

# **Self-assessment Report**

## **2015/16**

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## 1. Introduction to College

- 1.1 Southend Adult Community College is part of Southend Borough Council within the Local Authority of Southend-on-Sea.
- 1.2 The town is well connected to London and the M25 through its rail and road transport infrastructure, and the development of the airport together with a nearby business park increases its capacity for growth.
- 1.3 Southend has an official population<sup>1</sup> of 110,400 people aged between 16-64 years. The number of working-age out-of-work claimants is 11,050. Thirty five percent of the working-age population has Level 1 qualifications or below. The percentage of 16-24 years olds Not in Education, Employment or Training (NEET) is 3.9% against 4.3% nationally<sup>2</sup>. By 2020 the projected proportion of the population aged 65 and over will be 19.7%. This equates to 37,000 people<sup>3</sup>. Twenty-five percent of Southend residents live in areas classified as falling within the 30% most deprived areas in the country<sup>4</sup>. The top five non-English languages spoken in Southend are Polish, Chinese, Bengali, Shona and Czech<sup>5</sup>.
- 1.4 In 2015/16, the College recruited a total of 3,577 learners (headcount) which manifested in 7315 learning aim enrolments. Learners aged 60 years and over made up 23% of the learners in 2015-16. 16-18 year old learners made up 2.8%.
- 1.5 There are three main centres (Southchurch, Belfairs and Westcliff) but other venues are utilised through the use of local schools and community settings. The Westcliff Centre provides high-quality learning to learners with Profound and Multiple Difficulties and Disabilities.
- 1.6 Approximately 60% of the enrolments were on Community Learning provision. Community Learning is a thriving part of the curriculum portfolio which engages learners through Personal and Community Development Learning, Neighbourhood Learning in Deprived Communities, Family English, Maths and ESOL and Wider Family Learning.
- 1.7 The College's annual turnover for 15/16 was approximately £3.5 million. The College is funded by the Skills Funding Agency (SFA) for Adult Learning, Apprenticeships and Community Learning. The College is also funded by the Education Funding Agency (EFA) for the delivery of Study Programmes and learning for High Needs learners at the Westcliff Centre. In addition, the College receives funding for commercial delivery, tuition fees from a National Careers Service contract, 'top up' payments

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<sup>1</sup> Office of National Statistics (2015)

<sup>2</sup> Southend-on-Sea Borough Council Corporate Plan & Annual Report 2016

<sup>3</sup> Office of National Statistics 2012 - Subnational Population Projections

<sup>4</sup> Index of Multiple Deprivation (IMD) 2015

<sup>5</sup> Office of National Statistics 2011 Census

from Southend Borough Council and Essex County Council for learners with specific needs and a Community Learning Mental Health Research Project.

- 1.8 A wide range of curriculum subjects is offered, covering 12 out of the 15 subject sector areas: Health, Public Services & Care, Science & Mathematics, Agriculture, Horticulture & Animal Care, Information & Communication Technology, Retail & Commercial Enterprise, Leisure, Travel & Tourism, Arts, Media & Publishing, History, Philosophy & Theology, Languages, Literature & Culture, Education & Training, Preparation for Life and Business Administration & Law. The range of courses reflects the education and training needs of the service's target learners.
- 1.9 Growth areas are Health, Public Services & Care, Retail & Commercial Enterprise, Arts, Media & Publishing and Business Administration & Law. There has been a decline in Science & Mathematics, Information & Communication Technology, Leisure, Travel & Tourism and Education & Training.
- 1.10 The College has a well-mapped curriculum offer which is reviewed and revised regularly to meet the needs of the learners and the local community. The progression pathways are mostly clear, though more clarity is needed around the routes for those learners with learning difficulties.
- 1.11 The College has strong partnerships within the Southend community. For example, Southend Association of Voluntary Services, local schools, Children's Centres, Job Centre Plus, homeless charities such as HARP, as well as Southend Borough Council.
- 1.12 Following the Ofsted inspection in 2014, the College continues to create a welcoming, safe and vibrant atmosphere; be highly responsive to local employment opportunities; have a strong focus on social inclusion and open access for all local people. Nevertheless, the College recognises the difficulties in maintaining strengths and that it needs to take urgent action to address areas of poor performance; to raise achievement rates; to improve its financial health and manage the reduction in core funding.
- 1.13 The college's vision is: **in 2020, Southend Adult Community College will deliver an outstanding learning experience through a responsive and innovative curriculum.** There are 6 strategic aims that all College departments work towards with an agreed set of objectives that underpin the leadership behaviours at every level throughout the organisation.
  1. Achieve curriculum excellence
  2. Put the learner first
  3. Secure the long-term financial viability of the College
  4. Provide a great place to learn and work
  5. Create a culture of innovation and inspiration
  6. Make a positive contribution to the wider community

## **2 OVERALL EFFECTIVENESS**

## **GRADE 2**

- 2.1 The overall effectiveness of the College is judged to be good.
- 2.2 Safeguarding is effective. The College's designated safeguarding team assess risk appropriately; take action to prevent harm occurring, report safeguarding concerns and seek further advice from the Local Authority when necessary. The College has raised awareness of safeguarding issues among staff, volunteers, governors and learners and continues to listen to and act upon learners' concerns.
- 2.3 British values and employability skills are promoted and developed well in curriculum areas through teaching and learning. The College leads by example and protects its learners from radicalisation and extremism. Staff are trained and have become more vigilant, confident in having open discussions with their learners.
- 2.4 The majority of learner achievement rates are good. However, the leadership team acknowledge that there are areas within the college that clearly require improvement, e.g. functional skills achievement rates, timely achievement of apprenticeships and attendance and punctuality.
- 2.5 Achievement rates show a slight downward trend in overall performance, a fact not picked up by the Governors during 15/16. However, the Principal together with the Chair of Governors has changed the structure and focus of the Governing Body during 2015-16. This, together with strong Clerkship, has seen the Governing Body scrutinise performance more rigorously.
- 2.6 Whilst adult achievement rates have been maintained at a high level over three years, circa 90%, 16-18 achievement has declined significantly (61.8%). However, without mathematics and English the rate for this group is 82.3%. Therefore, this is a key area for improvement for 16/17. A new clear English and Maths Strategy was developed in September 2016 with a subsequent action plan for embedding skills within all lessons.
- 2.7 Successes in 15/16 have included: the Community Mental Health Research Pilot; obtaining a National Careers Service contract; achievement rates above 90% and National Rate for the third year in a row. The College supports the progress of learners on community learning arts programmes into personal projects and involvement in community focused activities. For example, learners exhibited at Leigh Art Trail and a group of college-taught artists formed Ambleside Artists and exhibited locally. Such involvement develops their employability in their chosen field.
- 2.8 The College leadership is focused on maintaining high quality where it is already good and to improving the pockets of weaker practice to the same levels. In 2015/16 some changes were implemented and there was a refocusing of managers and staff onto learner centred processes and strategies but more progress is needed in 16/17. For example, the teaching and learning observation process to more fully focus on learning not teaching and to cover all tutors; updated quality improvement processes to ensure they are used consistently across college to further improve the quality of learning and support the requirements of the new common inspection framework; review the curriculum to ensure it meets the needs of local residents

and Local Enterprise Partnership priorities effectively and to identify future areas for expansion; review the learner service functions to ensure the learner is the priority and it supports the learner journey to achievement; ensure the structure of the college is fit for purpose and is effective and efficient in its delivery.

- 2.9 In 16/17 every member of College staff must: ensure achievement rates continue to improve across the areas that are not yet good; support and develop each other to ensure they continue to focus on key indicators and processes that impact the most on learner experience; improve the use of RARPA to measure progress on community learning provision; obtain full progression and destination data from learners.
- 2.10 The capacity to improve is strong. In the first 3 months of 16/17 the following has occurred: a whole College self-assessment process has been developed and embedded; an English and maths strategy has been produced and embedded, resulting in one awarding organisation used and the first formal assessments being held much earlier in the year; the recruitment of new governors; the introduction of a governor's dashboard to track and monitor the agreed performance measures for 16/17; production of a revised Safeguarding Policy; improved attendance rate; introduction of a new quality assurance framework; curriculum planning process has started earlier (November) and is linked to funding predictions and staffing deployment. The new Senior Management Team together with wider leadership team are realistic about what requires further improvement and clear on what needs to be done to ensure positive change takes place. They are determined, focused and resilient and very experienced, which staff appreciate and respect.

**Table 1: Overall grade profile**

	Grade 13-14	Grade 14-15	Grade 15-16
Overall effectiveness	2	2	2
Effectiveness of leadership & management	2	2	3
Quality of teaching, learning & assessment	2	2	2
Personal development, behaviour & welfare	n/a	n/a	2
Outcomes for learners	2	2	2

## 2.9 Key strengths

- Achievement rates for adults have been sustained above the National Rate over time and are good
- No significant achievement gap between males and females or those with and without a declared difficulty or disability
- The achievement of ten out of 12 SSAs is significantly above the National Rate
- The development of learners' wider understanding of equality & diversity is good
- Safeguarding and Prevent strategies are effective
- Celebration of learner work with events and displays is strong
- ESOL achievement is outstanding

- Partnership working is excellent

## 2.10 Key areas for improvement

- English and maths achievement rates require improvement
- Attendance and punctuality requires improvement
- Timely achievement rate for apprenticeships requires improvement
- The quality of all curriculum areas is not yet good
- The active development of learners' English and Maths skills in all lessons is too inconsistent and there are missed opportunities to pick up and develop naturally occurring British Values in lessons
- Use of non-accredited provision in some areas limits personal advancement
- The accessibility of the management information system requires improvement

**Table 2: Number of enrolments by notional level and age (inc FS)**

Notional level	2015-16		2014-15	
	% 16-18	% 19+	% 16-18	% 19+
<b>X</b>	8	59	4	41
<b>1</b>	77	30	79	47.5
<b>2</b>	14.5	9.5	15	9
<b>3</b>	0.5	1	2	1.5
<b>H</b>	0	0.5	0	1
<b>Total</b>	100	100	100	100

**Table 3: Summary of type of provision, enrolments & self-assessment grades for EFA and SFA funded provision**

Type of provision	Number of enrolments with 15/16 end date	Percentage of total college provision inc FS	SAR grade
<b>Study Programme</b>	174	2.60	3
<b>Apprenticeships</b>	86	1.28	4
<b>Adults</b>	6375	95.39	1
<b>Students with high needs</b>	31	0.46	2

**Table 4: Summary of sector subject area enrolments & self-assessment grades for education & training**

SSA1	SSA1 Name	Leavers	Percentage of total college provision inc FS	Overall achievement (%)	Self assessment grade
01	Health, Public Services and	828	12.55	96	1

	Care				
02	Science and Mathematics	81	1.22	84	2
03	Agriculture, Horticulture and Animal Care	44	0.66	91	2
06	Information and Communication Technology	321	4.86	100	1
07	Retail and Commercial Enterprise	86	1.30	98	1
08	Leisure, Travel and Tourism	147	2.22	98	1
09	Arts, Media and Publishing	1,057	16.02	99	1
10	History, Philosophy and Theology	292	4.43	99	1
12	Languages, Literature and Culture	761	11.53	99	1
13	Education and Training	65	0.98	82	3
14	Preparation for Life and Work	2,747	41.64	90	1
15	Business, Administration and Law	82	1.22	84	3
X	Not Applicable	86	1.30	98	2

**Table 5: Support Service self-assessment grades 15/16**

Support Service	SAR grade
Enrolment Unit	3
Examinations	2
Facilities	3
Financial Services	3
Initial advice & guidance	3
Marketing	2
MIS	3
Network	3
Office Services	3

**Table 6: Impact of actions that have been taken in 15-16 to improve provision (as identified in quality improvement plan)**

Action	Impact
Requirement to clearly articulate the college's requirements for English and Maths across the college.	There was no significant improvement in English and Maths outcomes in 15/16. This remains the major area for improvement in



<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>	16/17.
<p>Review the current situation within Business Development and devise a recruitment strategy for Apprenticeships and Vocational programmes.</p> <p>Maintain current links with and identify new employers.</p> <p>Review entry requirements for apprenticeships and develop traineeships to support learners who are not ready for an apprenticeship.</p>	Disappointingly, apprenticeship recruitment dropped by 11.34% and recruitment to traineeship was poor (3).
<p>Produce an audit of community provision.</p> <p>Develop a Community Strategy and delivery plan to meet target numbers.</p> <p>Liaise with community partners to create relevant learning opportunities for them.</p> <p>Provide a range of learning days and activities at Southchurch.</p> <p>Costing for every community course.</p>	<p>The development of a College Bitesize programme has provided a different approach to Community Learning growth. People are being engaged and the programme is meeting the need for social engagement. For example, some residents need to improve their assertiveness which leads towards improved CV writing skills. Family days have grown and are a major event for the College. These structured, focused days attract approximately 200 participants as they are promoted at Children Centres and playgroups. Examples from 15/16 include Heroes and Superheroes (&lt;6 years old) &amp; Woodland Wonders (&gt;6 years old).</p>
<p>Audit current arrangements.</p> <p>Review remit of the Health, Safeguarding and Safety group embedding Prevent throughout the college.</p> <p>Implement revised policy.</p> <p>Visit good provider for sharing of practice</p> <p>Deliver prevent training to all staff.</p>	<p>A Safeguarding team has been established and Designated Safeguarding Officers are trained and provide training to other staff. There are established links with the Local Authority Designated Officer. All records are appropriately kept. Prevent training is mandatory for all staff. Further embedding need with new learners throughout the year</p>
<p>Recruit full governing body.</p> <p>Establish revised clerking arrangements</p> <p>Review financial reporting.</p> <p>Introduce new link governor arrangements.</p> <p>Ensure Governors have all the information they need to support the strategic direction of the college.</p>	<p>With the recruitment of a new Clerk, development of link Governor arrangements and a new meeting structure, College Governance is in a stronger position and has produced a new Strategic Plan for 2016-2019. Governors commenced a programme of learning walks alongside their link</p>

	<p>curriculum manager.</p> <p>By the end of 15/16 the Governing Body had one vacancy which was in the process of being recruited. Financial reporting now takes place monthly instead of quarterly which has enabled more robust monitoring to take place. The reporting format has been improved and this has been instrumental in identifying variance in expenditure.</p>
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### **3 EFFECTIVENESS OF LEADERSHIP & MANAGEMENT**

### **Grade 3**

- 3.1 Whilst leadership and management at Southend Adult Community College requires improvement, leaders continue to raise expectations by promoting ambition across all areas of the college. A new Principal took up post in 2015/16. In response to issues that became apparent, the Principal quickly undertook strong and decisive action. This included refreshing the SMT, restructuring ESOL, reshaping the Governing Body with the Chair of Governors and taking part in Community Learning Mental Health Pilot. As a consequence there was a marked improvement in the achievement on ESOL programmes (see Outcomes for Learners), a marked improvement in the contribution of Governors and extension of a Ways to Wellbeing pilot programme which supports recovery from mental health problems for people within the local community.
- 3.2 Governors are now challenging the leaders and managers more. Governors receive regular data reports via a newly establish dashboard. The Governing Body is being strengthened by the appointment of new Governors with business and financial backgrounds. Following extensive consultation with staff and governors a new strategic plan and vision was published outlining the vision for 2020, making the direction of the College clear to internal and external stakeholders.
- 3.3 Safeguarding is effective. Following the publication of the updated Keeping Children Safe in Education guidance in September 2016 the Safeguarding Policy was revised to reinforce the Prevent agenda through safeguarding, contain a College commitment statement and emphasise that safeguarding is the responsibility of staff, volunteers and governors. The structure of the Policy is now more intuitive and is supported by a safeguarding tracking database that is accessible only to designated safeguarding officers (DSO). Safeguarding training is mandatory for all staff, volunteers and governors and the Central Single Record ensures updating is a continual process. Learners are made aware of safeguarding during their induction, and posters, badges and signs clearly show how they can report a concern.
- 3.4 Leaders and managers use safe recruitment practices and routinely check the suitability of the staff who teach learners. All staff and managers have good awareness of safeguarding issues including the 'Prevent' duty; they know their vulnerable learners well and take effective action to deal with any arising issues. As a result no referral has been made to Channel. The local authority complies with its statutory duties under the 'Prevent' legislation. Letting of premises and monitoring of activities is rigorous to ensure that managers are clear about who uses the premises. Learners are aware of the dangers of cyber-bullying and crime and take precautions to protect themselves through their lessons and informative induction. One area that requires additional attention is the formal vetting of guest speakers.
- 3.5 The monitoring of key performance indicators by all levels of leadership from governance to course teams was not effective enough. The monitoring of progress was not sufficiently rigorous and Heads of Department and other managers were not held accountable for under-performance. Some did not recognise their baseline position in order to engage purposefully and effectively to make improvement

quickly. The Principal took action to rectify this for 2016/17 by forming a strategic alliance with other regional adult and community learning services to work with TERMS to identify and produce a range of improved data performance management reports to enable more effective attendance monitoring and ensure consistency and standardisation of approach to internal quality improvement strategies.

- 3.6 Previously involvement in self-assessment was limited to curriculum areas. For the 15/16 self-assessment process business support functions and all areas of the College had their reports ratified by the Senior Management Team. This new process strengthens not only accountability but provides rigour and honest reflection of issues facing the College. The subsequent quality improvement plans are reviewed termly to monitor progress and provide an early warning for potential problems.
- 3.7 The College buildings are at the hub of the local community and, due to its availability at weekends, evenings and during holidays, attract a range of community groups, ethnic cultural schools and events, for example chess competitions. The College provides community engagement which is regarded as good. It includes diverse ways of getting learners working together, for example selling their designs at Handmade Festival every November; working with homeless charities to cover elements of tenancy sustainment and active citizenship for people who have experienced a period of homelessness; learning for Mum & Dad where basic ICT skills are delivered to parents as part of the 'Fulfilling Lives: A Better Start for Southend' programme at a local shopping centre. Partnership working continues to be excellent with its outreach team working with the hardest-to-reach communities in Southend and the College currently chairing the South Essex Recovery College (REACH).
- 3.8 The leadership and management team has developed its study programme offer. The learners come to college with difficult and challenging back stories. For some it is a return to a mainstream education setting. Many learners require additional bespoke support which is funded separately via Essex County Council and Southend Borough Council. Such circumstances create study programmes that increase challenge, motivation and work-related opportunities for learners, including work experience. Further work is required in creating progression routes to ensure these learners move up the skills escalator towards work or further education and training.
- 3.9 Areas that have good outcomes for learners include health & social care, science, hospitality & catering, languages, performing arts, crafts, history, foundations for learning and life and accounting and finance. However, college leaders recognise that the current performance in child development and well-being, teaching and lecturing, preparation for work and administration are not yet good. On-going monitoring and support is considered of paramount importance and is being undertaken frequently with a maximum period between quality performance reviews being six-weeks.
- 3.10 The impact of staff turnover on developing the required improvement in English and maths in 15/16 was significant. Actions were unfulfilled and departments worked as silos, resulting in efforts having a reduced impact. In September 2016 a new English

and Maths Strategy clearly communicated the central importance of these subjects through the whole of the curriculum and provided clear lines of responsibility and accountability. It also identified which qualifications would be delivered and by which awarding organisation, as two had been used in 15/16 and it did not help improve achievement. The strategy increases standardisation of practice and ensures one department leads the development of these areas across College.

- 3.11 Managers recognise that knowledge of the current data system (TERMS) is limited across the organisation. This has impacted on their ability to detect poor performance and low attendance and make changes in good time. In September 2016, all Heads of Department were given access to newly revised attendance reports. Attendance has increased to 85% from its year average of 80% in 15/16. The target for 16/17 is a challenging 90%.
- 3.12 Similarly curriculum managers have not made sufficient or regular use of ProAchieve data to monitor course level key performance indicators for apprentices, nor sufficiently explored the structure of delivery for frameworks to maximise achievement. Hence both overall and timely achievement is inadequate. The timely integration of MIS data is now embedded and well developed. Performance is monitored weekly with a quality performance review every 6 weeks that is focused on quality delivery and timely achievement and monitors the progress of groups of learners so that none are in danger of being disadvantaged or underachieving.
- 3.13 The college is committed to the continual improvement of teaching, learning and assessment but acknowledges that a risk-based approach to observations in 15/16 did not provide sufficient evidence on the quality of teaching. A strategic and detailed review of teaching, learning and assessment and the observation process has led to greater clarity of the purpose of observations of tutors. Additionally, it ensures all tutors will be formally observed within a cycle of Internal Quality Reviews, and a comprehensive schedule of learning walks will run throughout the year. The collating of the outcomes from all types of learning observation is being developed to gain a holistic overview of performance.
- 3.14 The leadership team is committed to providing the highest quality learning resources that the college can afford to ensure the learner experience helps them to develop personally and be ready to follow their chosen career pathway. This is seen in the good facilities and resources provided for learners. All centres are highly welcoming and accessible. The College is currently developing an accommodation strategy to make sure that all the buildings support our ever-changing curriculum needs.
- 3.15 A large majority of staff have 24/7 access to email and the VLE, and learners can access the VLE any time of the day from outside of the college. However the PC stock is aging and a technology strategy is being devised to ensure the college maintains the viability of systems. The Westcliff Centre is not on the same network as the Southchurch or Belfairs buildings. This prevents tutors at the Westcliff Centre accessing the resources available to all tutors elsewhere. This is identified as a priority for 16/17. There are interactive whiteboards in most teaching areas which

enhance learning opportunities; however there is an insufficient quantity of laptops to support teaching in some lessons.

- 3.16 The College has invested in photovoltaic cells on its roof and a biomass boiler at the Southchurch Centre. This investment in sustaining the building is further supported by a comprehensive programme of maintenance. The Westcliff Centre is a purpose-built centre. The environment is good but some remedial work is required on the outside space to maintain its suitability for activities.
- 3.17 There is excellent collaboration between leaders and managers and employers via networks such as the Southend Business Partnership, Federation of Small Businesses and Essex Provider Network. This is supported by day to day work of the Business Development Officer. Furthermore, the Borough's Economic Development & Regeneration Department provide regular updates on Labour Market Intelligence and help ensure provision is aligned to local and regional priorities. As yet the Governing Body does not have a member who is a local employer. This absence will be rectified in 16/17.
- 3.18 The collection of destination and progression data was not routinely carried out during 15/16. Consequently the College has employed J<sup>2</sup> Profit to gather information and provide a substantial report back. As such there is insufficient data to show the impact of work with local residents, such as the impact of family learning for children and their parents, or progression to higher levels or positive destinations. Moving forward, systems need to be put in place to obtain this information internally as the learners leave their programmes, to confirm whether the training is getting people into employment.
- 3.19 Tutors are well qualified and a large majority have teaching qualifications. The pool of academic staff is relatively stable with many tutors having worked for the College for numerous years. Performance management procedures are well prescribed but inconsistently followed, with a minority of staff not having had an annual appraisal in 15/16. The lack of Personal Development Plans hampers planning of continuing professional development. As such, staff development is an area for improvement as it is not yet good, as it is not accessed by all staff nor is it having a consistent impact on their teaching and the progress of learners. Business support staff do not benefit from dedicated staff development days as academic staff do, and this will be altered in 16/17.
- 3.20 Whilst tutors and managers collected data at local level and used it during the curriculum planning for 16/17, there was little collective oversight by the managers and governors in 15/16 and there was a lack of financial modelling, resulting in salaries being too high a proportion of overall expenditure. This situation is being addressed in-year and planning for 17/18 has begun and will involve a modelling activity.

**Table 7: Summary of judgements for effectiveness of leadership & management**

<b>S/RI/I</b>	<b>Judgement</b>	<b>Evidence</b>
<b>S</b>	Excellent community learning programme which engages the diverse nature of the local community	Chinese, Tamil and Polish heritage groups; building open across day, evenings & weekends; involvements in festivals; involvement with South Essex Recovery College
<b>S</b>	Excellent involvement with employers that creates opportunities for learners	For example, Southend Business Partnership, Essex Chamber of Commerce, Federation of Small Businesses, Focal Point Gallery, Southend Borough Council
<b>S</b>	Corporate social responsibility is good within the College	Investment in biomass boiler and photovoltaic cells to reduce costs for heating the building and carbon footprint
<b>RI</b>	Scarce progression routes on Study Programmes to advance learners from one year to the next	Learners progress from Level 1 award to certificate rather than increase the level of study
<b>RI</b>	Limited use of the MIS information to monitor performance and intervene to maximise achievement	There are only 5 licences for ProAchieve; managers could not access basic attendance reports on TERMS
<b>RI</b>	No overarching technology strategy resulting in some aging stock and inappropriately allocated resources	Some staff have desktop, laptop and iPad whilst computer stock has aged and not been updated.
<b>RI</b>	Performance management processes are inconsistently followed and there is a lack of monitoring of completeness	For example, not all staff have had an annual appraisal.

**Key to judgements**

**S = Strength; RI = Requires improvement; I = Inadequate**

Table 8: All lesson observations

Year	Grade 1	Grade 2	Grade 3	Grade 4	Not graded	No of OTLs
15/16	12	20	10	2	1	45
	71.10%		22.22%	4.44%	2.22%	
14/15	10	27	10	1	1	49
	75.51%		20.41%	2.04%	2.04%	

Table 9: Community Learning observations

Year	Grade 1	Grade 2	Grade 3	Grade 4	Not graded	No of OTLs
15/16	6	9	1	0	1	17
	88.23%		5.88%	0	5.88%	

Table 10: Vocational Learning observations

Year	Grade 1	Grade 2	Grade 3	Grade 4	Not graded	No of OTLs
15/16	6	11	9	2	0	28
	60.71%		32.14%	7.14%	0	

- 4.1 The quality of teaching and learning in observed sessions has remained largely good or outstanding (71.10%), although there is a small decrease in percentage terms from 14/15. The quality of teaching, learning and assessment on Community Learning is better (88% good or outstanding) than on vocational learning (60%). Not all tutors were observed and Level 3+ courses were not observed in 15/16. Some tutors have not been observed for a number of years. Observing all tutors is a high priority for 16/17.
- 4.2 In the better lessons there is clear evidence of learners being stretched and challenged through a wide range of activities and questioning that focuses on high-order thinking skills. Learners are fully engaged and there is evidence of maths and English being embedded into the vocational and community lessons. Learners clearly benefit from contextualisation and building on prior learning. Directed questioning is used effectively and there are regular checks on learning.
- 4.3 In the lessons that are not yet good, planning for learning is weaker and tutors are not always checking learner progress sufficiently well. Learners are not sufficiently challenged nor are expectations of progress appropriately high enough in some sessions. A minority of tutors are not showing confidence in active promotion of maths and English skills within their own teaching practice.
- 4.4 The summer Academic Staff Development Day was themed around embedding maths and English to engage tutors in developing alternative ways of introducing these into their classes. However attendance was not mandatory limiting its impact. Developing maths & English will remain a high priority for 16/17. A detailed development plan for the specialist English and maths tutors is also being developed



to make sure they are more involved in developing their peers' skills. The impact will be monitored throughout the next 18 months.

- 4.5 Learning walks support the formal graded observation process. This more regular feedback is provided on day-to-day aspects of teaching and learning. Again, not all tutors were covered by these. However, in the first 11 weeks of 16/17, 31 learning walks have already been undertaken together with one by each Governor.
- 4.6 Learning support requires improvement. The process for accessing support takes too long in terms of paperwork and time; only a small proportion of applicants are identified to receive in-class support (30%); there is no 1-2-1 support outside of lessons; Learning Support Assistants (LSA) in classes designated as Learning Difficulty (LD) are not all specifically trained to work with these learners; the budget is insufficient to cover the support needs of learners who present with difficulties including increased mental health issues. However, in a minority of classes LSAs clearly help the group as a whole make progress and stay on task.
- 4.7 Education Care Assistants (ECA) are based in the Westcliff Centre and support learners with profound and complex needs. This support is good. It ensures each learner is safe and cared for in the learning environment. They also support the learners in class, which contributed greatly to the 100% achievement rate.
- 4.8 Tutors are generally well qualified, with the majority either holding or working towards a teaching qualification. The College delivers Level 3 Award in Education & Training and Level 5 Diploma in Education & Training, so all tutors new to teaching are registered on the programme within a year of starting their employment. This ensures the tutor is supported well and receives high quality training to ensure learners receive the best possible standard of teaching. They are also well-qualified in their vocational area and a large majority have previous industrial experience. This enables them to provide useful progression advice and relate areas of the curriculum to employability skills. This is equally as prominent in Community Learning. For example, all Modern Foreign Language tutors are native speakers and all arts tutors are exhibiting artists in their own right.
- 4.9 In a recent learner voice survey 96% stated that their tutor told them how to get better at their work, showing that the majority of tutors provide particularly good feedback to learners during classes. This feedback helps learners to make progress during lessons, encourages them to strive for their next learning goals and helps them to correct mistakes and improve their skills. However, areas for further improvement in 16/17 include: the consistent correction or highlighting of poor or weak spelling and grammar to help further develop learners' skills; the balance between language and content to ensure all learners develop all aspects of their work; developmental feedback and improve reference to other books, articles and websites to encourage extended progress.
- 4.10 Not all of the Learning Difficulty provision adequately challenges learners or is designed to progress learners to another level. Too many are repeaters who have

attended College for 10 plus years. Redesigning the curriculum for this group of learners is of paramount importance in 16/17.

- 4.11 The majority of tutors working on Community Learning provision assess learners' prior knowledge and skills at the start of courses and use this information with the learners to ensure that learners make progress according to their abilities. Where recognising and recording progress and achievement (RARPA) is less well used, tutors are supported to develop ways of measuring progress to ensure learners' know what they need to do to achieve their learning outcomes.
- 4.12 The College has an effective learner recruitment process that provides good guidance for learners and uses initial assessment to ensure that learners are placed on the right course for them, followed by a thorough induction to the course, irrespective of whether it is an accredited or non-accredited programme. However, initial and diagnostic assessment on vocational courses is not routinely used to plan learning in a minority of instances.
- 4.13 The majority of tutors use high-quality resources, including well-prepared presentations and detailed handouts to help learners to learn. Tutors generally make good use of technology to assist learning. They develop, and make use of, good resources to support learning, such as interactive whiteboards and videos. In a small minority of courses, tutors do not have suitable resources and this has a detrimental impact on learning. Learners have access to computers in classes and also use their mobile phones to find information and record notes from the board. Physical resources for learning are good. For example, learners in pottery use potters' wheels and a kiln.
- 4.14 The virtual learning environment (VLE) is continually developing. A recent review identified on-going issues around learners being manually added to the VLE and having problems accessing resources. Staff have found accessing their resources on the VLE to be a 'clunky' time consuming process. To address these issues, a staff intranet will be set up, improving staff access to online systems and key College information and making more effective use of the VLE to support learning and embed its use more broadly across the curriculum.
- 4.15 The College has not routinely held a parents' evening for the Study Programmes. This, together with progress reports, has been introduced for 16/17. However, the Study Programme team have maintained good contact with individual parents throughout the year and liaised with external agencies such as the Local Authority and Young Peoples Drug and Alcohol Team where necessary. Parents whose child is based at the Westcliff Centre attend regular progress reviews that update care plans and set progress targets.
- 4.16 There are excellent examples of where tutors actively promote equality and diversity well through their teaching. For example, in one lesson learners discussed how Makaton is adapted in different countries. In another, learners looked at why different cultures tend to traditionally go into certain types of careers and how stereotypes can be challenged. However, there are still a minority of lessons where

naturally-occurring opportunities to develop the learners' perspectives on a range of themes are missed. Therefore, this is an on-going theme for development in 16/17 to ensure tutors develop sufficient confidence and skills to promote equality and diversity consistently well.

- 4.17 Employers rate the College highly, with the recent Employer Satisfaction Survey reporting a score of 86%. The College scored well across a range of areas including the quality of the training provided, flexibility in meeting the employer's needs and helping businesses find an apprentice. The vast majority of employers would recommend the College to another employer. Indeed the College is within the top 11% of all local authority-run community colleges nationally and is above other local Further Education institutions.

**Table 11: Summary of judgements for quality of teaching, learning & assessment**

S/RI/I	Judgement	Evidence
S	The quality of teaching and learning on Community Learning programmes from the formal observation profile is good	88% good or better grades awarded overall – 35% outstanding
S	Excellent employer satisfaction feedback on the quality of training provided	Survey results 86%
S	Promotion of equality & diversity is good in a significant majority of lessons	Feedback and judgements in observations of teaching and learning
S	The development of learners' wider understanding of equality and diversity is often very good	Judgements in observations of teaching and learning
S	Assessment for learning is good	96% of learners stated the tutor told them how to improve their work (October 2016)
RI	The quality of teaching and learning from formal observation profile requires improvement	71% good or better grades awarded overall – 26.6% outstanding
RI	The procedures for observation of teaching, learning & assessment require improvement	Insufficient number of tutors formally observed or receiving a learning walk
RI	The active development of learners' English and mathematics skills in all lessons is still too inconsistent	Observations of teaching and learning
RI	VLE is ineffective in supporting learning in the majority of courses	Usage statistics; learner feedback; staff feedback
RI	Learning support requires improvement	Learning Support SAR

**Key to judgements**

**S = Strength; RI = Requires improvement; I = Inadequate**

- 5.1 Business support and curriculum teams work closely together to ensure a consistent and coherent approach to learners' personal development, behaviour and welfare. The College has a range of services that are regularly updated to meet the needs of learners. These include learning support, financial advice and support, a range of activities to cover equality & diversity as well as staying safe themes, job club noticeboards, excellent safeguarding process, which includes the Prevent agenda. Learner feedback via FE Choices survey rated learner satisfaction at 92.9%<sup>6</sup>.
- 5.2 Coherently planned activities are offered from the pre-entry stage to progression or exit from the College. The college offers good opportunities to develop employability skills to local residents as well as enrolled learners. Learners on community bitesize programmes use provision to support their personal aspirations around employment and education and progress towards these by developing skills that are, in part, self-identified. For example, some courses on offer focus on how to communicate more effectively and support learners to manage their interpersonal interactions in a range of settings, enhancing their employability.
- 5.3 The College has a strong programme which focuses on sustainable social value which supports learners well to acquire employability skills, improve social relationships and develop independent learning. The embedding of employability skills across the 16-18 provision is very good. All learners on a Study Programme undertook a well-planned work placement that offered a real experience of working life and preparation for employment.
- 5.4 Opportunities for work-based experiences are effective for learners with high needs. They gain an experience of the world of work and for a few learners in-house work experience has succeeded in building social skills and self-confidence. For example, a few learners have participated in work experience placements within College at the Southchurch Centre where they are successfully interacting with the staff. They have been supported to access the Cafe and have grown in confidence to the point of being virtually independent in accessing this facility. Others have work placements out in the community.
- 5.5 Learners with high needs improve their independence skills and knowledge very well, preparing them for the next steps in their lives. Within the delivery of ASDAN qualifications, tutors use successful individual planning and embed individualised programmes for those learners who benefit from further stretch and challenge. Sessions relating to road safety and 'stranger danger' have been effective in helping these learners access their local community. Clearly defined sessions relating to physiotherapy, hydrotherapy and yoga-cise successfully promote physical well-being, allowing learners to express themselves and support a healthy mental well-being.
- 5.6 Learners, including apprentices, develop good independent learning and work skills and take responsibility for their own learning and progress. They develop effective

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<sup>6</sup> National median = 86.6%; median for other public funded (i.e. Las, HEIs, Govt Dept & Agencies) = 95.5%

communication skills, gain self-confidence to speak up for themselves and become more comfortable meeting many different people, particularly in the College centres. The College has a developing relationship with Jobcentre Plus to provide specific programmes to help residents back into work. There is excellent partnership working with employers, and a strong focus on employability has resulted in many learners gaining work. Employers are involved well in supporting apprentices in their on-the-job training and in their progress reviews.

- 5.7 The College IAG advisers are well trained. This College has a National Careers Service contract to deliver face-to-face guidance to adult aged 19 and over. The priority groups are: unemployed over 6 months; newly redundant or under threat of redundancy; those without Level 2 and 3 qualifications. Whilst the contract has a customer satisfaction rating of 99.7%, fulfilling the contract does impact on the availability of the IAG advisers to learner's on-programme at the College. This will be reviewed in 16/17.
- 5.8 The majority of the Community Learning provision promotes and supports learners' choice about their next stage. For example, a range of well-established opportunities to allow learners to develop their practice outside of College and build awareness of potential openings to use skills developed on programme, such as exhibiting at Leigh Art Trail. Courses for neighbourhood learning in deprived communities highlight positive choices within healthy eating and exercise. The Family Activity Day events reinforce 'learning together' and parents acting as role models to their children.
- 5.9 Keeping safe online is embedded very well into courses. Specific E-safety activities are used where it is harder to ensure learners with a range of learning difficulties understand safe practices.
- 5.10 An innovative programme of exhibitions within the gallery spaces in the College actively contributes to raising awareness of Equality & Diversity. For example, thought-provoking images during Black History month. Learners with high needs are involved in the displaying of their own work, ensuring they take pride in what they have achieved. The effective highlighting of individual pieces of work builds self-confidence and an awareness of how they are achieving in their learning. Although learners are encouraged to take pride in their work and achievements, too many classrooms lack stimulating learner displays and noticeboards are dull, or change infrequently, lessening their impact. Each year there is a high-profile awards ceremony, something unusual within Adult & Community Learning services nationally. The recognition of learner achievements, nominated by staff and learners is a high point of the year.
- 5.11 The College promotes the ethos that good and respectful behaviour is paramount. All staff and learners are expected to exemplify British Values and the display of mutual respect is integral in all activities. Learners engaged with enrichment activities around democracy and created displays on the EU referendum and voting rights. Most tutors skilfully promote and include topics in learning that relate to

being a good citizen, accessing the education system and health services and develop learners' understanding of the British government. Strategies for successful integration into the local community and country are very effective. A small minority of tutors are less confident in promoting British values across the range of provision.

- 5.12 The initial stages of addressing poor attendance, under-performance and unacceptable behaviour are supportive in order to counteract the challenging circumstances that many of our learners face outside of College. There are few instances of behaviour that warrant formal intervention. Due to a high proportion of learners with difficult and complex needs, together with Study Programme learners who frequently have had unconventional schooling, the clear and effective safeguarding processes ensure an immediate response when behavioural problems happen.
- 5.13 Accessible venues attract a range of diverse, disadvantaged and priority learner groups; for example, older people, ESOL learners, unemployed and socially-excluded residents, and those from a wide range of religious and cultural groups. Learners make good gains in confidence and learners work well within diverse communities. ESOL learners especially value the opportunity to mix with different age groups and with learners from a wide range of ethnic and cultural backgrounds. Heritage schools run at weekends and provide a space for older members of the Chinese, Tamil and Polish local communities to teach younger family members their heritage and language.
- 5.14 Attendance data was not consistently monitored in 15/16 and the systems available were not well explained to tutors or managers. Attendance was 80% across all provision. In 16/17 the College has a high expectation for attendance and has set a target of 90%. So far it has increased to 85%, which whilst promising, leaves more to be done. Punctuality at some classes is an issue and tutors need guidance on how to challenge and support older learners.
- 5.15 Most teachers assess the starting points of learners using individual learning plans well to set and monitor targets with learners. However, not all targets on individual learning plans (ILPs) are developmental or include English and maths, nor is there consistency in approach to using ILPs. Major and urgent focus is required on this during 16/17.

**Table 12: Summary of judgement for personal development, behaviour & welfare**

S/RI/I	Judgement	Evidence
S	Excellent learner satisfaction feedback	Survey result 93%
S	The development of employability skills is good	Strong programme focusing on sustainable social value
S	Learners with high needs develop good levels of independence over the course of their programme	Westcliff Centre self-assessment report
S	The celebration of learner achievement is good	Celebrating Achievement Awards Celebration

<b>RI</b>	Attendance rate is low	80% in 15/16; currently 85% in 16/17
<b>RI</b>	Targets are inconsistent in developing English and maths	Individual Learning Plans
<b>RI</b>	Not enough IAG provided for learners already on-programme	IAG self-assessment report

**Key to judgements**

**S = Strength; RI = Requires improvement; I = Inadequate**



## 6 OUTCOME FOR LEARNERS

## Grade 2

- 6.1 Overall and timely achievement rates are good (94.5% and 93.4% respectively) and have been consistently above the national rate (NR) for three years (data includes Functional Skills achievement). The College has judged outcomes for learners as good because adult provision accounts for 95% of the College's delivery and thus carries greater weighing overall than the other 3 sub-categories. The impact of Functional Skills is dramatic with the College being 7 points below the national rate and the previous year's achievement. Similarly the overall and timely achievement for apprenticeships is low with insufficient progress being made in improving timely achievement rates which are 11 points below the national rate.
- 6.2 The overall achievement rate for English and maths requires improvement at 77%, 1 point below the national rate. Specifically for Functional Skills, English is 68.5% against an NR of 71.1%; maths is 65.1% against NR of 64.8%.
- 6.3 The proportion of grades A\*-C for English is 53.8% and for maths is 55.1%. The NR for A\*-C for post-16 learners is 26.9% for English and 29.5% for maths<sup>7</sup>. The College's performance is good against this.
- 6.4 In 2015/16 93% of accredited provision was delivered on entry to level 2 qualifications with only 7% of learners studying at level 3 and above.
- 6.5 There is a paucity of destination data for 15/16 (refer to paragraph 3.18). J<sup>2</sup> Profit obtained data from 284 learners of which: 30% were employed; 34.5% remained in education; 23.6% were not employed or looking for work; 9.5% were actively seeking employment. Pleasingly, and as a snapshot of the impact of studying at the College has on individuals, 78% identified that they were now more confident in themselves or about their work prospects, 38% had developed clearer goals and have a better idea of what to do in the future as a result of their course, 24% said it helped to move onto another course, 8% had improved their health & wellbeing, 9% said it either helped them gain employment or find a better job.

### 6.5 16-18 year old learners

- 6.5.1 The overall achievement rate for 16-18 year olds is 61.8%, which requires improvement in 16/17. However, this achievement rate is disproportionately affected by the poor achievement rates in English and maths, which depressed the underlying rate by 20.5 percentage points. It is recognised that functional skills achievement for young people needs to be significantly improved and therefore for the remainder of this section, achievement rates for 16-18 year olds will be considered excluding basic skills in English and maths, which are commented on separately below<sup>8</sup>.
- 6.5.2 Excluding English and maths, the overall achievement rate for 16-18 year olds is good at 82.3%. This reflects an improvement of 7.6 percentage points compared to

<sup>7</sup> Ofqual 2016:Detailed analysis of summer 2016 GCSE results

<sup>8</sup> Where achievement rates exclude functional skills in English and the national rates will be based on an adjusted national rate as compiled by ProAchieve software.

14/15 and it is now significantly above the NR. Indeed, 16-18 achievement rates improved across all levels of delivery.

- 6.5.3 There is a 2 point difference in achievement rates between male and female 16-18 year olds, with both sexes outperforming the NR.
- 6.5.4 Young people study in eight sector subject areas (SSAs). Four have achievement above NR. However SSA 3 and 13 only have two learners and hence statistically are insignificant. Health, Public Services and Care and Business, Administration and Law have the largest proportion of 16-18 year old learners and both areas require improvement as they are below NR.
- 6.5.5 Learners aged 16-18 with a declared learning difficulty/disability (LDD) have an overall achievement rate of 48.6% which is significantly below the achievement of those with no declared LDD (64.9%). This is an area for improvement in 2016/17.
- 6.5.6 All non-White British learners outperform the NR. However the numbers are small and render the comparison insignificant. It is clear that that College is not attracting non-White British learners in numbers that reflect the local community as a whole.
- 6.5.7 Compared to 2014/15, the number of enrolments in English and maths increased by over 31.5%. However, the achievement rate decreased by 13 percentage points. The achievement rate for 16-18 year olds at entry level is good at 86% and is significantly above the NR of 71%. Achievement rate for Entry level English is slightly better than Entry level maths by 7 percentage points. Achievement at levels 1 and 2 requires significant improvement in 15-16, with only 1 in 5 learners studying at these levels being successful.
- 6.5.8 The numbers of 16-18 year olds taking GCSEs in English and maths is small, totalling 13 in all. Nevertheless achievement in GSCE English and maths is inadequate at 25% and 40% respectively<sup>9</sup>. Both are below national rate (60.2% and 61.0% respectively)<sup>10</sup>.
- 6.5.9 Functional Skills achievement rates are inadequate, with maths at 45.1% against NR of 66.4% and English at 54.2% against NR of 60.1%.

## **6.6 Adults**

- 6.6.1 The overall achievement rate for adults is good at 95.4% which is above NR of 89.8%, although adult achievement rates vary across levels. This achievement rate increases further when Functional Skills is excluded - 97% compared to a national rate of 91.9%. Fifty-nine percent of adult learners were on community learning programmes. Achievement is excellent for community learning at 99.6% against national rate of 96.3%.
- 6.6.2 The majority of adult learners are female (72%). Females have an achievement rate 1 percentage point higher than their male counterparts. However, there are significant variations between levels. Achievement for males at level 3 and 4 is

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<sup>9</sup> A\*-G at GCSE

<sup>10</sup> Ofqual 2016: Detailed analysis of summer 2016 GCSE results

higher than females, whilst females outperform males at levels 2 and X; there is no difference at level 1.

- 6.6.3 Twenty-three percent of learners are non-White British. This is a higher proportion than the local community. Only 3 ethnic groups had achievement rates more than 5 percentage points lower than the College's adult achievement rate. These were White/Black African, African and Caribbean.
- 6.6.4 Nineteen percent of adults report having a learning difficulty/disability. Their achievement is excellent at 96.3%, 3.5 points above the national rate. Those without a learning difficulty/disability had an achievement rate of 95.2% against a NR of 88.8%. The achievement gap of 1 point is marginal and the aim is to maintain it or reduce further.
- 6.6.5 Significant numbers of adults completed GCSE English and maths (95 enrolments). Achievement on GCSE English and maths is good at 94% and 85% respectively<sup>11</sup>, both above national rate. Forty-five percent of adults studied English and maths at Functional Skills entry level. Adult achievement rates at entry level are good with both English and maths at circa 86.5%. Achievement at Levels 1 and 2 do not match this, being 30 percentage points lower.
- 6.6.6 Two hundred and thirty eight learners took English and maths award qualifications; just over 200 less than in 2014/15. Achievement was high at 90.3%. The recording of progression rates requires improvement in order to track how many of these enrolments progress to full qualifications such as Functional Skills.
- 6.6.7 English for Speakers of other Languages (ESOL) increased its number of enrolments by over 100. All but one learner were adults. The achievement rate, which is excellent, was maintained at 95% and remains well above the NR.
- 6.6.8 Achievement on ESOL accredited provision is outstanding at 91.8% against an NR of 85.4%. This is a 16 point increase on 14/15 and is all the more impressive as the number of enrolments increased from 25 to 98 learners. Female achievement on accredited ESOL was 94.1% whilst male achievement was 86.7%. This gap needs further analysis; however, in both cases it is a significant improvement from the year before. Pre-entry ESOL provision also grew in 15/16; though achievement decreased slightly to 96%, it remained above the national rate of 94%.
- 6.6.9 Data on progression rates on ESOL programmes is lacking and needs to be unpicked in 16/17 and used to provide the most appropriate IAG to aid progression.

## **6.7 Apprenticeships**

- 6.7.1 Overall achievement on apprenticeships is low. Overall apprenticeship achievement rates at 58% require improvement as they are 12.7 percentage points below national rate. Timely achievement is inadequate at 47.7% against an improving national rate of 60%. In 2015/16 the timely cohort consisted of 86 leavers, an 11 point decrease compared to 2014/15 where the cohort was 97 leavers.

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<sup>11</sup> A\*-G at GCSE

- 6.7.2 The overall achievement rate for Intermediate frameworks is 53.8%, 16.8 points below the national rate. The Advanced apprenticeship overall achievement rate is 80%, 8.9 points above national rate.
- 6.7.3 The majority of the overall cohort (64%) is aged 19 or over. The 19-23 aged cohort overall achievement rate is 60%, 12.6 points below national rate. Timely achievement for 19-23 apprentices is 51.9%, 10.8 points below NR. The 24+ overall achievement rate is 100%, 35.9 points above NR. Timely achievement for 24+ apprentices is 66.7%, 17.7 points above NR. There are 29 leavers aged 16-18. The overall achievement is 51.7%, 21.8 points below NR with a timely achievement of 38.7%, 24.3% below NR.
- 6.7.4 Male apprentices comprised 37% of the overall cohort and their overall achievement was 73.7%, 6pp above NR and 24 pp more than female apprentices. Male apprentices outperformed female apprentices at both intermediate and advanced level.
- 6.7.5 Only 3 apprentices had a declared learning difficulty or disability, which is statistically insignificant. Whilst there were 6 ethnic groups identified in the overall apprenticeship cohort, only White British had had more than 1 apprentice and, as such the data is statistically insignificant.
- 6.7.6 Managers recognise that poor retention has a negative impact. Managers have taken immediate steps to improve recruitment, though the impact will not be seen until 2016-17.
- 6.7.7 The length of apprenticeship frameworks is too short, with learners being placed on the minimum duration, which created unrealistic periods for achievement. In a large majority of cases, apprentices require additional time as they are expected to gain the technical knowledge of the area, plus the competence with less tutor contact-time than they would get if they did a full time college course.

## **6.8 High needs**

- 6.8.1 The number of learners classed as high needs increased from 2014/15 to 2015/16 by 19% and all the learners are aged 19+. The majority of the high needs learners are male (81%). All 31 learners took entry level ASDAN qualifications and achievement was 100%. Most learners complete 3 years of study at the Westcliff Centre. Where engagement & progress is excellent, the learner can complete their study in 2 years.
- 6.8.2 Learners quickly learn the importance of self-respect and tolerance from the positive examples set by tutors and the planned activities, and as a result they develop valuable personal and social skills that help them to grow in confidence. This is the essence of the ASDAN accredited qualifications. Differentiation is excellent within lessons. All specialist support, such as behaviour management, physiotherapy and hydrotherapy, is well co-ordinated.
- 6.8.3 All tutors are sufficiently qualified to work with this group of learners. All staff at this centre have an annual programme of updating for manual handling, use of epi-pen, restraint training. The effectiveness and impact of Educational Care Assistants is

good. The Westcliff Centre is very well resourced and additional remodelling means the kitchen learning environment can accommodate the prerequisites of all learners.

- 6.8.4 Whilst some learners move on to other programmes within the College, the development opportunities require a more clearly defined progression route to incorporate employability skill development well.
- 6.8.5 There are good work experience simulations for learners with physical, medical learning difficulties (PMLD) and those who require physical support. Examples include running a coffee morning where learners have to use switches on machines and take orders. For those learners who have higher-level abilities and who can work semi-independently, work placements are found wherever possible. Staff do support learners whilst on placements; for example one learner worked with the Estate team at the Southchurch Centre alongside his Educational Care Assistant.

**Table 13: Summary of judgements for outcome for learners**

S/RI/I	Judgement	Evidence
<b>S</b>	Overall and timely achievement is good	94.5% and 93.4% respectively and consistently above NR
<b>S</b>	Achievement rates for 16-18 year olds (excluding English and maths) are good	Achievement is 82.3% and above NR
<b>S</b>	Achievement on ESOL provision is outstanding	Achievement is 91.8% on accredited programmes and 96% on pre-entry programmes
<b>S</b>	Outstanding provision for high needs learners	Achievement rate is 100%
<b>S</b>	Achievement of A*-C on GCSE English and maths compared to post-16 NR is good	NR for post-16 learners is 26.9% for English and 29.5% for maths compared to 53.8% and 55.1% respectively at the College
<b>RI</b>	Progression routes for learners with learning difficulties are ineffective in skills advancement	Curriculum portfolio
<b>RI</b>	Functional Skills requires improvement	English is 68.5% against a NR of 71.1%; maths is 65.1% against NR of 64.8%.
<b>RI</b>	Achievement gap between 16-18 year olds with declared difficulty/disability and none is poor	With declared difficulty/disability 48.6%; with no declared difficulty/disability 64.9%
<b>I</b>	Overall & timely achievement rates for apprentices are inadequate	Overall achievement rate 58% Timely achievement rate 48%
<b>I</b>	The differential in achievement rates with and without English and maths for 16-18 year old is too high	20.5 percentage point difference

**Key to judgements**

**S = Strength; RI = Requires improvement; I = Inadequate**

## Quality Improvement Plan

Leads are responsible for ensuring action is completed.

Ref	Target	Impact measure(s)			Target Date
1	Availability of progression routes for 16-18 year olds	<ul style="list-style-type: none"> <li>All learners on a Study Programme will have an identifiable progression route to a higher level programme if they remain at SACC</li> <li>90% of learners progress onto higher level training or into employment</li> </ul>			July 2017
	<b>Actions</b>	<b>Lead</b>	<b>Milestone Dates</b>	<b>Progress and impact</b>	<b>RAG</b>
1.1	Investigate what qualifications could be available in each of the current pathways	Head of Department	February 2017		
1.2	Design progression routes within and between each pathway offered	Head of Department	April 2017		
1.3	Provide career guidance for all Study Programme learners to support their skills that takes them towards their identified career preference	Vice Principal	February 2017		

Ref	Target	Impact measure(s)			Target Date
2	Leaders and managers use MIS systems to track & monitor progress towards college targets and intervene to maximise achievement and enhance the learners' journey	<ul style="list-style-type: none"> <li>All managers can access ProAchieve on their desktop</li> <li>All managers are aware of the current RAP data for their curriculum portfolio</li> <li>No course in special measures within 12 months of being put in to it</li> </ul>			July 2017
	<b>Actions</b>	<b>Lead</b>	<b>Milestone Dates</b>	<b>Progress and impact</b>	<b>RAG</b>

2.1	Purchase sufficient ProAchieve licences to provide all academic managers, Director of Learner Services and MIS Officer with the software on their desktop	Network Manager	February 2017		
2.2	Provide instructions for accessing attendance data on TERMS for all academic staff	Office Manager	January 2017		
2.3	Academic managers to report back on actions undertaken as a result of data at the Quality Performance Reviews and show impact of those actions	Vice Principal	January 2017 March 2017 May 2017		
2.4	All courses that are below NR are placed in special measures	Vice Principal	December 2016 April 2017 July 2017		
2.5	Governors receive regular MIS reports and link governors meet Heads of Department at least every 6 weeks to review progress at departmental level	Chair of Governors	December 2016 April 2017 July 2017		
2.6	Create method of collecting destination data from completed and withdrawn learners	Director of Learner Services	March 2017 July 2017		

Ref	Target	Impact measure			Target Date
3	Production of a Technology Strategy to maintain and future-proof the technology required within the College as fit for purpose	<ul style="list-style-type: none"> <li>All hardware has an identified shelf-life and replacement/update schedule</li> <li>All software is current with an identified shelf life and replacement/update schedule</li> <li>All new investments are supported by a business case cross-referenced to the Strategic Plan and are procured in line with contract procedure rules</li> </ul>			May 2017
	<b>Actions</b>	<b>Lead</b>	<b>Milestone</b>	<b>Progress and impact</b>	<b>RAG</b>

			Dates		
3.1	Produce a Technology Strategy	Director of Learner Services	February 2017		
3.2	Create a maintenance schedule for all technology equipment in the College	Network Manager	March 2017		
3.3	Create a replacement schedule for equipment ensuring it does not become obsolete whilst in use	Network Manager	March 2017		
3.4	Provide a process for an annual round of bidding for technology and software capital expenditure	Network Manager	May 2017		

Ref	Target	Impact measure			Target Date
4	All members of staff to have an annual Performance Management (PM) meeting with targets for the following 12 month period	<ul style="list-style-type: none"> <li>100% of staff have an annual PM and an on-going IDP</li> <li>All staff can explain how staff development &amp; training lead from and back into their IDP and PM</li> <li>Volunteers agree to abide by a Code of Conduct and there is a standardised practice in the support for, use of and monitoring of, volunteers</li> </ul>			
	<b>Actions</b>	<b>Lead</b>	<b>Milestone Dates</b>	<b>Progress and impact</b>	<b>RAG</b>
4.1	Human Resources to provide managers with a current record showing staff against date of last PM meeting, window for the 6 month review and window for next PM meeting	Office Manager / Heads of Depart	January 2017		
4.2	All managers are to undertake missing PMs as a matter of priority	Vice Principal /Director of Learner	June 2017		



		Services			
4.3	From staff's individual development plans (IDP), collate themes for staff development events; use data from IDPs to produce a realistic budget for staff development	Vice Principal	March 2017		
4.4	Produce a role descriptor & Code of Conduct for Volunteers which is shared with them and which is signed by each to show agreement to abide by the Code whilst volunteering at College	Vice Principal	February 2017		
4.5	All volunteers attend a review meeting each year to discuss contribution and training updates	Learning Support Manager	June 2017		

Ref	Target	Impact measure			Target Date
5	Improve the quality of teaching, learning and assessment during 16/17	<ul style="list-style-type: none"> <li>85% of lesson observations judged good or outstanding with 25% of lesson observations judged outstanding</li> <li>All tutors &amp; assessors are observed each academic year</li> <li>All tutors (&amp; where possible assessors) have 2 learning walks a year</li> <li>Achievement by qualification increases to at least the NR</li> </ul>			June 2017
	<b>Actions</b>	<b>Lead</b>	<b>Milestone Dates</b>	<b>Progress and impact</b>	<b>RAG</b>
5.1	Produce a Teaching & Learning Strategy for 16/17 which outlines the process for all tutors & assessors being observed	Vice Principal	October 2016		
5.2	Create a central observation team; train the team; arrange moderation windows	Vice Principal	January 2017		
5.3	Produce half-termly summary reports on learning walks that feed into CPD activities	Vice Principal	November 2016 January 2017		

			March 2017 May 2017 July 2017		
5.4	Ensure all tutors/assessors are observed at least once a year	Vice Principal	December 2016 April 2017		
5.5	All curriculum areas to be subjected to an internal quality review yearly	Vice Principal	April 2017		
5.6	All teams follow up on recurring weaknesses from observations feedback/learning walks and work with identified practitioners/undertake training and development sessions to improve	Heads of Depart.	December 2016 April 2017		
5.7	Arrange two staff development days per year from 2017/18 to ensure all academic staff receive on-going development	Vice Principal	May 2017		

Ref	Target		Impact measure		Target Date
6	Consistent development of English and maths skills on all courses		<ul style="list-style-type: none"> <li>Functional Skills achievement rate for 16-18 year olds increases to 68% (Maths) and 61% (English)</li> <li>Adult achievement rates in Functional Skills at all levels are at NR</li> </ul>		July 2017
	<b>Actions</b>	<b>Lead</b>	<b>Milestone Dates</b>	<b>Progress and impact</b>	<b>RAG</b>
6.1	Write and embed an English and Maths Strategy	Vice Principal / Head of Depart.	September 2017		
6.2	Develop tutors' confidence and skills to actively promote these skills in all lessons	Head of Depart	February 2017 June 2017		

6.3	Maths and English skills are developed in vocational classes	Heads of Depart	February 2017 June 2017		
6.4	Follow up low attendance at English and maths classes robustly so there is no difference between it and the vocational classes	Heads of Depart	February 2017 June 2017		
6.5	Develop a system to track results for English and maths in-year so progress can be measured	Head of Depart	December 2016		

Ref	Target		Impact measure		Target Date
7	VLE is an effective vehicle to support learning and the learner journey		<ul style="list-style-type: none"> <li>All accredited and substantial non-accredited courses provide learning activities on Moodle</li> <li>All staff have access to a staff-only intranet</li> <li>Usage statistics indicate increasing interaction with learning activities on Moodle</li> <li>85% of learners state that Moodle supports their learning and progress on course</li> </ul>		May 2017
	<b>Actions</b>	<b>Lead</b>	<b>Milestone Dates</b>	<b>Progress and impact</b>	<b>RAG</b>
7.1	Separate all staff-only material and resources from Moodle	Director of Learner Services	April 2017		
7.2	Automate the enrolment of learners onto Moodle	Director of Learner Services	January 2017		
7.3	Redesign the look of Moodle and simplify the layout of course pages	Director of Learner Services	April 2017 July 2017		

7.4	Provide staff with comprehensive guidelines on how Moodle can be used to support teaching and learning	Vice Principal	January 2017		
7.5	Monitor usage statistics by course	Network Manager	End of each month		
7.6	Create generic pages to support learner development of employability skills, skill identification and exploration of future careers opportunities	Vice Principal	April 2017 July 2017		
7.7	Collate learner feedback on quality and usefulness of learning activities in supporting them whilst on the course	Vice Principal	April 2017 July 2017		

Ref	Target		Impact measure		Target Date
8	Learning support improves the success of all learners who receive it.		<ul style="list-style-type: none"> <li>The achievement rate of those in receipt of ALS is at least equal to that of those that do not</li> <li>90% of learners rate their ALS as helpful towards their learning</li> <li>Achievement gap between those with and without declared difficulty/disability is 1 percentage point or less (and above NR)</li> </ul>		July 2017
	<b>Actions</b>	<b>Lead</b>	<b>Milestone Dates</b>	<b>Progress and impact</b>	<b>RAG</b>
8.1	Ensure ALS is correctly identified on ILR to draw down correct levels of funding	Director of Learner Services	December 2016 March 2017 June 2017 September 2017		
8.2	Identify which courses contain learners who draw down ALS and ensure each learner's needs are	Additional Learning	October 2016		

	reviewed, with support allocated as appropriate	Support Manager	February 2017		
8.3	Level of LSAs to be reviewed against identified need	Vice Principal	October 2016 February 2017		

Ref	Target		Impact measure		Target Date
9	Increase level of attendance		<ul style="list-style-type: none"> <li>Attendance is at least 90%</li> </ul>		July 2017
	Actions	Lead	Milestone Dates	Progress and impact	RAG
9.1	Closely monitor learner attendance and punctuality	Heads of Depart	Weekly		
9.2	ILPs must contain an attendance target that is reviewed regularly	Heads of Depart	End of each month		
9.3	Improve the relevance and enjoyment of lessons to encourage fuller attendance	Heads of Depart	December 2016 April 2017		
9.4	Review the delivery model of all courses to ensure balance between direct delivery and directed learning	Heads of Depart	May 2017		

Ref	Target		Impact measure		Target Date
10	Targets on ILPs incrementally develop the learners' maths and English abilities		<ul style="list-style-type: none"> <li>All learners on accredited and substantial non-accredited courses use ILPs to aid signposting and monitoring of their skills development</li> <li>90% of learners state that their ILPs have helped improve</li> </ul>		May 2017

			skills and abilities whilst on their course		
	<b>Actions</b>	<b>Lead</b>	<b>Milestone Dates</b>	<b>Progress and impact</b>	<b>RAG</b>
10.1	Ensure ILPs are used consistently across the college	Heads of Depart	Termly checks		
10.2	Ensure that SMART targets are set for all learners and regularly monitored	Heads of Depart	Monthly checks		
10.3	Provide developmental support for all tutors on how to write SMART targets	Heads of Depart	December 2016 March 2017 June 2017		

<b>Ref</b>	<b>Target</b>	<b>Impact measure</b>			<b>Target Date</b>
<b>11</b>	Increase the amount of careers guidance and support provided to enrolled learners	<ul style="list-style-type: none"> <li>All learners have access to careers guidance and support to make informed decisions about their next steps</li> <li>90% of learners who use the careers guidance service rate it as good</li> </ul>			July 2017
	<b>Actions</b>	<b>Lead</b>	<b>Milestone Dates</b>	<b>Progress and impact</b>	<b>RAG</b>
11.1	Produce a schedule of planned events with groups of enrolled learners	Director of Learner Services	February 2017		
11.2	Provide learners with online support for careers guidance	Director of Learner Services	January 2017		
11.3	Increase the skills of the administration team to deliver initial advice and guidance prior to point of entry and on-programme.	Director of Learner	July 2017		

		Services			
11.4	Increase the knowledge amongst tutors/assessors to allow them to support the delivery of careers guidance	Vice Principal	April 2017 July 2017		

Ref	Target	Impact measure			Target Date
12	There is a clearly defined curriculum portfolio for learners with a learning difficulty that provides opportunities for skills development	<ul style="list-style-type: none"> <li>Clearly defined strands of courses that allow academic progression with a clearly-defined end goal</li> <li>Ability to measure the number of learners gaining meaningful employment</li> </ul>			April 2017
	<b>Actions</b>	<b>Lead</b>	<b>Milestone Dates</b>	<b>Progress and impact</b>	<b>RAG</b>
12.1	Review current curriculum advertised as specifically for LD learners	Vice Principal	October 2016		
12.2	Design a new curriculum offer for 2017/18	Heads of Depart	December 2016		
12.3	Introduce a full-cost weekly club option for those who have repeatedly completed current provision	Head of Depart	July 2017		
12.4	Provide development support to all tutors, LSAs and identified volunteers who work with LD learners	Vice Principal	April 2017 August 2017		

Ref	Target	Impact measure			Target Date
13	Improve the achievement rate on GCSE English and maths	<ul style="list-style-type: none"> <li>A*-C for GCSE English and maths is at or above national rate</li> </ul>			August 2017
	<b>Actions</b>	<b>Lead</b>	<b>Milestone Dates</b>	<b>Progress and impact</b>	<b>RAG</b>
13.1	Ensure all potential GCSE learners are screened sufficiently before enrolling on a bridging programme	Head of Depart	March 2017 July 2017		

			September 2017		
13.2	All enrolled learners complete a short bridging course before progressing to either GCSE or Functional Skills programme	Head of Depart	September 2017		
13.3	All vocational tutors have or are working to Level 2 in English and maths	Heads of Depart	January 2017 April 2017 July 2017		
13.4	All tutors teaching GCSE or Functional Skills English and maths must have a Level 5 teaching qualification or be working towards it	Vice Principal	May 2017		
13.5	All English and maths tutors with a Level 5 teaching qualification must work towards a subject specialism qualification	Vice Principal	May 2017		
13.6	Learning activities and stretch-and-challenge materials will be available to all learners via Moodle	Head of Depart.	February 2017 June 207		
13.7	Identify and develop volunteers to support in GCSE classes	ALS Manager / Head of Depart	May 2017		

Ref	Target		Impact measure		Target Date
14	Timely achievement rates for apprentices require significant improvement to ensure they are closer to the overall high achievement rates		<ul style="list-style-type: none"> <li>Timely achievement rate for apprenticeships to be at least 60%</li> </ul>		July 2017
	<b>Actions</b>	<b>Lead</b>	<b>Milestone Dates</b>	<b>Progress and impact</b>	<b>RAG</b>
14.1	Review the delivery model for apprenticeships and	Vice	October		



	revise accordingly	Principal	2016		
14.2	Delivery of maths and English is by a specialist tutor	Head of Depart	October 2016		
14.3	Front-load delivery of maths, English & ICT for all new starts	Head of Depart	October 2016		
14.4	Pre-screen all apprenticeship applicants for readiness and current English and maths levels	Head of Depart	December 2017		
14.5	Very close monitoring of timely achievement rates throughout the year and action taken if not meeting targets	Head of Depart	Weekly monitoring		