



**London Borough  
of Hounslow**

# **Hounslow Adult & Community Education Service**

## **Annual Self-Assessment Report 2009- 2010 and Quality Improvement Plan**

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**Hounslow Adult & Community Education Self Assessment Report 2009/10**  
**Summary of grades awarded**

<b>Overall effectiveness of provision</b>	<b>Grade 2</b>
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<b>Capacity to improve</b>	<b>Grade 2</b>
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Outcomes for learners	2
Quality of provision	2
Leadership and management	2
Safeguarding	2
Equality and diversity	2

<b>Subject areas</b>	<b>Grade</b>
Health, Social Care & Public Services	1
Information and communications technology	3
Retail and commercial enterprise	2
Leisure, travel and tourism	3
Arts, media and publishing	2
Performing Arts	2
Modern Foreign Languages	2
Teaching & Education	2
Preparation for life and work: ESOL	2
Literacy and Numeracy (incl. Maths & English GCSE)	3
Business & Administration	3
Family Learning	2

## **Description of Provider**

Hounslow Adult & Community Education Service (HACE) is the direct delivery provider of adult education for the London Borough of Hounslow and is part of the Children's Services & Lifelong Learning Department (CS&LL), reporting to the Assistant Director for Universal Services.

HACE is committed to offering the opportunity for adults to learn and develop new skills for enjoyment, well being and to enhance their work prospects. Our mission statement is:

'We aim to deliver high quality, accessible learning in response to the needs of individuals, the community and employers'

HACE provides courses in early years and childcare, business and ICT, beauty therapy and hairdressing, leisure, visual and performing arts, modern foreign languages, Access to HE, teaching and education, ESOL, literacy and numeracy (with small programme of Maths and English GCSEs) and wider family learning. There is a small, and growing, LDD provision which is currently centrally co-ordinated but reported within SSAs. In 2009/10 there were 100 learners on Employer Responsive programmes, 78 adults on Level 2 and Level 3 NVQ programmes and 13 16-18 apprentices on L2 and L3 programmes, and 9 19-24 apprentices on L2 and L3 programmes.

The service offers part-time courses with 43% of learners on accredited courses, 57% on non-accredited courses. All the provision is funded through the Skills Funding Agency.

During 2009/10 review period the service was lead by the Head of Lifelong Learning, supported by the Assistant Head. There were 4 Curriculum Managers and an Administration and Finance Manager, who together with the Head of Service and Assistant Head make up the Senior Management Team (SMT). Curriculum managers are supported in the operational management of each subject sector by curriculum co-ordinators and designated administration staff. Two centre managers manage the 4 main centres and satellite outreach venues.

Provision is delivered throughout the borough in 4 main sites, 2 sub sites (evening provision only) and approx 80 outreach venues. The senior management team is based at the Civic Centre.

Hounslow is a west London borough with a culturally and ethnically diverse population. The population of Hounslow according to the 2001 census is 74,587, with 35% of residents from ethnic minority communities; however, the figure in 06/07 was estimated to be 36% and is growing. Like other parts of the area, Hounslow has pockets of both affluence and deprivation. Using average ward scores, Hounslow is ranked 115 out of 354 areas in the Index of Multiple Deprivation. In Hounslow, particularly in the west of the borough, there are wards where fewer than 50% of resident adults have qualifications above level 1. In these areas, engagement in learning has been poor and educational achievement low. Hounslow has high proportions of residents with poor numeracy and literacy skills and because of relatively low unemployment levels in the borough a large proportion of these adults are in low skilled work. Employers in the area find it difficult to recruit people with the

right levels of skill. Some 25% of firms experience general difficulties in recruiting staff, with approximately 10% reporting skills gaps in their current workforce. A further 75% of employers experience difficulties in recruiting for manager and administrator posts that require minimal qualifications

The aim of the Local Authority, which Adult & Communication Education supports, is to tackle social exclusion and enable Hounslow residents to attain the skills to access the high skill job market in Hounslow and West London.

## Demographic & Logistics Data

<b>Courses</b>	FE	ASL	
Number of courses	373	617	
Daytime courses	275	378	
Evening courses	98	239	
Number of guided learning hours	31370	9878	
<b>Length of Courses (weeks)</b>	<b>&lt;5</b>	<b>5-24</b>	<b>24+</b>
Number of courses	317	477	196

<b>Employer Responsive Programmes</b>	
Number of Apprenticeship programmes (Level 2 Business Administration)	1
Number of Advanced Apprenticeship programmes (Level 3 Business Administration)	1
Number of Adult Employer Responsive programmes (L2 and L3 NVQs in Business, ICT and Health & Social Care)	9

<b>Learner Profile</b>	FE	ASL	ER
Number of learners	2777	3648	100
% of learners with a disability	9.4%	8.1%	3.8%
% of learners who define themselves as White British	22.4%	46.8%	46.8%
% of learners who define themselves as White Other	17.3%	8.4%	8.3%
% of learners who define themselves as Indian	16.5%	17.5%	30.8%
% of learners who define themselves Asian Other	11.6%	5.1%	1.9%
% of learners who define themselves as from other ethnic groupings	6.3%	3.8%	1.9%
Number of Males	601	799	19
Number of Females	2176	2849	81

## The Self-Assessment process

The self-assessment process is thorough and comprehensive. The process involves a wide range of staff, with part-time tutors consulted at summer term tutor meetings where emerging strengths and areas for improvement are identified and discussed. Evidence to support judgements is drawn from participation and success rate data, EDIMs statistics, observation of teaching and learning, tutor performance management reviews, course reviews, EV reports, survey analysis and learner, tutor and partner feedback. Curriculum managers are responsible for compiling the SSA reports, using the monthly rolling programme of quality improvement plan monitoring and monthly review of retention and achievement to inform the annual self assessment process. In July there was an internal peer review conducted to internally validate emerging strengths and areas for improvement, followed external moderation through the PRD group in October 2010. The draft SAR is circulated to all staff, partners and stakeholders as part of the consultation, the SAR is updated

with the final report uploaded onto HACE website, distributed to Director and relevant council members, and posted on the Provider Gateway.

## **Overall Judgement**

### **Effectiveness of provision**

#### **Good: Grade 2**

The overall effectiveness of provision is good, with two-thirds of the provision judged as good with one area achieving judged as outstanding. Success rates for the majority of learners on FE courses are good, with some small areas of provision involving few learner numbers running at slightly below national benchmark success rates. Where this provision is being retained it is a priority action to raise success rates on these courses. Managers are set challenging targets for improving success rates and raising standards, and this is monitored through robust monthly performance management.

The quality of provision is good, with teaching and learning grading profile at 81% good or better, this is an improvement of 11% compared with the 2008/2009 OTL profile. Support for learners is good, with effective processes for identifying and giving additional learning support. Advice and guidance is good, with all front line staff achieving AIG NVQ Level 2 during 2009/2010.

Leadership and management are good with strong strategic leadership and effective curriculum management. Quality assurance processes are thorough and rigorous; all staff are given clear and challenging targets for improving outcomes for learners. Planning of provision of meet local needs is good and is achieved through effective partnership network with community groups, schools, extended services and other local authority departments.

### **Capacity to Improve**

#### **Good: Grade 2**

Key challenges identified at the last inspection have been resolved clearly demonstrating a good capacity to improve. Leadership and management are good as is the teaching and learning across the majority of areas of learning. Success rates have remained good with improvements in some subject areas such as Health, Public services and care who's performance has been excellent, which is reflected in their grade. Out of the 13 areas of learning 1 is excellent, 8 are good and 4 satisfactory. The overall OTL profile remains high at 81% good or better. HACE have had a thorough and robust OTL process which had been validated through inspection. However it was felt that further improvements could be made, and a new scheme has been developed and is being rolled out across the whole service in autumn 2010. This will reviewed after the autumn term 2010 to measure the impact. The focus of this scheme is to help support tutors in identifying what further improvements they can make to their teaching sessions to support learners and improve their teaching, it was identified in 08/09 SAR that in some areas of learning there was still too much satisfactory teaching and it was a priority action to improve this.

Safeguarding has been a priority across the service, the adoption of the Local Authorities Multi Agency Safeguarding Policy has been effective allowing for a clear

reporting system. All HACE staff have completed the mandatory Safeguarding training. The introduction of the wallet sized Safeguarding card has been welcomed across the service giving contact details of the named person for the service.

During the academic year HACE has consciously made improvements on how to gather views from learners as this had been identified across the service as an area for improvement. This led to a very successful learners' focus group which met to review and critique HACEs prospectus and marketing. From this forum, a very exciting new style Prospectus was developed with much improved contact details for learners to speak with specific subject areas directly. Enrolments numbers saw a marked improvement during the lead up to the start of the new academic year.

Performance management of the curriculum is effectively monitored through management 1:1s where ambitious targets are given around the agreed priorities of the service. Emphasis has been on improving OTL grading and overall outcomes for learners. Significant improvements have been seen in languages and health & social care areas of learning.

HACE continually strives to make improvements through quality workshops, moderation, SMT and learner focus groups to identify challenges and areas that need improvement. By using these processes many changes have been made to the quality cycle throughout the year. Improvements to the quality audit along with the introduction of a support tool, has helped managers focus on the audit process and develop a better understanding of what improvements and CPD is required for specific tutors. Improvements to the SAR process have led to a new style format and a support tool has been developed to help guide managers through the process. It is not possible to comment on the full impact of the new process until they have been fully established for an academic year. Through SMT the service has continued to focus on value for money, efficiency and to ensure that resources are used effectively. This has led to a better use of space and ICT equipment.

### **Key Strengths**

- High and improving success rates on most FE programmes
- Good achievement rates for learners on non-accredited courses
- Good teaching and learning in most areas of learning
- Effective arrangements for improving the quality of provision
- Strong and effective community partnerships ensuring wide range of provision to meet local needs
- Good strategic and curriculum management

### **Key areas for improvement**

- Raising success rates for those curriculum areas below national benchmark
- Raising standard of teaching and learning across whole service, with focus on curriculum areas still underperforming
- Inadequate risk assessment in areas of learning
- Improve target setting on ILPs across the service as identified by RARPA moderation

## Main Findings

### Achievement and standards

#### Good: Grade 2

Achievement and standards are good. The generally good success rates demonstrate that the overwhelming majority of learners on the vast majority of provision achieve their learning goals and enjoy their learning. The QSR report for 2008/2009 shows the Service's success rates in the upper quartile of GFE. Outcomes for learners are good with significant improvements achieved on FE long courses (the bulk of FE provision) in Health & Social Care, Beauty Therapy, Business, Languages, and English & Maths GCSE success rates in 2008/2009. Most other areas of learning have maintained good success rates, but achievement in Visual Arts has reduced, this is being addressed in the SSA Action Plan, and success rates for Literacy and Numeracy continue to cause concern as they still fall below the national benchmark. Completion of apprenticeship frameworks is just satisfactory, above MLPs but below national benchmarks. This was due, in 2009/2010 to an increase in dropout rate, resulting in poor retention; there was 85% achievement for those who completed the programme.

The majority of learners make good progress, gaining confidence and self esteem, many going on to further study with HACE, other FE providers, or into employment. There are a number of examples where learners have developed skills on their programme that have enabled them to engage in new employment or small business activity, or contribute to community activity, eg one of our LDD learners has moved from a voluntary post with a charity to paid employment.

Learners achieve well on Adult Safeguarded provision with an overall success rate of 88.1%, with retention on ASL improving by 6%. Learners across different social and cultural backgrounds achieve equally well, as do learners male and female learners and learners from different age groups.

### Quality of Provision

#### Good: Grade 2

The quality of provision is good. Teaching and learning in most areas of learning are good, with significant improvement in the Grade 1 and 2 OTL grading profile for the service, which is now 80.6%.

#### Observation grade profile over 2 years

Grades	1	2	3	4	%Tutors observed
08/09	19%	51%	28%	2%	98%
09/10	22%	58.6%	18%	1.3%	98.5%

There is much good practice in the promotion of equality and diversity in teaching and learning. All learners have an Individual Learning Plan, based on their Initial Assessment that maps the route from their starting point to the achievement of course and individual goals. Monitoring of learners' progress is generally satisfactory, but is not always effectively recorded in some ILPs, with improvements needed across the service in individual target setting. Assessment practice across the service is good and is consistently commended in external verifiers' reports and in feedback from awarding bodies. Internal audits of course files, however, shows a

significant percentage of ILPs lack effective feedback to learners, this is a primary focus for improvement in 2010/2011.

HACE has maintained a wide range of provision in order to meet the needs of its users, with effective planning in consultation with partners and voluntary and community groups to ensure equality of access. For example in 2008/09 HACE responded to the recession by developing a range of short, free or discounted courses to help people to get back to work. These courses were supported by ongoing advice and guidance from dedicated employment advisers. We also embedded across the service, and with particular success in the ESOL programmes, PSD and EPD qualifications focusing on work and job search skills.

Support for learners is good. Tutors provide individual support for learners and give helpful information and advice. Additional learning support is provided for those learners with more profound personal difficulties in order to help all our learners succeed on their course. Achievement data shows that learners with learning difficulties or disabilities succeed equally well within HACE. Advice and guidance is good with improvements made in this review period, these include: new Course Information Sheets in response to learner feedback; all tutors trained in progression routes within their subject area; curriculum team contact details published in Prospectus and widely publicised with subject area email addresses set up for easy access by learners; all frontline staff trained and qualified to NVQ Level 2 in IAG.

## **Leadership and management**

### **Good: Grade 2**

Equality and diversity  
Safeguarding

Contributory grade: Good: Grade 2  
Contributory grade: Good: Grade 2

The leadership and management of HACE is good. The Service sets ambitious quality improvement and strategic goals which are translated into the performance targets for the service and for each curriculum area. The senior management team have worked to create an environment where a strong emphasis is placed on meeting our learners' needs; and where success can be achieved through a real commitment to helping all our learners to achieve their learning goals. We have achieved all our learner number targets, and worked effectively with partners to reach learners who would otherwise not have the opportunity to engage in learning. We have met all contract funding targets, with no qualification success rates falling below Minimum Levels of Performance.

The financial management of the service is good, as validated in our Framework for Excellence rating, and through SFA financial audits. Through effective strategic management the Service rose to the challenge of significant cuts in funding nationally in 2009/2010. A restructure was undertaken and savings made while retaining breadth of provision, learner numbers and success rates. Management is confident that further cuts in funding can be managed through efficiency savings without any reduction in service or loss of quality in provision for 2010/2011. Authority.

## **Safeguarding**

### **Good: Grade 2**

HACE has made safeguarding a priority. Procedures for safeguarding learners are good. The service meets all government requirements for children aged up to 18 and vulnerable adults. These include enhanced checks on all staff through the Criminal Records Bureau; information is kept on a single register.

A designated senior member of staff has overall responsibility for safeguarding. The service has signed up to the Local Authority Multi Agency referral tool kit. All staff members have undergone safeguarding training delivered by the Multi Agency team. All staff have been issued with a wallet size information card, which outlines key aspects of safeguarding with the dedicated persons contact details. This has allowed for all staff to be fully conversant with the referral process. Prompt action has been taken when a referral has been made; individual learners have appreciated the support from their tutor. Learner evaluations show that learners feel safe in their learning environment as also documented in OTL reports.

Health and safety is embedded into all activities, learners complete an H&S risk assessment at the beginning of courses to ensure they understand safe working practices as related to their subject area. This is clearly reinforced by tutors throughout courses. Risk assessments of equipment and rooms are undertaken at the start of all courses and tutors fully understand the importance of this process. LDD provision have introduced a risk assessment to establish learners individual needs and risks that may be of concern, this is in its early infancy and will be reviewed in 10/11 to assess the impact. Further development is required to train more designated staff and to introduce a comprehensive system across all areas of learning to identify learners who are vulnerable and at risk.

## **Equality and diversity**

### **Good: Grade 2**

The service continues with its strong ethos of widening participation across the diverse communities within the borough by using effective partnership work. Demographic data highlights the changing profile of the borough with some decrease in ethnic minority groups but with some increase in others giving a more balanced and inclusive profile. The range of cultural groups who attend courses at HACE reflects the local community as a whole.

Disabled learners studying on an FE programme have increased which demonstrates an inclusive programme offer. Although the older learner's numbers have stabilised over the last two years there has been a slight decrease in older learners studying on FE programmes. This is a direct result of strategic planning in certain wards across the borough with the focus being on learners getting job ready with preparing for work programmes, therefore attracting a younger market.

Learners from different groups achieve as well or better with success rates from ethnic minority learners, older learners and learners with a disability or learning difficulty all equal to or are better than the service average.

Additional Learning support is well targeted to meet learner's specific needs this is confirmed with the continued increase of achievement and success rates on their chosen activity from 08/09 80% to 09/10 83%.

The introduction of the EPD programmes in the Skills for Life area of learning and some Vocational areas has been beneficial in raising learner's awareness and better understanding of their rights and responsibilities within the local community. This has had a very positive impact on developing sustainable skills and improving community cohesion.

HACE target many disadvantaged learners successfully such as Somali and Ghurkha communities. Many of these learners have accessed provision through the Wider Family Learning programmes, which has been extremely effective with more adults participating – 08/09 839 – 09/10 872.

The service complies with all current equalities legislation and has good policies to monitor and report on inclusive practices. There have been no incidents or complaints specifically about disability, gender or race equality.

Staff are able to recognise and tackle discrimination and inappropriate behaviour. There is a comprehensive code of conduct with expectations outlined from both the learner and HACE staff. Awareness of equality and diversity development continues to be a focus both with teaching staff and centre staff.

Profile of the wider staff of the service reflects the borough's wider community although at management level the profile is predominately white female as is the sector as a whole. This is an area to be addressed at recruitment.

## **SSA 01: Health, Social and Public Service**

### **Good: Grade 1**

**Overall effectiveness of provision in this area of learning is outstanding.** This provision meets the needs of the learners very well by providing a wide range of programmes at various venues and times to meet work and social requirements. Learners have improved their confidence and self-esteem by participating in learning. Through improved economic and social well-being learners have increased employment opportunities. Attendance, retention and success rates on qualification courses are very good. Learners are supported in a secure and safe environment to enhance their learning experience. Teaching and learning are good with the majority of tutors effectively using e-learning to provide inspiring and challenging activities.

This area of learning would benefit from further improvement to the communication between LSA's, tutors and learners to ensure cohesion of learning outcomes and actions to ensure effective delivery and support.

Improvements to the provision since 08-09 have demonstrated a good capacity to make improvements.

For example:

- Increased use of VLE and e-learning on all qualification courses.
- Improved collation and recording of progression data.

### **Context**

This area of learning is managed by one full time manager who is also responsible for Education and Training SSA13, two part time co-ordinators and a team of 15 tutors/assessors. The majority of the team teach and/or assess in both SSA1 and SSA13 areas.

Programmes are offered from introductory level with contextualised language support, through to level 3 in childcare and health and social care. The curriculum also manages a range of non-accredited courses to support personal development. The FE programmes ran for 3 hours per week for 34 weeks and offered at both main centres and out reach venues. Learners on FE programmes were supported in establishing placements within the borough to provide opportunities to develop skills and knowledge within the workplace.

55 courses ran in 09-10, 9 FE and 46 PCDL. There were 775 enrolments, 220 FE and 514 PCDL. There has been a 58% increase in learners in 60+ age range, consistently increasing over a 3 year period. Achievement on qualification courses has remained consistent across the majority of ethnic groups with a significant increase in Black and Mixed White/Black Caribbean with an increase of 50% and 33% respectively.

### **Key findings**

- High success rates on all vocational courses which are consistently above national average. All learners achieve equally well regardless of age, gender, ethnicity, disabilities and cultural and social backgrounds.
- Well developed comprehensive initial assessment allowing for prompt referral to Skills for Life where need identified. IAs used effectively in providing a

range of teaching methods and activities to allow learners to progress at their own pace.

- Good progression between levels. 85% of learners progressed from E2 to E3 programme, 62% from E3 to L1, 41% from L1 to L2 and 9% from L2 to L3 contributing to development of skills and knowledge and enhancing employment opportunities.
- Effective embedded programmes allowing development of English, maths and ICT with 87.5% success rate on employability courses, 83% on English, 81.25% on maths and 93% ICT.
- Responsive programme to meet local and government needs. Courses are programmed at a range of venues and various times to accommodate the needs of learners. This provided flexible learning and allowed for new skills and improvement of life chances.
- Learners developed good personal and occupational skills. Enhanced employability and progression through the introduction of EPD qualification. 32% progressed into employment and 36% onto further education courses
- Learners feel safe, secure and confident that appropriate responses will be made to their needs. Learners' safety and progress is monitored and reported termly in work place settings. Many of the tutors know their learners very well, communication is a strength and provides a secure environment for learning.
- Improved use of ILPs in setting SMART targets. For long FE programmes this is primarily done on course feedback sheets. Incorporation of all targets on ILPs will provide improved recording of learner progression.
- Teaching and learning is good. Tutors are experienced and enthusiastic and this is reflected in the enthusiasm learners' show in both their theory and practical work. Lessons are well planned and provide a range of teaching methods and activities to engage learners' interest. Tutors give freely of their time, with many supporting learners outside of the classroom.
- FE Tutors are responsive to CPD and utilise training to develop learners skills and knowledge.
- Most tutors are using ILT to inspire and challenge learning. A few tutors do not make effective use of equipment available.
- Use of the VLE is good with learners and tutors effectively using the VLE to network, obtain homework and resources.
- High standards of work, robust assessment and internal verification processes across FE programmes. Awarding bodies report quality procedures have been consistently maintained at a high standard over three years.
- Insufficient ASL sessions ran in 0910 for the RARPA process to be effectively implemented.
- Leadership and management are good. In year monitoring and completion of QIP have impacted on high success rates.
- Equality and diversity are promoted well and enhanced by imaginative curriculum activities e.g. learners taking it in turns to share and learn welcome words with the class. Sessions provided excellent opportunities for learning with learners from different cultures.
- There has generally been an increase in success rates across the majority of ethnic groups for qualifications courses. With a significant increase in Black and Mixed White/Black Caribbean groups.

- Guidance and support is good. Learners are supported very well. Initial assessments are effective. Some tutors and LSAs work closely, however this is not consistent across the provision. Closer liaison between all parties would improve benefits of individual learning.
- The percentage of learners from ethnic minorities on both FE and ASL programmes remained high in this area.
- Achievement for learners with disabilities is good on both FE and ASL programmes with FE achievement at 100%
- A significant increase in enrolments for 60+ learners. 100% achievement for both male and female learners.

#### **What does Health, Social and Public Service need to do to improve further?**

- SMART targets to be recorded in ILPs for better tracking of development for learners and tutors.
- To develop systems to work closer with Isa's. Communication between Isa's and some tutors is very effective but needs to be consistent across the curriculum.
- Not all tutors are using ILT when available. Tutors to utilise available equipment to support delivery in inspiring and creative ways.
- To fully embed the RARPA process in PCDL programmes

#### **Key Strengths**

- High success rates
- Excellent teaching and learning
- Good support for learners
- Excellent support from management
- Responsive programme for community needs.

#### **Areas for development**

- Development of recording set targets in all ILPs.
- Improved liaison with all LSA's to support individual learning
- Learners work within the community
- RARPA process
- Improvement of support for learners with disabilities on FE programmes.

## **SSA 06 – ICT**

### **Satisfactory: Grade 3**

**Overall effectiveness of provision in this area of learning is satisfactory.** The provision meets the needs of learners well; courses are delivered in a range of venues and times to ensure access is available to meet a variety of work and social priorities. The area has demonstrated a good capacity to make improvements since the last inspection, for example:

- Better communication between tutors and managers
- Clearer systems that enable managers to track learners achievement in a timely way
- Improved IV processes that ensures a more standardised approach by teachers delivering similar courses
- Management of the area is more inclusive and focussed on learner success
- ILP's are clearer and are more responsive to learner needs
- Central administration has improved communication between permanent staff
- Success rates on FE courses are much improved
- Teachers understanding of data management has significantly improved

### **Context**

The ICT area offers a range of vocational and personal development courses, such as: ITQ L1 & 2, ICT Functional Skills, computing for beginners, computing for leisure and IT for people with disabilities. Courses are run across the borough in schools, HACE main centres and community venues to ensure learners can access provision easily and locally to meet their needs. In 2009/10 231 FE learners and 132 ASL learners studied ICT courses, of these 31% were male and 47.36% % were from BME backgrounds, this compares well with the local population of 46.5% BME.

A curriculum manager, team leader, 2 full-time tutors as well as a range of experienced sessional tutors manage the area. Tutors attended a range of meetings and development sessions over the year to ensure they were kept informed of processes and systems relevant to their needs.

### **Key findings**

- Success rates are satisfactory on almost all vocational courses. The success rate of ICT Functional Skills is good overall at 74%. However, it is acknowledged that success rates of teachers delivering similar courses are inconsistent and range from 100% to 66%.
- Students develop confidence, which often means they progress to other related subject areas and higher-level courses e.g. Business Admin or Customer Service Level 1. This enables learners to build up a range of work related skills, which helps them find employment.
- ILP's are used within all classes to ensure learners evaluate their own progress and tutors can monitor their progress. However, the targets are too often encouraging and complimentary rather than being sufficiently SMART to ensure learners are clear of what further actions they need to undertake to ensure they achieve well.

- Many students progress in year from foundation to intermediate level courses. Many also progress to other courses across the service. Learner's satisfaction is very high.
- Students feel safe and secure. They are confident that staff would respond appropriately if they were to report any concerns. Health and safety is also strongly reinforced as and when necessary: for example, learners sign a health and safety review at the beginning of all courses, which is reinforced throughout all of their classes.
- Teaching is satisfactory overall, however at it's best tutors promote high standards and challenge learners to achieve well. ILT is often used well and learners are clear of what they need to do to further improve.
- However, too many lessons, lack challenge, drive and high expectations. On these occasions, teachers fail to create a sufficiently dynamic learning environment and consequently student's achievements are satisfactory at best.
- Equipment and resources are good in the main centres and the computing equipment is of good quality and accessible outside of class times. However, equipment in some outreach accommodation restricts the activities students can undertake. For example, they have limited or no access to the Internet, which means learners cannot always practice tasks learnt in previous classes.
- A minority of students have identified learning needs, which are usually met well. Learner's needs are identified through initial assessments prior to enrolment and referrals take place as required. Learners can also request help during the length of their programme if required. Vocational support is available via a workshop outside of their taught classes, this gives learners the opportunity to access IT equipment and get help with course related tasks.
- The college makes good use of its strong partnerships with local organisations and employers to provide courses for a range of hard to reach learners. Courses are often tailored to their specific needs and at times and venues to suit their availability. Learners appreciate these courses and they are often well attended.
- Equality and diversity is promoted well through the service. Courses often meet the specific needs of community groups and access is planned well to ensure provision is available across the Borough. A very high percentage of learners are from BME backgrounds and there is no discernible difference in the success rates of learners from different groups. The staff profile also reflects the diversity of the local population with some 50% of tutors from BME backgrounds.
- Leadership and management are satisfactory. The self-assessment report and quality improvement plan clearly identify actions that would lead to improvement in key areas of the provision. However, plans are not always sufficiently well monitored through the year to evidence the impact of the actions undertaken in a timely way.

### **What does ICT need to do to improve further?**

- Improve success rates across all qualification aim courses and improve the consistency of quality between different tutors i.e. ensure all learners have the same opportunity for success no matter who teaches them.

- Improve teaching and learning to ensure that students are consistently and actively challenged to achieve. Ensure that action plans resulting from lesson observations clearly identify what teachers need to do to improve how students learn rather than concentrating on systems and teachers' activities.
- Improve the target setting process through the ILP's to ensure learners receive clear guidance of how to improve their work to ensure they develop their skills further and achieve well.
- Ensure quality improvement plans that flow from the course reviews and self-assessment report are more closely monitored for impact and new actions developed as required to ensure continued improvement takes place.
- Make sure that class content is matched more closely to the capacity and the availability of on line resources in outreach centres.

### **Key strengths**

- Very responsive management of courses to meet the needs of community groups
- Much improved Success rates on courses that lead to a qualification
- Good success rate on PCDL courses
- Good participation and achievement of learners from BME groups
- Good progression between courses and levels

### **Areas for development**

- Too much teaching and learning is only satisfactory
- Summative IV process needs further improvement on courses that lead to a qualification
- Reverse the decline in learner numbers on ICT courses
- The use of SMART targets to ensure individual learning objectives are fully met
- Ensure individual teachers OTL and appraisal action plans are more closely monitored for improvement

## **SSA 07 Retail & Commercial Enterprise**

### **Good : Grade 2**

**Overall effectiveness of provision in this area of learning is good.** This provision meets the needs of the learners well by providing a range of programmes at various venues and times to meet work and social requirements.

Learners' attendance and success rates on FE programmes is good. PCDL programmes are used effectively to enhance personal development and to compliment skills required on vocational programmes. Learners are provided and supported in secure environments to enhance learning experiences and overall sense of safety. Teaching and learning are good. Further development to ILPs will encourage better recording of target setting and progress monitoring. Management of the achievement of the QIP is good. Improvements to the provision since 08-09 have demonstrated a good capacity to make improvements.

### **Context**

This area is managed by one full time manager, one full time co-ordinator, two full time tutors and a team of seven sessional tutors/assessors. This area includes FE and ASL qualification programmes. Courses ran across the borough on different days and times to provide a flexible programme.

33 courses ran in 0910, 6 FE and 27 ASL. Courses ran at various time and venues across the board to promote accessible learner to a diverse community. There were 380 enrolments, 64 FE and 316 ASL. There was a significant increase in learner enrolments for 60+

### **Key findings**

- High success rates on FE programmes at 91.8% which is consistently above national average. All learners achieve equally well regardless of age, gender, ethnicity, disabilities and cultural and social backgrounds
- Good achievement rates on ASL programmes at 85.71% with learners using workshops for personal development and to enhance learning on vocational programmes.
- Attendance on all FE programmes is good. Management of absences is good with clear evidence of adherence to the service's retention and monitoring policy, resulting in good success rates.
- Good resourced salons for learners to experience real life working conditions.
- Learners progress well in work placements as evidenced in employer feedback. The collation of self evaluation of learning would show further learning and progress.
- Effective working partnerships resulting in a range of provision being offered to the wider community.
- Discrete provision for LDD learners and for young people not in employment or training to promote social and economic well-being.
- Learners feel safe, secure and confident that their needs are listened to and appropriate actions taken.
- Teaching and learning is good. Tutors are experienced and share passion and enthusiasm with learners through a range of creative and inspiring activities.

- Effective literacy assessment used to inform learners starting point. Information received from numeracy assessments is not fully utilised and there is no evidence of referral to SfL.
- Insufficient recording of progress on ILPs on PCDL programmes. Tutorials are in place where target setting is discussed; however more detailed recording on ILPs would benefit learners in seeing their progression.
- E-learning on FE programmes is used effectively to enhance learning.
- High standards of work as evidenced by EV feedback. Robust assessment and internal verification.
- Equality and diversity are promoted well and enhanced by imaginative curriculum activities. Sessions provided excellent opportunities for learning with learners from different cultures.
- Moderation of ASL programmes is good although not fully implemented across the curriculum.
- Guidance and support is good. Tutors are supportive and offer clear guidance on progression. 38% of learners progressed into employment and 45% on to higher level qualifications.
- Leadership and management are good. In year monitoring and completion of QIP have impacted on high success rates.
- Significant increase in enrolments for 60+ learners. Very good achievement rates. 96% female and 80% male

### **What Retail & Commercial Enterprise need to do to improve further?**

- Work with tutors to help make improvements in setting and recording of targets and progression on ILPs.
- To develop a referral system to the Skills for Life dept for learners with numeracy needs.
- To fully ensure all tutors understand how to record achievement (RARPA) in PCDL programmes
- Work placements develop learner self reflection/assessment process for good practice.

### **Key Strengths**

- High success rates
- High Standard of work
- Very Good teaching and learning
- Good support for learners
- Responsive programme meeting community needs
- Learners progressing into employment or further study
- Good L&M

### **Areas for development**

- Target setting on PCDL courses
- Recording of achievement (RARPA) on PCDL courses

## **SSA 08 Leisure, Tavel & Tourism**

### **Satisfactory : Grade 3**

#### **Overall effectiveness of provision in this area of learning is satisfactory.**

Provision in this area is primarily exercise and fitness course, and there is a good range of classes offered across the borough.

The outcomes for learners are good. Learners significantly improve their confidence and self-esteem by participating in fitness courses. They improve their health, economic and social well-being by developing fitness skills. There are very good continuing partnerships that integrate and meet the needs of the community. Attendance, retention and success rates are good. Learners feel safe and enjoy their learning.

Leadership and management of this curriculum is good. Quality improvement, safeguarding and the capacity for making further improvements are effective. The provision meets the needs of the learners well. There was effective management intervention in the delivery of the Travel Level 1 Certificate qualification course that was introduced in 09/10 academic year. In year monitoring is undertaken to ensure that service targets are met but did this did impact on FE Success rates (??) but not on ASL as they declined by 3.64% from 84.75% to 81.11%. This will be an area for development in 10/11

Teaching and learning are satisfactory and further development in the quality of some teaching is required to raise the areas grade profile. All new tutors will be encouraged to undertake the PTLLS programme to develop their understanding of teaching and learning. The curriculum management will also support these tutors more closely. Equality and diversity is promoted very well in this curriculum area. This can be seen in the range of courses offered and the content within these courses.

#### **Context**

This area of learning is managed by a full time Curriculum Manager, who is supported by a part-time Curriculum Co-ordinator. The programme consisted of 64 FE and ASL courses that were delivered in 12 locations across the Borough of Hounslow, at main centres and outreach venues. A total of 10 FE classes and 54 ASL classes were run during the academic year. 10% of FE classes ran in the evenings.

The Fitness and Dance provision consisted of Level 1 Qualification Credit Framework qualifications. All ASL consisted of 10 week courses with linked progression opportunities.

There were 14 part-time tutors, and a total of 809 learners enrolled on Fitness and Dance courses. 10% of FE courses were over 24 weeks in Length, 90 percent of the courses were 12 and 12 hours duration.

#### **Key findings**

- Increased number of highly successful football coaching award courses.

- The increased popularity of Tai Chi for Leisure in 08/09 impacted on planning in 09/10 of additional courses
- There are good links with Lakeside Mental Health Unit that the Tai Chi course is now offered at Community/church hall and has been opened up to the general public. This is a benefit to the mental health clients and their integration with the local community.
- The provision in this curriculum area is effective and responsive to meeting the learners' needs and interests, it is offered at a variety of locations across the borough efficiently and this is evidenced through data and learner feedback. Where accommodation proves to be unsuitable this is usually changed.
- The QIP was implemented and all areas for development completed for example where there was unsuitable accommodation for Pilates classes the class were moved to more appropriate accommodation.
- Successful partnerships exist across the borough targeting specific groups for example in conjunction with Fusion Lifestyle, St Johns and Spring Grove community centre.
- The majority of tutors make effective use of Initial Assessments to ensure that learners needs are met, and to inform and develop the course scheme of work. Tutors plan well to provide appropriate and varied teaching methods that challenge learners to research and develop knowledge and skills.
- Effective planning of the curriculum to meet the needs and interests of learners as evidenced by 51.94% of new learners to the service.
- Managers communicate effectively with learners and other partners to provide interesting and relevant courses to meet learners and community needs.
- Equality and diversity is promoted very well in this curriculum area. This can be seen in the range of courses offered and the content within these courses, reflecting the interests and cultural backgrounds of learners.
- Leadership of the curriculum is good. The curriculum management is responsive and consistently promotes high standards of teaching and learning as evidenced in minutes of meetings, feedback to tutors and tutor training..

#### **What does Leisure, Travel & Tourism need to do to improve further?**

- Observations of teaching and learning show that the standard is satisfactory further development of new tutors teaching strategies is required to improve the number of tutors graded 2 or better.
- Improve in year monitoring of attendance and tutors to improve ASL retention rates.
- Tutors require further development in RARPA systems and processes to facilitate better understanding and the benefits to learners' development.
- Insufficient RARPA moderation sessions were implemented to fully validate the process to establish standards of achievement across the curriculum area.
- Specific targets to be clearly identified on ILPs to enable improved tracking of individual learner development
- The quality of tutor written feedback to learners on ILPs is variable. Training is required in providing written constructive feedback identifying praise and areas for improvement.
- Improve the proportion of ethnic minority learners on fitness courses.

**Key strengths**

- High Success rates on football coaching courses
- Effective curriculum planning
- Effective partnerships ensuring learners and community needs are met

**Areas for development**

- Improve quality of teaching
- Improve ASL retention rates
- Develop tutor understanding of RARPA processes and the standardisation of achievement for tutors to employ on ASL courses.
- Develop the quality of written feedback to learners on ILPs
- Improve the proportion of ethnic minority learners

## **SSA 09 Visual Arts**

### **Good: Grade 2**

**Overall effectiveness of provision in this area of learning is good.** There is a good range of visual arts subjects offered with relevant progression opportunities for learners. The outcomes for learners are good, and the quality of artifacts that learners produce is very high. Learners improve their confidence and self-esteem significantly by participating in courses. They improve their health, economic and social well-being by developing their understanding and skills the visual arts.

Teaching and learning are good. Tutors are enthusiastic and use a variety of techniques to inspire and challenge learners. Tutors develop very good working relationships with their learners facilitating learners feeling valued and safe. Equality and diversity are well promoted, with tutors encouraging learners to investigate the work of other cultures.

Leadership and management of the Visual Arts curriculum are good. Curriculum planning is effective and responsive to opportunities to attract new learners to courses. Through effective partnerships a good range of courses are offered in outreach to promote community cohesion.

Management is responsive and pro-active in effecting change to enhance the learner experience. Leaders effect change through Quality improvement, safeguarding and the capacity for making further improvements to the learners' experience and the tutors' teaching. The provision meets the needs of the learners well and further developments in course information ensure there are clear progression routes are available to learners'. Tutor understanding and involvement in the quality process needs further development that will be implemented in 10/11 to improve their understanding and implications of the process.

### **Context**

This area of learning is managed by a full time Curriculum Manager, who is supported by a part-time Curriculum Co-ordinator. There were 19 part-time tutors. The programme was delivered in 13 locations across the Borough of Hounslow, at main centres and outreach venues. A total of 20 FE classes and 156 ASL classes were run during the academic year. FE classes ran at various times throughout the day and evening at 8 centres throughout the borough.

The Art and Design provision consisted of QCF and National Framework Qualifications providing mainly level 1 and one full level 2 course. All other Art and Design courses were ASL, these were offered from introductory level upwards to support personal development.

A total of 1352 learners enrolled on Visual Arts courses. 177 FE and 1175 PCDL were enrolled. 44% of FE courses were over 24 weeks in Length, 82.1 percent of the courses were over 30 hours duration.

### **Key findings**

- High standards of learners' work on vocational courses that are at or above the national average as evidenced in awarding body reports.

- Good assessment and internal verification processes across the FE programme as reported by external verifiers from awarding bodies.
- Insufficient RARPA moderation sessions were implemented to fully validate the learners' progress. This impacted on the standardisation of learners' achievements across ASL courses.
- Good progress is made by learners in their craft. The majority of learners progressed within the curriculum to higher levels.
- Responsive programme to meet local and government needs. Courses are programmed at venues at appropriate times to meet the needs of the client groups. Subject area resources were relocated to facilitate teaching. This flexible approach to enabling learning enabled learners to develop new knowledge, practical skills and enriched life opportunities
- Learners feel safe and secure – there are effective procedures for risk assessment and inducting learners in use of specialist equipment.
- Teaching in the area is good. The majority of tutors are experienced and enthusiastic specialists in their subject. This is evident in the OTL profile and the enthusiasm in learners' engagement with all aspects of their work.
- Most tutors made effective use of classroom resources including ILT where available. Some tutors who are not familiar with the use of ILT require further support and training to enable its inclusion in their teaching.
- Tutors are responsive to CPD and employ the training to enhance learners' experience, knowledge and skills.
- Leadership and management are good. In year monitoring and completion of the QIP impacted on training and quality of teaching and learning.
- Leadership is very effective in providing support to tutors across the programme area encouraging feedback from their teaching and placing value on the learners' experience.
- The number of learners undertaking ASL courses has increased by 78.4% over three years in response to changes in curriculum planning.
- Courses were programmed across the Borough to facilitate new learners engaging with the Arts offer, 55% of learners were new learners.
- Guidance and support for learners is good. Initial assessments impact on course planning for individual learners facilitating individualised development on their chosen course.
- Equality and diversity are well promoted. Tutors encourage learners to investigate the work of other cultures. Eg. information sharing in class sessions where learners voluntarily share their course related activities (work progress, experimentation with techniques/media, visits to events/exhibitions) external to the timed class.

#### **What does Visual Arts need to do to improve further?**

- Improve success rates on FE courses.
- Specific targets to be clearly identified on ILPs to enable improved tracking of individual learner development
- The quality of tutor written feedback to learners on ILPS is variable. Training is required in providing written constructive feedback identifying praise and areas for improvement.

- RARPA systems require further development, with the engagement of tutors in the process to facilitate better understanding and benefits to learners' development.
- Formalise the Health and Safety arrangements for learners utilising specific subject related equipment e.g. workshop machines.

**Key Strengths:**

- High standards of learners' work
- Good teaching and learning
- Good assessment on FE courses
- Responsive programme planning and delivery to meet community needs
- Effective leadership and management

**Areas for development**

- Improve success rates on FE courses
- Development of the recording of set goals in all ILPs
- Develop tutor understanding of RARPA processes and the standardisation of achievement for tutors to employ on ASL courses.
- Develop the quality of written feedback to learners on ILPs
- Formalise the Health and Safety arrangements for learners utilising specific subject related equipment

## **SSA 09 Performing Arts**

### **Good: Grade 2**

**Overall effectiveness of provision in this area of learning is good.** There is a good range of courses offered in a variety of locations that meets the needs and interests of learners. Teaching and learning are good, most tutors use a variety of techniques to inspire and challenge learners. Tutors plan their lessons very well, paying attention to the initial assessment and learning goals of the learners. Many lessons run at a lively pace to effectively challenge learners and maintain their interest. Learners receive good support to help them work and learn independently. The achievements of learners are good. Learners improve their confidence and self-esteem by participating in learning. LDD provision is very good learners achieve very high standards of performance. Learners improve their health and social well-being by developing a good range of sustainable personal and vocational skills. This can be improved further by empowering learners to have full ownership of setting and achieving challenging goals.

Quality improvement is good. Managers review, evaluate and improve all aspects of the provision. These processes include good use of data, course reviews, analytical reports at subject area level and use of learners' views.

The quality of teaching and learning needs to be improved by ensuring that: the quality of written feedback to learners on ILPs is effective; the engagement of tutors in the process to facilitate better understanding and benefits to learners' development; RARPA moderation of ASL learners progress and achievement needs to be fully developed validate the process.

### **Context**

This area of learning is managed by a full time Curriculum Manager with a full time Curriculum co-ordinator and 8 part time tutors delivering 54 PCDL courses. The majority of courses run throughout the week during the evening, lasting from 1 -2 hours. A range of classes are offered – guitar and keyboard courses (Beginner and Improver) Oriental Belly Dance & Bollywood dance, plus singing courses together with some unique provision such as Baroque, and Church Organ. Two discreet courses, a Drama Workshop and Creative Music, were held throughout the year at a local residential home with LDD learners. The provision in this area of learning was reduced last year 08-09 due to a reduction in the number of sites and has continued in this academic year, with a decrease in overall numbers; however, to offset this an increase can be seen in certain subjects offered to meet local community needs e.g. guitar.

### **Key findings**

- Learners demonstrate an excellent level of achievement 98% as evidenced on their Individual Learning Plans
- Learners with a learning disability/difficulty continue to achieve at a high standard as demonstrated at the end of year performance
- Teaching in the area is good. The majority of tutors are experienced and enthusiastic specialists in their subject.
- The provision in this curriculum area is effective at meeting the learners' needs and interests, it is offered at a variety of locations across the borough

efficiently and this is evidenced through data and learner feedback. Where accommodation proves to be unsuitable this is changed.

- The QIP was implemented and all areas for development completed, for example where there was unsuitable accommodation for several dance classes in 2008/09. Discussions with the relevant centres resulted in improvements and a more positive learner experience.
- Retention rates on guitar courses improved by 20% over the year. This was achieved through the planning of the courses to facilitate the learners' development and their wide range of knowledge and experience.
- Insufficient RARPA moderation sessions were implemented to fully validate the process. This impacted on the standardisation of learners' achievements across the area.
- Integration of the work of different cultures in music classes has been improved, in particular in dance Eg. Bollywood and Belly Dancing courses teach a range of ethnic dances including Bhangra, Hindi, Egyptian, Hagallas and Tribal
- Further development in curriculum planning is required to increase participation of ethnic minorities in line with service data.

#### **What do Performing Arts need to do to improve further?**

- RARPA systems require further development to develop the engagement of tutors' in the process to facilitate better understanding and benefits to learners' development. Some RARPA moderation sessions were implemented however further sessions are required to validate the process.
- Specific targets to be clearly identified on ILPs to enable improved tracking of individual learner development
- The quality of tutor written feedback to learners on ILPS is variable. Training is required in providing written constructive feedback identifying praise and areas for improvement.
- Identify more potential dance tutors for various disciplines for 2010-2011 offer earlier to ensure the range of dance disciplines is sustained.
- Improve the participation rates of ethnic minorities through the development of existing and new courses to the service data levels.

#### **Key strengths**

- Good retention, achievement and success rates
- Good range of enrichment activities
- Very good LDD program that meets the needs of learners

#### **Areas for development**

- Develop RARPA processes, the tutors understanding and the standardisation of achievement for tutors to employ on ASL courses.
- Develop the quality of written feedback to learners on ILPs
- Improve the participation rates of ethnic minorities

## **SSA 12 Modern Foreign Languages**

### **Good: Grade 2**

**Overall effectiveness of provision in this area of learning is good.** There is a good range of languages offered with relevant progression opportunities for learners. There are improving overall FE success rates. Where courses lead to qualifications, learners' success on short qualification is very good at 100%. The outcomes for learners are satisfactory on FE short courses and exceed national standards. At Entry level and level 2 long success rates fall below national standards and further monitoring of learners' progress is required. On ASL courses outcomes are good and learners improve their knowledge and confidence by developing foreign language skills..Their prospects for employment improve alongside their ability to help their children and support their communities.

Attendance on most courses is good. Retention and success rates are satisfactory on ASL courses.

Teaching and learning are good. Most tutors use a variety of techniques to inspire and challenge learners. A few tutors do not make effective use of ILT to liven up the lessons. Learners feel safe and enjoy their learning.

Leadership and management of the Languages curriculum is satisfactory. Quality improvement, safeguarding and the capacity for making further improvements are effective. The provision meets the needs of the learners well and further developments in course information have ensured that there are clear progression routes available to learners. The languages department works effectively with partners, both to deliver language courses and to improve the quality of teaching and learning. For example, the department uses its membership of a local peer review group to review quality and planning.

Tutor understanding and involvement in the quality improvement process needs further development that will be implemented in 10/11 to improve their understanding and implications for learners. Further development is required in monitoring of attendance on all courses and earlier intervention made where there is any identified change in attendance.

### **Context**

This area of learning is managed by a full time Curriculum Manager, who is supported by a part-time Curriculum Co-ordinator. The programme was delivered in 9 locations across the Borough of Hounslow, at main centres and outreach venues. Nine Modern Foreign Languages were offered across the Borough. Two languages were non-European (Japanese and Arabic). The majority (90%) of courses were that ran took place in the Central and Eastern areas of the Borough. A total of 3 FE classes and 59 PCDL classes were run during the academic year. 100% of FE classes ran in the evenings.

The Modern Foreign Language provision consisted of Qualification Credit Framework qualifications providing progression opportunities from Entry to Level 2. All other Language courses were ASL and consisted of 20 10 week courses with linked progression opportunities.

There were 16 part-time tutors, and a total of 424 learners enrolled on language courses 62 FE and 385 PCDL. 66% of FE courses were over 24 weeks in Length, 82.1 percent of the courses were of between 30 hours duration.

### **Key findings**

- Improving retention, achievement and success rates on FE and ASL programmes. Further improvement is needed to meet National benchmark - rates on FE long courses at Entry level.
- 100% success rate on FE Short course pilot of portfolio based qualification
- High standards of learners' work on vocational courses that are at national standard or above as evidenced by moderator report.
- Good assessment and internal verification processes across the FE programme as reported by external verifiers from awarding bodies.
- Learner attainment on ASL courses is very good. Learners produce folders of notes that meet the course and their specified learning goals.
- There are underdeveloped RARPA processes; RARPA moderation sessions were implemented to fully validate the process of recording ASL achievement.
- Learners' make good progress in their chosen language and continue to the next programmed course.
- Teaching in the area is good as evidenced by 87.5% of teaching graded at good or better. The majority of tutors are experienced and enthusiastic specialists in their subject. This is evident in observed learners' engagement with all aspects of their work and learner evaluations.
- Most tutors made effective use of classroom resources including ILT where available. There are a few tutors are who not familiar with the use of ILT such as smartboards and require further support and training to enable its inclusion in their teaching.
- Tutors are responsive to CPD and employ the training to enhance learners' experience, knowledge and skills and this has impacted on improving success rates.
- Leadership and management are satisfactory. In year monitoring and completion of the QIP have impacted on improved outcomes for learners.
- Planning of the languages programme has been improved this is evident in a clearer programme offer with coherent progression that met learners' needs and interests and this impacted on the growth of enrolment on ASL courses
- Guidance and support for learners is good. Initial assessments impact on course planning for individual learners facilitating individualised development on their chosen course,
- Equality and diversity are promoted very well. Many tutors are native speakers who encourage learners to investigate the language and its culture. Eg. the organisation to cultural events and class outings to restaurants in addition to the timed class. Eight organised visits undertaken and this impacted on the learners' engagement with the courses.
- Participation of ethnic minorities is increasing but requires further development.

### **What does the Languages curriculum need to do to improve further?**

- Improve FE long course success rates to meet national standards by improved the monitoring of learner progress. Research and identify FE long

courses that better meet learner needs e.g. learners produce a portfolio submission rather than reliance on an exam based qualification.

- Specific targets to be clearly identified on ILPs to enable improved tracking of individual learner development
- The quality of tutor written feedback to learners on ILPs is variable. Training is required in providing written constructive feedback identifying praise and areas for improvement.
- RARPA systems require further development, the engagement of tutors' in the process to facilitate better understanding and benefits to learners' development.
- Tutor involvement in the SAR is satisfactory. Further development in reporting of learner progress is needed.
- Develop further the monitoring of attendance.
- Further development in raising the participation levels of Ethnic Minorities is required and this will impact on planning and development of courses.

### **Key Strengths:**

- Very high success rates on FE short courses
- Good teaching and learning
- Learner attainment on ASL courses is very good. Learners produce folders of notes that meet the course and their specified learning goals.

### **Areas for development**

- FE success rates on long courses have improved but do not yet meet national Standards data further improvement is required.
- Develop the monitoring of learner attendance
- Develop the recording of agreed SMART targets with learners in all ILPs
- Develop quality of tutors written feedback to learners on ILPs
- Improve the moderation of RARPA moderation processes to validate learners' attainment of course and personal outcomes
- Tutor involvement in the SAR is satisfactory. Tutor involvement in this process needs further development.
- Increase participation levels of Ethnic Minorities

## **SSA13 Education and Training**

### **Good: Grade 2**

**Overall effectiveness of provision in this area of learning is good.** This provision meets the needs of the learners very well by providing a good range of programmes at various venues and times to meet work and social requirements. Learners have improved their confidence and self-esteem by participating in learning. Through improved economic and social well-being learners have increased employment opportunities. Attendance, retention and success rates on qualification courses are very good. Learners are provided and supported in secure environments to enhanced learning experiences and overall feeling of safety. Teaching and learning are very good with tutors using e-learning effectively to provide inspiring and challenging activities.

Improvements made to the provision since 08-09 demonstrates a good capacity to make improvements.

For example:

- Improved system for collating employment and progression data for courses
- New and effective initial assessment process for PTLLs programmes.

### **Context**

This area is managed by one full time manager who is also responsible for Health, Social and Public Services SSA1, one part time co-ordinator and a team of 6 tutors/assessors. This area includes FE and ASL qualification programmes, Supporting Teaching and Learning in Schools, Awareness of Special Needs and Preparing to teach in the Lifelong learning. Courses offered are relative to community demand for qualified teaching staff. There were 172 learners. The overall management of the PTLLs programme has allowed for effective changes to be made to the initial assessment and destination data.

### **Key findings**

- High success rates on all vocational courses which are consistently above national average. All learners achieve equally well regardless of age, gender, ethnic heritage and cultural and social backgrounds. 84.62%
- Good achievements on all ASL qualification courses. 97.8
- Well developed comprehensive initial assessment allowing for prompt referral to Skills for Life. IAs used effectively in providing a range of teaching methods and activities to allow learners to progress at their own pace.
- Responsive programme to meet local and government needs. Courses are programmed at a range of venues and various times to accommodate the needs of learners. This provided flexible learning and allowed for new skills and improvement of life experiences.
- The linked EPD programme provided learners with further knowledge and skills to undertake employment interviews. The programme would benefit further through an embedded delivery to improve success rate 72.72%
- Enhanced employability and progression through the introduction of EPD qualification. 43.7% progressed into employment and 50% onto further education courses.
- Learners feel safe, secure and confident that appropriate responses will be made to their needs. Learners' safety and progress is monitored and reported

termly in work place settings. Many of the tutors know their learners very well; communication is A strength and provides a secure environment for learning. Learners' safety and progress is monitored and reported termly in work place settings.

- Improved use of ILPs in setting SMART targets. For long FE programmes this is primarily done on course feedback sheets. Incorporation of all targets on ILPs will provide improved recording on learner progression.
- Teaching and learning is good. Tutors are experienced and enthusiastic and this is reflected in the enthusiasm learners' show in both their theory and practical work. Lessons are well planned and provide a range of teaching methods and activities to engage learners' interest. Tutors give freely of their time, with many supporting learners outside of the classroom.
- FE Tutors are responsive to CPD and utilise training to develop learners' skills and knowledge. 100% of tutors attended curriculum and service training.
- Most tutors are using ILT to inspire and challenge learning. A few tutors do not make effective use of equipment available.
- Use of the VLE is good with learners and tutors effectively using the VLE to network, obtain homework and resources.
- High standards of work, robust assessment and internal verification processes across FE programmes. Quality procedures are maintained cross this sector as reported by four awarding bodies.
- Leadership and management are good. In year monitoring and completion of QIP have impacted on high success rates.
- Equality and diversity are promoted well and enhanced by imaginative curriculum activities e.g. learners taking it in turns to share and learn welcome words with the class. Sessions provided excellent opportunities for learning with learners from different cultures. An overall increase in learners across ethnic groups with a significant increase of White British.
- Achievement is good for learners with disabilities on ASL and FE programmes. Increased learners on FE programmes.
- Programme meets a range of ethnic groups, with significant increase in White British. The government and local agenda to employ teaching staff with a minimum level 2 literacy qualification has impacted on the success rates for learners with English as an additional language.
- Guidance and support is good. Learners are supported very well. Initial assessments are effective and tutors work closely with the majority of learning support assistants to keep them informed and provide advice about individual learning

### **What does Education & Training need to do to improve further?**

- The system of referral to Skills for Life is very good. There is limited evidence of tracking learners' progress. To devise a monitoring system to collate data.
- Learners' achievement on EPD to be further improved. Embedding the EPD into the STL will support this.
- SMART targets to be recorded in ILPs for better tracking of development for learners and tutors.
- To develop systems to work closer with LSA's. Communication between Isa's and some tutors is very effective but needs to be consistent across the curriculum.

**Key Strengths**

- High success rates
- Good teaching and learning
- Good support for learners
- Good support from management

**Areas for development**

- Monitoring of outcomes of SfL referrals
- Delivery model of EPD within level 2 programmes
- Development of recording target setting in all ILPs.
- Improved liaison with all LSA's to support individual learning
- Improvement of support for learners with disabilities on FE programmes

## **SSA 14 ESOL**

### **Good: Grade 2**

**Overall effectiveness of provision in this area of learning is good.** The programme offer continued to be very effective in meeting the needs of specific client groups and the greater community within the Borough. It offered a range of learning opportunities for adult learners who wanted to improve their language skills.

Success rates on core ESOL programmes improved by 0.1% from 08/09 to 76.4% in 09/10. The success rate on the newly embedded employability and personal development award was 77.0% - 0.2% below the national average.

The New Approach to ESOL provided a strategic steer for planning and helped to develop effective partnerships between HACE and the Extended Schools department in ensuring that the hardest to reach learners were offered learning opportunities, through FLLN to then progress on to mainstream ESOL.

08/09's QIP action points were partly achieved. The two main areas for development were to build up the use of the VLE within the curriculum and to achieve 100% qualified workforce. The e-guide left the Service in the autumn term and was not replaced until the end of the spring term so this remains an area for development in 10-11. However, all tutors are now fully qualified or are working towards this aim.

### **Context**

This area of learning was managed by one full time manager who is also responsible for SSA 14 (excluding LDD) and Family Learning. One full-time term time only Co-ordinator supported the operational management of the programme and the department employed 8 established ESOL tutors and 30 sessional ESOL tutors.

In 09-10, 886 learners attend a range of ESOL courses from pre-entry level to level 2. A maths for ESOL was included in the course offer. All learners attended on a part-time basis and daytime learners were given the opportunity to focus on either their reading and writing skills or their speaking and listening skills. Evening class learners were enrolled on full-qualification aim courses (as a response to learner feedback in 08-09). Learners with language needs attending vocational pathway courses at entry level 3 and level 1 in childcare and beauty were given the opportunity to develop their language skills, alongside their vocational learning, through contextualised functional skills English classes. Learners at E2 and E3 were given the opportunity of developing their skills further through the completion of the Employability and Personal Development award.

85 classes were delivered in a range of venues across the length and breadth of the borough. Classes attached to vocational learning were carefully planned to ensure that learners were able to attend the language part of their course easily.

### **Key Findings**

- Implementation of new Family Learning strategy saw a development of combined planning of language provision to parents of young children
- The service makes very good use of its strong partnerships with local secondary schools, extended schools services, children's centres and other

west-London ESOL providers to deliver a programme which meets the needs of such a diverse borough.

- All tutors either fully qualified or working towards professional qualifications – either through DTLLS programmes or through gaining recognition of prior learning.
- A review of initial assessment processes, and extending opportunities for initial assessments in outreach venues, ensured a more accurate, rigorous and stream-line system for matching and identifying appropriate classes based on individual learner’s needs.
- Very effective embedding of employability and personal development award across all entry level 2 and 3 provision
- High quality of teaching and learning
- Strongly established culture amongst ESOL staff and learners of advancing equality and respecting diversity
- Strong partnership working and clear vision and strategy for improvement
- Outstanding learning opportunities for learners to contextualise their language learning on vocational childcare programmes
- Very positive learner feedback from learners across all levels of ability on high levels of tutor support, encouragement and quality of teaching
- Poor success rates on E1 provision due to too many learners not being able to pass the summative reading and writing assessment
- Limited enrichment opportunities for learners which needs to be developed for 10-11 to engage learners in active citizenship
- Poor attendance patterns across all levels of ESOL provision and inconsistent monitoring by management of learner attendance

### **What ESOL need to do to improve further?**

- Success rates are satisfactory against ESOL based accreditation and greater focus needs to be paid to monitoring attendance, retention, formative and summative assessments.
- Leadership and management are satisfactory. The self- assessment report and quality improvement plan do not always clearly identify actions that would lead to improvement in some areas of the provision – tracking in-year progression in particular. More effective tracking of learner progress will be implemented in 10-11.
- MIS data not used effectively to monitor retention and achievement. Appropriate training for co-ordinators and manager will be requested and weekly reports will be closely monitored by ESOL management team and followed up with the relevant tutor and learners.
- Improve the chances of success on advanced level courses by ensuring that students enrolling on these courses are well informed to cope with the rigour of the course requirements. Improve the use of diagnostic assessments to ensure that learner goals are SMART.
- Further develop and monitor tutor development plans through offering good practice workshops and developing a culture and practice of peer observations.
- Management to develop a more effective process of monitoring quality improvement plans that flow from the course reviews and self-assessment reports and share this with all members of the team. Identify key areas for

improvement more explicitly, so that it is clearly stated what needs to be done and by whom.

- Develop enrichment and Citizenship activities and opportunities for all learners
- Ensure that all learners get the opportunity to use IT resources.

### **Key strengths**

- Good progression rates for ESOL learners
- Good teaching & learning
- Good learner Voice feedback

### **Areas for development**

- Increase of success rates across all ESOL levels
- Review curriculum model of delivery and model of assessment to allow for more opportunities for assessment throughout the academic year
- Develop the use of the VLE within targeted areas of the curriculum
- Improve attendance monitoring
- Improve tracking of learner progress which will form the basis of clear decisions being made on the learner's summative assessment goals
- Improve screening and language support for learners receiving in-class support
- Retention rates of 'African' learners (as per EDIMS data)
- Achievement of 'Other Black' learners (as per EDIMS data)

## **SSA 14 Literacy, Numeracy, GCSE Maths and English**

### **Satisfactory: Grade 3**

**The overall effectiveness of provision in this area of learning is satisfactory.**

The programme offer continued to be very effective in meeting the needs of specific client groups and the greater community within the Borough. It offered a range of learning opportunities for targeted cohorts such as looked after children and Probation services. It works closely with key partners to ensure that maths and English is accessible for residents who need it most.

The department offered a range of programmes of study – from entry level 1 to level 2 in literacy and level 1 and level 2 programmes in numeracy. The GCSE maths and English offer was specifically targeted at 16-18 school leavers needing to re-sit their qualifications to progress onto further or higher education, and adults who needed to re-sit their maths to either qualify for a PGCE course, for career progression or to achieve personal learning goals.

Courses were carefully planned to meet the needs of learners. The course offer was spread out across the borough and delivered over a number of 10, 15 and 30 week learning blocks.

The department's capacity to make further improvements is good, although there is a need to use MIS systems more effectively in order to monitor attendance and retention – on long literacy and numeracy courses in particular.

The department took the following steps to promote improvements since the last SAR:

P1 - Insufficient training for vocational areas of embedding literacy, language, numeracy. Service-wide delivery to vocational tutors on embedding literacy and numeracy was delivered by a subject specialist and further one to one support was available, from the Skills for Life (SfL) team, to vocational tutors who requested it. However, further support for embedding literacy and numeracy in WFL planning needs developing.

P2 – Ineffective use of the ILPs. Both tutors and SfL management team worked together to make improvements to the body of the ILP. Through lesson observations and quality audits, the departmental quality team commented positively on the improved use of the ILP throughout the provision.

P3 – Develop more opportunities for SfL teaching team to share good practice. Opportunities to implement this fully in 09-10 were limited. However, all SfL tutors came together for a departmental brief and 'question time' event at the end of the autumn term and literacy and numeracy tutors, in particular, commented positively on feeling like 'part of the team'. Peer observations will be prioritised in 10-11.

P4 – Improve achievement on literacy and numeracy short programmes

### **Context**

This area of learning was managed by one full time manager who is also responsible for SSA 14 (excluding LDD) and Family Learning. One full-time Co-ordinator supported the operational management of the programme and the department employed 2 part-time established tutors and 14 sessional tutors.

Literacy for fluent speakers of English, numeracy, GCSE maths and English all sit within the Skills for Life department. Family literacy, numeracy courses are managed

jointly by the adult education and extended schools teams and are reported on in the family learning SAR. 52 literacy, numeracy and GCSE courses were planned for and 45 courses ran in 09-10. The literacy department offered courses from entry level 1 to level 2 and the numeracy department offered courses from entry level 3 to level 2. Courses ran for 10,15 and 30 weeks and there were very short 4-week Spelling and Punctuation pilots which ran as a result of low enrolment numbers on the Business English programme. Outreach classes were located across the borough and there was a very responsive approach to delivering provision to targeted groups – looked after children and probation services in particular.

The GCSE maths and English courses were split into 2 groups – a 16-18 re-sit class which was specifically aimed at learners needing their grade C for further study and an adult only class for learners with varying reasons for study. Feedback from learners about this was very positive and this offer will continue in this format for 10-11.

The department used a range of qualifications and awarding bodies to meet the needs of a varied range of learners (OCR for literacy and numeracy national tests, City and Guilds for entry level provision and functional skills English and AQA for functional skills maths and GCSEs. Functional skills was piloted on all entry level literacy courses and piloted on numeracy and literacy courses linked to vocational pathways in childcare.

### **Key findings**

- Success rates are satisfactory across the provision at 76.4%.
- Well-developed and comprehensive initial assessments allowing for effective placement onto the right course offer. Evidence of previous achievement was asked for from all GCSE 16-18 learners which expedited the process greatly.
- Satisfactory use of initial assessments to inform learners' starting points and progressing learners were given diagnostic assessments to help negotiate and agree individual targets.
- Teaching is good across the provision. Improved teaching profile resulted in a 16% increase of observed lessons receiving a grade 1 and a 16% increase of observed lessons receiving a grade 2. There was a significant decrease of 33% in grade 3 teaching; from 44% in 08-09 to 11%. There were no grade 4 lessons observed in 09-10. Tutors used CPD opportunities to develop their professional knowledge and all tutors were given training on how to record CPD via the Institute for Learner's 'Reflect' portal. However, too few opportunities to share good practice between teams remains an area for development.
- Too few learners on 16-18 Maths GCSE course attained grade C or above.
- Learner feedback across all provision was positive. In the very few instances of a complaint, issues were dealt with swiftly and efficiently by the curriculum co-ordinator and curriculum manager. There was a learner on the GCSE English (adult) programme who had a 1<sup>st</sup> official warning from SfL management and following the meeting, no further incidents were reported. Learners and tutors reported that they felt safe in their learning environments.
- Where accessible, tutors make good use of ICT to complement their teaching and develop active learning strategies for their learners. However, there were

still too few resources available to tutors in outreach locations to fully embed ICT within lesson delivery.

- Leadership and management are satisfactory. Although monitoring of attendance was effective in hi-lighting potential 'danger' courses on long programmes in the autumn term, more MIS developments on how to track the year-long literacy and numeracy learner journey effectively are needed to positively record distance travelled.
- Department is very positive in forming partnerships and responding to the needs of the local needs.
- Very strong joint planning and co-ordination of discrete functional skills maths and English for vocational learning
- Very short courses were effective in working towards meeting PSA targets. however departmental PSA targets for 09-10 were not met.
- The unsuccessful recruitment of the Business English programme for borough employees created an opportunity to pilot a shorter Punctuation and Spelling programme which resulted in 92% and 83% success rates on both pilot programmes
- Successful vocational literacy and numeracy programme offer to support vocational pathways (teaching assistants and childcare provision in particular)
- 100% success rate on the Business maths level 2 programme which meets the numeracy needs of local government employees
- All entry level literacy courses piloted the Functional Skills in Literacy and continued to successfully delivery the provision to the local authority's Business Admin Modern Apprentices. As a result, the department received direct claim status from City and Guilds

### **What Literacy & numeracy need to do to make further Improvements?**

- Improve success rates/grades on 16-18 Maths GCSE courses.
- Learners receiving ALS support not achieving as well as other learners. Need to review and ensure appropriate support is on offer.
- Programme offer needs to focus on further recruitment of male learners.
- More timely reporting of learner levels need to be embedded throughout the quality cycle and more formal recording of formative assessment needs to be carried out in 10-11
- The use of more robust, comprehensive and operational QIPs need to be embedded within management practices to act as a 'driver' for quality improvement, monitor RAS and a steer for using MIS data effectively to inform decision making.
- Review ICT resources that can be made available to tutors in outreach locations to fully embed ICT within lesson delivery.
- Develop opportunities to share good practice between teams.

### **Key strengths**

- 100% success rate on the Business maths
- Good teaching and learning.
- Responsive curriculum offer which meets community needs

### **Areas for development**

- 72% of 16-18 GCSE maths learners did not achieve their desired C develop a modular retake class.
- Review the initial assessment process and paperwork in 10-11.
- Develop the contextualisation of economic and social well-being on literacy programmes.
- More effective marketing/planning for money management courses.
- Provide support for WFL tutors on embedding literacy and numeracy into lesson planning.
- Develop opportunities for peer observation to improve quality of teaching and share good practice.
- Review and develop FLLN short programmes to recruit learners.
- Develop opportunities to use the VLE effectively throughout the SfL department.

## **SSA 14 Family Learning**

### **Good: Grade 2**

**Overall effectiveness of provision in this area of learning is good.** The programme offer continued to be very effective in meeting the needs of children and adults and the greater community within the Borough. It offered a range of learning opportunities for children and adult learners who wanted to work and play together and to develop language, literacy and numeracy skills.

The New Approach to ESOL provided a strategic steer for planning and helped to develop effective partnerships between HACE and the Extended Schools department in ensuring that the hardest to reach learners were offered learning opportunities, through FLLN to then progress on to mainstream ESOL.

08/09's QIP action points were achieved. The two main areas for development were to develop a strategy to integrate WFL and FLLN more effectively and ineffective collection of learner evaluation of some courses to adequately reflect the learner voice. Both action points were fully achieved.

### **Improvements since last SAR:**

- Improved progression opportunities from WFL programme offer to FLLN
- Improved distribution, completion and collection of quality documentation

E-learning support was satisfactory and will be an area for development in 10-11 and further guidance on effectively embedding literacy and numeracy within the wider family learning offer will be key focus.

Overall, the programme is well regarded with partners and the much improved combined programme offer which includes both WFL and FLLN proved to be highly effective in planning provision for 10-11.

### **Context**

Wider family learning (WFL) provided 99 courses and workshops. 27 of these were in a main centre and 72 were in outreach. There were 918 adult enrolments and 774 adult learners, and 1106 children.

WFL provision encompasses ICT, modern languages, performing arts (dance and music), cookery, health and fitness, first aid, beauty, heritage, arts and crafts and a wide range of visual arts and design technology specialisms. Most courses are provided for adults with children at Key Stage 1, 2 & 3, some for adults with children under the age of 3 years and two new beauty courses target adults with pre-teen and teenaged children. Some courses are specifically for men and their children and one for grandparents and children and WFL all courses are entry level. Across the programme, courses address all strands of the every child matters (ECM) agenda. Family language, literacy and numeracy (FLLN) provided 34 courses throughout 09/10 and enrolled 233 adult learners (230 target). The vast majority of FLLN courses were delivered to women and were targeted at children at key stages 1, 2 and 3. A successful early years language pilot was delivered at Cranford Children's Centre and this offer will be included in the programme to all children centres in 10-11. As with WFL, the every child matters agenda is effectively embedded within the programme. Courses are offered on a 5 or 10 week basis. However, 20% of the

WFL provision is one-off workshops and cross curricular “Fun Events” designed to develop an understanding of thinking and problem solving skills.

100% of courses and workshops are provided specifically to meet local need, and are requested by primary schools and children’s centres, enabling parents to easily access provision at their child’s school or children’s centre or a school nearby. Some courses are requested by community organisations and charities or by existing learners requesting “improvers” courses.

## Key Findings

- Enrichment activities were provided for families on WFL programmes from two local schools as part of the London Voices heritage where three visits to specific rooms in the House and parts of the Garden were used as stimuli for developing the theme of “Beasts and Feasts”.
- Some current and previous learners contribute to the community through voluntary activities in the schools and for voluntary organisations. The impact on the learners has been an increase in confidence and a positive impact to their local communities.
- There are outstanding learning opportunities provided which enable adults to support their children’s learning and understand how their children learn across all family learning areas. This can be evidenced through learning outcomes on the learner’s individual ILPs and through feedback on learner evaluations.
- Adult learners reported development of their children’s confidence and skills, the value of “quality time” spent with their children and improved relationships.
- All learners make good progress against their learning outcomes as evidenced in ILPs and learner feedback.
- The embedding of English and maths skills and activities into WFL courses, have helped learners to learn and progress. This was developed with the support of the language, literacy and numeracy team.
- There are good opportunities across WFL courses for learners to make informed choices about their own health and well-being and that of their child. The tutors support the learners’ choices through providing learning opportunities which promote healthy lifestyles.
- All family learning tutors hold teaching qualifications and demonstrate the ability to enable good and outstanding levels of learning and teaching delivery is good or better.
- Effective use has been made of initial assessment and (where appropriate) health declaration forms and enrolment forms to plan relevant and appropriate learning programmes that support all learners’ needs.
- The planning and coordination of family learning provision is effective in promoting social inclusion and is highly responsive to local need, helping to create learning for all including access for under-represented groups – family language learning in particular and the family learning programme provides a good range and choice of subjects across the curriculum.
- The programme is delivered effectively at times and locations that meet the needs of learners with children at school and families attending children’s centres and there is an increase in workshops and courses at weekends and during holidays to meet the needs of working parents.

- Successful recruitment of men and grandparents on some wider family learning programmes.
- There are more courses for adults with children of preschool age and three courses specifically for adults with children aged 11 – 16 were introduced. This has resulted in a widening of the age range of participating children.
- Tutors demonstrate a good level of individual care and support for learners to promote their learning and development. They have helped learners by giving IAG and signposting learners.
- The family learning management team promotes very high standards to raise expectations and promote ambition. Much improved communication with the extended schools co-ordinators and extended schools manager resulted in the development on a new 3-year family learning strategy.

**What does Family Learning need to do to improve:**

- There is not an adequate level of monitoring of health and safety of venues, accommodation and facilities. There is a lack of consistency across courses in the completion of the WFL Activity Risk Assessment Form. In the visual arts/design technology area there needs to be generic risk assessments for certain activities which are higher risk, such as activities related to the use of clay, plaster, cement, and craft knives. This would involve all tutors in training and the writing of clear safety rules and guidance, to be shared.
- Evaluation processes with partners needs to be improved by creating an improved and more “user friendly” form for partners to complete at the end of each term and a summary and action report completed by WFL Management at the end each term and end of year.
- Develop more effective recruitment strategy to target under represented parents in the borough, particularly for FLLN programmes as there is a high need for development of language skills.

**Key strengths:**

- Success rates are good and better on almost all courses.
- Teaching and learning is good, with 92.8% grade good or better.
- A wide range of provision to meet community needs
- Effective partnership with schools, children’s centres and extended services to ensure FLLN is targeted at those most in need.

**Areas for development**

- Develop effective and robust procedures for risk assessment across all programmes.
- Further develop more cohesive progression routes from WFL into FLLN
- Develop better recruitment strategies for FLLN

## **SSA: 15 Business, Administration & Law**

### **Satisfactory: Grade 3**

**Overall effectiveness of provision in this area of learning is satisfactory.** The provision meets the needs of learners well; courses are delivered in a range of venues and times to ensure access is available to meet a variety of work and social priorities. The area has demonstrated a good capacity to make improvements since the last inspection, for example:

- Improved management that has ensured a clearer focus on learners' success
- Improved timely success rates for employer responsive provision
- Improved quality processes for apprenticeship schemes
- Move to central admin centre has improved communication between permanent staff
- Communication between all teachers in the area
- Clearer meetings structure that supports sessional teachers to improve their practice
- Clearer monitoring systems to ensure learners achievement is tracked in a timely way

### **Context**

The Business area offers a range of vocational, work-based learning and personal development courses, such as: Bookkeeping, SAGE, Business admin, customer service, advice and guidance and a range of job search skills. In 09/10 the area had 267 learners on FE courses and 292 on Adult & Community Courses, of these 25% were male and 76% were from BME backgrounds, this compares well with the local population. Courses are run across the borough in schools, HACE main centres and community venues to ensure learners can access provision easily and locally to meet their needs, times include daytime, evenings and Saturdays. HACE deliver the apprenticeship programmes in partnership with the local authority these comprise of both apprenticeship schemes 16-18 years and the advanced apprentices. Programmes offered, Business Administration at both Level 2 & 3 along with the Technical Certificate and Functional Skills where applicable in maths and English. A small T2G of 8 learners completed programmes in their workplace.

A curriculum manager, co-coordinator, 2 full-time tutors/assessors as well as a range of experienced part-time and sessional tutors are employed in the area. Tutors attended a range of meetings and development sessions over the year to ensure they were kept informed of processes and systems relevant to their needs.

### **Key findings**

- Success rates are satisfactory on almost all vocational courses. The success rate of the Customer Service courses was very good at 86% and good on Business Administration courses at 74%. However, it is acknowledged that success rates of teachers delivering similar courses are inconsistent and range from 100% to 66%.
- Further improvements are needed to be made to ensure timely completion of Apprentice programmes and both the 16/18 years and 19+ achieve at same levels.

- Support of the programmes from the local authority departments within the council has been substantial and has made a significant positive contribution to the success of the apprenticeship scheme; however it is recognised that there is a need to develop Pastoral Care support further which will impact on success rates.
- Although improvements were made in year to the quality documentation and the delivery of programmes it is recognised that a more detailed analysis of the programme and its functionality needs to be examined to inform all partners what needs to be put in place to support and improve the quality processes for the future.
- Learners develop confidence, which often means they progress to other related and higher-level courses e.g. Bookkeeping level 1 and 2 to Computerised Accounts Level 1, 2 and 3. This enables learners to build up a range of work related skills, which helps them find employment.
- ILP's are used within all classes to ensure learners evaluate their own progress and tutors can monitor their progress. However, the targets are too often encouraging and complimentary rather than being sufficiently SMART to ensure learners are clear of what further actions they need to undertake to ensure they achieve well.
- Many learners progress in year from foundation to intermediate level courses. Many also progress to other courses across the service. Learner's satisfaction is very high.
- Students feel safe and secure. They are confident that staff would respond appropriately if they were to report any concerns. Health and safety is also strongly reinforced as and when necessary: for example, learners sign a health and safety review at the beginning of all courses, which is reinforced throughout all of their classes.
- Teaching is satisfactory overall, however at its best tutors promote high standards and challenge learners to achieve well. ILT is often used well and learners are clear of what they need to do to further improve.
- However, too many lessons, lack challenge, drive and high expectations. On these occasions, teachers fail to create a sufficiently dynamic learning environment and consequently student's achievements are satisfactory at best.
- Equipment and resources are good in the main centres and the computing equipment is of good quality and accessible outside of class times. However, equipment in some outreach accommodation restricts the activities students can undertake. For example, they have limited or no access to the Internet, which means learners cannot always practice tasks learnt in previous classes.
- A minority of students have identified learning needs, which are usually met well. Learner's needs are identified through initial assessments prior to enrolment and referrals take place as required. Learners can also request help during the length of their programme if required. Vocational support is available via a workshop outside of their taught classes, this gives learners the opportunity to access IT equipment and get help with course related tasks.
- The college makes good use of its strong partnerships with local organisations and employers to provide courses for a range of hard to reach learners. Courses are often tailored to their specific needs and at times and venues to

suit their availability. Learners appreciate these courses and they are often well attended.

- Equality and diversity is promoted well through the service. Courses often meet the specific needs of community groups and access is planned well to ensure provision is available across the Borough. Approximately 78% of learners are from BME backgrounds and there is no discernible difference in the success rates of learners from different groups. The staff profile also reflects the diversity of the local population with some 50% of tutors from BME backgrounds.
- Leadership and management are satisfactory. The self-assessment report and quality improvement plan clearly identify actions that would lead to improvement in key areas of the provision. However, plans are not always sufficiently well monitored through the year to evidence the impact of the actions undertaken in a timely way.

### **What does Business need to do to improve further?**

- Improve success rates across all qualification courses and improve the consistency of quality between different tutors i.e. ensure all learners have the same opportunity for success no matter who teaches them.
- Improve the success rates for apprenticeship schemes by offering further support put in place early intervention measures to ensure timely completions of individual programmes.
- Improve teaching and learning to ensure that students are consistently and actively challenged to achieve. Ensure that action plans resulting from lesson observations clearly identify what teachers need to do to improve how students learn rather than concentrating on systems and teachers' activities.
- Improve the Pastoral Care Support for all apprentices to help enhance their opportunity to achieve both personal goals and that of their chosen scheme.
- Improve the target setting process through the ILP's to ensure learners receive clear guidance of how to improve their work to ensure they develop their skills further and achieve well.
- Ensure quality improvement plans that flow from the course reviews and self-assessment report are more closely monitored for impact and new actions developed as required to ensure continued improvement takes place.

### **Key strengths**

- Good range of courses that are responsive to local needs
- Good overall Success rates on both FE and ASL courses
- Good in year progression between bookkeeping and computerised accounts courses

### **Areas for development**

- Review Quality Processes for Apprenticeship schemes
- Ensure success rates on Bookkeeping courses are consistently high
- Develop better use of summative assessment practice
- The use of SMART targets to ensure individual learners achieve their personal goals
- Too much teaching and learning is only satisfactory
- Ensure the VLE is fully embedded into all teachers and learners practice





				success rates – targets met.				
2	Improve teaching profile across some areas of learning.	Use OTL action plans and TPMs to identify tutors specific CPD  Introduce a mentoring scheme.	OTL/TPMs action plans being implemented with clear guidance what the individual tutor's specific training need is with timetable of support.  Mentoring programme in place with mentor allocated.  Individual tutors improved observation grade.	Area of learning grade profile improved.	All tutors and coordinator	Curriculum manager/ coordinator	Autumn 10  July 11	Additional hours for mentoring.
3	Risk assessment not robust enough across some areas of learning.	Review all risk assessment process across all areas of learning.  Consult with PRD group to identify good practice.  Develop more robust system across whole, service clearly identifying what and when at risk.  All curriculum areas identifying which of their	Risk assessment in place to meet safety requirements for specific equipment.  Learners are safe and given correct guidance on use of equipment.  All staff aware of which learners are most vulnerable.  Clear H&S procedures in place across all areas of learning.  Timetable of training for academic year.	Risk assessment in place and specific to equipment/ learners needs.  Risk assessment completed for every programme.  Lerner feedback reflects that they feel safe.  All tutors completed mandatory training.	CM Co-ordinator tutors	Assistant Head of service.	Autumn 10  Spring 11	Payment to tutors attending mandatory training £6.50 per hour per tutor.

		<p>learners are most vulnerable.</p> <p>ILPs to include Health and Safety checks to safeguard learners.</p> <p>Update tutor training to meet current legislation.</p>						
4	<p>RARPA</p> <p>Insufficient recording of achievement in some areas of learning as identified at moderation.</p>	<p>Specific areas of learning QIPs identified plan of action.</p>	<p>Agreed standard of achievement within curriculum.</p> <p>CPD offer reflecting training needs.</p> <p>RARPA moderations timetabled termly to validate achievement.</p> <p>Use PRD group to moderate – benchmarking of achievement.</p>	<p>Improvement recorded at service moderation.</p> <p>PRD moderation to validate achievement.</p>	<p>CMs</p> <p>Co-ordinator</p> <p>Lead tutor</p>	<p>Assistant Head of service</p>	<p>Sept 10</p> <p>Jan 11</p> <p>April 11</p> <p>July 11</p>	<p>None</p>
5	<p>Improve target setting on ILPs across the service as identified by RARPA moderation.</p>	<p>Curriculums to review ILPs fit for purpose, amend where necessary.</p> <p>All Curriculum's to produce handbook for tutors</p>	<p>ILP fit for purpose.</p> <p>Exemplars for tutors to refer to.</p> <p>Training workshops timetable through out academic year.</p>	<p>Improvement of target setting evidenced at OTL moderation, summary of audits presented termly to SMT. RARPA Moderation improvements</p>	<p>CM/Co-ordinator</p>	<p>Assistant Head of service</p>	<p>Autumn 10</p> <p>Spring 11</p>	<p>5</p>

		<p>Exemplars.</p> <p>OTL action plans/TPMs to be used to identify tutors who need further support. Discuss at Curriculum meetings to ensure that tutors fully understand what target setting is.</p> <p>Allocate mentors to tutors who need support.</p> <p>Use VLE for tutor support materials.</p> <p>Develop more robust audit process to capture which tutors need support and guidance.</p>	<p>OTL action plans clearly identifying what support individual tutors need with timely set outcomes.</p> <p>Improved OTL grades.</p> <p>Mentoring sheets completed by all curriculums each term.</p> <p>Minutes of curriculum meetings.</p> <p>Support tools for tutors on the VLE.</p> <p>Introduction of new audit process managers to present summary of findings to SMT termly.</p> <p>RARPA moderation significant improvement of target setting documented.</p>	recorded.			<p>Summer 11</p> <p>July 11</p>	
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## 2010-2011 QUALITY IMPROVEMENT PLAN

### SSA 01 Health, Social Care and Public Services

Priority	Issues	Action(s)	Measurable Targets /Outcomes	Milestones	Responsibility for action(s)	Responsibility for monitoring achievement	Time scale & date for Completion	Costed Resources implications
1	A small amount of courses Insufficient recording of SMART targets in ILPs	Review and changes to current template.  Tutor attendance at curriculum training	Measurable progression data against set targets  CPD training with tutors who have been identified as needing support through audit and OTL action plans.	SMART targets being used by all tutors in the curriculum.	CM Co-ordinator Tutors	Co-ordinator CM	Sept 10	None
2	Ineffective liaison between some LSA's and tutors	Revise service system for allocation of LSA.  Tutor / LSA to work together.	Tutors and LSAs jointly working together on support plans for learners.	LSA support fully embed into curriculum with comprehensive reporting procedures.	Co-ordinator Tutors LSAs	CM	Nov 10 Jan 11 April 11 July 11	None

## 2010-2011 QUALITY IMPROVEMENT PLAN

### SSA 06 - ICT

Priority	Issues	Action(s)	Measurable Targets /Outcomes	Milestones	Responsibility for action(s)	Responsibility for monitoring achievement	Time Scale & date for Completion	Costed resources implications
1	Improve teaching profile across the area of learning.	Use OTL action plans and TPMs to identify tutors specific CPD  Introduce a mentoring scheme.	OTL/TPMs action plans being implemented with clear guidance what the individual tutor's specific training need is with timetable of support.  Mentoring programme in place with mentor allocated.  Individual tutors improved observation grade.	Area of learning grade profile improved.	All tutors and coordinator	Curriculum manager/ coordinator	Autumn 10  July 11	Additional hours for mentoring.
2	Improve retention across area of learning	Tutors to be reminded of the attendance monitoring process their role. Contact learners weekly when absence is not notified. At audit check for improvement implement R&A	At Audit/OTL – evidence of attendance sheets in course files being used by tutor.  Retention & achievement strategy being used by manager.  Review after first term to see how	Termly improvement of attendance across the area of learning.  At OTL Evidence of attendance monitoring being used by tutors in course files.  Improved retention figures across	All tutors and coordinator	CM  All tutors and coordinator	Autumn 10 Weekly  Termly  July 11	None

		strategy if required to enable early intervention measures to be put in place.  Monitor attendance at OTL	effective attendance monitoring has been to make informed judgement on improvement.	area of learning				
3	Standardisation of assessment process across the area of learning	Review current process in area of learning. standardisation meeting with all other areas of learning managers to establish what systems they have in place sharing of good practice.  Training session with all assessors in area of learning to introduce new standards.  Implement new process	Clear standards in place to reflect whole services standards/ awarding body.  All assessors working to new standards.  Audit of assessment reports to identify effectiveness of new process.  Clear summative assessment given to learners identified at audit.	All assessors using new process.  Audit summary showing improvement against summative assessment process.  EV reports with no actions.	Curriculum manager Coordinator Assessors   Awarding body EV	Coordinator Assessors	Autumn 10      July 11	None
4	Insufficient recording of SMART targets	Audit of ILPs to identify which tutors are not setting targets.  CPD offer to	During OTL and audit improved use of target setting by tutors.	At RARAPA audit and OTL moderation improvement identified all ILPs with SMART	All tutors and coordinator	Curriculum manager/ coordinator	Spring 11	None

		reflect the setting of targets.	All staff identified as not understanding how to set smart targets being mentored and supported through training.	targets set by tutors.			July 11	
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## 2010-2011 QUALITY IMPROVEMENT PLAN

### SSA 07 Retail & Commercial Enterprise

Priority	Issues	Action(s)	Measurable Targets /Outcomes	Milestones	Responsibility For action(s)	Responsibility for monitoring achievement	Timescale & date for Completion	Costed resources implications
1	Insufficient recording of SMART targets in ILPs	Review and changes to current template.  Tutor attendance at curriculum training	Measurable progression data against set targets  CPD training with tutors who have been identified as needing support through audit and OTL action plans.	SMART targets being used by all tutors in the curriculum. Evidenced on all ILPs.	CM Co-ordinator Tutors	Co-ordinator CM	Sept 10	None
2	Ineffective liaison between some LSA's and tutors	Revise service system for allocation of LSA.  Tutor / LSA to work together.	Tutors and LSAs jointly working together on support plans for learners.  Evidence of support in SOW/LP  Evidence of support on ILPs	LSA support fully embeds into curriculum with comprehensive reporting procedures.  Learners receiving support achieve outcomes	Co-ordinator Tutors LSAs	CM	Nov 10 Jan 11 April 11 July 11	None
3	Insufficient recording of RARPA	Check sufficient evidence is being collated to meet all stages of RARPA Identify courses for moderation of achievement and set moderation dates.	Agreed standard of achievement within curriculum  RARPA moderations timetabled termly to validate achievement.	More robust evidence base to validate achievement an all 5 stages of RARPA	Co-ordinator Lead tutor	CM	Sept 10 Jan 11 April 11  July 11	

4	Learners with numeracy needs ineffective referral to SfL	To collate and forward information to SfL at timely intervals to course allocations.	Tracking learners who have been referred to SFL dept.  SOW /LP with embedded numeracy across all vocational programmes.	Increased number of learners being referred to SFL dept, along with embedded numeracy within core beauty programmes.	Co-ordinator Tutors	CM	Sept 10 Jan 11 April 11 July 11	None
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## 2010-2011 QUALITY IMPROVEMENT

### SSA 08 Leisure, Travel & Tourism

Priority	Issues	Action(s)	Measurable Targets /Outcomes	Milestones	Responsibility For action(s)	Responsibility for monitoring achievement	Time Scale & date for Completion	Costed resources implications
1	Improve quality of teaching	To implement OTL action plans – mentor grade 3 tutors Use OTL /TPMs /Audit to identify specific training needs to support tutors.	Improved OTL grades as evidenced at moderation.	Area of learning overall profile improved to meet service target.	CM	CM Coord	Each term End of academic year	None
2	Improve PCDL Retention rates	Review attendance monitoring processes.  Ensure the retention and achievement strategy is being implemented.  Work with tutors to raise awareness of the importance of monitoring retention/why do people not attend.	All tutors using attendance monitoring process to identify any issues.  R& A start being monitored by manager/coordinator – intervention strategies in place.  TPMs used to performance manage tutors.	Improved retention rates across the area of learning – meeting service target.	CM Coord tutors	CM	Termly  End of academic year.	None
3	Insufficient recording of RARPA	Check sufficient evidence is being collated to meet all stages of RARPA Identify courses	Agreed standard of achievement within curriculum  RARPA moderations	More robust evidence base to validate achievement an all 5 stages of	Co-ordinator Lead tutor	CM	Sept 10 Jan 11 April 11  July 11	

		for moderation of achievement and set moderation dates.	timetabled termly to validate achievement.	RARPA				
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## 2010-2011 QUALITY IMPROVEMENT PLAN

### SSA 09 Visual Arts

Priority	Issues	Action(s)	Measurable Targets /Outcomes	Milestones	Responsibility For action(s)	Responsibility for monitoring achievement	Time Scale & date for Completion	Costed resources implications
1	Improve Success rates on FE courses	<p>Review initial assessment process to ensure learners are placed on the correct level course.</p> <p>Work with tutors on the importance of monitoring learner's progression.</p> <p>Review attendance monitoring.</p> <p>Informal class visits to monitor learners progress, tutor feedback to learners</p>	<p>Updated initial assessment to identify learner's level and starting point.</p> <p>Effective monitoring process in place for identifying early intervention required to keep learners on task.</p>	Increased retention and success rate in line with national benchmarks.	<p>CM</p> <p>Coord</p> <p>tutors</p>	CM	Summer 11	None
2	Improve target setting on ILPs	<p>Review ILPs fit for purpose</p> <p>Curriculum handbook for tutors</p> <p>Exemplars</p>	<p>ILP fit for purpose.</p> <p>Exemplars for tutors to refer to.</p> <p>Training workshops</p>	Improvement of target setting evidenced in OT reports and audits.	<p>CM</p> <p>Coord</p> <p>tutors</p>	CM	<p>Autumn 10</p> <p>Spring 11</p>	None

		Meeting / Training  Tutor CPD to reflect effective target setting.	timetable through out academic year.					
3	Insufficient recording of RARPA	Check sufficient evidence is being collated to meet all stages of RARPA Identify courses for moderation of achievement and set moderation dates.	Agreed standard of achievement within curriculum  RARPA moderations timetabled termly to validate achievement.	More robust evidence base to validate achievement an all 5 stages of RARPA	Co-ordinator Lead tutor	CM	Sept 10 Jan 11 April 11  July 11	None
4	Risk assessment not robust enough	Revise risk assessment review ILPs to include Health and Safety checks to safeguard learners.  Update tutor training to meet current legislation.	Risk assessment in place to meet safety requirements for specific equipment.  Learners are safe and given correct guidance on use of equipment.	Risk assessment completed for every programme.	CM Coord tutors	CM	Autumn 10	None

## 2010-2011 QUALITY IMPROVEMENT PLAN

### SSA 09 Performing Arts

Priority	Issues	Action(s)	Measurable Targets /Outcomes	Milestones	Responsibility For action(s)	Responsibility for monitoring achievement	Time Scale & date for Completion	Costed resources implications
1	Insufficient recording of RARPA	Check sufficient evidence is being collated to meet all stages of RARPA Identify courses for moderation of achievement and set moderation dates.	Agreed standard of achievement within curriculum  RARPA moderations timetabled termly to validate achievement.	More robust evidence base to validate achievement an all 5 stages of RARPA	Co-ordinator Lead tutor	CM	Sept 10 Jan 11 April 11  July 11	
2	Improve target setting on ILPs	Review ILPs fit for purpose  Curriculum handbook for tutors Exemplars Meeting / Training  Tutor CPD to reflect effective target setting.	ILP fit for purpose.  Exemplars for tutors to refer to.  Training workshops timetable through out academic year.	Improvement of target setting evidenced in OT reports and audits.	CM Coord  tutors	CM	Autumn 10    Spring 11	None

## 2010-2011 QUALITY IMPROVEMENT PLAN

### SSA 12 Modern Foreign Languages

Priority	Issues	Action(s)	Measurable Targets /Outcomes	Milestones	Responsibility For action(s)	Responsibility for monitoring achievement	Time Scale & date for Completion	Costed resources implications
1	Improve Success rates on FE courses	<p>Review initial assessment process to ensure learners are placed on the correct level course.</p> <p>Work with tutors on the importance of monitoring learner's progression.</p> <p>Review attendance monitoring.</p> <p>Informal class visits to monitor learners progress, tutor feedback to learners</p>	<p>Updated initial assessment to identify learner's level and starting point.</p> <p>Effective monitoring process in place for identifying early intervention required to keep learners on task.</p>	Increased retention and success rate in line with national benchmarks.	<p>CM</p> <p>Coord</p> <p>tutors</p>	CM	Summer 11	None
2	Improve target setting on ILPs	Review ILPs fit for purpose	ILP fit for purpose.	Improvement of target setting evidenced in OT	<p>CM</p> <p>Coord</p> <p>tutors</p>	CM	Autumn 10	None

		Curriculum handbook for tutors Exemplars Meeting / Training  Tutor CPD to reflect effective target setting.	Exemplars for tutors to refer to.  Training workshops timetable through out academic year.	reports and audits.			Spring 11	
3	Insufficient recording of RARPA	Check sufficient evidence is being collated to meet all stages of RARPA Identify courses for moderation of achievement and set moderation dates.	Agreed standard of achievement within curriculum  RARPA moderations timetabled termly to validate achievement.	More robust evidence base to validate achievement an all 5 stages of RARPA	Co-ordinator Lead tutor	CM	Sept 10 Jan 11 April 11  July 11	None
3	Input to SAR process not inclusive across the curriculum.	Raise tutor awareness share information encourage feedback.	Implement SAR review process across the dept to be shared at curriculum meetings.	All tutors contributing to dept SAR	CM Coord	CM	Autumn 10	Tutor attendance at training/meet ings

## 2010-2011 QUALITY IMPROVEMENT PLAN

### SSA 13 Education and Training

Priority	Issues	Action(s)	Measurable Targets /Outcomes	Milestones	Responsibility for action(s)	Responsibility for monitoring achievement	Time scale & date for Completion	Costed Resources implications
1	Insufficient recording of SMART targets in ILPs	Review and changes to current template.  Tutor attendance at curriculum training	Measurable progression data against set targets  Training attendance	OTL's / class visits / audits / retention and achievement monitoring.	CM Co-ordinator	Co-ordinator CM	Sept 10	None
1	Insufficient monitoring of outcomes of Sfl referrals	Devise system to monitor and track outcomes of referrals	Attendance on Sfl programmes  Achievement data	MIS data / Sfl monitoring  RAS data	Co-ordinator	CM	Nov 10 Jan 11 April 11 July 11	None
2	Ineffective liaison between some LSA's and tutors	Revise service system for allocation of LSA.  Tutor / LSA to work together.	Learner progress  LSA/ Tutor meeting reports.  Use of the Vle.	Learner termly reviews.  Tutor/LSA records OTL's  Vle monitoring.	Co-ordinator	CM	Nov 10 Jan 11 April 11 July 11	None
2	Inappropriate delivery model for EPD within L2	Review and produce SOW including	Unit achievements	RAS data	Co-ordinator	CM	Sept 10 Jan – review	None

	programmes	embedded EPD.		Course review				
2	Insufficient support and monitoring of learners with disabilities on FE programmes	Review initial assessment process Development of linked ASL programmes	Course allocation Monitoring of LSA support Course offer	OTLs class visits / monitoring of targets.	Co-ordinator Manager	CM	Sept 10 Jan 11 April 11  Sept 10	None

## 2010-2011 QUALITY IMPROVEMENT PLAN

### SSA 14 Skills for Life - ESOL

Priority	Issues	Action(s)	Measurable Targets /Outcomes	Milestones	Responsibility for action(s)	Responsibility for monitoring achievement	Time scale & date for completion	Costed resources implications
1	Low success rates on L1/2 courses and E1 full qualification – Variance of achievement across different groups of learners.	<p>Investigate why variance with success rates across provision.</p> <p>Review initial assessment process.</p> <p>Agree benchmarks and review attendance targets on a weekly basis</p> <p>Review and revise the E1, L1 &amp; L2 scheme of work</p> <p>Review dept procedures on how decisions are made to progress learners.</p>	<p>Effective monitoring process in place. Accurate data to make informed judgements.</p> <p>All Schemes of work to reflect differentiation planning for progression and achievement.</p> <p>Learners are placed into most appropriate course after assessment.</p> <p>All ESOL progress test results to be submitted by 8<sup>th</sup> Dec 2010</p>	<p>Programme offer more reflective of learners needs which will be reflected in increased success rates.</p> <p>All tutors to have completed appropriate training for staff on how to assess.</p> <p>Clear and appropriate progression routes in place for learner's timely completion.</p> <p>Accurate data to make informed judgements.</p>	<p>CM Coord Tutors</p> <p>CM Coord tutors</p> <p>CM Coord</p> <p>CM</p>	<p>CM coord</p> <p>CM Coord</p> <p>CM</p> <p>CM</p> <p>CM</p>	<p>Weekly monitoring of attendance across all provision</p> <p>Autumn 10</p> <p>Spring 11</p> <p>Autumn 10</p> <p>Autumn 10</p>	None

2	Develop further use of ICT across the curriculum.	<p>To use the VLE for tutors to access their SOW and other T&amp;L resources.</p> <p>Introduce use of an E guide to dept to share good practice and cascade information and guidance to all tutors on how to use ICT more effectively within their teaching.</p> <p>Programme courses were there is availability of IT as a resource.</p> <p>All tutors to receive VLE training as part of their annual CPD IFL requirements</p>	<p>All tutors using the VLE to access course material and schemes of work.</p> <p>Appoint E guide</p> <p>Audit of premises to ascertain availability of IT equipment.</p> <p>Training timetabled through out academic year.</p> <p>Programme drop in workshops for learners.</p>	<p>Tutors using the VLE effectively reduction of paper /photocopying.</p> <p>E guide delivering training sharing good practice across curriculum.</p> <p>All provision across curriculum using IT resources.</p> <p>Increased use of IT from both learner and tutor.</p>	<p>CM Tutors</p> <p>CM Coord E guide</p>	<p>CM</p> <p>CM</p>	<p>Autumn 10</p> <p>Autumn 10</p> <p>Spring 11</p> <p>Spring 11</p>	<p>2 hours remission per week of a 0.6 contract</p>

		Promote use of IT within teaching sessions for both learners and tutors.						
4.	Increase recruitment of male learners.	Use of target marketing WP manager to promote.	Working with specific groups targeting male learners.  Increased participation of males.	Increased male enrolment during academic year.	Spring 11	CM	July 11	none
5.	Improve retention rates of African learners	Investigate teaching materials for suitability plan for differentiation. Raising awareness across the teaching staff of variance in retention and success.	Retention % increased	Learners retaining and achieving.	Summer 11	CM	Autumn 10 Spring11 July 11	none
6	Insufficient use of the VLE across the area of learning by both tutor and learner	All tutors to upload SOW on the VLE  Promote use of VLE – during curriculum meetings programmes VLE training, demonstrate	All SOW on the VLE  VLE Training offer for all tutors given out at termly curric meetings.  Tutors encouraging learners to use by posting homework tasks on to the VLE	During OTL s lesson plans demonstrate use of the VLE.  Learners / tutors log of use improved.	All tutors and coordinator	Curriculum manager/ coordinator	Autumn 10  July 11	None

		what a good resource to be used. Identify tutors who are using the VLE						
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## 2010-2011 QUALITY IMPROVEMENT PLAN

### SSA 14 Skills for Life - Literacy & Numeracy - GCSEs Maths & English

Priority	Issues	Action(s)	Measurable Targets /Outcomes	Milestones	Responsibility For action(s)	Responsibility for monitoring achievement	Time scale & date for completion	Costed resources implications
1	Low success rates on GCSE maths for 16-18 learners	<p>Review programme offer, delivery style to establish why cohort does not achieve.</p> <p>Review initial assessment and eligibility criteria to programmes.</p> <p>Implement progress reviews for early intervention of support.</p> <p>Develop top up workshops to offer learners extra support.</p>	<p>Screening learners to establish on correct course.</p> <p>Robust progress reviews being implemented by tutors.</p> <p>Support workshops in place for learners who have been identified by tutors as needing additional support to achieve outcomes.</p>	All learners on programme able to achieve individual outcome (grade)	<p>Curriculum manager</p> <p>Coordinator</p> <p>Tutors</p>	Curriculum manager	<p>Autumn 10</p> <p>Spring 11</p> <p>June 11</p>	Additional support to be budgeted against ALS cost code.
2	E & D variance of retention and achievement on long courses.	Review delivery methods of long programmes to establish if	<p>All tutors implementing attendance monitoring system.</p> <p>Progress</p>	Evidence of attendance monitoring at both audit/OTL.	<p>Curriculum manager</p> <p>Coordinator</p> <p>tutors</p>	Curriculum manager.	Autumn 10	None

		<p>issue lies with delivery style, teaching resources, enrichment activities, suitability of outcomes.</p> <p>Review attendance monitoring across area of learning.</p> <p>Manger to implement R&amp;A strategy.</p> <p>Review progress monitoring; develop more robust system for early intervention to support learners.</p> <p>Review learner feedback to see if any issues have been identified. From findings of reviews develop programme offer to meet learner's needs.</p>	<p>monitoring being used effectively by tutors with specific support measures in place for learners.</p> <p>Sow/LP reflecting differentiation support measures for learners.</p> <p>R&amp;A strategy being used by dept helping to identify courses/tutors/learners with issues.</p> <p>Revised programme offer to reflect the learners needs and interests.</p> <p>Audit/OTL evidence attendance &amp; retention improved.</p> <p>Dept using learner feedback effectively.</p>	<p>R&amp;S submitted termly to manager.</p> <p>Learner analysis summary identifying issues and actions.</p> <p>Programme in place with achievable outcomes reflected in overall success rates. All learners achieving without any variance.</p>				July 11	
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3	Poor take up of male learners across programmes.	<p>Develop marketing strategy to target male learners in the community.</p> <p>Review programme offer to research if different times/days/venues would appeal to male learners.</p> <p>Review teaching resources to see if inclusive for male learners.</p>	<p>Target marketing in place with timetable of publicity material. Prospectus clearly using more male images.</p> <p>Change in programme offer to meet male learner's availability.</p> <p>Evidence in OTL more inclusive material being used to reflect male interests.</p>	Increase of male learners across area of learning, reflecting demographic data of whole service.	Curriculum manager Coordinator tutors	CM	Autumn 10  Spring 11       July 11	Marketing budget – Cost of flyers approx £80 per 500
4	Develop and embed preparation for work skills through out All programmes in this area of learning	Review SOW/LP across area of learning; devise appropriate levels of teaching resources and materials to reflect current work standards to help raise learners aspirations and better prepare them	<p>SOW/LP reflecting activities around preparation for work to be covered during programmes of study.</p> <p>Evidence at OTL of learners questioned on their understanding of employability issues.</p>	Evidence at OTL/ Learners feedback, ILPs SOW/LP reflecting the inclusion of employability issues. Learners demonstrating Increased knowledge of employment skills required to meet aspirations.	Curriculum manager Coordinator  Tutors	CM	Autumn 10  Spring 11     July 11	None

		for employment..						
6	Insufficient use of the VLE across the area of learning by both tutor and learner	All tutors to upload SOW on the VLE  Promote use of VLE – during curriculum meetings programmes VLE training, demonstrate what a good resource to be used. Identify tutors who are using the VLE	All SOW on the VLE  VLE Training offer for all tutors given out at termly curric meetings.  Tutors encouraging learners to use by posting homework tasks on to the VLE	During OTL s lesson plans demonstrate use of the VLE.  Learners / tutors log of use improved.	All tutors and coordinator	Curriculum manager/ coordinator	Autumn 10  July 11	None

## 2010-2011 QUALITY IMPROVEMENT PLAN

### SSA 15 Business, Administration & Law

Priority	Issues	Action(s)	Measurable Targets /Outcomes	Milestones	Responsibility For action(s)	Responsibility for monitoring achievement	Time Scale & date for Completion	Costed resources implications
1	Review apprenticeship programmes – to achieve consistent success across both age group ranges.	<p>Develop processes to ensure timely completion and success rates of apprenticeship programmes.</p> <p>Age groups 16-18 years and 19+ to achieve at same success levels.</p> <p>Instigate detailed analysis of programme and functionality</p> <p>Formalise pastoral care programme with emphasis on candidates who are vulnerable.</p>	<p>Processes for timely completion to be put in place.</p> <p>Appropriate support to be put in place to ensure all age groups achieve successful outcomes.</p> <p>Detailed analysis of programme and functionality to be set up</p> <p>Pastoral care programme in place,</p>	<p>Timely completion of all apprenticeship programmes</p> <p>Bank of diverse resources uploaded on VLE</p> <p>All apprentices receiving pastoral support.</p> <p>Improvement of success rates across both age groups.</p>	<p>All tutors and coordinator</p> <p>Coordinator</p>	<p>Curriculum manager/ Coordinator</p> <p>CM</p>	<p>Spring 2011 half-term</p> <p>July 11</p>	None

2	Achieve consistent rates of success in Book-keeping courses	<p>Ensure initial assessment process of learners is thorough and meets the course needs to establish the learners starting point.</p> <p>Planned standardisation of delivery of programme and content with tutors</p>	<p>Initial assessment process to be planned to ensure all learners at right level to undertake course.</p> <p>Meetings to be set up with tutors to standardise content between levels 1 and 2.</p>	<p>Suitable initial assessment process.</p> <p>Standardisation of procedures and content across curriculum</p> <p>Improved success rate across the programme with no significant variance between learners and courses.</p>	All tutors and coordinator	Curriculum manager/ coordinator	<p>Autumn 10</p> <p>July 11</p>	None
3	Standardisation of assessment process across the area of learning	<p>Review current process in area of learning. standardisation meeting with all other areas of learning managers to establish what systems they have in place sharing of good practice.</p> <p>Training session with all assessors in area of learning to introduce new standards.</p> <p>Implement</p>	<p>Clear standards in place to reflect whole services standards.</p> <p>All assessors working to new standards.</p> <p>Audit of assessment reports to identify effectiveness of new process.</p> <p>Clear summative assessment given to learners identified at audit.</p>	<p>All assessors using new process.</p> <p>Audit summary showing improvement against summative assessment process.</p> <p>EV reports with no actions.</p>	Curriculum manager Coordinator assessors	CM	Spring 11	None

		new process						
4	Insufficient recording of SMART targets	Audit of ILPs to identify which tutors are not setting targets.  CPD offer to reflect the setting of targets.	During OTL and audit improved use of target setting by tutors.  All staff identified as not understanding how to set smart targets being mentored and supported through training.	At RARAPA audit and OTL moderation improvement identified all ILPs with SMART targets set by tutors.	All tutors and coordinator	Curriculum manager/ coordinator	Spring 11  July 11	None
5	Improve teaching profile across the area of learning.	Use OTL action plans and TPMs to identify tutors specific CPD  Introduce a mentoring scheme.	OTL/TPMs action plans being implemented with clear guidance what the individual tutor's specific training need is with timetable of support.  Mentoring programme in place with mentor allocated.  Individual tutors improved observation grade.	Area of learning grade profile improved.	All tutors and coordinator	Curriculum manager/ coordinator	Autumn 10  July 11	Additional hours for mentoring.

6	Insufficient use of the VLE across the area of learning by both tutor and learner	<p>All tutors to upload SOW on the VLE</p> <p>Promote use of VLE – during curriculum meetings programmes VLE training, demonstrate what a good resource to be used. Identify tutors who are using the VLE</p>	<p>All SOW on the VLE</p> <p>VLE Training offer for all tutors given out at termly curric meetings.</p> <p>Tutors encouraging learners to use by posting homework tasks on to the VLE</p>	<p>During OTL s lesson plans demonstrate use of the VLE.</p> <p>Learners / tutors log of use improved.</p>	All tutors and coordinator	Curriculum manager/ coordinator	<p>Autumn 10</p> <p>July 11</p>	None
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**2010-2011 QUALITY IMPROVEMENT PLAN  
SSA 14 Family Learning**

Priority	Issues	Action(s)	Measurable Targets /Outcomes	Milestones	Responsibility For action(s)	Responsibility for monitoring achievement	Time Scale & date for completion	Costed resources implications
1	Risk assessments not robust enough current system not effective.	<p>Inform Senior Managers and Centre Managers that all WFL course files require service's Risk Assessment form for venues</p> <p>Monitor completion of forms &amp; feedback to Senior Managers and Centre Managers any problems</p> <p>Contact tutors to remind them of the need to complete forms Tutors to send/email forms to WFL Coordinator</p> <p>Training in tutor meeting in completion of forms, writing of relevant H &amp; S rules, and inclusion of H &amp;</p>	<p>100% provision and completion of service's Risk Assessment forms (for venues) by July 2011</p> <p>100% of tutors teaching practical activities where specialist technical resources and equipment are used complete and submit forms to Coordinator</p> <p>Generic WFL Activity Risk Assessment Forms written and distributed to tutors</p> <p>100% of visual arts/design technology courses have WFL Activity risk Assessment Forms completed and H &amp; S learning activities noted in lesson</p>	<p>Emails/letters sent to tutors Nov 2010 Forms received from all tutors Nov 2010</p> <p>Tutor Meeting – training received by all tutors - Dec 2010</p> <p>Coordinator to work with key tutor(s) to produce Generic WFL Activity risk Assessment Forms Forms sent to tutors as part of their tutor pack – Spring term 2011</p> <p>Autumn/Spring/ Summer Term course file audits Box included in WFL course file audit form Autumn/Spring/ Summer Term OTLs make explicit reference to H &amp; S learning</p>	Curriculum manager Coordinator Tutors	CM	Autumn 10	None

		<p>S learning activities in lesson plans</p> <p>Creation of generic WFL Activity Risk Assessment Forms for use by tutors</p> <p>Audit of forms in course files Inclusion of box in WFL audit forms to record and monitor</p> <p>Emphasise process during OTL</p>	<p>plans</p> <p>100% of visual arts/design technology courses observed have evidence of good or better H&amp;S learning</p>					
3	<p>Evaluation processes with partners needs to be improved by creating an improved and more 'user friendly' form for partners to complete.</p>	<p>Production of a more user friendly partner evaluation form</p> <p>Careful monitoring of partners' completion of evaluation</p> <p>Termly &amp; yearly summary and action plan</p>	<p>100% of partners respond to requests for evaluation</p> <p>Termly summary, action plans and actions completed</p> <p>Yearly summary and action plan completed</p>	<p>All partners receive evaluation form All evaluation forms are collected</p> <p>Termly summary, action plans and actions completed</p> <p>Yearly summary and action plan</p>	<p>CM Coordinator</p>	<p>CM</p>	<p>Nov 2010</p> <p>Dec 2010</p> <p>Dec 2010</p> <p>May 2011</p> <p>July 2011</p> <p>Dec 2010</p> <p>May 2011</p> <p>July 2011</p>	<p>None</p>

4	Improve embedding of English and Maths into WFL courses	<p>Monitor embedding through course file audits with feedback to tutors</p> <p>Emphasis in OTL process Further training opportunities for WFL tutors</p>	<p>100% of tutors address embedding where opportunities naturally occur</p> <p>70% of tutors address embedding in planning documents and in their delivery to a good or better standard</p>	<p>Course file audits Spring &amp; Summer OTL Spring and Summer Spring/Summer training</p>	CM Coordinator	CM	July 2011	None
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## Appendix 2. Achievement Data ASL Whole Service

2009 / 2010 – Learners 6073			2009 / 2008 – Learners 6080			2008 / 2007 – Learners 5802		
Success	Ret	Ach	Success	Ret	Ach	Success	Ret	Ach
88.1%	98.4%	98.4%	90.9%	92.9%	97.9%	89%	90.9%	97.9%

## Achievement Data LR Whole Service

Retention, Achievement, Success FE Data									
	2009 / 2010			2009 / 2008			2008 / 2007		
Courses	Success	Ret	Ach	Success	Ret	Ach	Success	Ret	Ach
Long	1772 Learners 77.3%	84.4%	91.2%	1846 Learners 76.8%	84.7%	90.5%	2040 Learners 79%	87.2%	90.5%
National Benchmark	76.6%	85.9%	89.3%						
Short	679 Learners 77.7%	87.6%	88.7%	892 Learners 81.6%	91.5%	89.1%	80.7%	89.4%	90.2%
National Benchmark	81.8%	92.1%	88.8%						
V Short	230 Learners 95.8%	99.6%	96.1%						
National Benchmark	93.6%	98.6%	94.9%						
All	78.8%	86.5%	91%						

## Achievement Data ER Whole Service

	2009 / 2010			
Courses	Starts	Success	Ret	Ach
16 – 18 yrs	48	50%	62.8%	80%
National Benchmark				
19+	75	89.3%	89.3%	100%
National Benchmark				
All				

### Appendix 3. Achievement Data ASL SSA 01 Health & Social care

A

2009 / 2010 – Learners 711			2009 / 2008 – Learners 467			2008 / 2007 Learners 470		
Success	Ret	Ach	Success	Ret	Ach	Success	Ret	Ach
89.2%	90%	99.1%	96.1%	97.2%	98.9%	96%	97.2%	98.7%

### Achievement Data LR SSA 01 Health & Social care

#### Retention, Achievement, Success FE Data

	2009 / 2010			2009 / 2008			2008 / 2007		
Courses	Success	Ret	Ach	Success	Ret	Ach	Success	Ret	Ach
Long	174 Learners 85.7%	94.2 %	92.8 %	70%	85.8 %	83.6 %	72.4%	87.3 %	85%
National Benchmark	76.9%	86%	87.4 %						
Short	10 Learners 100%	100%	100%	%	%	%	37 Learners 70.2%	83.7 %	83.7 %
National Benchmark	81.5%	91.6 %	89%						
All	93.8%	95%	98%	83.7%	85.9 %	97.5 %	84.8%	86.7 %	97.8 %

### Achievement Data ER SSA SSA 01 Health & Social care

Childcare and Workforce Development		2009 / 2010	2008/2009
NVQ L3	Learners	62	36
	Success rate	93.5%	91.7%

### Appendix 3. Achievement Data ASL SSA 06 ICT

2009 / 2010 – Learners 189			2009 / 2008 – Learners 334			2008 / 2007 Learners 783		
Success	Ret	Ach	Success	Ret	Ach	Success	Ret	Ach
94.2%	96.3%	97.8%	89.8%	95.2%	94.3%	86.7%	91.2%	95.1%

### Achievement Data LR SSA 06 ICT

B

Retention, Achievement, Success FE Data									
	2009 / 2010			2009 / 2008			2008 / 2007		
Courses	Success	Ret	Ach	Success	Ret	Ach	Success	Ret	Ach
Long	14 Learners 87%	85.7%	100%	96 Learners 80.3%	88.5%	89.4%	98 Learners 84.7%	93.9%	88.1%
National Benchmark	76.4%	85.6%	89.3%						
Short	79 Learners 79.8%	89.9%	88.8%	394 Learners 83.6%	91.9%	90.9%	408 Learners 75.3%	86.3%	87.2%
National Benchmark	81.8%	92.1%	88.8%						
V short	3 Learners 66.7%	100%	66.7%				72 Learners 77.8%	93.1%	83.6%
National Benchmark	93.7%	98.5%	95.1%						
All	80.2%	89.6%	89.5%						

### Achievement Data ER SSA C06 ICT

ICT -ITQ		2009 / 2010
NVQ	Achievers	1
	Leavers	0
	Success rate	100%

### Appendix 3. Achievement Data ASL SSA 07 Retail & Commercial Enterprise

2009 / 2010 – Learners 372			2009 / 2008 – Learners 429			2008 / 2007 Learners 447		
Success	Ret	Ach	Success	Ret	Ach	Success	Ret	Ach
94.4%	97%	97.2%	95.3%	95.8%	99.5%	95.1%	95.3%	99.8%

### Achievement Data LR SSA 07 Retail & Commercial Enterprise

Retention, Achievement, Success FE Data									
	2009 / 2010			2009 / 2008			2008 / 2007		
Courses	Success	Ret	Ach	Success	Ret	Ach	Success	Ret	Ach
Long	49 Learners 91.9%	98%	93.8%	57 Learners 77.1%	82.5%	91.5%	36 Learners 83.3%	91.7%	90.9%
National Benchmark	76.4%	85.6%	89.3%						
Short	8 Learners 62.5%	75%	83.3%	%	%	%	17 Learners 94.1%	100%	94.1%
National Benchmark	81.5%	91.6%	89%						
All	87.7%	94.7%	92.6%						

### Appendix 3. Achievement Data ASL SSA 08 Leisure, Travel & fitness

A

2009 / 2010 – Learners 653			2009 / 2008 – Learners 688			2008 / 2007 Learners 1445		
Success	Ret	Ach	Success	Ret	Ach	Success	Ret	Ach
82.8%	84.7%	97.8%	85.6%	87.1%	98.3%	86.6%	87.1%	99.4%

### Achievement Data LR SSA 08 – Leisure, Travel & Tourism

B

Retention, Achievement, Success FE Data									
	2009 / 2010 Learners 135			2009 / 2008 – Learners 5			2008 / 2007 – Learners 22		
Courses	Succe ss	Ret	Ach	Suc ces s	Ret	Ach	Succe ss	Ret	Ach
Long	61.5%	61.5%	100%	%	%	%	%	%	%
National Benchmark	77.8%	87%	89.5%						
V Short	100%	100%	100%	100 %	100 %	100 %	100%	100 %	100 %
National Benchmark	93.7%	98.5%	95.1%						
All	96.3%	96.3%	96.3%	%	%	%	%	%	%

**Appendix 3. Achievement Data ASL SSA 09 Visual Arts**

**A**

2009 / 2010 – Learners 1965			2009 / 2008 – Learners 2197			2008 / 2007 Learners 1702		
Success	Ret	Ach	Success	Ret	Ach	Success	Ret	Ach
89.4%	90.4%	98.8%	91.9%	93.4%	98.3%	88%	89.7%	98%

**Achievement Data LR SSA 09 Visual Arts**

**B**

Retention, Achievement, Success FE Data									
	2009 / 2010			2009 / 2008			2008 / 2007		
Courses	Success	Ret	Ach	Success	Ret	Ach	Success	Ret	Ach
Long	71 Learners 66.2%	66.2%	100%	54%	75.3%	74%	64.5%	86.6%	80.2%
National Benchmark	77.8%	87%	89.5%						
Short	91 Learners 75.8%	75.8%	100%	87.5%	75.3%	74%	76.2%	81%	94.1%
National Benchmark	81.5%	91.6%	89%						
All	71.6%	71.6%	100%	78.6%	82.1%	95.8%	79.8%	86%	92.8%

### Appendix 3 Achievement Data ASL SSA 09 Performing Arts

2009 / 2010 – Learners 649			2009 / 2008 – Learners 455			2008 / 2007 Learners 534		
Success	Ret	Ach	Success	Ret	Ach	Success	Ret	Ach
88.1%	89.7%	98.3%	86.3%	87.2%	99%	83.9%	84.1%	99.1%

**Appendix 3 Achievement Data ASL SSA 12 Modern Foreign Languages**

2009 / 2010 – Learners 513			2009 / 2008 – Learners 372			2008 / 2007 -Learners 119		
Success	Ret	Ach	Success	Ret	Ach	Success	Ret	Ach
80.1%	80.7%	99.3%	72%	75.5%	95.4%	77.3%	82.4%	93.9%

**Achievement Data LR SSA 12 Modern Foreign Languages**

Retention, Achievement, Success FE Data									
	2009 / 2010			2009 / 2008			2008 / 2007		
Courses	Success	Ret	Ach	Success	Ret	Ach	Success	Ret	Ach
Long	26 Learners 65.6%	65.4%	100%	155 Learners 74.2%	86.5%	85.1%	421 Learners 67.2%	79.1%	84.7%
National Benchmark	76.4%	85.6%	89.3%						
Short	18 Learners 100%	100%	100%				53 Learners 100%	100%	100%
National Benchmark	81.5%	91.6%	89%						
All	79.5%	79.5%	100%	73.5%	86.5%	85.1%	79.2%	83%	95.5%

### Appendix 3. Achievement Data ASL SSA 13 Education & Training

2009 / 2010 – Learners 35			2009 / 2008 – Learners 65			2008 / 2007 Learners 241		
Success	Ret	Ach	Success	Ret	Ach	Success	Ret	Ach
97.1%	97.1%	100%	87.7%	93.8%	93.4%	96.3%	96.7%	99.6%

### Achievement Data LR SSA 13 Education & Training

Retention, Achievement, Success FE Data									
	2009 / 2010			2009 / 2008			2008 / 2007		
Courses	Success	Ret	Ach	Success	Ret	Ach	Success	Ret	Ach
Long	76 Learners 88.2%	92.1%	95.7%	106 Learners 88.5%	92.3%	95.8%	32 Learners 86.2%	93.1%	92.6%
National Benchmark	75%	84.2%	89.1%						
Short	33 Learners 81.8%	100%	81.8%	30 Learners 93.3%	96.7%	96.6%	98 Learners 87.7%	93.8%	87.7%
National Benchmark	82.9%	93.9%	88.3%						
V Short	28 Learners 89.3%	100%	89.3%	19 Learners 94.7%	100%	94.7%			
National Benchmark	92.4%	99%	99%						
All	137 Learners 86.9%	95.6%	90.8%	155 Learners 89%	92.9%	95.8%	130 Learners 85.4%	91.5%	93.3%

**Appendix 3. Achievement Data LR SSA 14 ESOL**

<b>Retention, Achievement, Success FE Data</b>									
	<b>2009 / 2010</b>			<b>2009 / 2008</b>			<b>2008 / 2007</b>		
<b>Courses</b>	<b>Success</b>	<b>Ret</b>	<b>Ach</b>	<b>Success</b>	<b>Ret</b>	<b>Ach</b>	<b>Success</b>	<b>Ret</b>	<b>Ach</b>
<b>Long</b>	<b>1354 Learners 75.1%</b>	<b>84.1%</b>	<b>89.2%</b>	<b>75.8%</b>	<b>84.5%</b>	<b>89.6%</b>	<b>83.5%</b>	<b>92.4%</b>	<b>89.9%</b>
<b>National Benchmark</b>	<b>76.9%</b>	<b>86%</b>	<b>89.4%</b>						
<b>Short</b>	<b>310 Learners 74.9%</b>	<b>84.2%</b>	<b>88.9%</b>	<b>196 Learners 79.8%</b>	<b>90.3%</b>	<b>87%</b>	<b>317 Learners 87%</b>	<b>92.7%</b>	<b>92.9%</b>
<b>National Benchmark</b>	<b>81.7%</b>	<b>92%</b>	<b>88.9%</b>						
<b>V Short</b>	<b>77 Learners 92.2%</b>	<b>98.7%</b>	<b>93.5%</b>	<b>22 Learners 84.4%</b>	<b>86.4%</b>	<b>73.7%</b>	<b>13 Learners 92.9%</b>	<b>100%</b>	<b>92.3%</b>
<b>National Benchmark</b>	<b>93.7%</b>	<b>98.5%</b>	<b>95.1%</b>						
<b>All</b>	<b>75.8%</b>	<b>84.8%</b>	<b>89.4%</b>	<b>75.9%</b>	<b>85.3%</b>	<b>88.9%</b>	<b>84%</b>	<b>92.6%</b>	<b>90.7%</b>

### Appendix 3. Achievement Data ASL SSA 14 Literacy & numeracy

2009 / 2010 – Learners 232			2009 / 2008 – Learners			2008 / 2007 Learners		
Success	Ret	Ach	Success	Ret	Ach	Success	Ret	Ach
88.8%	89.2%	99.5%						

### Achievement Data LR SSA 14 Literacy & numeracy

Retention, Achievement, Success FE Data									
	2009 / 2010			2009 / 2008			2008 / 2007		
Courses	Success	Ret	Ach	Success	Ret	Ach	Success	Ret	Ach
GCSE English	29 Learners 89.7%	89.7%	100%	22 Learners 81.8%	81.8%	100%	85 Learners		
National Benchmark	75%	84.2%	89.1%						
GCSE Maths	28 Learners 96.4%	96.4%	100%	32 Learners 78.1%	78.1%	100%	103 Learners 76.7%	77.7%	98.9%
Long	114 Learners 68.7%	75.4%	87.2%						
National Benchmark	77.8%	57.1%	89.5%						
Short	174 Learners 72.4%	83.4%	86.9%						
National Benchmark	81.8%	92.1%	88.8%						
V Short	12 Learners 91.7%	100%	91.7%						
National Benchmark	93.7%	98.5%	95.1%						
All	70.7%	81%	82.7%						

### Appendix 3. Achievement Data ASL SSA 15 Business

A

2009 / 2010 – Learners 307			2009 / 2008 – Learners 355			2008 / 2007 Learners 183		
Success	Ret	Ach	Success	Ret	Ach	Success	Ret	Ach
92.8%	97.4%	95.3%	87%	93.5%	93.1%	79.8%	85.8%	93%

### Achievement Data LR SSA 15 Business

B

Retention, Achievement, Success FE Data									
	2009 / 2010			2009 / 2008			2008 / 2007		
Courses	Success	Ret	Ach	Success	Ret	Ach	Success	Ret	Ach
Long	21 Learners 90.5%	90.%	100%	7 Learners 71.4%	71.4%	100%	39 Learners 76.9%	82.1%	93.8%
National Benchmark	77.8%	87%	89.5%						
Short	78.7%	90%	87.%	78.%	90.5%	86.%	78.7%	90%	87.4%
National Benchmark	81.5%	91.6%	89%						
All	79.8%	93.%	85.%	77.8%	90%	86.%	78.4%	88.8%	88.3%

### Achievement Data ER SSA 15 Business

	2009 / 2010			
Courses	Starts	Success	Ret	Ach
Apprentices	32	53.1%	62.5%	85%
Business and Administration	8	62.5%	73.3%	100%

**Appendix 3 . Achievement Data ASL SSA 14 Wider Family Learning**

<b>2009 / 2010 – Learners 872</b>			<b>2009 / 2008 – Learners 839</b>			<b>2008 / 2007 –Learners 155</b>		
<b>Success</b>	<b>Ret</b>	<b>Ach</b>	<b>Success</b>	<b>Ret</b>	<b>Ach</b>	<b>Success</b>	<b>Ret</b>	<b>Ach</b>
<b>97.1%</b>	<b>98.4%</b>	<b>98.7%</b>	<b>99.2%</b>	<b>99.2%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>