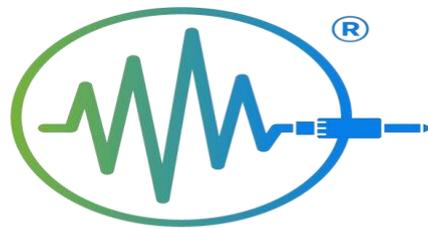


LISA LASHES SCHOOL of MUSIC



IN ASSOCIATION WITH PTS TRAINING ACADEMY

SAR June 2020

Introduction

The LLSOM offers a unique opportunity to children and young people who are at risk of, or have been, permanently excluded from school. We have designed our engaging curriculum to cater for all children, including those with additional needs, those who find it hard to thrive within a conventional classroom learning environment and pupils who may have had negative experiences of education in the past.

Our Vision and Ethos

Established in July 2018, the vision for the school is to develop as a reputable independent school, delivering the highest quality of alternative education to Schools and Local Authorities across the UK.

We aim to provide our pupils with the confidence, educational progress and ambition necessary for a successful reintegration into mainstream school. This includes cultivating a productive lifestyle, personal resilience and the values required to become responsible members of society.

Whilst teaching in a creative and unique way, the school is able to embed all subjects from the curriculum into music lessons which include Maths and English, Science, Technology, Human Social, creative and aesthetic and most importantly, including the fundamental criteria for all schools, British Values by way of a voting system for musical genres, instruments and projects available in each music production lessons. We encourage pupils to respectful and tolerant whilst music is being produced in order to give other pupils a chance to excel, support will be offered to any students who need it.

Our Aim

The programme offered by LLSOM is designed for disengaged pupils attending a mainstream school or pupils who have been permanently excluded from their mainstream school.

The 12-week program is designed to reengage pupils back into education, building their confidence, self-esteem in addition to addressing their SEMH needs.

LLSOM will cover a wide range of academic and masterclasses to ensure the pupils have a good all-round base knowledge and a brief insight of what it takes to start up and be sustainable in the music industry, all this in addition to the engaging curriculum, including core subjects such as Maths, English and Science.

Pupils will learn to DJ using the latest industry standard equipment from Pioneer. The course includes master classes from international DJs covering all aspects of DJ performance.

Pupils will learn how to produce music using Ableton and Logic. The lessons will be taught by leading industry professionals, covering every aspect of music production from composition to mastering.

In addition to the Music led sessions, pupils will have the opportunity to take part in a vast curriculum covering core subjects which embed functional skills, math and English in an inclusive and safe environment.

The management of the programs is excellent The Directors of LLSOM are involved in the day to day running of the School. The Directors Lisa Lashes and Deborah Hewitt being an experienced Health & safety Tutor, assessor and industry professionals (Music and Education) with enthusiasm, direction and momentum to the company and staff.

A. COURSES

Overall Grade: 1

12-WEEK PROGRAM AP CURRICULUM

The aim of the program for each pupil who enters through the LLSOM door, to leave with a reengaged approach to the way they view education, and the way they view themselves and their own capabilities. We want then to have the opportunity to return back to mainstream school, by using LLSOM as a platform to gain confidence and knowledge from the vast engaging curriculum.

This is achieved by using the feedback from pupils and tutors. Pupils are encouraged to complete feedback sheets after every session. Feedback from Tutors is gained on regular standardisation reflection meetings and from monitoring sessions of tutor performance. Best practice is also encouraged by quarterly individual performance reviews with tutors and an annual self-assessment appraisal process.

Equality & Diversity

Since its inception, LLSOM has ensured a strong promotion of Equal Opportunities within our programs and this subject forms part of all the qualifications studied. Equal Opportunities are understood by all staff and regular training updates are discussed at all standardisation meetings and staff debriefs.

Our company policy does not discriminate directly or indirectly. We build relationships with internal and external key stakeholders without preconceived ideas on any individuals' level of participation, recognising that language can be misconstrued if cultural and religious undertaking is not understood. An open-door approach helps to eliminate the anxious learner and gives a more levelled approach to the educational opportunities on offer.

All staff are aware of the Equal Opportunity policy which forms part of employment handbooks. All pupils have this policy within their course handbooks. Improvements can be made in this area to develop the analysing of data further.

B. QUALITY OF PROVISION

Overall Grade: 1

LLSOM has very strong structured quality procedures in place. Attention to the quality of Education being delivered and the review of processes have been the main focus from the quality team and continues to be a focus as further improvements are made as we move towards Ofsted registration in 2020. The implementation of sampling by the quality co-ordinator of files has ensured all staff involved with the learner has received feedback on the quality of their involvement and acted upon this accordingly which has helped to develop the staff and improve support given to pupils. Observations of tutors are carried out on a regular basis and constructive feedback is given to develop tutors.

LLSOM intends to recruit and upskill a dedicated team of tutors who will already have a substantive knowledge of the curriculum and education from a theory and practical view point from operational experience. With this in mind our quality of provision is very good.

B1. How effectively do teaching, training and assessment support learning and development?

The quality of teaching and learning is fantastic. Tutors and assessors are competent in their field and have qualifications and hands on experience to support and enhance the process. All tutors have obtained teaching qualifications, or are working towards them, which has improved the teaching methods within the classroom. Tutors have devised engaging lesson plans and evaluate each session to monitor the effectiveness of the delivery content. Tutors have been observed during sessions as being very supportive and encouraging to pupils.

Pupils are developing skills which is evident through the portfolios of work being produced and the consistent positive feedback from our awarding body. Staff are required to undertake CPD activities which contribute to the standards of teaching being delivered, and keep a log of the CPD. The collection of data over a sufficient period shows consistent high success rates and steady improvements in timely rates.

B2. How effectively does the provision meet the needs and interests of pupils?

As part of their induction, we assess the pupil's current level of ability, and apply the appropriate stretch and challenge method offering support at the right level needed. The courses facilitated by LLSOM will always aim to meet the needs of the pupils. Pupils are subject to an initial assessment which involves pupils identifying their short, medium- and long-term goals. Course information will be readily available on our web site, showing career paths and course outcomes, linked to their chosen aspirations. This will ensure that the learner can make an informed choice as to the correct course for their chosen career path, although in most instances the choice of course will be dictated by educators, employers and/ or the learner's individual sponsor. Pupils have commented on how the course has helped them to progress in their job roles and

enhanced their knowledge of the sector, as well as allowing them to return to mainstream education.

Furthermore, within the first two weeks of a pupil starting with us, an IEP (Individual Education Plan) will be created. We will also obtain the IEP from their referring school, so we have a clear picture of the needs of the student.

B3. How effectively does the provider use partnerships to develop its provision to meet learner's needs?

We have positive and strong relationship with schools in the local area, as well as the local authority. All key stakeholders ensure the provision meets the needs of pupils and the sector standards, by providing excellent, cost effective training to industry, LLSOM can build strong working relationships with Employers and Contractors to fully meet the needs of the pupils.

LLSOM has very strong links with the Music Industry, local providers/ colleges and local authorities. This is an important factor to remember when facilitating courses to “unsponsored” pupils where ESF Funding could be used to relieve the financial burden of costly training.

EFFECTIVENESS OF PROVISION:

The overall effectiveness of LLSOM is excellent. This is evidenced by continued feedback from awarding bodies and organisations we have partnered with over the last 2 years. Pupils are positive about the training they receive, and stakeholders are complimentary and pleased with the service they receive. This is evidenced by testimonials and surveys conducted at regular intervals within the learner journey.

C. LEARNER OUTCOMES

Overall Grade: 1

The pupils are set targets during the first 2 weeks within their IEP and these are monitor and reviewed by staff regularly, related to academic standards, as well social and emotional needs of the student.

C1 How well do pupils enjoy and achieve?

The quality of learner's achievement is again good. This is evidenced through the surveys conducted with pupils and from the testimonials completed. Pupils benefit greatly from tutors with a wealth of experience and the achievement of their program is delivered from a strong understanding of how to work with a broad spectrum of individuals from all social and economic backgrounds, giving the sense of a unified and cohesive achievement, which in- turn unites the employees and the employers and helps the organisation by benefiting from a better skilled workforce.

The setting of SMART targets is imperative and are included in all pupil IEP. This has contributed to an improvement in timely success rates. The celebration of learner achievement has been predominantly with the assessor however the development of a gallery within our website has been discussed and considered and we will look into this further in the near future.

C2 How well do pupils improve their economic and social well-being through learning and development?

At LLSOM, we strive to improve economic and social well-being through the outstanding teaching we provide. Through the School, we support our pupils through a formal learning environment. Gaining not only knowledge/qualifications, but also the confidence to regain a space to return to mainstream school. We embed British values into all our sessions, we have a PSHE and wellbeing on our timetable as part of part curriculum. This in turn has helped with their reengagement.

C3 How safe do pupils feel?

The promotion of safe working practices is good. LLSOM tutors are required as part of our recruitment process to pass an enhanced CRB check. Pupils have reported that they feel comfortable within the learning environment and have built good relationships with their tutors. LLSOM tutors are all trained above and beyond the requirements needed within the sector, giving them a wealth of experience in evaluating any potential additional support needed to help the learner attain their goals. The atmosphere created in the learning space is one of warmth, inclusion, diversity and wellbeing. It is promoted through positive verbal communication and open body language with all students monitored for signs of stress. Every learning space has a current risk assessment and every learner who enrolls for the program undertakes a Health & Safety assessment to ensure they understand their responsibilities and has knowledge of health & Safety issues. Pupils can express their views in confidence using a variety of methods i.e. written and verbal feedback forums. In addition, we have two appointed DSLs (Jade Gibson, Head of Schools and Deborah Hewitt, Director).

C4 How effectively do pupils make informed choices about their own health and wellbeing?

LLSOM delivers wellbeing and PSHE as part of their curriculum. These are in depth sessions educating the pupils on their own health and wellbeing and supporting them to make informed choices about their lifestyle. This can cover as well as sexual health education, this covers information on smoking illegal substances, alcohol misuse and social integration.

AREAS FOR IMPROVEMENT:

LLSOM has its own developmental plans in place. LLSOM will rely on the experience of its Directors in the first instance to support the continuous development. LLSOM is committed to high quality provision and will draw down the strengths from their wealth of industry experience. At present it is recognised that the most important part of the improvement process is the up skilling of the widely diverse tutors, with whom the industry is a new platform for them to adapt to.

Challenges faced by LLSOM

LLSOM is a small School and faces many challenges that are consistent within any small independent schools. This together with the current economic climate and working in an ever-changing environment the Management and staff are reactive to the changes in government policy and legislation and are proactive at trying to be one step ahead of any new changes. This will involve the CPD of all members of its staff.

GRADE DESCRIPTORS

Grade 1 Outstanding

Grade 2 Good

Grade 3 Requires improvement

Grade 4 Inadequate

Date created: June 2020

Next review date: August 2020