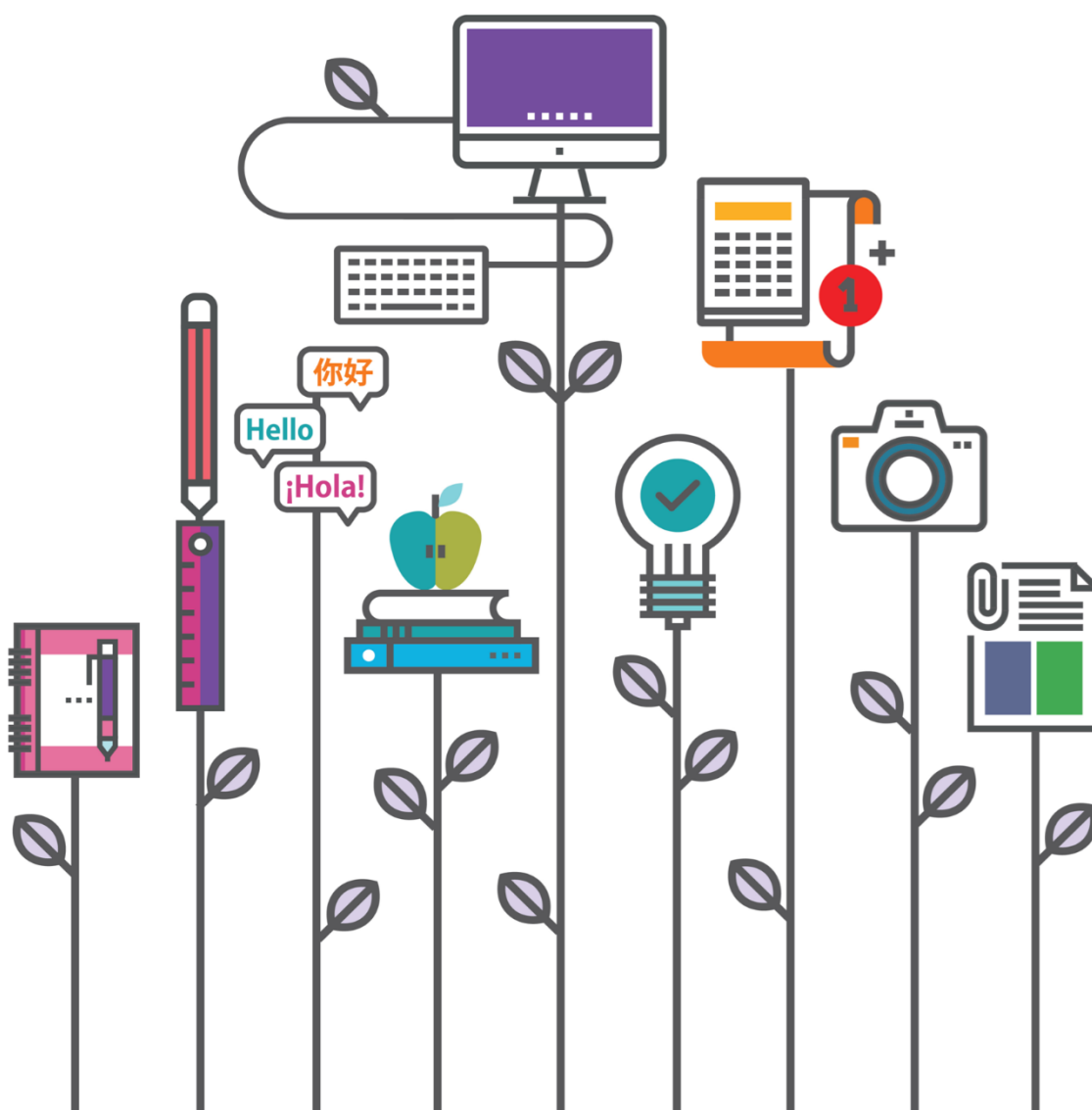




# Self-Assessment Report

## August 2016 – July 2017



Delivering for Croydon

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## Appendix 1: 2017/18 Quality Improvement Plan

# 1. Description of the service

## Summary of grades awarded

CIF Criteria	2014-15	2015-16	2016-17
Overall effectiveness	2	2	2
Effectiveness of leadership and management	2	2	2
Quality of teaching learning and assessment	2	2	2
Personal development, behaviour and wellbeing		2	2
Outcomes for learners	2	2	3

Croydon Adult Learning and Training, (CALAT), a local authority adult learning service provider, is one of the largest adult learning services in the country delivering a wide range of part time provision. CALAT is part of the Place Department, located within the Economic Growth division.

CALAT's aim is "We to enrich the lives of adults of all ages, abilities and backgrounds enabling them to reach their full potential through learning and education. We focus on supporting adults to achieve success in learning, improve their skills for employment, and contribute to their personal and family lives. Empowering learners is at the heart of everything CALAT does"

### Overview of provision:

In 2016-17, 576 part time courses were delivered (677 planned) to over 3,703 learners:

- 2600 Accredited
- 979 Community learning
- 102 Self-financing
- 22 Apprenticeships

There were 6480 enrolments (4936 Accredited and 1544 Community learning). 89% of learners on accredited courses were at Entry or Level 1.

### Centre profile:

Courses were offered in 3 main locations, children centres, schools and community venues to support access and reach new learners. Two centres are located in areas with high IMD to reach priority groups.

The percentage of enrolments in each centre for 2016/17 are as follows:

- Central Croydon: 45% (2918 enrolments)
- New Addington: 6% (396 enrolments)
- Strand House: 41% (2631 enrolments)

### Learner profile:

CALAT's learner profile data for 2016/17 academic year shows that 87% of learners on accredited courses and 53% of learners on Community Learning courses were from BAME backgrounds, compared with 45% of residents in Croydon being from BAME backgrounds.

Overall female learners made up 77% of learners with 28% of learners having a learning disability or difficulty.

62% of learners on accredited courses were claiming means tested benefits and enrolled on courses to enter the workplace or develop their careers and earning potential. 1110 of those learners were unemployed.

129 learners were allocated financial support towards the costs of their study via the discretionary learner support fund due to low incomes. 24% of all learners in 2016/17 were from areas of multiple deprivation.

### **Funding:**

Funding is mainly allocated from the Skills Funding Agency through the Adult Education Budget (AEB) for both accredited courses and Community Learning (CL) non-accredited provision including Family Learning. External funding comes from various sources including Croydon Council departments such as Public Health, as well as employers and is used to develop and deliver specific projects to meet local area need. In addition other projects or staff training is funded through the Local Authority (Working with Parents project, child-minding, workplace learning, Best Start). Learners pay tuition fees on all courses, unless eligible for fee remission or on a literacy or numeracy course.

### **Courses and accreditation:**

CALAT offers a range of vocational and employability courses which include accredited provision in Health and Social Care, Childcare, ICT, Photography, Languages, Wider Schools Workforce, Business, Accountancy, ESOL and English and maths. Accredited courses are also run for learners with learning difficulties or disabilities with the aim to enhance their independent living skills, as well as providing progression routes onto literacy and numeracy and employability programmes and ultimately into work. Courses are delivered from pre entry level to level 3 on the RQF framework, with most courses delivered below Level 2 and are aimed at preparing learners to either progress into higher qualification routes into FE colleges or University, Apprenticeship, into employment or increase their earning potential.

Accreditation offered includes Trinity (ESOL), City and Guilds, Open College (MFL), CACHE (Childcare and TA), ASDAN (LDD), Signature, OCR, NCFE, ABC and Ascentis.

In 2016-17, CALAT's apprenticeship delivery was primarily for adults and were directly delivered. The frameworks were delivered in Health and Social Care, Childcare, Wider School Workforce (Teaching assistants), Business Administration and Customer Service.

CALAT also has a successful Family Learning programme which works closely in partnership with Early Years, local schools, Libraries and children's centres to deliver learning to families in Croydon. Non accredited courses are also delivered in Creative Arts, Languages and ICT.

Training is delivered for employees both within the council and for external employers, in health and social care, childcare and wider schools workforce. 265 learners participated in learning in the workplace and in 2016/17 CALAT worked with 11 employers.

Effective advice and support was also given to adults with a range of disabilities, enabling them to access courses of their choice. Embedding of careers information advice and guidance has been implemented within course delivery and the cross CALAT Matrix accreditation was achieved in 2016/17.

### **Partnerships:**

CALAT has effective partnerships with statutory and voluntary agencies as well as other providers and community groups to increase participation, social inclusion and access to courses and to develop innovative joint projects. Partners include:

- Public Health
- Croydon Health Services NHS Trust
- Asylum Help
- Croydon refugee centre
- EFRA Early Years centre

- Write time
- Job Centre Plus

In 2016-17, these also included internal partnerships with other Council departments to develop provision or projects to reach new learners and work with families in 27 settings, including 7 Children's Centres, 2 nursery schools, 2 SEN schools, 1 Family Centre, 10 primary schools, 1 secondary schools and 3 libraries (Family Learning) and with staff through Wider School workforce, Early Years and Health and Social care work placements.

2 externally funded projects developed parents as volunteers to promote learning, early years language development and raise skills levels for both adults and children: the Early Chatter Matters and Small Steps into Work project and additional funding was given by public health to promote healthy lifestyles and improve the health of ESOL learners and their families.

Membership of external network groups including an effective peer review group, facilitates joint working, benchmarks quality indicators and supports curriculum development.

**Key:**

- Accredited courses is used to refer to classroom based qualifications courses.
- CL is used to refer to Community Learning non accredited courses.
- Enrolments indicate the number of leavers (as defined by SFA data)

## 2. Self-Assessment Executive Summary 2016/17

### CALAT SAR Grades 2016-17

<b>Overall effectiveness</b>	<b>2</b>	<b>Good</b>
Leadership and management	2	Good
Quality of provision	2	Good
Personal development, behaviour and welfare	2	Good
Outcomes for learners	3	Requires Improvement

### Improvements made since 2015/16

- Effective processes have been introduced to capture more robust destination data for all CALAT courses to evaluate the impact of learning outside of successfully completing the course.
- Engagement with an external specialist in Safeguarding and Prevent reviewed processes for keeping learners safe. The review measured the effectiveness of CALAT's anti-radicalisation strategy, embedding the principles of respect for others, individual liberty and democracy as well as referral links and arrangements for safeguarding vulnerable learners. Further improvements were implemented together with staff training, including the simplification of safeguarding and anti-radicalisation promotional materials to ensure all learners could easily understand and direct reporting of concerns to CALAT's designated safeguarding officer.
- Development and increased delivery of apprenticeships with partners in response to the reform of apprenticeship funding and levy charges to large employers.
- Increased numbers of learners on means tested benefits accessing training to improve their employability skills and earning potential (6% increase – 2016/17: 62% compared with 2015/16: 56%) as result of effective partnership work and curriculum planning targeted at the skills need and priority areas within Croydon.
- Effective planning and promotion of the curriculum offer led to a much lower cancellation rate of courses. In 2016/17 - 463 accredited courses were planned and 413 ran which presents a cancellation rate of 11% and is an improvement of 5% on 2015/16. For Community learning 214 courses were planned and 163 ran which represents a cancellation rate of 24% and is a 4% improvement on 2015/16.
- Implementation of the termly self-assessment review process enabled managers to identify strengths and areas of development within each term resulting in a more responsive approach to performance management.
- Further development of the governance advisory board extended membership to key officers within Croydon Council whose work enhances the challenge and rigour of the service performance whilst enriching its reach to residents in priority areas.
- A programme of training and development was implemented for all observers, which focussed on the improvement of evaluative judgement statements and grading's for OTLA. This has

resulted in more accurate tutor grading's and evaluative judgment statements that reflects the quality of delivery within the classroom.

- Development of sub regional ACL partnership groups preparing the service for the devolution of skills funding in 2019/20. The group initiated shared CPD opportunities as well a benchmarking of performance data and quality improvement of teaching learning and assessment.
- Refocussing of ALDD provision and initial assessment ensured that online diagnostics were introduced on all accredited programmes which enabled the mapping of progress against learner's entry points. Courses were redesigned focussing on learner progression within 3 categories:
  - Community learning to enrich learners lives and develop softer skills.
  - English and maths courses contextualised to develop E&M skills in a way that is meaningful to learners
  - Pathways to employment – vocational accredited courses to develop employability skills and provide pathways to employment, supported internships and Apprenticeships
- Cross CALAT PLP moderation and involvement of all managers in Learning Walks was implemented to promote standardisation and improve learning experiences throughout curriculum delivery.
- Achievement of the Matrix accreditation for careers information advice and guidance across the service, highlighted there is a real passion to help learners progress. Staff and learners evidenced that staff are interested in each and every individual learner and their needs. Help to progress while on course and at the end of the course was a strong message. Evidence of personal interest in learners with barriers, through to effective signposting to help learners onto the next stage their journey, were frequently identified.
- CALAT maintained its grade 2 "Good" rating from the Ofsted Inspection that took place in October 2016.

## Strengths

- Clear strategic direction aligned to local and national priorities is set by leaders and managers. Effective corporate accountability and challenge is in place and the future sustainability of provision is being planned through the rationalisation of provision around priority skills and funding areas.
- A highly committed, well-motivated, experienced and well trained curriculum staff team inspires learners to achieve and provides good support. An effective staff development programme addresses areas for improvement identified through performance management and quality improvement and shares best practice very well.
- CALAT undertakes a termly and annual, rigorous self-assessment reviews to evaluate and grade the quality of provision against national rates and local benchmarks which is moderated by a panel of internal and external moderators to confirm final grades and judgements. A robust quality improvement plan drives up improvements across the service and most actions last year were achieved.
- Feedback from learners is used well to improve quality and learners play an important role in developing provision. Partnerships, including links with JCP and internal partnerships are used highly effectively to support the unemployed, address priorities and increase participation and community engagement in priority areas.
- Curriculum planning is effective and responsive and aligns well to local and national priorities and the needs of learners and local communities, including employment needs. Good

progression pathways across the service enable learners to start at accessible entry points and progress onto L3.

- A very strong commitment to social cohesion and inclusion informs the planning and delivery of provision and there is excellent engagement and participation of learners from a range of ethnic, cultural and faith backgrounds (78% from BAME groups and 28% disabled). Equality and diversity is well embedded and promoted in course delivery.
- Support for learners who declared a disability, learning difficulty or health problem is excellent and achievement rates for those learners are above national benchmarks at 93% compared with 81% for Community learning and 85% on accredited programmes compared with 81%. Learners who received support for additional learning needs also achieved better on accredited courses than learners without additional learning needs by 4%.
- Learners on ICT, AAT accountancy and Business Administration course achievements were excellent and all well above the national averages (ICT CALAT: 94% - National average: 89%, AAT CALAT 91% - National average 71% Business admin lev 2 CALAT: 93% - National average: 70% Business Admin lev 1 CALAT: 97% - National average: 71%)
- Community learning achievement rates were maintained at 93% in 2016/17 and most learners from different groups achieved well.
- Learners progress well, most report that they enjoy learning and develop good employability, vocational and social skills which support employment and progression. Destination data is now being collected systematically across all CALAT provision and 31% (1101) of learners progressed to further training in CALAT in 2017-18 and 23% of learners have progressed into work or employment with a further 2% into self-employment. However the destination of 22% of learners is not known which a 2% improvement from 2015/16.
- The quality of teaching and learning is very good. 95% of observations are now graded good or better, 30% at grade 1. Knowledgeable, experienced highly committed and well trained tutors deliver high quality teaching and learning to learners who produce work of a high standard. Learners rate the quality of teaching and learning highly and most learners are well engaged in the learning process, are well motivated and participate fully in learning. OTLA reports indicate that a range of diverse teaching and learning methods are used well to develop learners' skills and lessons are well planned. Assessment is thorough and timely and good feedback is given so that learners know how to improve and make good progress. Very good support is provided so that learners are able to complete and achieve their learning goals well and learners are able to access high quality information, advice and guidance to support their progression. Most learners attend well (85%), are punctual and develop effective learning skills so that they become successful learners.
- Learners report that their confidence and learning skills have much improved as a result of attending the course and they are developing new skills and knowledge. Employability skills (including English and maths skills) are embedded in accredited course delivery and most learners are prepared with the transferable skills needed for work or further progression.
- Very robust and effective Safeguarding and Prevent procedure in place, 'managed by a knowledgeable and committed member of staff', staff know who to contact for both safeguarding and Prevent incidents:
  - 12 Safeguarding reports made: 2 referred to Safeguarding team, 2 Family Justice Centre and 2 referrals to doctors. (compared to 8 reports 2015/16)
- All staff have completed on-line Prevent training and are aware of reporting procedure. New staff have completed both on-line Prevent training and safeguarding training. Staff are confident and ensure the embedding of safeguarding and prevent is covered in the induction



with learners. Learners report feeling safe via verbal questionnaires during OTLA sessions and Learning Walks.

- Arrangements for safeguarding learners are good and are used effectively with clear policies in place to safeguard vulnerable adults and children. Respect for others and tolerance is embedded in course delivery and included in the learner contracts and induction. British values (including democracy and the rule of law) is embedded into all CALAT foundation provision (ESOL, English and maths and ALDD) and vocational courses.

### **Main Areas for Improvement for 2017-18**

- Overall achievement rates on accredited programmes dipped by 7% (2015/16 89% - 2016/17 82%) and are below the national average by 4%. This was largely due to poor retention rates on English and Maths courses and level 2 Diploma courses and overall ESOL pass rates which were below the national averages. Poor learner pass rates on ESOL courses were largely due to the change in examining board to Trinity from Cambridge. The dip in ESOL achievement is consistent with other providers across London who changed to the Trinity examining board. Trinity have changed their marking scheme for all examination from December 2017 in response to this issue.
- CALAT under achieved the ESFA funding allocation by £441,321.53 in 2016/17 with regard to Apprenticeships, accredited courses and Advanced learner loan bursaries. An accrual of funding from financial year 2016/17 to 2017/18 was undertaken as well as cost savings across the service to ensure a balanced 2017/18 financial year budget. Robust funding and income targets put in place for 2017/18 provision which will be monitored during 1-1 meetings, appraisals and all CALAT management meetings.
- There was a reduction in learners by 234 (2015/16 =2834 to 2016/17 = 2600) on accredited courses and 593 (2015/16 =1572 to 2016/17 = 979) on Community learning courses. The reduction in learner numbers relates directly to the underachievement of ESFA funding.
- Review and develop the curriculum, including apprenticeships, vocational learning and Community Learning, in line with funding and skills priorities, employment opportunities and funding reductions to ensure the sustainability of provision. Further develop provision at New Addington through new courses, engagement with the community and strengthened partnership work with Croydon Council programmes (Gateway, Croydon works, Best Start and the teaching school).
- ICT equipment and resources are out dated and are becoming irrelevant to prepare learners for the workplace. In 2017/18 there is a need to explore options for funding the upgrade of all ICT equipment and resources. This will enable the effective support and maintenance and enable ILT to be consistently used and learners' digital skills developed to aid their entry and development in the workplace.
- Work with business support to improve customer service and deliver high quality provision, and extend staffed reception opening hours to cover all evenings and Saturday morning during term time where courses are running.
- Ensure that PLPs are used well in all areas, sharing best practice to ensure sufficient and map the purpose for learning (including English maths and employability targets) are set and reviewed regularly.
- Improve outcomes for learners in English and maths to national rates by more closely monitoring retention and achievement, preparing learners well for accreditation and reviewing accreditation and course offer. Improve outcomes also on ESOL programmes, level 2 diploma courses in early years and Health and Social care as well as BSL to meet national averages.

- Continue to develop learners' English, maths and ICT skills across the curriculum.
- Ensure that learners are equipped with the skills they need for work and are well prepared for employment, ensuring employability skills are well embedded, IAG is good and links with employers are improved.
- Continue to improve processes to accurately track and record destination data and job outcomes systematically across the service.
- Develop and implement a Community learning destination survey which maps achievement of soft outcomes in terms of increasing confidence, improving health and wellbeing and reducing social isolation.
- Introduce on-line attendance across all CALAT sites to provide more dynamic data which will highlight any courses whereby attendance rates are a risk on a weekly basis. This will enable tutors and curriculum managers to plan interventions with learners to improve their attendance as well as the potential to achieve.
- Roll out new OTLA process which removes grading and focusses on the development of the tutor as well as improving quality of teaching, learning and assessment.

**To note: Please refer to Appendix 1 for the CALAT Quality Improvement Plan**

## 3. Self-assessment key judgements

### 3.1. Effectiveness of leadership and management - Good

#### Strengths

- Clear strategic direction aligned to local and national priorities is set by leaders and managers. Effective corporate accountability and challenge is in place and the future sustainability of provision is being planned through the rationalisation of provision around priority skills and funding areas
- Regular monitoring of key performance indicators and the services performance data dashboard by leaders and managers ensures that performance is evaluated and timely improvements are driven at every level. Although the use of data within curriculum areas needs further work to ensure it is analysed and used to plan interventions to address poor performance within the academic year.
- CALAT undertakes a termly and annual, rigorous self-assessment reviews to evaluate and grade the quality of provision against national rates and local benchmarks which is moderated by a panel of internal and external moderators to confirm final grades and judgements. A robust quality improvement plan drives up improvements across the service and most actions last year were achieved
- A very strong commitment to social cohesion and inclusion informs the planning and delivery of provision and there is excellent engagement and participation of learners from a range of ethnic, cultural and faith backgrounds (78% from BAME groups and 28% disabled). Equality and diversity is well embedded and promoted in course delivery
- Feedback from learners is used well to improve quality and learners play an important role in developing provision. 96.5% of learners stated that they would recommend the service to others in the FE Choices learner satisfaction survey.
- Partnerships, including links with JCP and internal partnerships are used highly effectively to support the unemployed, address priorities and increase participation and community engagement in priority areas.
- Good partnerships enable effective development of the curriculum to engage new learners, meet priorities and develop innovative provision with links into employment.
- Support for learners who declared a disability, learning difficulty or health problem is excellent and achievement rates for those learners are above national benchmarks at 93% compared with 81% for Community learning and 85% on accredited programmes compared with 81%. Learners who received support for additional learning needs also achieved better on accredited courses than learners without additional learning needs by 4%.
- CALAT maintained its grade 2 “Good” rating from the Ofsted Inspection that took place in October 2016

#### Improvements since 2015/16

- Further development of the governance advisory board extended membership to key officers within Croydon Council whose work enhances the challenge and rigour of the service performance whilst enriching its reach to residents in priority areas.
- Effective processes have been introduced to capture more robust destination data for all CALAT courses to evaluate the impact of learning outside of successfully completing the course

- Development and increased delivery of apprenticeships with partners in response to the reform of apprenticeship funding and levy charges to large employers
- Increased numbers of learners on means tested benefits accessing training to improve their employability skills and earning potential (6% increase – 2016/17: 62% compared with 2015/16: 56%) as result of effective partnership work and curriculum planning targeted at the skills need and priority areas within Croydon.
- Effective planning and promotion of the curriculum offer led to a much lower cancellation rate of courses. In 2016/17 - 463 accredited courses were planned and 413 ran which presents a cancellation rate of 11% and is an improvement of 5% on 2015/16. For Community learning 214 courses were planned and 163 ran which represents a cancellation rate of 24% and is a 4% improvement on 2015/16
- Implementation of the termly self-assessment review process enabled managers to identify strengths and areas of development within each term resulting in a more responsive approach to performance management
- Development of sub regional ACL partnership groups preparing the service for the devolution of skills funding in 2019/20. The group initiated shared CPD opportunities as well a benchmarking of performance data and quality improvement of teaching learning and assessment
- Achievement of the Matrix accreditation for careers information advice and guidance across the service, highlighted there is a real passion to help learners progress. Staff and learners evidenced that staff are interested in each and every individual learner and their needs. Help to progress while on course and at the end of the course was a strong message. Evidence of tailored support to learners with barriers, through to effective signposting to help learners onto the next stage their journey, were frequently identified.

## Areas for Improvement

- CALAT under achieved the ESFA funding allocation by £441,321.53 in 2016/17 with regard to Apprenticeships, accredited courses and Advanced learner loan bursaries. An accrual of funding from financial year 2016/17 to 2017/18 was undertaken as well creating efficiencies across the service to ensure a balanced 2017/18 financial year budget. Robust funding and income targets put in place for 2017/18 provision which will be monitored during 1-1 meetings, appraisals and all CALAT management meetings
- There was a reduction in learners by 234 (2015/16 =2834 to 2016/17 = 2600) on accredited courses and 593 (2015/16 =1572 to 2016/17 = 979) on Community learning courses. The reduction in learner numbers relates directly to the underachievement of ESFA funding. This has been identified as an area of improvement in the Quality Improvement Plan for the service.
- Review and develop the curriculum, including apprenticeships, vocational learning and Community Learning, in line with funding and skills priorities, employment opportunities and funding reductions to ensure the sustainability of provision. Further develop provision at New Addington through new courses, engagement with the community and strengthened partnership work with Croydon Council programmes (Gateway, Croydon works, Best Start and the teaching school).
- Governance advisory board members participate in learning walks on a termly basis and engage directly with learners asking a series of questions about their experience of CALAT on various themes. This has resulted in learners being able to use their voice to enhance the challenge and rigour provided by governance advisory board members and enhance decision making and planning of the service.
- ICT equipment and resources are out dated and are becoming irrelevant to prepare learners for the workplace. In 2017/18 there is a need to explore options for funding the upgrade of all ICT equipment and resources. This will enable the effective support and maintenance and

enable ILT to be consistently used and learners' digital skills developed to aid their entry and development in the workplace.

- Work with business support to improve customer service and deliver high quality provision, and extend staffed reception opening hours to cover all evenings and Saturday morning during term time where courses are running.
- Continue to improve processes to accurately track and record destination data and job outcomes systematically across the service. Develop and implement a Community learning destination survey which maps achievement of soft outcomes in terms of increasing confidence, improving health and wellbeing and reducing social isolation
- Introduce on-line attendance across all CALAT sites to provide more dynamic data which will highlight any courses whereby attendance rates are a risk on a weekly basis. This will enable tutors and curriculum managers to plan interventions with learners to improve their attendance as well as the potential to achieve.
- More work is required to develop the roles of governance advisory board members and in particular developing the partnership opportunities across council services to reach learners from who are most in need of provision to improve their health and wellbeing, increase their earning potential, gain employment and improve their social mobility.

### 3.1.1. Arrangements for Safeguarding

- CALAT meets all statutory and local authority requirements for the safeguarding of learners. CALAT has a single central record which is linked in with the local authority HR records and a clear disclosure and barring (DBS) policy which uses a risk assessment process and identifies all checkable posts.
- Very robust and effective Safeguarding and Prevent procedures are in place, 'managed by a knowledgeable and committed member of staff', staff know who to contact for both safeguarding and Prevent incidents:  
12 Safeguarding reports made: 2 referred to Safeguarding team, 2 Family Justice Centre and 2 referrals to doctors. (Compared to 8 reports 2015/16).
- All staff have completed on-line Prevent training and are aware of reporting procedure. New staff have completed both on-line Prevent training and safeguarding training. Staff are confident and ensure the embedding of safeguarding and prevent is covered in the induction with learners.
- Safeguarding and prevent issues are standing agenda items on all strategic and management meetings whereby all concerns and issues can be actioned and addressed. The reporting process is publicised in all classrooms and within the learner handbook, should learners feel they have something to report and prompt action is taken.
- Learners report feeling safe via verbal questionnaires during OTLA sessions and Learning Walks. Support for vulnerable learners at particular risk is highly effective resulting in productive safe learning environments which enables learners to achieve.
- Good health and safety policies and procedures are in place together with a robust risk assessment process, particularly relating to vulnerable learners or specialist course provision.

### Improvements since 2015/16

- Engagement with an external specialist in Safeguarding and Prevent reviewed processes for keeping learners safe. The review measured the effectiveness of CALAT's anti-radicalisation strategy, embedding the principles of respect for others, individual liberty and democracy as well as referral links and arrangements for safeguarding vulnerable learners. Further improvements were implemented together with staff training, including the simplification of

safeguarding and anti-radicalisation promotional materials to ensure all learners could easily understand and direct reporting of concerns to CALAT's designated safeguarding officer.

- Links were strengthened with Corydon council's MASH team and CALAT's designated safeguarding and prevent officer now attends the multi-disciplinary report and challenge group to ensure sharing of good practice and seamless procedures within the council teams.

## 3.2. Quality of teaching, learning and assessment – Good

### Strengths

- The quality of teaching and learning tutor profile is high at 95% of observations have been graded good or better, and 30% at grade 1. A robust observation process is linked with the capability procedure and targets support, as well as systematic action plans with tutors, particularly with tutors at grade 3 or below. Tutors who receive either requires improvement or inadequate grades receive highly intensive and timely monitoring and support to improve and are re-observed again during the year to check improvements.
- Paired observation across all areas standardise the quality of reports and grading, particularly in areas with high numbers of grade 1 reports. On-line recording and monitoring of OTLA outcomes, strengths and areas for improvement enables effective monitoring, sharing of good practice and action planning.
- The moderation group meets termly to monitor the quality of reports, ensure consistency of grading and feed back to observers to drive up improvements in observation assessments and report writing. A report from each tutor is moderated annually and in addition all grade 1 and grade 4 reports are moderated as well as any reports causing concern.
- In good and better sessions tutors set high standards for their learners and have good expertise in their specialist areas which supports learning so that good progress is made.
- In sessions where teaching is good or better, tutors plan learning well and learning is contextualised using a range strategies to meet the needs of the learners. Learners respond well to feedback, the support and direction of tutors about how to improve their skills in sessions. Tracking of learner assessments and PLP's are used well in better sessions to monitor progress and keep learners on target, which helps them achieve learning goals.
- Knowledgeable, experienced highly committed and well trained tutors deliver high quality teaching and learning to learners who produce work of a high standard. Learners rate the quality of teaching and learning highly and most learners are well engaged in the learning process, are well motivated and participate fully in learning
- Learners report that classes are enjoyable and stimulating and that they are both challenged and supported to achieve their learning goals. Learners also support each other well and there is good peer support.
- Observations of good or better sessions indicate that learning is well-paced, interactive and that learners are developing good employability, communication and English skills, which ensures they are well prepared for the workplace.
- Observation reports indicate that a range of diverse teaching and learning methods are used well to develop learners' skills and lessons are well planned. Assessment is thorough and timely and good feedback is given so that learners know how to improve and make good progress.
- Observation reports and learner feedback indicate that learners participate very well in courses and engage highly effectively in learning. Learners are very committed and keen to learn, progress and develop good independent learning skills through regularly set and marked homework, research tasks, projects and use of the VLE and the internet.

- In good or better sessions tutors demonstrate excellent teaching of practical skills and use excellent eliciting skills and assessment practices within learning activities that expand learners' thinking.
- Tutors foster an appreciation of equality and diversity throughout their practice resulting in equality and diversity being well embedded and promoted in course delivery. Tutors engage learners in a wide range of culturally diverse topics and activities which draw on the learner's experiences and contributions. This ensures that learning reflects a rich cultural diversity and most courses meet the needs of learners well.
- Very good support is provided so that learners are able to complete and achieve their learning goals well and learners are able to access high quality information, advice and guidance to support their progression. Most learners attend well (85%), are punctual and develop effective learning skills so that they become successful learners.

### **Improvements since 2015/16**

- A programme of training and development was implemented for all observers, which focussed on the improvement of evaluative judgement statements and grading's for OTLA. This has resulted in more accurate tutor grading's and evaluative judgment statements that reflects the quality of delivery within the classroom.
- Cross CALAT PLP moderation and involvement of all managers in Learning Walks was implemented to promote standardisation and improve learning experiences throughout curriculum delivery.
- A focussed programme of training and development for tutors was rolled out to improve the setting of objectives and to fully embed the learner's purpose for learning in setting medium and long term goals. The development of targets which relate to job\career planning needs to be embedded in PLP's for all learners who are on work related benefits and are engaging in learning to enter the workplace, as well as those learners who need to improve their earning potential. Although PLP moderation and observation reports have recorded significant improvements, more work is required to ensure a consistent approach across the service.

### **Areas for Improvement**

- More work needs to be done to ensure that PLPs are used well in all areas, sharing best practice and map the purpose for learning. Some PLPs and group profiles do not focus enough on identifying learners' individual reasons for joining the course and how they could use their learning to meet medium- or long-term goals.
- More work is required to continue to develop learners' English, maths and ICT skills across the curriculum. Some teaching focuses on completing packs, worksheets, qualifications and not on developing and checking learners' skills and understanding.
- In some sessions coaching and support does not encourage learners to work out for themselves what they needed to do to complete a task.
- Further work needs to be done to fully embed the learner's purpose for learning in setting medium and long term goals. The development of targets which relate to job\career planning needs to be embedded in PLP's for all learners who are on work related benefits and are engaging in learning to enter the workplace, as well as those learners who need to improve their earning potential.
- Roll out new OTLA process which removes grading and focusses on the development of the tutor as well as improving quality of teaching, learning and assessment.

### 3.3. Personal development, behaviour and wellbeing – Good

#### Strengths

- The promotion of British values is well embedded into course delivery and visible in teaching and learning documentation ensuring that respect for all learners is actively promoted. Learner contracts, ground rules and the code of conduct also include respect for others, freedom of speech and appropriate behaviour. ALDD learners have been given support to resolve disagreements leading to a reduction in disruptive behaviour and stronger friendship bonds.
- Learners improve their understanding of their rights and responsibilities and develop skills that enhance their lives and their contribution and integration into the wider community. Embedded citizenship work in ESOL classes promotes learning about British culture and life including the principles of democracy, the rule of law and their own rights and responsibilities. ALDD learners develop a greater awareness of rights and responsibilities as part of their learning programmes.
- Learners positively engage with learning to increase their confidence and self-esteem as well as developing their personal and social skills through interactive, collaborative learning and effective peer support.
- Learners report that their confidence and learning skills have much improved as a result of attending the course and they are developing new skills and knowledge. Employability skills (including English and maths skills) are embedded in accredited course delivery and most learners are prepared with the transferable skills needed for work or further progression.
- A good enrichment programme in many areas offers learner's opportunities to develop soft skills, experience professional practice, engage with the community and consolidate learning. These include visits, social events, trips and participation in community events which enable learners to demonstrate skills gained in classes and relate to how they are valuable in the world of work and their wider communities.
- Learners report that they feel well supported and this allows them to participate well and achieve their learning goals. Support staff are experienced and provide effective timely support. Learner support assistants and volunteers offer effective support for learners with disabilities resulting in 85% achievement rate on accredited courses and 93% achievement rate on community learning courses. Learners who received support for additional learning needs also achieved better on accredited courses than learners without additional learning needs by 4%.
- Learner's personal development, study skills and reflective practice are embedded in many courses enabling learners to develop as individuals alongside the achievement of qualifications. Learners in many classes form social networks and friendship groups which meet outside the class and benefit their families and local communities.
- Learners take pride in their work and in their achievements. Learners in creative arts and ALDD exhibit a range of high quality work in different media at both internal and external venues including galleries and external agencies. Learners' work in other areas is prominently displayed, for example, in ESOL learners express how learning has made a difference to their lives, their families and their communities and examples are displayed in classrooms and throughout the centres.
- An ethos of volunteering is promoted within the service. Some learners take part in volunteering in their community and CALAT also runs volunteer courses which some learners join. ALDD learners are volunteering or doing work experience in the community so that they are able to become more independent in their daily lives: learner reps represent the views of ALDD learners and support them personally to integrate learning with their lives and 12 have volunteer jobs in the community. 2 externally funded projects promote and develop



volunteering: the Early Chatter Matters project which supports children's language development and the Small Steps into Work project which supports parents into employment.

### **Improvements since 2015/16**

- A programme of courses across the curriculum areas were delivered July, which enabled learners to continue with their learning and prepare for the next steps, whether it be into a course at the next level or onto employment pathways and making the transition from skills for life programmes into vocational learning.

### **Areas for Improvement**

- More work is required to ensure that learners are equipped with the skills they need for work and are well prepared for employment, ensuring employability skills are well embedded, IAG is good and links with employers are improved.

## **3.4. Outcomes for learners – Requires improvement**

### **Strengths**

- Overall achievement rates for BAME groups is 83% for learners on accredited programmes, meeting the national rate and slightly lower than other learners (not classified as BAME) and 90% for learners on non-accredited community learning programmes.
- Achievement rates for learners with disabilities are excellent at 92% on both Community Learning courses and on ASB courses, above the national rate by 12% and 7% above the CALAT achievement rate for non-disabled learners.
- RARPAP is well embedded on most courses and provides an effective framework for learning. In most courses it is used well to set challenging targets, monitor progress and record achievement. Outcomes for learners on Community Learning courses continue to be good with an overall achievement rate of 93% and the majority of learners commenting on the wider benefits of their learning such as increased confidence, increased social integration and reduced loneliness/isolation.
- The standard of learners' work is good and in many cases exceeds awarding body and employers requirements, evidenced through EV and IV reports, exhibitions, displays, OTL's and learning walks. Feedback from employers where learners are on work placement states that the skills and professional practice learners gain is of a high standard and courses prepare learners well for the workplace.
- Good progression pathways exist across programmes within CALAT from accessible entry points which enable the lowest skilled to access provision: 90% enrolments on accredited programmes are at Entry or Level 1 and the majority of these learners then progress to higher levels both within and outside CALAT.
- Learners are making good progress and developing their skills well to support them into employment or further training. Destination data is collected for all learners on accredited programmes 67% of CALAT learners progressed onto other courses to advance their level of learning within CALAT during 16-17. At the end of the academic year 10% (315) of learners on accredited courses went on to full time employment, 4% (114) went onto part time employment (less than 16 hours per week) and 2% (75) went on to self-employment and 38% into education with another provider. A further 1% (15) of learners went into voluntary work.
- ICT accredited programmes learner achievements are excellent and have exceeded those in 2015/16 by 4% and is at 94% and are above the national average by 4% (89%)

- Learners on Business administration courses achieve well. In 2016/17 level 2 achievement was at 93% compared with the national average of 70% and level 1 courses achieved 97% in 2016/17 compared with the national average of 73%.
- Learners on the new AAT courses achieved significantly well. AAT Award in Bookkeeping Level 1 and AAT Computerised Accounts Level 1 achievement was 91% compared with the national average of 71%.
- Excellent achievement levels in Trinity exams, in spite of a challenging new rubric and marking scheme: the overall achievement of ESOL learners is 80% compared to the national 79%. The recognised external qualifications will help with employability and/or enable them to enrol on a training course to further their job prospects.
- In 16/17 retention rates for ESOL learners were maintained at 94% which is above the national average of 93%
- Creative arts offers a Dynamic and responsive programme which seeks to address and meet the diverse needs of Croydon. A range of courses are now offered in the North of the Borough including accredited course at New Addington which has resulted in the learner profile now reflective of the demographic profile of Croydon.

### **Improvements since 2015/16**

- Destination data is now being collected systematically across all CALAT provision and 31% (1101) of learners progressed to further training in CALAT in 2017-18 and 23% of learners have progressed into work or employment with a further 2% into self-employment. However the destination of 22% of learners is not known which a 2% improvement from 2015/16.
- Achievement on functional skills maths programmes were at 55% which is above the national average of 52%. Although the national average has declined from 65% in 2015/16 to 52% in 2016/17 as a result of the more challenging specifications at levels 1 & 2. Our achievement has been impacted in the same way, although achievement has increased since 2015/16.
- Achievement English level 2 functional skills programmes increased by 16% to 51% in 2016/17 compared with 2015/16 achievement of 35%. Although this is below the national average of 54%.
- GCSE Maths achievement at grade 9-4 was at 61% which was an 8% increase from 2015/16 A\*-C grades at 53%. Although this was below the national average of 69% and is significantly higher than the percentage achieving grades 9-4 in the post-16 sector taking a resit exam at 34%.
- The AAT suite of Level 1 qualifications were introduced to replace the OCR suite of qualifications which continually fell below the pass and achievement rates. The 4 courses have been extremely successful with above average results in both achievement and pass rates.
- Achievement rates on British Sign Languages courses were much improved in 2016/17 at 58% which increased by 20% from 2015/16 (38%).
- Outstanding achievement in level 3 Health and social care and Early Years courses at 100% for 2016/17 which was maintained for level 3 Health and Social Care and increased by 3% for the level 3 Early years courses since 2015/16. These are significantly above the national averages.

### **Areas for Improvement**

- Overall achievement rates on accredited programmes dipped by 7% (2015/16 89% - 2016/17 82%) and are below the national average by 4%. This was largely due to poor retention rates on English and Maths courses and level 2 Diploma courses and overall ESOL pass rates which were below the national averages. Poor learner pass rates on ESOL courses were largely due to the change in examining board to Trinity from Cambridge. The dip in ESOL achievement is

consistent with other providers across London who changed to the Trinity examining board. Trinity have changed their marking scheme for all examination from December 2017 in response to this issue.

- Retention requires improvement within English and Maths programmes at 81% which fell by 7% compared to the previous year and is 9% below the national average. Pass rates also need to improve within the English and maths programme, although they were above the national average at 72%. In 2016/17 the 78% pass rate was 6% below the 2015/16 pass rate of 84%.
- Achievement and retention rates on ALDD programmes dipped 2% from 2015/16 (98%) to 2016/17 (96%) although meeting the national average. This was largely due to the refocussing of programmes designed to map progression for learners with learning difficulties and disabilities and courses were categorised as:
  - Community learning courses to enrich learners lives and develop softer skills
  - English and maths courses contextualised to develop E&M skills in a way that is meaningful to learners
  - Pathways to employment – accreditation courses with English or maths
  - Craft Club providing drop-in provision for learners who enjoy doing craft activities as part of a group but for whom formalised learning is inappropriate
  - The collection and analysis of destination data requires improvements as currently is only collected for learners on accredited programmes. Plans for 2017/18 will include destination data on non-accredited community learning programmes, Apprenticeships as well as those accessing Advanced Learner loans.
- Improve outcomes for learners in English and maths to national rates by more closely monitoring retention and achievement, preparing learners well for accreditation and reviewing accreditation and course offer. Improve outcomes also on ESOL programmes, level 2 diploma courses in early years and Health and Social care as well as BSL to meet national averages.

## 4. Areas of learning

### 4.1. SA 1 Health & Social Care and Early Years

#### Key strengths

Learners achieve well on courses within the Health and Social Care and Early years curriculum area;

- L1 achievement is outstanding at 96.9% well above the national average (89%)
- L3 achievement is outstanding at 100% well above the national average.
- L2 Early Years achievement is outstanding at 100% for courses starting in 2016/17

Learners progression into employment or further learning is outstanding;

- 50% of L1 Health and Social Care learners gained voluntary or paid employment by the end of the course.
- Employers visit the course and learners attend local CARE Jobfairs focussing all learners on finding work, and the support given by the tutor facilitates their progression.
- 53% of L1 Early Years learners progressed onto L2 Early Years training.

Health and Social Care Level 2 & Level 3 and Early Years level 3 provision effectively prepares learners for their next steps in order to gain employment and improve their earning potential;

- L2 Health and Social Care: 2 learners were promoted with improved pay ,one learner was promoted to activity coordinator, one learner was made team leader, one learner opened her own care agency
- L3 Health and Social Care Learners awarded more hours and better pay, 2 gained promotion
- L3 Early Years Learners gain promotion and more rewarding job roles in EY:
  - one learner was made room supervisor
  - one learner was promoted to SENCO
  - one learner gained a LSA role
- Teaching and learning is good and lessons are interactive and collaborative. Learners develop good employability skills and interpersonal skills alongside their EY and HSC learning. Scaffolding of learning is good and enables all learners to make good progress.
- Tutors and assessors have substantial industry experience, and are highly committed to the development of workplace skills and attitudes. Support for individual learners is personalised and highly effective. Learners reported that they enjoy their course and feel confident in the timely advice and guidance from their tutor assessor.
- Learners that are economically inactive developed improved skills and strategies to work effectively with others in a group setting to enable development of employability skills, learners also develop a greater awareness of cultural diversity and promotes good social cohesion.
- Teaching methods on the majority of courses are collaborative and fully exploit available ICT to involve all learners and engender a sense of community and responsibility to include all learners.
- Group WhatsApp was created to share progress on finding work, sharing research and homework, keeping all learners involved and looking forward to meeting up for their next session.

#### Improvements since 2015/16

- Higher expectations of learners and increased tracking has resulted in improved punctuality on all courses.

- All learners now produce word processed assignments ensuring they have good ICT skills to progress in all areas of their lives.
- Effective partnerships are in place which resulted in an increase of visiting speakers and enrichment activities for Health and Social Care courses and Level 1 Early Years. This proved extremely successful in preparing learners for the work place and gaining sustained employment
  - Visits to Level 1 Health and Social Care were Aim for Work, Shaw Trust, Caring Support ,MIND in Croydon , and British Red Cross –resulting in all learners getting into either voluntary work or paid
  - Visit to Thornton Heath Early Years Centre was enhanced by the development and use of a reflective worksheet to record aspects of the visit regarding staff – child interaction, health and safety, and reflections on how the children were learning through Play
- Revised Pre course information for learners across HSC and EY was revised and improved and now enables learners to make a more informed decision on training pathways
- PLPs revised to ensure that they are now learner led documents which reflect the short, medium and long term goals enabling learners to track their own progress with their tutor/assessor
  - Revised PLP for Child-minding with a checklist for exit and registration and group goals added
  - Improved PLP for Level 3 Early Years Educator for apprentices with specific goals added mapped to the learners overall purpose for learning
  - Level 2 Early Years group goals added to facilitate collaborative learning
- Teaching and learning resources for HSC and EY have been standardised, ensuring they are up to date, relevant and pitched at the correct level.
  - Case studies are up to date and reflect the diversity of learners' work roles.

### **Areas for improvement**

- Improve attendance on Level 2 & Level 3 Health and Social Care to the CALAT target of 85%
- Increase the retention and achievement rates on Health and Social care level 3 courses
  - 2016/17 = 75% achievement (Nat. Av. 80.5%)
  - 2016/17=75% retention (Nat. Av. 82.2%)
- Some teachers' expectation of learners are not sufficiently high and needs to focus on excellence in the workplace to improve in the following areas:
  - Attendance and punctuality monitoring
  - Lesson planning
- Further work is required to develop learner's digital skills on Early Years and Health and Social care courses by consolidating the use of e-portfolios via a web based platform.

## 4.2. SA 6 Information and Communication Technology

### Key strengths

- Learners are achieving well (meeting or above national achievements percentages) and gaining recognised qualifications that will help to enrich their lives by enabling them to use digital technology in their day to day life and start the journey into employment. The change in outcomes can be seen below comparing 15/16 data:
  - OCR level 2, an increased by 3.5% in passes from 91% to 94.5% (*standardisation of this qualification has been tightened up*)
  - OCR level 1, a small increase by 1.2% in passes from 92.6% to 93.8%
  - OCR Entry Award an increase of 4% in passes from 91% to 97.8% (*standardisation of this qualification has been tightened up*)
  - Pre Entry percentages have increased from 97 % to 100%
- Achievements for learners from BAME backgrounds is 93% which is above the national average of 88%. Pass rates of 97% are also above the national average of 89% - 24% of learners are white British and 76% of learners are from BAME backgrounds.
- Learner support is excellent within the ICT curriculum. 98 learners declared a disability (25%) and achieved well above the national average at 90% compared to 82%.
- Learners enjoy learning ICT with CALAT attend well and find courses on offer are meaningful and relevant to their needs. 98% of learners rated their learning as good or above which is slightly above the CALAT target of 95%. Learners felt supported and taught relevant skills to help them find employment or use in their daily lives. Through questioning in observations learners liked the pace of classes, the range of teaching methods (one to one, group work, net support delivery and interactive board).
  - Evaluations from good to very good have increased by 5% from 93% to 98%
  - Attendance has been maintained and is above the CALAT target (85%) by 8%
  - A high percentage of learners will recommend CALAT to friends and family
- Good supportive tutors who understand their learners' needs and reflect this in their delivery and support of ICT classes which then enables learners to increase confidence, interpersonal skills and ICT skills that are relevant and useful.
- 7 tutors have been observed and good tutor files are now in place, with PLP's being used in all ICT classes, which is owned by the learner and is used weekly to feedback and deepen understanding. Learner participation and more engaged learning is now taking place:
  - Two tutors have improved their grade after a re-observation
- A good ICT provision that is responding to the needs of Croydon residents and JCP. Course offered are current and meaningful and give learners an excellent progression route with recognised qualifications.
- Good monitoring of attendance and data to ensure that learners are being offered the appropriate learning and changes can then be quickly made if needed. (91%)
- Good links are being established with individual JCP advisors at different JCP Centres to help develop and promote professional links and therefore increase number of referrals.
- Cross curriculum work has been established with ESOL and continuing with the Business curriculum area to help with learner numbers and offer appropriate course at times these learners can attend.
- Connections have been made with the following external partners, Crystal Palace Foundation and Reed Partnership with a small number of learners attending in the summer term.
- Cross curriculum work with Family Learning has been established so that funding can be claimed on the OCR Entry qualification can be run by this department. The ICT department

will moderate the work and help to promote courses to hopefully encourage enrolments at the Addington Centre and to establish a progression on to a level 1 in 17/18 academic year.

## **Improvements since 2015/16**

- Pass rates for level 2 iTQ have increased by 2.8% from 91.4% to 94.2%, target set by CALAT was 95%. This outcome is now above the national average of 93.1%. Feedback from the OCR EV reports have been fed back to tutors and all improvements implemented upon before the next submission
- There has been improvements made all round in the department so that learners are benefiting from a more engaged and motivated learning environment. Tutors are planning better, keeping up to date records and looking for more dynamic methods of delivery which involves the learners in different ways; as a group, in pairs and singularly (what was seen in the previous year's observations was satisfactory paper work, learners working on their own for most of their learning or being led by the tutor for the majority of the time). This is no longer the case.
- Good relationships with the JCP are being developed, communication is done via email and discussion about relevant clients are dealt with in a timely manner. It is hoped overtime this will increase numbers of referrals.
- Cross curricular work with ESOL and any other departments to increase learner numbers.
- The open access session has been successful at Strand House and is attended by mixed users from other areas as well as ICT. The support that is in place and access to computer is beneficial to all learners.
- A large proportion of learners have varying health/mental health difficulties and not been in education or employment for some time. Therefore very good support is needed to make sure that they attend regularly and take part in the learning environment. As a result of very good support from tutors and managers, learners do attend, make progress and enjoy their learning. Efforts are made to work with the Learners Support department to ensure that learners who declare difficulties are assessed and offered support if necessary.
- Learners from all ethnic groups are achieving well meeting the national averages or above (76% of learners).
- All courses are employment related and the level 1 and level 2 iTQ match what is required by most employment agencies through their diagnostic assessment. Many learners are starting out on their journey to find employment but learners are being helped to move on to develop and gain employment, part time, full time, into further training or being self-employed.
- All learners work in a safe and secure environment and online safety and safe guarding/prevent are emphasised on all courses. PLP packs have information to sign to confirm that the learner has understood these policies or where further information can be got.
- Use of PLP's have been developed so that the learner has more ownership of it, it is used weekly or each session and gives both the learner and tutor a way of feeding back to each other on progress
- 154 (44%) learners moved on to develop themselves or gain employment, 194 (56%) learners are still unemployed and have not gained an outcome after completing a course.

## **Areas for improvement**

- Further improve the OTLA grade profile by providing support to develop tutors skills so that they progress and deliver the best sessions to enable exciting learning to take place
- The number of enrolments has reduced by 12.5% from 444 learners in 15/16 to 389 learners in 16/17. Total funding achieved from Pro achieve for 16/17 is £167,273.00 compared to £170,783.00 in 15/16. This is a 2% decrease in funding.

### 4.3. SA 9 & 3 Creative Arts

#### Key strengths

- Learners achievement is excellent and well above the national average on Creative Arts classes
  - 95.4% achievement on CL courses
  - 75% achievement on Accredited classes (national average of 65.8%)
- Challenging targets are set by Tutors and Learners enjoy their learning. Learners acquire qualifications, skills and knowledge that meet local and national skills shortages within the creative industries.
- Creative Arts Courses address the needs of a diverse range of learners of the whole of Croydon
  - 154 learners were from BAME background (30%)
  - Achievement rates for learners from BAME backgrounds were 94.6%, compared with the national average 83%
  - There were 31 learners with disabilities and their achievement rates were 87% against the national average of 81%
  - There were 433 female learners; which is 86% of the overall Creative Arts learner cohort. The achievement rates of female learners were at 94.6% against the national average of 83.9%
- Learners value and enjoy their learning on Creative Arts courses and report that they are able to use what they have learnt in their community. One learner commented that they used their newly developed art skills in their job as an SEN teacher using colour contrast and techniques to assist learners in their options projects.
- Learners take pride in their achievements and benefit from the opportunity to displaying their work on centrally located noticeboards at CALAT centres and via the annual Summer Art exhibition. The exhibition received excellent feedback about the standard of work from all those that visited the show.
- Learners comment on the high quality of feedback they receive through Observations and course evaluations, they state that they greatly value tutor support and advice.
- Highly skilled specialist tutors use their skills and expertise to plan and deliver teaching, learning, assessment and support to meet each learner's needs.
- Schemes of work offer differentiation to stretch and challenge individual learners abilities. Tutors have high expectation of learners. Practical techniques and skills are taught that lead to further learning and progression either in terms of self-employment or higher level of learning and self-development
- Progress is monitored through a robust application of RARPAP. Targets are set and learning is differentiated with outcomes responding to learners own aims and objectives from initial assessment.
- Learners understand how to improve as a result of frequent, detailed and accurate feedback from staff following assessment of learning.
- Technology is increasingly used in many classes to promote and support learning. There is effective use of technology in all classes. Learners in both ASB and CL classes, have set up their own on-line learning communities using Flickr, Facebook and e-mail groups. Some tutors are using google doc photographic and/or video records of progress as part of the RARPAP process. Students are encouraged to use Moodle extensively and interactive ICT in Art history as well as developing literacy skills through note talking, discussion and presentation.



## **Improvements since 2015/16**

- Learner achievements for 2016/17 have improved by 11% - 75% compared with 66% since 2015/16
- Tutors use of RARAP has improved so that the standard of tracking and reporting learner progression and achievement is more consistent across the Creative art provision
- The effective and meaningful use of ILT to support learning in sessions has greatly improved. Tutors have been supported to develop their digital skills and this has been evidenced in outcomes from learning walks and OTLA reports.

## **Areas for improvement**

- Increase opportunities for learners to give feedback through learner panel meetings or online surveys
- Increase opportunities to display learner work and achievements within the wider creative arts curriculum.
- Further development of RARPAP and PLP objective setting is required so that tutors are consistently addressing the learners overall purpose for learning as well as their evolving needs.
- Develop meaningful partnerships within local Arts community groups to further diversify the learner profile and enhance the curriculum offer. Strengthened partnership with Croydon's culture department is required so that CALAT can be involved in the enhancement of creative industries throughout Croydon.
- Improve the tracking and follow up of learner absences and attendance on non-accredited community learning courses.

## 4.4. SA 12 Modern Foreign Languages & BSL

### Key strengths

- Students and health professionals regard languages courses as a way of increasing confidence, making positive contribution in society. An increased numbers of students with declared disability/learning difficulty or health problem (42% increase) enrolled on language courses in 2016/17(41 students in 15/16- 71 in 16/17), due to the accessibility of Central Croydon for students from all parts of the borough.
- The achievement rate for students with disability, health problems or learning difficulties is good and well over the national average at 83.1%. Completing and achieving the course improves students' self- esteem and confidence and encourages students to progress to further learning – close working and liaising with learner support department and providing information to tutors and support for learners.
- Learners highly value learning within the Modern foreign language curriculum area, with the majority rating their courses at good or excellent:
  - 81% (total sample 569) learners graded their language course is excellent. Students made comments on excellent teaching with a variety of tasks and use of the Internet and technology in classroom and website and links for homework to develop and support independent learning.
  - According to the Learner Satisfaction Survey 16-17 87% of the correspondents were very satisfied with the teaching on their course and giving an average score of 9 out of 10.
  - 100% of the respondents were very satisfied with the support given on the course with an average score of 9.5
- There is good development of literacy and employability skills through class practice and extra curriculum activities. Completion of portfolio demonstrates the progress made by students and the development of organisational skills. Students from the Portuguese Upper Intermediate class practised their new acquired skills in real life situations and developed their confidence in speaking in another language. During observations it was noted a constant reference to the English grammar and spelling. Students also learned about other cultures and customs widening their horizon and promoting tolerance and cultural integration.
- Tutors are highly motivated and committed, resulting in good teaching and learning:
  - 85% of OLT have been judged good, 15% judged outstanding. 77% MFL/BSL trained to DTTLs or equivalent. Learners are supported in class and outside the classroom. Good use of target language in classes. Teachers are experienced and well qualified EVs' comments from Summer EV reports:
    - "All learners were given sufficient opportunities to achieve plus the tutor stretched the learners and the sample contained a good variety of vocabulary".
    - Excellent assessment and guidance ensured that learners were able to achieve their goals
    - Students are assessed during the first lesson and advised on the most suitable level for their own needs. Initial assessment is recorded and informs planning and delivery. Standardisation process at E3 level made the formal assessment of learners robust and consistent. The EVs made comments on "Good and sound organisation of work and assessment". "On the whole, the learners meet the level quite well, with a conspicuously better than average knowledge of German word order. Errors tend to be the result of over-ambition, rather than any inability to perform at Level 1. The assessor provides suitable feedback".
    - Student comments: "My work is regularly assessed and I have valuable feedback from the tutor."
    - EV's comments on learning and assessments continue to be positive in term 3:

- “IM comments were motivational, developmental and demonstrated that the delivery of the course was learner centred.”
- Highly effective support for staff is delivered by effective monitoring of enrolments, retention and achievements through regular communication, team meetings and 1:1 review meetings to ensure tutors maintain their CPD; putting in changes as requested to documentation or course delivery within the classroom. Constant and prompt support for staff in person and by email. Excellent communication and collaboration with curriculum and support staff. Effective monitoring of teaching staff and assessments have resulted in some excellent EV reports.
  - Additional support given to a specific tutor during the year resulted in an improved achievement from 37% (CTL447-16) in term 1 to 78% (CTL488-16) in term 3
- Language courses effectively embed both English and maths as a natural part of language learning. The study of other languages’ grammar structures enables the reinforcement of the English grammar skills. Maths skills are practised while learning about numbers, dates, weights and measurements, percentages and statistics in the target language
- Partnerships with health professionals work well to refer learners with health issues to courses as a way of building confidence and self-assurance and feel part of society. 82% of students who have declared a disability or learning difficulty or health problem and 100% achieved.
- Safe and supportive learning environment ensure students feel safe and support each other. All students are made aware of Safeguarding procedures at inductions; students read and sign a summary of all CALAT policies and procedures; learners soon form a cohesive group and actively develop concerns for the well-being and health of their fellow students. Evidence gathered during OLTs of students supporting classmates with learning difficulties help them to progress and achieve and create social network.

### **Improvements since 2015/16**

- The overall achievement for MFL at 88% has improved since 2015/16. The overall improvement is due to an overall improved retention of learners. Some accredited courses have 100% achievement, retention and pass rate, thanks to teachers setting clear expectations from the start. New course structure tried out in terms 2 and 3 resulted in outstanding retention and achievement rates at beginners’ level (100%).

### **Areas for improvement**

- Although improved from 2015/16 achievement on accredited courses is still below National average at 79%. However achievement rate for accredited modern foreign languages courses (81%) is very close to the national average. BSL achievement rate at 58% is still very disappointing despite some improvements being made. Requested exam feedback from Signature and passed on to the BSL tutor to use in order to inform learning, teaching and assessments. Tutor is now clearer on the Signature assessment criteria. IAG sessions organised for the Academic Year 17/18
- Differentiation requires improvement across the curriculum area. The CALAT wide Learning Walks have highlighted the inconsistency in the planning and use of differentiation in Modern Foreign Languages classes
- Attendance requires improvement and was 82% in 2016/17, slightly below CALAT target. Further developments are required to monitor attendance closely more than twice a term. Tutors will be required to keep in contact with learners, send homework and handouts by email.
- Increase the use of ILT in modern foreign languages courses in order to encourage learners to use their own devices and self-direct learning using digital skill outside of the classroom.

## 4.5. SA 13 Education and Training

### (Wider school workforce and Assessor Training)

#### Key strengths

- Excellent learner motivation - learners are committed to completing the course and achieving their qualification
- Outstanding achievement has been maintained over 7 years at 91%, 4% above national rates.
- Retention rates are excellent at 92 % which is above the national base rate, and attendance rates are excellent at 91% which is 8% higher than the CALAT target.
- Achievement is excellent for learners with a learning difficulties/disabilities at 100%. This is due to effective support and collaboration with other departments
- Excellent standard of learners work – the quality and standard of learners’ work is very high and, for the more confident learner, consistently exceeds the requirements of the qualification as they develop their research skills and their ability to think and work independently. Learning is holistic enabling learners to develop their self-confidence and self-esteem and overcome personal barriers to learning and believe in their ability to achieve success.
- Excellent progression into employment – learners, mostly economically inactive adults, develop excellent vocational and employability skills, this includes functional skills. Learners feedback that volunteering in schools has been an invaluable experience where they have been able to relate theory to practise and apply skills and knowledge gained during the course – including providing effective support to aid children’s social, emotional and cognitive development
  - Progression into paid employment:
    - 2 Entry 3 Prep learners = 11% (this is a high %). Learners undertake this general employability skills qualification as a prelude to starting the Level 2 qualification.
    - 33 Level 2 SWC learners = 56%
    - 5 Level 2 STL learners = 55%
    - 3 level 3 STL learners = 42%
- Teaching, learning and assessment are consistently excellent.
  - All staff observed are grade 2 and above. Teachers actively promote a culture of success they have extremely high expectations of learners, inspiring and encouraging learners to aim high and supporting them to overcome personal barriers to learning. Early identification of learner’s individual needs informs tutors’ planning. Differentiation, including extension activities for very competent learners, is very good and a wide range of contextualised resources ensures that learners are fully prepared to meet workplace requirements.
- Embedding of English, maths, ICT and employability skills is robust and enhances learners’ life opportunities. Learning is linked to workplace expectations enabling learners to develop functional skills alongside vocational skills. Learners are required to do presentations, plan, deliver and evaluate activities preparing them to deliver group activities during the interview process and in the workplace. ICT is embedded within the curriculum delivery and learners are expected to use ICT both to research and present their work
- Equality, diversity, safeguarding (children and adults at risk) and PREVENT are integral part of the programme enabling learners to develop knowledge and understanding of relevant legislation, policies and procedures and to explore issues in a safe environment.
- Assessment, and monitoring of learners progress is extremely robust and highly effective. Learners are given extensive feedback (verbal and written), this includes observation and feedback on their workplace practice. PLPs are used effectively to identify strengths and areas for development, set goals and review progress. In the Supporting Teaching and Learning

qualifications, the PLPs have been linked to the assessment criteria, thereby strengthening and validating its usefulness as a tool to support learners' reflection and evaluation of their personal and professional development.

- Expectations regarding learners' behaviour and conduct are explored during induction and linked into British values. Learners set agreed code of conduct which reflect professional expectations and staff code of conduct in schools. Attendance and punctuality (in class and in work placement settings) are closely monitored and followed up and linked to expectations regarding professional practise and commitment to the course.
- Highly effective personal development, study skills, interpersonal skills and reflective practise are thoroughly embedded in all courses. Learning is holistic enabling learners to develop their confidence and self-esteem, and overcome personal barriers to learning, and their ability to achieve success. Learners effectively use their PLPs to set realistic SMART goals. Their review of their progress is honest and there is a clear understanding of the importance and value of reflecting on practice (a workplace skill and qualification criteria)
- Learning is transformational - learners feedback confirms that learning has had a very positive impact on their lives especially in relation to development of their self-confidence, self-esteem and how they support their own and other children in the family
- Learners respect and value each other. They develop a strong team cohesion and team spirit and support each other to rise to the challenge of balancing study, work and personal life. Learners have confirmed that they are applying the skills and strategies they have learned on the course to their personal and professional life.
- Learners' safety and well-being are carefully promoted and protected. The boundaries of confidentiality are made explicit during induction and explored and reinforced throughout the programme. Learners are clear about their rights and responsibilities (as individuals, CALAT learners, parents and school practitioners) regarding safeguarding adults and children, reporting, PREVENT and anti-radicalisation. The overall ethos of the programme purports respect, tolerance and British values and learners are well prepared to contribute to the wider society and life in the UK
- Highly effective leadership of a strongly committed and motivated team has enabled the maintenance of excellence, including consistently high retention (92%) achievement and learner satisfaction.
- Highly experienced, specialised and well qualified staff work effectively together, challenging, inspiring and supporting learners to enjoy learning and to achieve success. The team is strongly motivated committed to the maintenance of excellence.
- Excellent performance management – OLTA is strong and evaluation and judgements are accurate. Staff respond positively to feedback on their performance and action planning from OLTA is highly effective. Staff are well supported through robust line management and there is very good communication across teams, the service and external partners. Staff are committed to professional development and are highly responsive to directed areas for development.
- External quality assurance checks from awarding bodies (OCR; C&G) have consistently identified the area as having 'excellent' practice, citing rigorous internal quality assurance processes; the commitment of the team and the extremely effective delivery and assessment methods; the level of learners' participation, enjoyment and achievement.

### **Improvements since 2015/16**

- Introduction of Preparation for L2 - one day course July 2017 - offered E3 Planning for Progression unit (from C&G E3 Employability Skills qualification) to 5 learners starting L2 SWC in Sept who had not done the E3 Prep course.

- These learners started their L2 course, familiar with the process of action planning for personal and professional development
- Apprenticeship programme being delivered, monitored and evaluated providing additional opportunities for learners
- Increased collaboration with maths, ICT and other vocational departments to ensure consistency of approach and effective delivery of the Apprenticeship programme
- Introduction of the one day preparation course for the L2 reduces learners' anxiety and enables them to engage from the first day with learners they have met with previously. It also prepares them to plan strategies for personal and professional development

### Areas for improvement

- Consolidate Preparation for L2 courses for all learners who have not done the E3 Prep course, to ensure they start L2 enthused, motivated and ready to actively learn from session 1
- Improve progression within the WSW qualifications by reviewing curriculum delivery to realign with sector requirements as progression between WSW courses has decreased compared to previous years:

	2015-2016 learners progressing onto 2016-2017 WSW courses	2016 – 2017 learners progressing onto 2017 - 2018 courses
E3 Prep onto L2 SWC	14 of 30 learners 47%	4 of 18 learners 22%
SWC onto L2 STL	9 of 56 learners 16%	2 of 53 learners 4%
L2SWC and STL onto L3 STL	7 of 14 learners 50%	4 of 7 learners 57%

- To date only 10 learners = 9 % have progressed on to 2017-2018 WSW courses.
  - In 2016/17 there was a decrease in numbers of SWC learners progressing to STL L2, this is partly due to learners losing momentum because of the break in study e.g. learners completing SWC in March have to wait 6 months before they can start the STL accreditation in September. This will be addressed in the 2017-2018 programme where the STL 2 short course will be delivered in the summer term thus ensuring there is seamless dove-tailing from one accreditation to the next for learners who end their SWC in March.
  - The impact of budget cuts in primary schools has also been a key driver to the drop in participation. Continue to market the course to current learners as well as experienced TA's in school whilst keeping updated regarding the changes in sector needs influenced by government directives
- The collection and collation of learner destination data by tutors needs to be reported more centrally so it can effectively contribute to the overall service learner destination outcomes.

## 4.6. SA 14 Preparation for Life and Work

### English for Speakers of Other Languages (ESOL)

#### Key strengths

- Excellent achievement levels in Trinity exams, in spite of a challenging new rubric and marking scheme: the overall achievement of ESOL learners is 80% compared to the national level at 79%. The recognised external qualifications will help with employability and/or enable them to enrol on a training course to further their job prospects.
- Retention rates for ESOL learners are excellent at 94% which is higher than the national average of 93%
- Tutors effectively support learners in the objective setting and delivery of courses well. Retention and pass rates for learners who have additional support needs was good.
  - Learners who declared support needs: 174
  - Retention: 94%
  - Pass rate: 83%
  - Achievement: 78%
- Tutors understand their learners' needs and reflect this in their delivery and use of innovative resources. 100% (33 Observations) completed with 91% graded good or above.
- The majority of lessons are well planned, meaningful, contextualised and include embedded elements of ICT, numeracy, employability and British values that are relevant to ESOL learners.
- Tutors are able to effectively execute excellent language teaching techniques in order to facilitate learning. This is reflected in high pass rates particularly in the Reading exams where there were 523 learners taking exams and outcomes exceeded the national exam pass rate at four levels.
- Tutors make good use of interesting materials and topics including information learning technologies resulting in learners being actively engaged in lessons and good retention rates of 94%. This is higher than the national average of 93%
- Planning and development of curriculum across three centres has been successful in meeting local need and national priorities, especially the unemployed and those receiving JSA or ESA locally. This is evidenced by an increase of 17% in 16/17 of unemployed learners taking ESOL classes compared with last year 15/16. This result demonstrates that CALAT ESOL is liaising successfully with local job centres.
- Strengthened partnership with JCP resulted in increased presentations to advisors at local centres, weekly assessments for people claiming JSA and ESA which resulted in more self-referrals and running extra two week intensive courses at both centres. The impact of these sessions was that learners maintain the momentum of learning after their exams and were able to prepare for progression onto their next level courses in September.
- Cross curriculum work has been established with ICT and Family Learning to enhance opportunities and skills for ESOL learners. Programmes have been planned with English and Maths and childcare for 2017/18 to provide ESOL learners with progression pathways whereby their languages skills may have prevented entry onto vocational courses and into employment.
  - Several Early Chatter Matters sessions delivered by Co-ordinator at CT in conjunction with Family Learning
  - ESOL L2 Functional Skills group for GCSE timetabled for 2017-18
  - ESOL childcare and employability conversation classes planned for 2017/18
- Effective development of partnerships in and around Croydon resulted in increased ESOL courses being accessed by residents in traditionally hard to reach communities
  - Antenatal ESOL Delivery in Refugee Centre, Thornton Heath
  - Increased learner numbers at both New Addington (43) and Upper Norwood (17)

- Upper Norwood Library: 2 ESOL courses delivered. Croydon Mosque: ESOL course liaison with ESOL depts. From other organisations Richmond, Sutton, Bromley, East Surrey)
- Public Health related to specific local health issues were taught through classroom based activities and workshops. Health classes have a very positive effect on the 500 learners from vulnerable and hard-to-reach communities, who attend workshops each term. The classes also benefit their families/friends
  - “It was really useful learning about vitamin D and how to get it”: “They really engaged well with the topic and some have started using a pedometer app on their mobile phones”; “the break time snacks were abandoned as they all tried to read labels and decide whether or not they should eat the contents.”
  - Excellent support of vulnerable and trafficked women through antenatal/ESOL classes. Run in collaboration with homeless midwife at local initial accommodation centre.
- Learners take part in fund-raising events; cake and snack sales to raise funds for coach outings to Hever Castle and Brighton organised by co-ordinator at SH. This term there is a visit to Hever castle. There are also several class outings to London each term organised by individual tutors. These well planned enrichment sessions allow learners to experience wider social interaction and develop their experience of working collaboratively with others in their class and the wider community, as well as gaining practical skills and advice
- Learners are able to express how their learning has made a difference to their lives, their families and their wider social circle. Examples of their pride and increased confidence is captured during class observations and feedback forms.

### Improvements since 2015/16

- Enrolments increased by 13% in 2016/17, more courses ran and were scheduled evenly across morning, afternoon and evening sessions than in previous years. In response to learner demand the number of higher level courses reduced and there was an increase Pre-entry courses.
 

➤ Enrolments 15/16 = 2,599	Enrolments 16/17 = 2,676
➤ 203 courses in 15/16	222 courses in 16/17
➤ 42 were Level 1 & 2 in 15/16	36 were Level 1&2 16/17
➤ 17 were pre-entry 15/16	33 were pre-entry 16/17
- Destinations are now being tracked which is an improvement from 15/16, resulting in the effective evaluation of course outcomes in terms of helping learners gain employment. 716 learners progressed from 2015/16 onto another CALAT ESOL course at the next level in 2016/17. This was an improvement of 13% on the previous year. 66 learners progressed from 2015/16 ESOL courses to 2016/17 vocational pathway courses at CALAT including childcare, IT and health and social care.
- New focus on faster pace and better differentiation in lessons which has resulted in improved attendance and retention in some of the classes.
- Work on tightening up evaluative statements and OTLA grading has resulted in a more accurate evaluation of the quality of delivery in the classroom. Underperforming tutors have benefitted from more focused support to improve whilst ensuring the learner experience and achievement are not affected. 98% of learner feedback rated the teaching and learning good or better.
- Demand for CALAT ESOL classes has increased and reached 2,717 enrolments in 16/17, an increase of 8% on 15/16, indicating curriculum planning is effectively mapped to reflect the needs of Croydon residents



- Expansion of new partnerships with the start of two new outreach ESOL courses at Upper Norwood Library where all participants passed their end of year exam. This has resulted in some learners seeking progression at Strand House and a request for more courses next year
  - 17 learners. 100% pass rate of their Entry 3 City and Guilds exam.

### **Areas for improvement**

- Trinity exam results in some modes across levels are below national benchmarks in Speaking and Listening due to the change in examining board from Cambridge to Trinity has been a contributing factor. Trinity have introduced changes in the format of their ESOL exams and altered the way in which exams are marked since unexpectedly low pass rates were reflected nationally.
- Progression route from Level 2 ESOL to Functional Skills Level 2 through to English GCSE needs to be developed in order to extend the ESOL learner journey through to meaningful employment.
- Some ESOL tutors are insufficiently skilled at checking learning in lessons.
- In some lessons PLPs need more challenging targets and more inclusion of personal targets and social and employment goals. Tutors should then be able to set learning activities in contexts that are more meaningful to learners – to achieve more purposeful language learning
- More training opportunities for tutors are needed, particularly on learner support and professional development so that they can update and maintain professional knowledge so that learners become more engaged in learning through enhanced teaching practice. This would increase motivation for tutors and would help performance and retention of staff
- In 16/17 New Addington started its development as an ESOL centre and grew in ESOL numbers to 43 learners, with expansion in 2017-18 planned from four ESOL courses to six. Fieldway will also be an area for development in 2017-18.

## **English and Maths**

### **Key strengths**

- Achievement on maths programmes is now above the national average at 55%. National average has declined from 65% in 16/17 to 52% as a result of the more challenging specifications at levels 1 & 2
- C&G reading awards at entry levels provide good preparation and progression on to the longer entry level functional skills programmes starting in January. Achievement on both programmes are higher than the national averages at 95% for the Awards and 81% for Functional Skills. National averages: Awards – 90% and FS – 78%
- Pass rates on GCSE and maths programmes are higher than the national averages, which indicates that learners who take the accreditation are very likely to achieve.
- Overall attendance in 16/17 stood at 84%, the same as the same time last year, and was slightly above the CALAT target. However, this can be viewed as a strength as this year most learners attended their course twice a week
- Good pass rates and observation grades indicate that on a number of programmes the quality of teaching is good or better and that the learners are being well prepared for the accreditation
- The staff team have very high expectations for themselves and the learners, and remained motivated and committed to supporting the achievement of their learners. Communication across the department is good

- Equality and diversity is well embedded into teaching and learning, and course content and resources through Black History Month, employability, British values as well as the learner code of conduct.
- Of the 10 learners who received 1:1 or small group additional support, 9 achieved; 1 learner, who is enrolled on a 2-year programme, partially achieved and will take the writing exam in May 18 so to achieve the L1 Functional Skills qualification.

### **Improvements since 2015/16**

- Increase in the percentage of GCSE maths learners achieving between grades 9-4, although this is still below the national average of 69%. However, 61% is significantly higher than the percentage achieving between grades 9-4 in the post-16 sector taking a resit exam at 34%. Learner achievements at grade 9-4 was 61% in 2016/17 compared to grades A\*-C at 53% in 15/16
- A significant improvement on English L2 functional skills programmes from 35% in 15/16 to 51%, although this is slightly below the national average of 54%.
- More learners at Level 2 and GCSE are using Moodle to access learning resources away from the classroom and to communicate with their tutor
- PLP targets are now also linked to the learners' personal and employability goals and not only on achieving the qualification.
- Termly individual tutorials were introduced in March, the aim being to more effectively improve the negotiation of target setting between the learner and tutor, as well as the monitoring of learner progress at regular intervals and the achievement of the targets
- The GCSE E&M common schemes of work were revised to better prepare the learners for the more challenging exams based on the new 9-1 specifications. Tutors also adapted their common scheme of work during the course to more effectively meet the needs of their learners
- Training took place for maths tutors in Dec 16, which resulted in producing differentiated common schemes of work for maths L1 & L2 courses to better meet the demands of the revised specifications. Also tutors shared practice on strategies to support learners to answer exam questions
- Maths tutors received training on strategies to support ESOL learners with their comprehension skills on 31 January. This training was led by an experienced ESOL curriculum co-ordinator. Tutors are now pre-teaching vocabulary by discussing words and contexts unfamiliar to the learners and asking learners to highlight key words in questions. The tutors are also using more visual aids.
- Tutors teaching at the higher levels are making better use of Moodle in order to develop and enhance the learners' independent learning skills
- Most E&M FS and GCSE programmes, except the evening English L1 & L2 courses and those taking place on a Saturday, are timetabled to take place 4 hours (2 hours x 2 sessions) a week as a result of learner feedback and in order to prepare the learners more effectively for the challenges of the revised specifications.
- Distance learning L1 & L2 programmes were introduced in September 16 so that learners who wanted to resit could work towards resitting the exam at the earliest opportunity in January or March.
- Achievement rates in 15/16 analysed class by class to identify those tutors whose achievement rates were below the national average. This was followed up with a meeting with each tutor in order to identify issues and what support needed to be put in place.
- GCSE English and maths tutors provided indicative grades at the beginning of the third term. The tutors' indicative grades were generally accurate

- Dyslexia assessor, who is employed by SCOLA, administered the assessments so that learners started to receive the additional support they need whilst on course and when they did their exams in the third term. Additional support now provided by the class tutor on a weekly basis for learners who have been assessed as dyslexic.

### **Areas for improvement**

- Identify classes and learners at risk at half termly intervals and set learners at risk an attendance target for the remainder of the course and deadlines to catch up on missed work.
- Improve retention rates on most English and maths, including GCSE, programmes so to meet the national averages
- Improve retention and achievement on short and long programmes where the learners are enrolled against a PLP learning aim so to meet the national averages
- Improve the achievement rates for all groups of learners on English and maths, including GCSE programmes, to meet the national averages
- Continue to meet with tutors individually in the first term to discuss their achievement rates in 16/17 and how we can best support them in improving achievement rates on their courses
- Meet with GCSE maths tutors at termly intervals to discuss the issues, share practice and identify how we can more effectively support them in improving the percentage of learners achieving grades 9-4 so to meet the national average
- GCSE tutors to start making greater use of Moodle by uploading additional resources for each topic so that learners can access these resources away from the classroom. The GCSE tutors are to use Moodle in order to monitor how the learners are spending their 5 hours of independent study time. GCSE tutors to also explore flipped learning approaches.
- In the first term, priority to train the existing tutors who are under-utilising Moodle and new tutors in order to train them to upload resources on to Moodle. The ICT curriculum co-ordinator will then monitor the use of Moodle by learners at regular intervals
- Tutors to make explicit on their lesson plans the differentiated learning activities planned, especially the extension tasks to challenge the more able learners
- Learners on all courses to be able to provide confidential end of term feedback via Moodle using PCs, laptops and mobile devices.
- Ensure that the PLP goals are also linked to the learners' personal goals, the development of employability skills, and interests and not only on achieving the qualification
- Provide additional language assessment and support for ESOL learners on maths and GCSE English courses

### **Adults with Learning Difficulties and Disabilities (ALDD)**

#### **Key strengths**

- Outstanding achievement for learners across all areas at 93% – Expectations of learner achievement is high and learners are expected to set their own challenging goals that are highly relevant to their individual aspirations. High levels of engagement, care, support and motivation from staff ensure that learners achieve, often exceeding their own and their families/carers/support workers' expectations.
  - Community Learning (CL) – 133 enrolments on 14 courses with 89% achievement Retention 91.7%
  - Pathways to Employment – 53 learners 100% achievement 11% above the national average; 100% Retention, 7% above the national average

- English & Maths ( including E/M) on pathways to employment courses – 135 enrolments; 92% achievement 3% above the national average
- Extremely high learner motivation and attainment - learners are motivated, enjoying their learning experience and gaining in confidence and making good progress against their starting points. Learners produce very high standards of work, particularly in creative and performing arts and take great pride in their achievements
- Very good development of English and maths skills enabling earners to be more independent of parents and carers. E.g. learning to handle and manage money; personal finance – saving money and budgeting; read and interpret information; express opinions and ideas with more confidence
  - English & Maths ( including E/M) on pathways to employment courses – 135 enrolments; 92% achievement 3% above the national average
- Excellent transferral of skills with very positive impact on learners' lives – Learners develop employability and life skills and they additionally develop and grow as individuals, learning to recognise their worth and identify and articulate how they contribute to the wider community. As they gain in confidence, they support and encourage each other to try out new experiences e.g. hobbies and volunteering and new courses
- Excellent learner feedback – learners enjoy their learning and repeatedly return to CALAT for further courses, stating that CALAT has made a positive difference to their lives. 100% of learner feedback rate the college and teaching as good or excellent
- Highly skilled tutors with extremely high expectations regarding learners' achievement and personal development. Learners benefit from high expectations, engagement, care, support and motivation from staff. 90% of tutors were graded good or better. 1 (10%) tutor was not observed due to being on sick leave. Differentiation is robust and fully embedded. Excellent strategies to scaffold learning.
  - 50% Grade 1
  - 40% Grade 2
  - OTL rate is 90% due to staff sickness
- Tutors have excellent awareness of learners' individual needs and provide effective support to support learning and independence. There is excellent partnership working with LSAs who provide additional 1-1 and group support resulting in an outstanding achievement rate of 93%. Curriculum delivery is exciting and vibrant and learners are inspired to strive to achieve their full potential
- Effective performance management that has sensitively developed staff to deliver the new ALDD curriculum, supporting them, training them and then monitoring their delivery of a more rigorous initial assessment procedure, and the introduction of more robust quality assurance across all pathways
- Curriculum development is highly responsive to the learner voice, innovative and flexible and results in a vibrant and rich curriculum offer. The learner voice is included in strategic planning resulting in a curriculum offer that meets the needs and interest of learners
- Very good evaluation of quality of provision – the IQA process is rigorous and robust. Feedback is given in a timely and sensitive manner and is acted on
- Learner reps continue to develop their social skills and self-confidence. They attend and present the work of CALAT at external events e.g. Partnership Board meetings, visits to local schools to promote ALDD courses and they contributed to the recent public office report. On the gardening course learners working with the library to bring the community back to life. This has developed their team working skills and they have a real sense of pride in their achievements.
  - Myself, My Community, My World group worked with the Forest School within Bonneville Primary, supporting some of the most disengaged children. This gave them a real sense of achievement and value as they knew they were contributing to the children's sense of

themselves as successful learners. They also provided role models of disabled people living meaningful lives, and therefore subtly changing children's perception of disability.

- Increased understanding of healthy living and positive impact on learners of transferral of skills and knowledge Learners are taught strategies to stay calm and manage stress and are encouraged to support each other with these techniques.
  - On the Relationships and Health course, learners are taught the importance of staying safe in terms of their sexual health, where to go for help and support if required and the potential impact of appropriate and/or inappropriate behaviour in their relationships.
- All learners have been trained in safeguarding procedures with additional information and guidance embedded throughout courses especially in relation to PREVENT and the new government RUN, HIDE, TELL guidance. Learners are confident to report issues to staff.

## Improvements since 2015/16

- Revised curriculum offer and a more robust initial assessment process ensured a wider choice of courses matched to learners' life goals and current level of skills
  - No of CL courses - 14
  - No of E&M courses 6 English; 11 (including 9 courses on the summer programme)
  - 6 Pathways to Employment courses
- Excellent development of employability skills for learners doing employability accreditation courses and developing employability skills e.g. team work, time management, communication skills and computer skills relevant to the workplace e.g. using Microsoft word, publisher, PowerPoint. Also skills related to specific industries e.g. how to provide good customer service in the hospitality industry, developing knowledge in food safety and hygiene, keeping accounts. Other skills include personal presentation e.g. suitable clothing for different work roles, maintaining a healthy life style in preparation for work.
  - 53 learners did 4 E2; 2 E3 employability accredited course
  - 100% Retention and achievement
- Learners visited places different places of employment e.g. Borough market, Tesco and TK Maxx giving them insight into how different work places are structured and managed.
- On some courses learners have researched different job roles, explored different types of JDs and written CVs. Learners confirm that they now feel more confident to apply for employment.
- Improved planning for individual learners' English and Maths development as tutors delivering ASB courses trained to understand the value and purpose of online diagnostic assessments
- Curriculum delivery revised:
  - Community learning courses to enrich learners lives and develop softer skills
  - English and maths courses contextualised to develop E&M skills in a way that is meaningful to learners
  - Pathways to employment – accreditation courses with English or maths
  - Craft Club providing drop-in provision for learners who enjoy doing craft activities as part of a group but for whom formalised learning is inappropriate
- PLPs re-designed to capture learners starting points, progress and destination; goals for English and/or maths development and soft skills
- ALDD profile on the CALAT website has been updated and now includes video clips of learners promoting courses and giving personal testimonies –'What CALAT means to me'. The course information pack has also been transformed and is now much more informative and accessible to ALDD applicants and current learners.
  - Links have been developed with local special needs schools St Giles, Bensham Manor, Priory e.g. CC and Learner Reps have visited Bensham Manor to promote the ALDD programme. The Asst. Head teacher for Priory visited us to discuss how we can work together to meet the needs of learners who they may recommend to join our programme.

- In response to learner feedback, a new summer programme of 9 courses ran over a period of 3 weeks in July x 13 hrs per course. The summer programme included craft courses e.g. mosaic mirrors, screen printing; personal health e.g. fitness, summer salads; Local history/community activities e.g. Volunteering with Croydon Conservation, Croydon transport history.
  - Feedback from learners (100% excellent/good) and tutors were extremely positive. Tutors, LSAs and learners enjoyed the learning experience. Learners and tutors worked in a very relaxed and pressure free atmosphere. Developing maths skills became fun and relatively easy. They also had the opportunity to explore different activities in short courses that they may not have felt comfortable to try before on the longer courses. Feedback from learners/tutors will be used to plan an even more exciting programme offer 2017-18.
- Increase in learner self-esteem from successful achievement of national qualifications.
  - Feedback from learners – they are incredibly proud of their achievements; general boost of self -confidence/self-esteem and in their ability to achieve a qualification
  - Where possible have transferred the learning into their personal lives e.g. Learners on the healthy Living course are carrying on with healthy eating and exercises e.g. swimming, dancing, going to the gym
  - 2016/17 retention rate was 100% against a target set at 89%
- Increased opportunities for learners as they are now more integrated into the wider CALAT community and have the opportunity to progress on to mainstream courses where appropriate. Learners settled after re-location and enjoying their learning experience.
  - Attendance 95% (improved by 6% from 2015-16)
- Learners feel empowered to ask for curriculum developments that enhance their lives:
  - Learner Reps are effective at gathering the learner voice and ensuring that it is fed back to CALAT and other Croydon services.
  - The Summer Enrichment programme came from a learner request
  - Learners are involved in planning the 2017/18 programme

### **Areas for improvement**

- Need to improve learner destination outcomes in order to achieve an increased number of learners into paid and voluntary work. 2016/17 learner destination outcomes demonstrated that:
  - Learners who went into employment = 9
  - Learners who went on to an Apprenticeship programme = 1
  - Learners who went into Voluntary work = 33
- Continue to monitor and review learners' goals to ensure they are being mapped against the core curriculum and differentiated to meet learner needs
- Repeat diagnostic assessment at end of the course to measure distance travelled
- Pilot the end of the year diagnostics in 2016/17, with plan to embed this across all E&M and accredited courses in 2017/18
- Increase learner participation which decreased due to the relocation of programmes in 2015/16 and changes within the programme which resulted in an increase of learner fees. Partnerships with special needs schools throughout Croydon to be strengthened.
- PLPs to be further revised to ensure English and maths goals fully meet the requirements of SFA, include group literacy or numeracy goals as well as individual goals which will be reviewed termly and new ones set as appropriate
- Review accredited course offer (pathways to employment) to ensure courses offered match the number of potential enrolments (avoid offering too many courses resulting in low enrolments and learners having to transfer to ensure course liability).

## 4.7. SA 15 Business and Administration

### Key strengths

- Achievement is outstanding. Enrolments are 155 with 19 learners on Community Learning programmes and 136 learners on accredited programmes. 2016/17 achievement rates were at 96% which is an increase of 5% from 15/16.
- Learner progression into employment from Business courses is good;
  - Learners securing employment from attending a Business course has increased. Employability = 3 Business Admin L2 = 3 Business Admin L1 = 3. 3 learners are now undertaking voluntary work Progression data demonstrates the value of CALAT and increases learner potential.
  - 33% of learners progressed into further training
- Learners are achieving well (above national achievements percentages) and gaining recognised qualifications that will help them secure employment
  - Ethnicity – Achievement for BAME learners is 93% compared to National Average of 83%. Pass rate 97% compared to National Average 90%
  - Achievement appears lower for learners from African backgrounds (90%) and Caribbean backgrounds (77%), these are learners on employability courses which attracts learners with greater challenges
  - On higher level courses all learners achieve at a comparable level. All learners across all ethnicities have 100% achievement rate.
  - Disability – Achievement is 93% National Average is 82%
  - 26 learners declared disabilities their achievement is 93% which is the same as non-disabled learners
  - Gender – Male learners achievement was at 97% compared to the National Average at 91%. Female learners achievement was 92% compared to the National Average at 90%.
- Learner's feedback evaluation reflects their enjoyment and achievements.
  - Excellent learner feedback regarding enjoyment of learning. 130 learners gave good/excellent;  
It is a friendly atmosphere and the tutors are so helpful and understanding without them I would not have come this far. This course improved my self-confidence and development. Independent learning with the right motivation level. The best thing about my course is the fact that I am now in a far better position than I was before. I am happier and more confident in the duties of an administrator
- Teaching and learning are very good. All tutors were graded good or better. The tutors inspire learners to aim high and their sensitive to their individual needs and support and motivate all learners enabling them to make good progress and achieve. Teaching is practical and interactive involving a range of activities and simulations to include Mail, Reception, Photocopying
  - 4 tutors were graded 2 (80%)
  - 1 tutor abstained observation as previously a grade 1 (20%)
- Very good use of ILT across the programme for delivery of many units within Business Administration, employability and bookkeeping courses and this is very well embedded including H & S considerations and online safety
- Very robust initial assessment ensures learners have the skills needed to achieve which is demonstrated by the excellent achievement rates
- Highly responsive leadership and Management that has refocused the curriculum offer to provide meaningful pathways for employment for learners and to align CALAT for apprenticeship growth and resulted in:
  - Identifying gaps in progression for AAT learners and look at delivering a Level 2 qualification and expand the team of teachers
  - Identifying market trends and dealing with changing patterns in learning by programming additional courses such as AAT Foundation in Accounting Level 2

- Approval to run Business Administration and Customer Service Apprenticeships.
- Designed the apprenticeship programmes for three qualifications
- Began apprenticeship delivery 2 Level 2 BA apprentices
- Quality of teaching and assessment are being maintained by workshops for tutors to enable them to access new teaching and assessment methods, paired observations and Learning Walks to ensure standards are being upheld.
- Support staff to attend specific workshops addressing topics relevant to the continuation of the high standard of delivery and high standards expected within CALAT;–
  - Staff training has given tutors new tools to develop and implement new teaching methodically into their sessions, keeping learners engaged Tutors have also received Matrix training in regards to information, advice and guidance
- Good monitoring of attendance to ensure that learners have the best possibilities of achieving their personal goals, course targets by contacting learners in a timely manner by telephone and or email and offering support and guidance as appropriate. Attendance for 2016/17 was every good at 90%
- Good partnership with key local stakeholders to promote learner enrolment and inforce course planning including:
  - Good links are being established with individual JCP advisors at different JCP Centres to help develop and promote professional links to try and increase awareness of the courses available within the business programme
  - Good working relationships with Croydon Council Apprenticeship team. Working closely to develop an apprentice business support profile. 2 Business Administration Apprentices are being supported and a further 2 are to begin at the beginning of the next academic year with a further 2 cohorts of Business Administration, Customer Service and Operational Support Officers are planned with CALAT as their training provider
- Learners enjoy their courses and develop a wide range of skills that they transfer into other areas of their lives. They develop strong employability and interpersonal skills. They gain in confidence. They become skilled at working with others and negotiating difference. Learning walks and OTLs continue to show evidence of learning taking place, learners working together and gaining skills in preparation for employment.
- Evaluation reports from learners show 100% of learners have rated the business courses as either excellent or good “ it has given me the confidence to pursue a new career as an Administrator”

## **Improvements since 2015/16**

- AAT suite of qualifications have increased learners achievement rate and brings them closer to the workplace.
  - The AAT Level 1 qualifications were introduced to replace the OCR suite of qualifications which continually fell below the pass and achievement rates. The 4 courses have been extremely successful with above average results in both achievement and pass rates.
  - Recruitment has been carried out to secure the employment of a tutor with AAT qualifications to deliver the AAT Level 1 suite of qualifications in September 17 and this will enable CALAT to now offer progression to those learners who have now completed the Level 1 qualifications the opportunity to take the Level 2 Certificate in Accounting which will be delivered by the existing tutor.
- Learner achievement rates on bookkeeping courses have increased from 54% in 2015/16 to 97% in 16/17 - well above the national average which is 71%.
- 4 x AAT Level 1 courses were programmed and 38 learners undertook their examinations at the end of the courses and 37 achieved the full qualifications pass rate of 91%. An increase of 33%



- More robust initial assessments for AAT courses has enabled tutors to select those learners more suitable for the course and signpost those learners who need to improve their skills to other departments such as Maths and ICT
  - 95% achievement and 95% pass rate compared with 54% 15/16
- Increased across CALAT working to promote opportunities for learners and increase enrolments
  - Worked more closely with other departments within CALAT in a bid to increase learners on courses and enhancing learner engagement with CALAT. Also now more involved with CP+ to raise people's awareness of CALAT and what we deliver to the community of Croydon and Croydon Works for those learners now wishing to use their new skills and knowledge to secure employment
  - Worked more closely with other colleagues in CALAT to bring awareness of the courses we run to help improve the low enrolment numbers currently being experienced across the service.
- Destination data is now closely monitored. Exit ILR is recorded on the register when the course finishes and learners are asked to complete a short questionnaire to identify what they are doing now when they come to collect their certificates. This data is recorded on Unite to facilitate in depth analysis on destination outcomes for learners on business courses.
- The secession of the OCR bookkeeping qualifications and introduction of the AAT suite of qualifications as seen a positive improvement in achievement to currently 90.5%. CALAT will now offer progression to AAT Certificate in Accounting from September 2017. 57% of learners progressed onto employment, further education, voluntary work and apprenticeships
- Introduction of PLP moderation meetings has helped to strengthen the content of learner PLP's to allow learners and tutors to holistically show the learners journey showing clear targets achieved.

### **Areas for improvement**

- Research progression for AAT learners who complete Level 1 to encourage them to remain with CALAT to continue their studies and progress further
- Centre approval from AAT to deliver the Level 2 Foundation qualification in Accounting to be attained for September 2017 and to secure a tutor to deliver this qualification giving existing learners the opportunity for progression within CALAT.
- Monitor achievement for Caribbean learners as this was lower than other groups in 2016/17
- Development of an AAT Level 2 qualification for progression for those learners who have achieved Level 1
- Ensure sufficient staffing for the expanding apprenticeship programme including induction, training and supporting staff
- Design and resource apprenticeship standard programme for Business Administration and Customer Service
- Increase enrolments on Customer Service
  - (Principles of Customer Service Level 1 - 25 learners enrolled. 24 Completed and 1 learner not able to take her exam at the end of the course. Under achieved by 6.1%
  - Emphasis to be made in 17/18 on marketing the Customer Service Courses to increase enrolments and enhance learner participation this will reduce the impact of a learner leaving or not taking their examination on achievement figures and increase funding
- Review employability curriculum offer for 17/18 with a view to:
  - Embed employability awards within accredited Business Administration Level 2 courses
  - Embed English Extended Award within accredited Business Administration Level 1 courses
  - Review viability of standalone Employability course
- Although improvements have been made to learner PLP's require further improvements to make sure their aims and objectives are captured and recorded accurately.

## 4.8. Family Learning

### Key strengths

- Learners on Family learning programmes participate and achieved well:
  - Learners on accredited FEML programmes, retention and achievement rates were well above national averages: 72% achievement compared with a National Average of 59%; 89% retention compared with the National Average of 88%.
  - Good achievement for Community Learners although slightly below National Average and this will need to be improved in 2017/18. 87% achievement compared with the National Average of 92%); 90% retention compared to the National Average of 93%.
- Learners enjoy their courses, feel that these meet their needs: improving skills and enhancing life opportunities and the improvement of employability skills (98% Learners); 93% learners rated course good or better. (240 Learners completed evaluation forms). 95% satisfaction from the CALAT Learner Survey.
- Good improvement of the learner's children's communication and language skills. 66% Children have made at least one band progress (one child made 3 Bands) through the work delivered on the Early Chatter Matters Project
- Good participation of learners from BAME backgrounds in Family Learning which is reflective of the Borough's demography. There was also good achievement rates for learners from BAME backgrounds on both accredited and community learning backgrounds.
  - Learner profiles for accredited programmes: 42% BAME, 36% White.
  - Overall achievement for learners from BAME backgrounds(50 learners) :72% whereas learners from White British backgrounds (7 learners) only achieved 29% and learners from African backgrounds (8 Learners): 50%
  - Learner profile for Community Learning programmes: of 363 learners: 44% Learners from BAME backgrounds; 46% Learners from White British backgrounds; 6% from other backgrounds; 3% Not known.
  - Achievement: On average BAME learners and their White British counterparts are on par of approx. 85% the lowest achievement rate was for Bangladeshi learners (7 learners: 57%)
- Highly committed tutors who understand and meet the needs of all learners. Teaching is good, excellent differentiation and challenging for all learners, tutors have high expectations for all learners.
  - 10 Tutors: 3 grade 1, 7 grade 2
- Excellent learner participation. Highly motivated learners, learners are focused and engaged learners reported improved employability skills, understanding what is needed to apply for jobs and increase in self-confidence.
- Excellent planning and delivery of provision across the borough, that is responding and meeting the needs of those furthest removed from education and from the most deprived wards. This included new delivery within 2 SEN Schools and 3 settings in New Addington.
  - Courses offered are meaningful and give learners good progression route into education and work.
  - 50 programmes across 27 settings in 2016/17, including 7 Children's Centres, 2 nursery schools, 2 SEN Schools, 1 Family Centre, 10 primary schools, 1 secondary schools 3 libraries and CALAT New Addington.
  - Destination data: of 305 learners 16% went onto further study and 23 % into work.
- Excellent partnership work, collaboration with wide range of education & children's providers across the borough to meet the needs of English as another Language learners/families and disadvantaged communities.

- Highly effective support and delivery offered for home learning and parental engagement, whilst also developing early year's practitioners Knowledge and confidence in supporting children's early language development.
- Planned and delivered jointly by CALAT and Best Start Learning Consortium the EAL programme with real impact on raising attainment for both learners and their families. Three sessions delivered with 39 participants from 27 settings
- Learners reported that learning has made a very positive difference and improvement in their lives and their families; learners reported improvement in confidence, employment skills and raised self-esteem.
- A safe and positive learning environment has been provided within the various settings for learners and children to ensure supportive opportunities for learners and children to interact and learn together as well as with their peers, supporting the development of skills and relationship with their children.
  - Safeguarding and Prevent policy and procedures are fully embedded within the induction process and on courses with all learners signing the statements. All Tutors have completed DBS checks.

### **Improvements since 2015/16**

- There was an increase in learner numbers on community learning programmes in 2016/17 from 309 to 363 as compared to 2015/16
- There was an increase of 6% in achievement and retention on community family learning programmes due to making some courses longer and successful negotiation with some settings to provide more effective support.
  - Achievement rates increased from 81% in 15 /16 to 87% in 16/17 compared to the National Average of 92%.
  - Retention rates increased from 84% in 15/16 to 90% in 2016/17 compared to the National Average of 93%.
- Improved retention with 100% at all levels in English Functional Skills
- Achievement improved from 82% in all three levels to 86% in E3/L1/L2
- ICT courses have been lengthened by 2 weeks in response to learner feedback, and has resulted in very good achievement of 86% (2% below Nat Ave) and had a 100% retention rate.
- Family Learning teaching and learning planning paperwork has been modified and condensed in line with new CALAT changes. Documentation now, more improved and efficient allowing tutors more time to concentrate on teaching.
- The updates within the teaching and learning handbook has clarified guidelines and improved tutor/learner communication
- Cross curriculum work has been established with ICT, E & M and ESOL, so that learners can gain qualifications and the extra funding claimed. Courses are moderated by relevant curriculum area to ensure quality with the intention that the learners progress onto higher level courses within these areas
- The introduction of structured reviewing of home learning journals has resulted in an enhanced learning engagement with all parents.

### **Areas for improvement**

- There was a drop in learner numbers compared to 15/16 due to loss of staffing.
  - 15/16 – 73 Learners compared with 50 learners in 2016/17
  - Staff recruitment has been undertaken and further partnership work to be established to increase learner participation.

- Improve attendance overall to 85% in order to achieve CALAT targets. Increase monitoring of attendance on a half termly basis and communicate to tutors so that action can be taken as soon as possible.
- Improve CL Achievement by 5% and retention by 3% in line with National Average.
- Investigate and monitor the achievement for White British and African learners on accredited courses and Bangladesh learners on community learning courses.
- Improve the quality of crèche provision within settings in order to ensure the learners are able to access and get the most from their courses, to be able to concentrate and focus on their learning activities and achieve their learning goals and development of their skills.
- To develop and explore the joint sessions being led by the settings staff, to improve quality of the learning delivery and consistency from partners
- In response to very high demand, the development of an EAL training programme to support teaching practitioners. To be delivered within CALAT (buildings and staff) during spring and summer terms 2018 – as accredited provision
- Further develop strong partnerships in New Addington, in order to provide and support Family Learning classes in the CALAT hub. Local recruitment and community development work is needed in hard-to-reach areas like New Addington
- To develop and expand destination collection and destination stories, in order to get a more holistic understanding of learners and their families, to include pathways and progressions of all learners and their families.