



Nottingham City Secondary Education Partnership
Working Together

Quality Assurance Evaluation Visit Report

Provision: FUEL

Date of Visit: 27.1.16

Names of Evaluation Team: Jodi Stead

Name of moderator (if applicable) _____ Peter McConnochie _____

Context of Visit: As part of the NCSEP Quality Assurance programme, FUEL was visited to ensure that previous high standards were maintained. The visit took place on a Wednesday which was cross-over day, meaning that no English or maths lessons were viewed. A small sample of English and maths books were seen. Subject areas visited included: Health and Social Care, Mechanics, Construction, PSD. Health and Beauty was visited in the afternoon but no learners were present.

Outcomes for students:

Areas evaluated	Comment
How well do students make progress relative to their different starting points throughout the year?	Students make strong progress relative to their different starting points. There are monthly snapshots shared with staff so that they can identify which students are on or exceeding target, and which students are below target. Interventions are then set up for those students below target. Tracking data of subjects demonstrates that Mechanics outperforms other subject areas. Those students in Mechanics generally meet or exceed their target.
What evidence is there that gaps between different groups of students are narrowing and attainment is rising?	There are booster sessions for all students in English and maths if tracking data shows they are not on target. Currently, there are no gaps in vocational subjects between FSM and non FSM students but there are gaps in English and maths. Where possible, learners have access to one to one tutoring in English and maths. Leaders at the provision recognise that students make faster progress in vocational subjects rather than academic, but booster sessions have been successful in the past to help attainment improve. There are booster classes for FSM students in ICT as tracking suggests they are under target at the moment. From Term One tracking, there is a gender gap emerging between males and females with females being 90% on or exceeding target and males being 64% on or exceeding target. Intervention is underway to reduce this gap. The gap is wider this year at the same time compared with 2014 data like for like. The gap between FSM and non FSM students is closing this year but intervention is still planned. Figures for SEN students show that 73% are on or exceeding target compared with 84% for non- SEN students. Leaders are able to use tracking data effectively to plan interventions.
What is the extent to which students develop a range of skills, such as reading, writing, communication and	The majority of students are entered for both English and maths qualifications. The provision use ForSkills to track progress in numeracy and literacy. Students are developing a range of skills and these were evidenced

numeracy?	during lesson evaluations. All lessons identified key words/concepts and students were given opportunities to develop their skills in a number of lessons.
Is attainment in line with home school expectations?	It is variable whether or not home school information has given the provision targets to aim for with the students. Targets are set from baseline data and realistic teacher expectations rather than home school expectations.
How well prepared are students for the next stage of their education, training or employment?	Students are exceptionally well prepared for the next stage of their education, training or employment and have attained relevant qualifications. 19 students were in EET, 4 student destinations were unknown and 1 student was undecided. The provision ensures that through PSD lessons students have a clear understanding of different jobs and course requirements. The students have to prepare a CV, apply for jobs/courses and are given practice interviews. The breadth of the curriculum also aids students in gaining a mixture of academic and vocational qualifications.
How many students leave the Provision with recognised qualifications?	Meticulous record keeping demonstrates that the majority of leavers in Summer 2015 left the provision with recognised qualifications. Mechanics: Level 1 86%; Level 2 100% Construction: Level 1 100% Health and Social Care: Level 1 100%; Level 2 100% English: Entry Level 3: 75%; Level 1 80%; Level 2 100% Maths: Entry Level 3: 100%; Level 1 100% ICT: Level 1: 73% PSD: Level 1: 100%

Key Judgement	1
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Quality of teaching, learning and assessment:

Areas evaluated	Comment
How well does the tutor use their subject knowledge to develop students' interest?	Where excellent practice was seen, tutors demonstrated deep knowledge of their subject and this captured student interest. Generally, tutors had secure subject knowledge but there were examples seen where subject knowledge was not deployed effectively to engage students.
To what extent does the tutor's enthusiasm motivate students?	Tutors were enthusiastic about their subjects, particularly in vocational subjects such as Mechanics and Construction.
Has tutor planning taken account of students' current attainment, educational needs and the variety of learning task?	Where practice was good, all of these areas were taken into account and the educational needs of the student were catered for. For example, in one PSD lesson each student was following their own pathway through the lesson. Where practice was not good the variety of learning task was not evident which affected the pace of the lesson and subsequently limited progress was made by learners.
Does the tutor have consistently high expectations of attitudes to learning?	This was evident in all lessons visited. All tutors had very high expectations of behaviour and attitudes to learning. This was seen when two students arrived late for a lesson, the tutor quickly explained when and how they would make up the time for their lost learning. In all lessons there was no evidence of low level disruption, students were keen to learn.
To what extent does the tutor	Where practice was strong, tutors use effective planning to help students

secure high quality learning by setting challenging tasks that are matched to students' specific learning needs?	learn well. Students focus well on their learning because tutors reinforce expectations for conduct and set clear tasks that challenge students. There is scope to develop more differentiated tasks in some lessons.
How effectively does the tutor deploy support staff to provide for students with a range of needs?	Support staff were used very effectively in every lesson visited. Tutors had either planned in advance which students the support staff would work with, or, for more practical lessons, deploy support staff to those students needing extra support and guidance.
How skilfully does the tutor use questioning to develop learning?	During a Construction lesson, the tutor used highly effective questioning to probe answers and extend learning. Generally, questioning was used skilfully to ascertain strong responses from the students.
How quickly does the tutor intervene to identify misconceptions?	In each lesson there were clear learning objectives shared with students and these were differentiated. All students were able to see the focus of the learning for that lesson. Tutors reinforced the learning objectives so that students understood what they had to do and thereby limiting any misconceptions very quickly.
How quickly does the tutor identify and support students who are falling behind in the learning?	During a Mechanics lesson, one student had to catch-up and the tutor was able to explain the practical task to such an extent that the student was then able to teach other students how to carry out the practical task later during the lesson. There was a high number of staff to student ratio and this is used very effectively to enable support staff to work with students who need extra support.
Do tutors embed reading, writing, communication and numeracy?	There were some examples of missed opportunities to develop these skills and this tended to occur where the pace of the lesson had slowed. Where there was good practice, tutors did develop these skills and gave students the opportunity to practice them. For example, one student was working independently on a job application form which required many of these skills.
How well do students understand how to improve their learning as a result of frequent, detailed and accurate feedback from assessment of their learning?	During lesson time, most tutors were able to demonstrate to students how to improve their learning. However, analysis of the work sample did not mirror this. There was inconsistent practice found with some subject areas not giving students enough guidance on how to improve their work.
How strong is student engagement in feedback opportunities?	During lesson time this was evidenced but from the work sample, there were too few opportunities for students to feedback either through peer or self-assessment.
To what extent does the tutor provide opportunities for the students to develop as independent learners?	There was limited evidence seen from the work sample. However, in some practical lessons, there were more opportunities for students to try activities out for themselves and to learn from their own mistakes. In other areas, student attainment is very low and those students needed the constant guidance from the tutor/support staff.

Key Judgement	2
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Personal development, behaviour and welfare:

Area evaluated	Comment
What attitudes to learning are displayed by students?	Students are confident and self-assured. They take pride in their work, their provision and their achievements. In all lessons visited, students displayed excellent attitudes to learning and were all keen to do their best.
To what extent do students value their education? E.g. What are attendance/punctuality figures like?	Attendance is running at 83% with 5% authorised absence. Punctuality to lessons is usually good and when it isn't students have to pay back time to make up for missed learning. This is starting to be tracked and monitored. Attendance figures show that students do value their education as non-attendance is decreasing. 80% of students have made positive progress relative to their starting points at the provision. Tracking data shows that there are gaps between groups of students. For example, SEN students have 91% attendance on Term 1 figures compared to 78% for non-SEN students. FSM students have 77% attendance as compared to non-FSM students with 88% attendance. No groups of students are disadvantaged by low attendance.
Are there effective strategies in place to promote high standards of behaviour? What is student conduct like during lessons and unstructured time?	Students' positive conduct reflects the provision's effective strategies to promote high standards of behaviour. Students are self-disciplined. Incidences of low-level disruption are extremely rare. Staff described incidents of low-level behaviour and how they dealt with it. Behaviour data backed up evidence on the day. Exclusion rates for Term 1 are at the lowest the provision has seen. This is due to strong teamwork from staff who are constantly supervising and encouraging students to make better choices. After lunch the students dispersed back to lessons very quickly without any disruption or time-wasting. The students feel respected and they reciprocate this to the staff.
To what extent can students accurately and confidently explain how to keep themselves healthy?	Through the PSD programme there are units on maintaining a healthy lifestyle. Throughout the provision there are many displays on healthy eating, sexual health and aspects of Health and Social Care curriculum materials. From the student panel, there was a positive response that the students did know how to keep themselves healthy.
What evidence is there to show that students are safe and feel safe? Do they understand how to keep themselves and others safe?	One learner from the student panel said, "They make me feel like I am at home sometimes," when asked to describe the care at the provision. Evidence from the student panel overwhelmingly concluded that students feel very safe at the provision. Staff are constantly patrolling corridors and they have radios to communicate with each other which is very effective at bringing staff to the right place at the right time. Leaders have specifically planned for a high ratio of staff to students to enable them to manage learners who have previously failed at mainstream and/or other provisions. In December 2015, leaders conducted parental questionnaires and had 17 responses. The feedback clearly showed that students felt safe at the provision and parents felt their children were safe at the provision too.
What evidence is there to show that students are proactive in standing up to all forms of bullying and prejudiced behaviour?	Within the PSD programme there are units on prejudice and anti-bullying. There are many examples around the provision of display work made by students promoting anti-bullying and anti-racism. Displays promote learning and challenge prejudice.
What examples of SMSC are displayed by students?	Students' spiritual, moral, social and cultural development shows that they know how to be a good citizen in modern Britain. Students have contributed to many displays around the provision. Students were good ambassadors for the provision as they were very welcoming and polite to us throughout the day.

Key Judgement**The effectiveness of leadership and management:**

Area evaluated	Comment
What evidence is there to show that leaders are held to account? E.g. maintaining statutory duties, application of policies, record keeping etc.	<p>The Directors meet weekly and they are currently developing a new governing body. As part of NCSEP, the provision ensures that they are kept up to date with all statutory duties.</p> <p>Record keeping is meticulous with data analysis comparing year on year trends to inform the leaders of how the provision is progressing over time.</p>
What is the capacity for securing further improvements? E.g. SEF and Action Plans	Capacity for securing further improvement is excellent because leaders have created a culture that enables students and staff to excel. The provision has a SEF and from this, leaders have produced a comprehensive action plan to drive standards up across the provision.
To what extent are leaders and governors demonstrating that they are improving outcomes for all students?	<p>There is robust tracking data analysing attendance, behaviour, progress and achievement. From the data leaders have made decisions for individual students about different interventions they might require. To date, one to one sessions are helping student outcomes rise and booster sessions are also proving that this intervention is being successful. Leaders are ambitious for all students and promote improvement effectively.</p> <p>Disadvantaged students' progress is improving and effective intervention is</p>

	being used in English and maths to continue the trend.
How effectively do leaders use Performance Management to improve teaching and learning?	A senior staff member's role is to oversee all aspects of quality assurance; staff are very used to having lessons and work samples evaluated. This is a new role at the provision. Leaders rota regular learning walks to check daily standards in addition to more formal observation. There is evidence that there are some gaps in spreading good practice across the provision, especially where marking and feedback are concerned.
How do leaders tackle under performance?	Leaders employ many strategies to tackle underperformance. There are standardisation meetings, drop-in sessions, staff supervision and training on offer.
How effectively do leaders in the Provision work in partnership with commissioning schools, external agencies and the community (including business) to improve the Provision, extend the curriculum and increase the range and quality of learning opportunities for students?	Leaders in the provision work highly effectively in partnership with commissioning schools when those schools are engaged in the process. The provision has good relationships with many outside agencies and welcomes support and advice when required. Unity mentors are based in the building and this has had a positive effect on improving the learning opportunities for those students. Some agencies that the provision works with include: NCSEP, Priority Families, YOT, Lifeline Journey, and City Council.
How well do leaders and managers ensure that the curriculum promotes the spiritual, moral, social and cultural development of all students and that this is effectively planned and taught? How have fundamental British Values been developed in the curriculum?	Leaders consistently promote fundamental British Values and SMSC for students. There is a SMSC calendar that complements the PSD programme. Schemes of learning demonstrate that key areas are covered in depth. There are other opportunities in the curriculum to promote SMSC, e.g. through Functional Skills English. Human Rights is a current topic which students can explore. There is a myriad of display work around the provision which promotes SMSC and British Values.
How well do leaders ensure that the curriculum promotes high levels of achievement and good behaviour and successful progression to the students' next stage of education, training or employment?	There is a reward system in place and good behaviour/achievement is recognised at the provision through displays. A new strategy to encourage attendance in December was very successful and improved attendance. Student names were entered into a daily raffle if they attended and were on time. Rewards are in the form of vouchers, small prizes and trips out. There is a strong emphasis on Post-16 at the provision to ensure that the fewest number possible are NEET. Strategies have been successful to date.
To what extent do leaders help students prepare for life in modern democratic Britain and a global society?	The curriculum offers students a good balance between vocational and academic courses. This maximises their chances to gain college places, apprenticeships or work.
How do leaders work to protect students from radicalisation and extremism?	Most leaders have had the WRAP training and by the end of March, all leaders will have had this training. Some staff have completed the Channel module. Leaders have ensured that there are discrete lessons on preventing radicalisation and extremism and there are a lot of visual displays to remind students about the Prevent duty.
How do leaders demonstrate the effectiveness of safeguarding arrangements to ensure that there is safe recruitment and that all students are safe? This includes:	Safeguarding is effective. Leaders and staff take appropriate action to identify students who may be at risk.

<p>the maintenance of the single central record and appropriate arrangements for child protection</p> <p>the rigour with which absence is followed up</p> <p>the decision-making process involved in taking students off roll</p> <p>the care taken to ensure that students placed in alternative provision are safe at all times</p> <p>the promotion of safe practices and a culture of vigilance, including e-safety and preventing radicalisation.</p>	<p>The SCR is updated and senior staff have been on the safer recruitment training.</p> <p>Absence is followed up rigorously by phone calls home/school and home visits if a student has not attended for two consecutive days. All attendance/absence concerns are communicated via the CLM. There is a daily handover between staff and this is tracked by leaders. If a student is misbehaving or there are concerns around the student, a behaviour meeting/cause for concern meeting will be held. Parents are invited to meetings and leaders have introduced termly parents evenings. If a student is still misbehaving then they enter into a behaviour contract. If the student does not adhere to the behaviour contract then they are returned to the commissioning school.</p> <p>Pastoral support makes a difference and is tailored to individuals. Senior leaders know the backgrounds and needs of each of the students at the provision.</p> <p>Senior leaders promote safe practices such as E Safety by filtering and monitoring computer use. Senior leaders are clear about their role in preventing radicalisation.</p>
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Key Judgement	2
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Overall effectiveness:

Area	QA Grade
Outcomes for students	1
Quality of teaching, learning and assessment	2
Personal development, behaviour and welfare	2
The effectiveness of leadership and management	2
Overall grade (aggregate of the above areas)	2

Evaluation Team signatures



Signature of moderator (if applicable) _____

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