



Self-Assessment Report 2014

Quality Improvement Plan 2015-16

Leadership and Management

Self-Assessment Report 2014/15

	Whole College Overall effectiveness	Grade for area 14/15	2
		Previous year grade	2
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Scope of SAR

Southend Adult Community College is part of Southend Borough Council which is the Local Authority of Southend on-Sea.

The Office for National Statistics (ONS) estimates the total population for Southend-on-Sea as at mid-2013 is 175,800. Southend's population is projected to grow to 185,000 by 2020. (Source: ONS - 2013 Mid-Year Estimates). The proportion of the population aged 65 and over is 18.7% (32,816). Belfairs ward has the highest proportion of residents aged 65 and over within the borough with 28.6%. This compares to 9.4% for Westborough, which has the lowest proportion aged 65 and over in Southend. (Source: ONS - 2013 Mid-Year Estimates).

By 2020 the projected proportion of the population aged 65 and over will be 19.7%. This equates to 37,000 people (Source: ONS 2012 - Subnational Population Projections). The number of births in Southend between 2008-12 increased by 2.9% on the figures for the period 2006-10. (Source: ONS). 29.9% of Lower Super Output Areas (LSOA) in Southend are classified as falling within the 30% most deprived areas in the country. Using ONS population figures, this equates to just over 56,000 residents. Southend also has 8.4% of LSOAs (just over 16,200 residents) that fall within the 10% most deprived in the country. (Source: Communities and Local Government - 2010 Indices Multiple Deprivation). Westborough is the most densely populated ward in Southend, with an estimated 119 people per hectare. This compares to an estimated 42 people per hectare for Southend as a whole. (Source: ONS - 2013 Mid-Year Estimates). The top five non-English languages spoken in Southend are: Polish, Chinese, Bengali, Shona and Czech. (Source: ONS 2011 Census). According to the 2011 Census, 87% of residents in Southend classify themselves as white-British. This compares to 79.8% for the whole of England. (Source: ONS - 2011 Census). The number of children in poverty is over 25%.

Unemployment is traditionally higher than the Eastern region average. Skills and productivity are both areas that need improvement. However, Industrial Structure is seen as good. The town is well connected to London and the M25 through its rail and road transport infrastructure, and the development of the airport increases its capacity for growth. The town was recently awarded a City Deal which it is anticipated will bring development to the Borough, and a business park is scheduled for near the Airport.

Learners over the age of 60 represent 25% of the college student body, with other age groups evenly distributed. However, the age mix for Adult Learner Responsive (ALR) provision is quite different from the Community Learning student body. Community Learning has a large number of learners over 60. Southend has 19.2% of the population in this age group compared to a national average of 15%, whilst the Adult Skills provision has far more learners aged between 20- 40.

The college had 7,700 enrolments during 2014/15. There are three main sites but other venues are utilised through the use of schools and community settings. Employer Engagement has seen growth in the number of workplace settings. The college draws its funding from two Skills Funding Agency (SFA) streams: Adult Skills Budget and Community Learning. It also receives income for 16-18 work, supported by the Education Funding Agency (EFA), and 16-18 year old apprentices facilitated by the SFA. In addition, fees contribute to the college budget.

A wide range of curriculum subjects are offered, covering 12 out of the 15 subject sector areas. English and Maths feature strongly in the Adult Skills programmes. In vocational there are now Health and Social Care, Early Years, Business Administration, ICT, Team Leadership and Customer Service. In Community Learning, Arts and Media is the largest programme, followed by Modern Foreign Languages. ICT numbers have declined over the past three years. Work in the community is important in the college's drive to engage new learners, with both Neighbourhood Learning in Deprived Communities and Family Learning funding contributing to this agenda.

Two full-time study programmes have been offered in 2014/15, and there are plans to expand this in 2015/16.

The Westcliff Centre continues to provide high-quality learning to learners with Profound and Multiple Difficulties and Disabilities and numbers have grown by over 20% in the past year.

Partnership working continues to be a strength. The college works with a range of local providers and organisations. These include the Southend Association of Voluntary Services, Primary and Secondary schools, together with departments within Southend Borough Council. The Library partnership continues to engage learners in a range of activities. There is a strong Family Learning offer encompassing Primary Schools, Children's

Centres and Community settings. The college works with a range of settings in deprived areas of the town. Strong links have been developed with the Job Centre to plan appropriate programmes for their clients.

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Overall Grading

College summary SAR		
Overall Judgements	2013/14	2014/15
Effectiveness of Leadership and Management	2	2
Quality of teaching learning and assessment	2	2
Personal development, behaviour and welfare	2	2
Outcomes for Learners	2	2

Themes	
Adult Learning	2
Apprenticeship	2
Study Programme	2
High Needs Learners	2

Performance against Improvement Plan 14/15

Action from QIP	Progress	Judgement
Embed the English and maths strategy across the college.	This project has started - there are very good examples in place but good practice shows that there needs to be a college steering group.	Carried forward.
Foundation English requires improvement (delivery model is reviewed in order that all learners' wider English skills are well developed).	Progress has been made but there are still aspects to be addressed.	Carried forward.
Learners need to be stretched and challenged, specifically in Foundation English and the Study programme.	Progress made in this action point. However still not uniformly in place and will continue to be an action point for 2015/16	Carried forward.
Initial assessment needs to be used consistently well to inform lesson planning, specifically in Foundation English.	Initial assessment has improved across the college and is now at the required standard.	
Teaching observations do not currently focus sufficiently well	The observation process has been reviewed in light of comments at inspection and will continue to be subject to review. However, the actions	

on learning	identified have been carried out.	
Development plans and subsequent reflection are not rigorous, affecting the effectiveness of the Performance Management process.	As a result of feedback from the Inspection, the development planning process was revised and developed to be far more interactive and clearly owned by the member of staff	
Review the college's media strategy for its effectiveness, including its web-based presence.	The media strategy has been reviewed, bringing in changes. The web-based presence is still under review.	Carried forward.
The effectiveness of sharing practice - review of current process to increase its effectiveness	Sharing practice is now embedded in team meetings and CSPAR time to talk events have been held. However, further developments are needed.	Carried forward.

Effectiveness of Leadership and Management

Grade 2	Judgements & Impact	Evidence for judgements	QIP ref:
Strengths	<p>Leaders are highly effective in planning for and communicating high expectations for both learners and staff. There is good alignment with the Local Authority priorities that improve the skills of the borough's residents. There is a constant focus upon the improvement of the college through the setting of stretching targets, aiming to remove complacency in performance. Management information is used to produce robust targets and Managers use the data to monitor impact upon learners.</p> <p>There is a strong focus upon the quality of teaching, learning and assessment and in the majority of areas it is highly successful. In a minority there is progress to be made. There is a highly robust approach to poor performance of tutors who receive two grade threes. They are supported to improve, but will enter competency proceedings if their practice does not improve.</p> <p>There is good use made of information systems to inform the planning and monitoring of the curriculum. Data is compared to National Average to establish the position of the college against similar providers. In addition, the SLT receives information at regular intervals to monitor progress.</p> <p>Self-assessment is robust. The process draws on a range of source information and encourages the views from Managers and tutors. The outcomes accurately reflect the college position and key areas for development. There is a highly robust approach to improvement planning. Good use of staff feedback is at the core of the SAR process and the</p>	<p>Inspection report.</p> <p>College overall success rates have risen by 10% in three years. Overall good in the majority of sessions. English observations have some poor quality provision.</p> <p>Staff observations and meeting notes.</p> <p>All managers have access to the Pro achieve data base and can run reports for their areas that enable them to have early identification of recruitment/retention issues.</p> <p>Moderation notes. Q and C minutes. QIP.</p>	

Grade 2	Judgements & Impact	Evidence for judgements	QIP ref:
	<p>managers effectively utilise a wide range of evidence sources to ensure that the document is both an accurate representation of the college's position but also critical in identifying the areas for improvement. Moderation of the SAR process is good. Peer review is used to subject sector SARs. The focus is to ensure that the SAR is accurate and evaluative, with key improvements identified in the Quality Improvement Plan identified.</p> <p>Learners' views are effectively used to improve provision. The range of sources is wide, with the aim to have real-time information to drive improvements. There is good use of National surveys to support the quality improvement process. The use of pop-up forums provides time feedback to the college and encourage learners to articulate their views</p> <p>Curriculum planning is very good. A wide range of sources are used to ensure that the programme planned is reflective of the needs of the business and local community. There a wide range of progression opportunities available in many subject areas. An effective range of bespoke courses has been established due to specific community need. National, regional and local strategies are used to good effect to ensure</p>	<p>Pop-up forums capture learners' views in-year and enable a wider discussion than end of year questionnaire. FE choices survey score at above similar institutions, whilst the Employer survey has been the basis for improvement planning due to the slipping of satisfaction rates.</p> <p>Early years request additional courses at regular intervals, both short and level 5 Management. Staying Steady has been a key partnership with Public Health. Ways to Wellbeing Mental</p>	

Grade 2	Judgements & Impact	Evidence for judgements	QIP ref:
	<p>that the curriculum offer is meeting identified needs and priorities. The Southend Corporate Plan provides a basis for curriculum planning. There has been strong development of work-based programmes and the effective, continuing implementation of apprenticeships; in addition new curriculum areas have emerged as a result of needs identification.</p> <p>Careers advice is good across the college. Learners receive information and support that is relevant to them, and at the appropriate stages in the learner journey, through a team of qualified advisors. Tutors also direct learners to the most appropriate progression opportunity. The careers advice team work well with both Learning for if end Learning for Work managers to ensure that learners have robust induction into the college but also have the opportunity to plan their progression.</p> <p>Safeguarding is effective across the college. Staff and learners know what to do in the event of an issue. Safeguarding good practice is embedded within induction for staff and students, and there is a focus upon the Prevent agenda and keeping learners safe online. There is a positive safe culture throughout the college, with a strong commitment to eliminate harassment and bullying throughout the college.</p> <p>The college has an excellent approach to Equality and Diversity; positive</p>	<p>Health project. Inspection report - successful introduction of study programmes.</p> <p>College holds the Matrix qualification and contributes to both apprenticeships and vocational recruitment. It also enables learners to receive appropriate progression advice.</p> <p>Revised processes post inspection. Safeguarding, Prevent, Wellbeing and Health and Safety meetings. Training records. Induction record for staff.</p> <p>At inspection the college 'was a</p>	

Grade 2	Judgements & Impact	Evidence for judgements	QIP ref:
	<p>images are displayed that are representative of the many groups that use the college. The Equality and Diversity culture and the focus on core value of respect and trust result in learners that are able to contribute fully to their local community.</p>	<p>harmony of joy and respect'. Success rate gaps have been closed for all groups. No gaps in success rates for specific groups.</p>	
Areas for Improvement	<p>Further development of the time-to-talk sessions and of sharing good practice across the college, creating a strong culture of professional development.</p> <p>Governance: the college is moving to a streamlined system for the Governance - these changes have yet to work their way through the system and may affect the effectiveness of the Governing Body in short term.</p> <p>The cross-college approach to English and Maths is not consistent.</p> <p>Recruitment to community courses was disappointing, failing to reach target numbers.</p>	<p>Governing Body reports and membership.</p> <p>Inspection report.</p> <p>Data reports and KPIs.</p>	<p>7</p> <p>1</p>

Quality of Teaching Learning and Assessment

Grade 2	Judgements & Impact	Evidence for judgements	QIP ref:
Strengths	<p>Initial assessment is robust and effective in ensuring that learning programmes are planned that are suitable for student progression and achievement of goals. In vocational courses good use is made of One File and the initial assessment process to ensure that learning meets student need. Creative arts has a fluid approach to the initial assessment approach that works well in getting learners to identify their own learning goals.</p> <p>There is good challenging of learners in the majority of sessions to motivate and challenge them, encouraging them to be engaged with their particular subject and to study independently.</p> <p>Teachers have high expectations of learners in the majority of lessons; the norm is a challenging environment that pushes learners to progress.</p> <p>The adoption of CSPAR has seen good progress in the use of Higher Order Thinking Skills in sessions and the development of innovative ideas.</p> <p>In the majority of areas staff are well qualified, have strong subject knowledge and are passionate about teaching. In the very good sessions they challenge and stretch learners to achieve beyond their expectations.</p> <p>There is good monitoring and recording of learner achievement, with assessment being frequent, confirming accurately what the learner has achieved, and is followed by the setting of further targets that challenge the learner.</p> <p>In the majority of sessions tutors provide the learners with good and detailed verbal</p>	<p>Observations records demonstrate the key aspects of quality teaching learning and assessment.</p> <p>Inspection report.</p> <p>Qualification records CPD records</p>	

Grade 2	Judgements & Impact	Evidence for judgements	QIP ref:
	<p>feedback on the work they complete in the session. In addition, many tutors extend this into clear written feedback with well-defined target. Tutors work with a model that provides constructive feedback to learners, both verbally and, more importantly, in writing.</p> <p>Support is identified early in the learners' journey and effective measures are put in place to enable them to succeed. These needs are established through a supportive process of initial interview and appropriate initial assessments.</p> <p>Equality and Diversity is well presented and integrated within the session. Tutors ensure that materials are appropriate and represent a diverse society. In addition there is a strong emphasis on learners developing the confidence to participate within society. There is a robust culture of challenging stereotypes, use of derogatory language, bullying and harassment, ensuring that learners know how inappropriate these behaviours are.</p> <p>In Modern Languages there is a robust approach to the establishment of learners' starting point and this enables their learning programme to be matched to their needs. In Art there is a slightly different approach, based upon the need and expectations of the learners and the subject. It is an excellent process to ensure that their needs are met and their experience moves them forward.</p> <p>In Mathematics there is good development of learners' mathematics skills, with a focus on the developing skills that enable learners to succeed in both life and work.</p> <p>In Vocational provision there is excellent assessment-planning practice and, with personalised feedback, this supports learners to achieve their goals.</p> <p>In Creative Arts there is excellent achievement, demonstrated as learners acquire new</p>	<p>Support records Success rates are high for learners who receive support</p>	

Grade 2	Judgements & Impact	Evidence for judgements	QIP ref:
	<p>skills.</p> <p>Westcliff centre teaching, learning and assessment is good. Sessions clearly demonstrate the focus upon the needs of the individual, their goals and how they are going to achieve them. Support is excellent at the Centre, with tutor, support staff and learner combining well to achieve success.</p>		
Areas for Improvement	Teaching, Learning and Assessment is not consistently good across all areas of the college. ESOL and English continue to require focused intervention	Inspection In year reporting	1

Personal development, behaviour and welfare

Grade 2	Judgements & Impact	Evidence for judgements	QIP ref:
Strengths	<p>Learners display high levels of confidence on their programme. Teaching that challenges and motivates enables learners to develop confidence and self-esteem through their participation on the programmes.</p> <p>There is good promotion of the college values, based upon the belief that every learner should have the opportunity to reach their potential and become a contributor to their local community.</p> <p>There is a highly robust approach to the contribution of learners in the workplace. Vocational programmes have a strong focus upon the behaviour expected in the employment. Learners are encouraged to reflect upon what it means to be an employee, and there is good liaison with employers to ensure consistency in approach.</p> <p>There is a good approach to the delivery of work placements. These are matched to the needs of both the learners and employer. This enables them to develop their skills as both learners and employees and see the impact of their studies.</p> <p>High quality information and advice is available through the college Careers advice service, enabling learners to have appropriate information prior to a programme of learning. In addition, the college offers a variety of means of delivery for advice. Tutors signpost opportunities to learners and end-of-course reviews are available. Progression advice is effective, young learners</p>	<p>Observations and comments from learners.</p> <p>Work experience programmes for 16-18 year olds, Apprenticeship Placements.</p> <p>Matrix accreditation. Scheme of work</p> <p>Pre course assessment agendas.</p>	

Grade 2	Judgements & Impact	Evidence for judgements	QIP ref:
	<p>with poor experience so education make good progress into further education or jobs.</p> <p>In Health and Wellbeing programmes, strong engagement with subject has a positive effect on learners. In Staying Steady, learners were clear in articulating their pleasure in achieving improvement in a relatively short space of time, whilst in Art highly skilled tutors develop the learners' skills, stretching and challenging in a constructive way.</p> <p>There has been a robust response to safeguarding. Revised procedures clearly demonstrate to learners what they need to do in the event of safeguarding issues and ensure that they are not subject to bullying or harassment. A strong focus is evident on e-safety across all ages. The issues are widely promoted to learners through a variety of ways, and practice is checked. Staff are well trained and records are comprehensive. Safeguarding awareness is good and visible within the college through wide spread displays.</p> <p>High Needs learners develop very well in programmes that are focused upon their development needs. Personalised programmes provide clear goals, and close communication with parents enables learning to continue away from the Centre. Excellent feedback from the Awarding Body confirms the appropriateness of the programmes</p>	<p>Staying steady records, case studies.</p> <p>Links to the local Safeguarding board Training records, Prevent training ACER networks.</p> <p>Westcliff Centre programme Learner records. Observations. Inspection report.</p>	

Grade 2	Judgements & Impact	Evidence for judgements	QIP ref:
	<p>There is a strong ethos of respect for all learners. Learners from a range of different backgrounds share their experiences and learn to work cooperatively, developing teamwork skills that are valued by employers.</p> <p>In many lessons there is good development of the personal, social and employability skills enabling the learner to make the transition into employment.</p>	<p>Inspection report.</p>	
Areas for Improvement	<p>Retention for apprenticeships has been poor, and developing traineeships for learners who are not ready for apprenticeships is one action that has been agreed.</p> <p>Core English, Maths and ICT skills are under-developed in some sessions, particularly in English.</p>	<p>Apprenticeship retention.</p> <p>Inspection Review of programme area 14 English and ESOL.</p>	<p>3</p> <p>1</p>

Outcomes for learners

Grade 2	Judgements & Impact	Evidence for judgements	QIP ref:
Strengths	<p>There is good achievement of learner goals on a majority of Adult Skills programmes, with success rates at or above national average. In a small number of .programmes this is not the case, and success rates require improvement. Very good overall success rates in Vocational programme areas 1, 6, 13, 15.</p> <p>In community learning the success rates are excellent, with a figure of 90 % consistently being reached across the majority of programmes.</p> <p>Good achievement of the core aim on 16-18 study programme.</p> <p>There is excellent goal-setting in the majority of sessions and in good sessions learners understand what they need to do to improve</p> <p>Excellence success rates are achieved by Learners with a EHCAP at the Westcliff centre. The programme is developed based upon the learner need, recognising their potential and planning accordingly.</p> <p>All learners completed and passed their programme of study, with excellent development of personal and social skills recognised by parents.</p> <p>In vocational programmes there are excellent links between the classroom</p>	<p>High success rates on a number of programmes.</p> <p>Pro achieve reports.</p> <p>90% of learners have achieved their core Study Programme aim</p> <p>Observation and inspection</p> <p>Learner records, feedback from parents.</p> <p>10 week reviews.</p>	

Grade 2	Judgements & Impact	Evidence for judgements	QIP ref:
	<p>and workplace, ensuring that the programmes have a real resonance for the learners.</p> <p>Demonstrating the value learners place on their education, in the majority of classes' punctuality and attendance is good; learners have a strong commitment to their studies and are observed to be engaged during lessons.</p> <p>There is a strong college culture of inclusiveness. From the very beginning of their learning journey, learners are informed of how to stay safe and how to behave if threatened.</p>	<p>Attendance reports.</p> <p>College inspection report - College "a harmony of joy and respect" and learners feel safe.</p>	
Areas for Improvement	<p>Outcomes for Apprenticeship programmes are below the national average and have slipped from the previous year.</p> <p>Outcomes for Functional skills at level 2 have slipped year-on-year.</p> <p>English and Maths success rates for 16-18 year olds are below the college average.</p> <p>Specific courses at national average are below college average - for example, in Horticulture and in Level 4 counselling.</p> <p>A small minority of classes show poor attendance and retention</p>	<p>Pro achieve reports.</p> <p>Attendance statistics</p>	<p>3</p> <p>4</p>

Grade 2	Judgements & Impact	Evidence for judgements	QIP ref:

Grade profile of observations				
Grade	1	2	3	4
No. of observations 14/15	13	31	10	2
Percentage 14/15	23	55	18	4

High Needs Learners Theme

There is a strong focus upon quality improvement within Westcliff centre. Learners consistently achieve well on individualised programmes that are personalised to their needs. There is excellent programme of learners with High Needs. The curriculum is based upon the learners starting point and educational aims, a range of evidence are used to ensure that the programmes have goals that are stretching and challenging and have real relevance to the learners in their life situation. Individualised sessions are regularly evaluated to inform development and progress.

English and Maths is robustly embedded within the sessions and are clearly contextualised to maximise the understanding for the learner.

The initial assessment for High needs learners is very good. A range of partners and assessments are used to get a comprehensive picture of the learner and their abilities and by doing so identifying appropriate targets.

The staff team is good at developing activities and programmes suited to the needs of the individual. Robust programme planning recognises importance of needs assessment throughout their programme.

There is good curriculum planning that focuses clearly upon learners developing good personal independence and social skills. The curriculum has a clear focus on the development of individuals with high quality individual plan being the heart of the programme.

The majority of sessions are good with learners showing great interest in the sessions observed. Learning is active and engaging with the support clearly focused upon the development of the individual. In a small minority of cases teaching learning and assessment is satisfactory and the process is not dynamic or focused upon moving the individual forward.

There is a strong proactive emphasis on safeguarding within the centre. All staff students, parents and caregivers are briefed on the importance of staying safe and what action to take if there is a concern. All visitors are monitored and briefed accordingly. Learners have constant reinforcement regarding staying safe, boundaries and what to do if there is a problem. There are good relationships with the majority of organisations enabling effective sharing of relationships. Learners are actively engaged in activities around safety and the wider world.

There is excellent individual programme planning for all the learners based upon their personal need. Initial assessment is thorough and incorporates input from a variety of sources. The programme is designed to challenge motivate and inspire the learners. Outcomes for learners are good and often reflect the development of skills they can utilise away from the educational setting. Discussion with learners and parents/carers ensures progress is achieved around appropriate targets.

There are excellent success rates shown by learners. The individual programmes are planned to sequentially develop the skills and wider abilities of the learners and build upon their previous experience. Good partnerships with the parents and carers enable progress to be monitored outside the classroom and the skills to be maintained.

Study Programme Theme

The monitoring of teaching, learning and assessment is good. The practice of teaching learning and assessment is observed to be of a good standard. Tutors focus upon the needs of the individual to provide programmes that are relevant to them and present stretching but achievable targets. In a minority of cases learners do not progress at the appropriate pace

The study programme is well planned. All aspects are carefully constructed together to ensure the key requirements are met. There is a strong offer of vocational courses. Work experience is good providing learners with real work opportunities to bridge the gap between study and employment.

English and Maths provision is good at entry levels. The subjects are given a high priority throughout the planning process. Learners are very clear as to their personal responsibility for learning both also in modelling good behaviour. Success rates on English and Maths programmes are not sufficiently high. This has the potential to reduce opportunities for learners progressing

There is very good advice available to learners within the programme. Options are clearly identified at the relevant points and great care is shown to ensure that they are clear regarding the options available to them.

Teaching, Learning and Assessment is of a high standard as demonstrated in the observation profile. In good sessions learners are challenged and set stretching targets, the sessions are engaging focused upon the needs of the individual and feedback given is robust can a supports learner development. For a small number of learners behaviour is not conducive to a constructive learning environment which impacts negatively on the learning environment for others.

Overall the conduct of learners is good. The programme is effectively planned to give learners a broad range of experiences relevant to their personal development.

They are engaged with the programme showing a real commitment to all aspect of their studies. Punctuality is good for the majority of learners but there are a small number whose time keeping and attendance is unsatisfactory.

There is an excellent approach to safeguarding and well-being; learners feel safe and are able to approach the designated staff with any concerns. These are followed up in a timely fashion and partners utilised where appropriate. There is a strong emphasis on e-safety learners are aware of online dangers.

There is a strong emphasis on values and behaviour on the programme. Learners are aware of the need to behave appropriately to enable them to fully contribute to society. There is a robust and challenging approach to offensive language and behaviours

There has been an inconsistency within the success rate levels. Good achievement in the majority of vocational programmes has been matched by poor achievement in other elements of the learners' programmes, mainly English Maths and ICT at levels 1 and 2

There is good progression made by learners on the programme; with 81% going onto further training or part time employment. . The cohort that participated in the programme came with a wide variety of backgrounds and experience often lacking confidence and displaying anti-social behaviours.

Apprenticeship Theme

There is good leadership from the managers, concentrating on developing the best quality provision for the learners.

Success rates have followed the national downward trend and retention of apprentices over the year is not satisfactory which will impact on next year's success rates.

There is good attainment of industry standard skills resulting in positive feedback from learners and employers and high progression to employment.

There is good planning of the apprenticeships programme. There is a strong focus upon the individuals starting point and the preparation of an individual learning plan that is highly relevant to the individual. It is anticipated that the apprentices, as a result of their participation in the apprenticeship programme, will progress onto further training or employment.

There is a robust programme plan to meet local and regional need. The Business Development team monitor local job vacancies and work with the wider College to ensure that the needs of the LEP and local skills gaps are identified and met.

Apprentices who have not already achieved their English and maths qualifications are offered taught weekly sessions, by skilled specialist tutors. However, success rates and attendance for apprentices requiring all functional skills for their framework is lower than those who have already achieved the required standard.

There is a good induction programme that ensures the apprentices have the information they need to make the progress expected of them on programme. Every apprentice has a detailed exit interview and is offered good support in job seeking and planning their next steps in their career.

Every employer is involved in planning the training for their apprentice to ensure a successful and positive experience for the apprentice. Good partnership working with College staff and employers ensures regular reviews to identify actions and next steps so the College and employers are working together to develop the apprentices skills and knowledge.

The majority of apprentices are punctual and attend regularly. There is good commitment to the vocational aspects of the programme enabling them to develop a range of employability skills.

There is very robust approach to safeguarding across the college. Apprentices express the feeling they are safe and are confident what to do should a situation arise. There is a strong emphasis on safe working practices both at College and the workplace, learners understand how to keep themselves safe.

Retention has been affected by the withdrawal of learners from employers who do not fully understand the apprenticeship programme. A comprehensive review of employers has identified areas for development. Achievement for all groups is comparable and there are no concerns for particular groups of apprentices.

Success rates are good with the majority of apprenticeships completing within the agreed timeframe. Success rates are at the National Average. There are good progression opportunities available for apprenticeships.

Adult Learning Theme

There is a highly effective quality improvement strategy in place. Targets are set across all elements of the college's provision. Success rates for the majority of learners have increased and achievement gaps between key groups have been closed. Where there are concerns over the success levels intervention take place to address concerns.

There is robust monitoring of the quality of all aspects provision. Observation focus upon the quality of student learning and feedback given to learners is constructive and enabled them to improve. There is good development of learner's skills to enable them to fully play their role in the local community.

In the majority of sessions there is good identification of individual need. Tutors plan individual learning programmes that are based upon a range of information enabling appropriate challenging targets to be set. This ensures that they are on the right programme and are clear regarding their goals and how they are going achieve them.

The majority of learners make good progress in developing their English and maths skills. In vocational subjects there is good practice observed of embedding English and Maths into sessions to support learners with their learning goals. There is robust initial assessment of learners' level of need at the Information and Advice stage to ensure good matching of programmes with learners' levels.

Many learners achieve well in their course and the aim is always that they are at a level above their entry to ensure that targets are challenging for them.

There is excellent advice available for learners enabling learners to make informed choice about their future. Highly qualified staff are available to learners and work with them to develop actions plan for their future.

There is a good support service is available to all learners within the college. This ranges from the provision of a learning support tutor one to one, to group support, volunteers and adapted equipment. In some cases tutor awareness is all that is necessary. This support has contributed to the high success rates for learners with a disability or difficulty.

Teaching learning and assessment is good across the college and in many cases outstanding. In many cases the tutors have high expectations of what learner can achieve and encourage them to improve their skills.

To ensure progress on programme there is careful monitoring of learner progress, retention is monitored regularly and learners that are giving cause for concern are reviewed regularly support being introduced where necessary.

There is good recognition from learners of skills and knowledge they are gaining and many clearly recognise this as an important step towards gaining employment.

Learner commitment to the course is very good, the majority attend regularly and are on time. There has been good engagement of young learners on the study programmes.

Development of learners' self-esteem is excellent in the employability and vocational classes. Tutors are good at relating the theory to the world of work.

There is good use of work experience to embed the classroom learning. Effective strategies are used to ensure that learners can make the connection. In the Study programmes good use is made of work experience to build the confidence of learners who often come to the college lacking in confidence.

Safeguarding is effective across all aspects of the colleges work. Improvements have been made since the last inspection and increased the clarity of the recording. All staff are in the process of receiving prevent training. There is a strong culture within the college of respect for other learners and the understanding of different culture and viewpoints.

In all aspects of their work there is strong evidence on safe working practice and this applies to their practice in college sessions especially where there are hazardous substances or environments.

In adult learning good progress is made by the majority of learners. In areas where this is not the case, and there are instances where the success rates have dropped below the college or national average appropriate action is taken to address the issue. This may be dropping the course or introducing intervention measures.

There has been robust action to close the gaps in different groups and this has been achieved.

There is a strong focus upon Higher Order Thinking skills complementing the introduction of the CSPAR learning cycle. These enable tutors and learners to focus upon the development of critical skills with their learners.

There are good success levels on the majority of programmes enabling learners to move forward with their careers and education. In a small number of programmes success rates are slightly below the national average. In early years the excellent skills development and professionalism of the learners has contributed well to the high quality pre-school provision in the Borough of Southend on Sea. There are good progression pathways to higher education and into employment.

For learners at the Westcliff Centre there is a strong emphasis on personal development enhancing their social skills to enable them to be far more independent in their home and community settings.

College Data - 3 year trends

Community Learning

	2014/15	2013/14	2012/13
Overall	97%	97%	98%
Area 6 - ICT	98%	98%	98.7%
Area 8 - Fitness	99%	96%	96.9%
Area 9 – Arts & Crafts	99%	94%	98%
Area 10 - History	99%	97%	99%
Area 12 – Modern Foreign Languages	99%	97%	98.4%

Adult Skills Budget

	2014/15	National Rate	2013/14	2012/13
Overall	94.0%	84.2%	90.9%	88.3%
16 – 18	69.7%	82%	89.9%	87.7%
19 +	93.7%	84%	90.9%	88%

Adult Skills Budget - courses by level

	2014/15	National rate	2013/14	2012/13
Level 1	91%	85.1%	93%	83%
Level 2	86%	81.3%	85%	80%
Level 3	90%	78.6%	90%	86%

Adult Skills Budget – by Subject Sector Area

	Numbers	2014/15	National rate	2013/14	2012/13
1 – Health & Social Care	251	81%	82.7%	86%	86%
2 – Science & Maths	82	88%	78.1%	84%	80%
3 - Horticulture	9	76%	82.3%	89%	45%
6 - ITC	36	96%	83.2%	69%	79%
9 – Arts & Crafts	37	97%	84.3%	89%	73%
12 – Modern Foreign Languages	19	75%	81.1%	89%	90%
13 – Education & Training	132	95%	84%	91%	89%
14 – Preparation for Life & Work	2379	95%	84.8%	92%	91%
15 – Business Administration	10	92%	79.7%	92%	60%

Ethnicity

	2014/15	National rate	2013/14	2012/13
African	89%	83%	92%	88%
Bangladeshi	95%	86%	92%	88%
Caribbean	95%	82%	100%	100%
Chinese	95%	84%	98%	100%
Indian	93%	86%	91%	90%
Irish	93%	83%	100%	100%
Not Provided	93%	82%	95%	50%
Other	92%	83%	96%	95%
Other Asian	95%	94%	94%	89%
Other mixed	90%	82%	100%	85%
Other Black	94%	82%	93%	100%
Other White	94%	83%	92%	94%
White Asian	90%	83%	80%	58%
White British	94%	84%	90%	87%
White/Black Caribbean	83%	80%	69%	79%

Disability

	2014/15	2013/14	2012/13
Autism	98%	96%	100%
Dyslexia	85%	88%	88%
Moderate	97%	94%	99%
Multiple	92%	94%	100%
None	93%	91%	86%
Not Known/provided	95%	91%	93%
Other	100%	100%	80%
Severe	100%	95%	100%

Apprenticeships by level

	2014/15	National rate	2013/14	2012/13
A	53.1%	77.5%	83%	45%
AA	91.7%	80.5%	82%	89%

Quality Improvement Plan 2015/16

Overall College			
Report compiled by	Rick Olver	Date	November 15

Area for development		Document link
1	The implementation of a strong strategic plan for English and Maths across the college	
2.	Foundation learning to be at grade 2	
3.	Review capacity within Business development team to build effective processes to meet recruitment targets	KPI 2.1
4.	Increase the success rates on Functional skills qualifications to national average	KPI 1.2
5.	Recognise and meet community based need through target programmes	KPI 2.3
6.	Review safeguarding procedures to meet new CIF and Prevent requirements	KPI 5.1
7	Governing Body effectiveness	

1.							
Area for improvement	Action necessary	Timescale	Person Responsible	Monitoring arrangements	Progress	Success criteria	Document link
The implementation of a strong strategic plan for English and maths across the college	<p>Requirement to clearly articulate the colleges requirements for English and Maths across the college</p> <p>Establish cross college English and Maths group</p> <p>Set parameters and key indicators for the cohesive delivery of English and Maths</p> <p>Carry out strategic action plan for English and maths</p>	<p>November 2015 Establish group and set college parameters</p> <p>Identify key college indicators for performance</p>	Principal Vice Principal Heads of Learning	Reporting to the SLT – first review in January	<p>First meeting in December</p> <p>Now to be held in January</p>	A cohesive approach to English and Maths across all aspects of the College. Self-assessed at good in 2015/16	
Progress log:							

2.							
Area for improvement	Action necessary	Timescale	Person Responsible	Monitoring arrangements	Progress	Success criteria	Document link
Foundation learning to be at grade 2 – require improvement at inspection	Review performance of foundation learning , self-assess against these themes Set challenging targets Performance management staff to develop or improve. Monitor retention rates in order that Success is at or above National average for all provision	Targets November 2015 Quality meeting in December Retention review in December and March Ongoing observation of teaching and learning.	Vice Principal Quality	Indicative success rates reviewed in July SAR submission in September. Moderation November. Governor sign off in December	SAR moderation on the 24 th November	Foundation learning is graded at good	
Progress log:							

3.							
Area for improvement	Action necessary	Timescale	Person Responsible	Monitoring arrangements	Progress	Success criteria	Document link
Review capacity within Business development team to build effective processes to meet recruitment targets The college has not increased the value of 19-24 or 16-18 year old apprenticeships	<p>Review the current situation and devise a recruitment strategy for Apprenticeships and Vocational</p> <p>To implement the development plan to increase recruitment. Share the plan with SMT to agree support. Maintain current links with and identify new Quality employers. Review entry requirements for apprenticeships and develop traineeships to support learners who are not ready for an apprenticeship.</p>	<p>Plan developed in September</p> <p>Presented to the SMT for approval</p> <p>Implemented in October</p> <p>Reviewed at intervals December onwards.</p>	Heads of Learning for Work	<p>Review meetings With VP at regular intervals</p> <p>Quality review in December</p>	A development plan is in which clearly identifies priorities and the steps necessary to achieve these is in place	<p>College apprenticeship income targets will be met</p> <p>Success rates will be maintained 2015/16</p>	
Progress log:							

4.							
Area for improvement	Action necessary	Timescale	Person Responsible	Monitoring arrangements	Progress	Success criteria	Document link
Increase the success rates on Functional skills qualifications to national average	Identify the tutors whose success rates are not at National Average. Establish the reasons behind the poor success rates Individual action plans for these tutors Progress reviewed suitable interventions made where necessary Number of learners who take the exam are monitored	Tutors identified who are not achieving national success rates Expectations are made clear to tutors Targets set. Retention reviewed regularly form December.	Head of Learning for Life Senior tutors English and Maths	Quality review in December again in February Retention monitored at regular intervals Appropriate learning aims monitored	Courses and tutors have been identified for improvement Managers are working with individuals to ensure that they are fully supported	Functional skills at level 1 and 2 are at the national average	1.2
Progress log:							

5.							
Area for improvement	Action necessary	Timescale	Person Responsible	Monitoring arrangements	Progress	Success criteria	Document link
Recognise and meet community based need through targeted programmes	Produce an audit of community provision Develop a Community Strategy and delivery plan to meet target numbers Liaise with community partners to create relevant learning opportunities for them. Provide a range of learning days and activities at Southchurch. Costing for every community course?	Audit available October Programme reviewed and presented in November. Numbers reviewed at SLT in December, Governors in January Performance review in February	Head of Learning for Life Community development posts	Audit and action plan presented in October Quality review December KPIS reviews with Governors at regular intervals	Community strategy and delivery plan to be presented late November	Recruitment is at college target.	2.3
Progress log:							

6.							
Area for improvement	Action necessary	Timescale	Person/s Responsible	Monitoring arrangements	Progress	Success criteria	Document link
Review safeguarding procedures to meet new CIF and Prevent requirements	Audit current arrangements Review remit of the Health, Safeguarding and Safety group embedding prevent throughout the college Implement revised policy. Visit good provider for sharing of practice Deliver prevent training to all staff.	August Safeguarding reviewed September Arrangements for Prevent agreed September delivery plan for training	Vice Principal Head of Learning for Work Apprenticeship Manager	Safeguarding, Health and Safety and prevent committee All records reviewed fortnightly by safeguarding team	Safeguarding audit taken place Prevent training for all staff schedule for the New year	Safeguarding is effective at SAR 2015./16 and subsequent inspection	5.1
Progress log:							

7							
Area for Improvement	Action necessary	Timescale	Person/s Responsible	Monitoring arrangements	Progress	Success criteria	Document link
College governance New Governing Body structure	Recruit full governing body Establish revised clerking arrangements Review financial reporting Introduce new link governor arrangements Ensure Governors have all the information they need to support the strategic direction of the college	October First meeting of the new Governing body Recruit to vacancies Governor development takes place January to March	Chair of Governors Principal	Chair of Governing Body and Principal review GB performance.	Governing Body has met three times Vacancies are still to be filled.	New and effective Governing body in place contributing the development of the college	7