college it is possible that some students may miss important lessons on SRE / safety.
Section 4: Teaching and Learning	Effectiveness of Teaching and Learning
<p>Evidence seen</p> <ul style="list-style-type: none"> • One lesson – Animal Welfare, Level 1, Snake feeding practical. • Tour • Staff discussion • Student work (this was limited due to the time of year) 	<p>Areas of Strength</p> <ul style="list-style-type: none"> • The lesson observed was engaging and exciting. The guidance and support given by the instructor was clear and supportive. The one AP student in the group was indistinguishable from the post 16 learners. The level of support and communication between the students was exceptional. • In the Morton Morrell setting the academic work is linked as closely to the practical as much as possible. Students are supported to make small steps and gradually improve their confidence. • Student feedback is given via google classroom (as well as written/verbal) • There are student focus groups where there is a heavy emphasis on improving the quality of teaching and learning. • New staff are provided with a “buddy” who is an expert in that area, this ensures there is someone to support them and helps maintain standards. • There is a “teaching and learning improvement team” made up of very good teachers who are deployed to support when the teaching and learning falls below expected standards. • Staff spoken to were well informed, passionate and clearly very dedicated to

	<p>improving outcomes for AP students. They spoke exceptionally well about the development of interpersonal skills and self-confidence.</p> <ul style="list-style-type: none"> The student work seen was limited due to the timing of the visit.
Section 5: Outcomes for Learners	Summary of Outcomes
Evidence seen <ul style="list-style-type: none"> Discussion with Head of Re-engagement and Schools Documentation: Staffing structure / SEF/ Improvement plan Discussion with staff 	Areas of Strength <ul style="list-style-type: none"> Staff/ student ratio is high this ensures that monitoring against any baseline data is regular. Termly reports are provided to the student / parents / commissioner Staff are aware of and value improved outcomes in terms of attendance / engagement and personal skills. Individual needs are identified and catered for; this was particularly evident in the observed lesson. Student work seen was at an appropriate level Attendance of the 5 students in AP ranged from 87.5 % - 41.9% Areas for Development <ul style="list-style-type: none"> Include some baseline assessment for functional skills Put attendance on the termly report Add “units completed” to the termly report to indicate progress through the scheme of work Greater depth of info on the LIF (provided by schools) would ensure better tracking of areas in need.
Section 6: Leadership and Management	Effectiveness of Leadership and Management
Evidence seen <ul style="list-style-type: none"> Discussion with Head of Re-engagement and Schools 	Areas of Strength <ul style="list-style-type: none"> The AP provision has an experienced dedicated leader. In a large college, it would be easy for this small cohort to be over looked and they are not.

<ul style="list-style-type: none"> • Discussion with staff 	<ul style="list-style-type: none"> • The same effective quality assurance and development planning systems are used for AP as in the rest of the college. There is a clear rationale for what is done including in-filling students into post 16 rather than dedicated AP groups and this seems to be very effective. • Leaders hold quality review meetings 3 times a year. The Re-engagement team have a detailed SEF and improvement plan. • Leaders are responsive to changing needs and will create bespoke options as required (e.g. Construction for a cohort from one school) • The staffing structure shows clear lines of accountability • The Head of Re-engagement and Schools attends the AP alliance group and appropriate training.
Section 7: Professional Development	Effectiveness of Professional Development
<ul style="list-style-type: none"> • 	Areas of Strength <ul style="list-style-type: none"> • Professional development is linked to the quality assurance programme, which includes a SEF / improvement plan and quality review meetings. • There is a system of lesson observations. Arising issues are fed into the “teaching and learning improvement team”. • Issues that are not resolved are picked up by the PM process. Staff spoke about opportunities to share good practice

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.