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Appendix 1: 2018/19 Quality Improvement Plan
1. Description of the service

Summary of grades awarded

<table>
<thead>
<tr>
<th>CIF Criteria</th>
<th>2015-16</th>
<th>2016-17</th>
<th>2017-18</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall effectiveness</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Effectiveness of leadership and management</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Quality of teaching learning and assessment</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Personal development, behaviour and wellbeing</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Outcomes for learners</td>
<td>2</td>
<td>3</td>
<td>2</td>
</tr>
</tbody>
</table>

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 “To enrich the lives of adults of all ages, abilities and backgrounds enabling them to reach their full potential through learning and education. To 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 2017-18, 650 part time courses were delivered (776 planned) to over 3,877 learners:

<table>
<thead>
<tr>
<th>Funding stream</th>
<th>No of learners</th>
<th>Funding generated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accredited</td>
<td>2,623</td>
<td>£2,572,716</td>
</tr>
<tr>
<td>Community learning</td>
<td>1,073</td>
<td>£1,454,226</td>
</tr>
<tr>
<td>Apprenticeships</td>
<td>30</td>
<td>£47,381</td>
</tr>
<tr>
<td>Advanced learner loans</td>
<td>18</td>
<td>£33,609</td>
</tr>
<tr>
<td>16-18 year old</td>
<td>1</td>
<td>£6,106</td>
</tr>
<tr>
<td>Self-financing</td>
<td>132</td>
<td>£27,000</td>
</tr>
</tbody>
</table>

There were 7490 enrolments (5797 Accredited, 1608 Community learning, 30 Apprenticeships and 55 self-financing). 91% 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 2017/18 are as follows:
- Central Croydon: 47% (3502 enrolments)
- New Addington: 4% (304 enrolments)
- Strand House: 45% (3212 enrolments)
- Community venues 4% (472 enrolments)

Learner profile:
CALAT’s learner profile data for 2017/18 academic year shows that 84% of learners on accredited courses and 63% of learners on Community Learning courses were from BAME backgrounds, compared with 45% (estimated) of residents in Croydon being from BAME backgrounds.

Overall female learners made up 78% of total learners with 34% of learners having a learning disability or difficulty.

One 16-19 yr old learner in ALDD completed and achieved a Study Programme which ran for one year, and achieved the following qualifications: Level 1 Award in childcare, employability, English writing and completed work experience at Crossfield nursery.

61% 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. 1056 of those learners were unemployed and 15 were referred from the Job centre plus.

225 learners were allocated financial support towards the costs of their study via the discretionary learner support fund due to low incomes. 74% of all learners in 2017/18 were from areas of multiple deprivation.

**Funding:**
Funding is mainly allocated from the Education and Skills Funding Agency (ESFA) through the Adult Education Budget (AEB) for both accredited courses and Community Learning (CL) non-accredited provision including Family Learning. Advanced learner loans funding is accessed for learners on level 3 courses and Apprenticeship funding is accessed from both levy and non-levy funding sources. CALAT also receives a small allocation from the ESFA for 16-18 years old learners on study programmes. External funding comes from various sources including Croydon Council departments such as Public heath, 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, Early Chatter Matters). 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 2017-18, CALAT’s apprenticeship delivery was primarily for adults and 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. 68 learners participated in learning in the workplace and in 2017/18 CALAT worked with 6 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
- Croydon University Hospital
- Asylum Help
- Croydon refugee centre
- Croydon Mosque and Islamic Centre
- EFRA Early Years centre
- Write time
- Job Centre Plus
- Bethlem Hospital
- Croydon Libraries
- The South London Partnership Work and Health Programme
- Croydon Works
- Croydon Council Gateway
- Sutton College
- Westminster Adult Education Service
- Kingston Adult Education

In 2017-18, 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 school 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.

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 2017/18

CALAT SAR Grades 2017-18

<table>
<thead>
<tr>
<th>Overall effectiveness</th>
<th>2</th>
<th>Good</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leadership and management</td>
<td>2</td>
<td>Good</td>
</tr>
<tr>
<td>Quality of provision</td>
<td>2</td>
<td>Good</td>
</tr>
<tr>
<td>Personal development, behaviour and welfare</td>
<td>2</td>
<td>Good</td>
</tr>
<tr>
<td>Outcomes for learners</td>
<td>2</td>
<td>Good</td>
</tr>
</tbody>
</table>

Improvements made since 2016/17

- Overall achievement rates on accredited programmes increased by 3% (2016/17 82% - 2017/18 85%) and is just below the national benchmark of 88%.
- The introduction of the AAT Level 2 Accounting qualification has been successful, with excellent outcomes. Attendance was 98%, 92% retention and achievement rates and 100% pass rate.
- CALAT over achieved the ESFA funding allocation by 2% in 2017/18. Robust funding and income targets put in place for 2017/18 provision which was regularly monitored during 1-1 meetings, appraisals, all CALAT management meetings and divisional management meetings. The development of the embedded employability units/awards on all accredited courses and increase of take up for additional learning support also ensured that the curriculum was more effective in meeting learner’s needs resulting in the increase of the qualification achievement rates.
- There was an increase of courses delivered compared with 2016/17 which in turn saw an increase of learner and Apprenticeship numbers:
  - Courses that ran: 2016/17 = 576 and in 2017/18 = 650
  - Learners on accredited courses: 2016/17 = 2600 and in 2017/18 = 2623
  - Learners on Community learning courses: 2016/17 = 979 learners in 2017/18 = 1073
  - Learners on full cost provision: 2016/17 = 102 and in 2017/18 = 132
  - Apprenticeships: 2016/17 = 22 and in 2017/18 = 30
- CALAT successfully implemented an enhanced curriculum offer which developed learner’s employability skills, enabling them to progress towards their next steps.
- 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.
- Successful roll out the new OTLA process which removed grading and focusses on the development and provides enhanced support for tutors as well as improving quality of teaching, learning and assessment.
- The successful roll out of on-line attendance across all CALAT sites provided a more dynamic data which will highlight any courses whereby attendance rates are a risk on a weekly basis. This enabled tutors and curriculum managers to plan interventions with learners to improve their attendance as well as the potential to achieve.
- CALAT was successful in achieving additional project funding in 2018/19 to improve service delivery:
- £447,000 was successfully achieved from the GLA – Small projects and equipment capital fund and Croydon Council to upgrade the ICT equipment in CALAT’s curriculum network – due to be delivered by April 2019
- £23,930 was successfully achieved from GLA in partnership with Sutton College, Kingston Adult Education and Westminster Adult Education Service for the ESOL + childcare project – due to be delivered by March 2019
- £10,000 in partnership with Sutton College and Westminster Adult Education Service from the Education and Training Foundation for the Developing outstanding ACL provision through collaborative use of Advanced Practitioners project.

**Strengths**

- Clear strategic direction aligned to local, sub-regional 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 for 2018/19 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, sub-regional 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 (79% from BAME groups on accredited courses and 59% from BAME groups on Community learning courses and 34% overall declaring a disability or learning support need). 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 88%.
- Learners who received support for additional learning needs also achieved better on accredited courses than learners without additional learning needs by 3%.
- Learners on ICT, AAT accountancy and Business Administration course achievements were excellent and all well above the national averages (ICT CALAT: 91% - National average: 88%, AAT level 1 CALAT 100% - National average 87%, Business admin lev 2 CALAT: 100% - National average: 90% Business Admin lev 1 CALAT: 100% - National average: 86%)
- CALAT provision continues to meet the needs of all learners well and there are no significant gaps in achievement from all learner groups
- 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 45% (1232) of learners progressed to further training which a 14% (130) increase is on 2016/17.
15% (404) of learners have progressed into work or employment. However the destination of 21% of learners is not known which a 1% improvement from 2016/17.

- The quality of teaching and learning is very good. 95% of observations are evaluated as good or better with no overall concerns for the quality of teaching, learning and assessment. 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:
  - 17 Safeguarding reports made, an increase as compared to 12 reports 2016/17:
    - 4 referred to Safeguarding team
    - 6 Family Justice Centre
    - 1 to the Police and 6 other referrals to doctors/Learner Code of Conduct
- 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 2018-19

- 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 unsuitable to prepare learners for the workplace. In 2018/19 funding has been secured for 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, support the delivery of high quality provision and maximise on all commercial opportunities for the service.
- Ensure that PLPs are used well in all areas, sharing best practice to ensure sufficient and map the purpose for learning (including English maths, digital skills and employability targets) are set and reviewed regularly.
- Improve outcomes on Community Learning courses as achievement dropped 4% in 2017/18 (89%) compared with 2016/17 (93%)
- Improve outcomes for learners in GCSE Maths and Functional Skills Maths level 2 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 level 1 and 2 programmes, level 1 and 2 diploma courses in Early years as well as BSL to meet national averages.
- 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. This will include the development of a Careers information curriculum which links to the Gatsby standards.
- Continue to improve processes to accurately track and record destination data and job outcomes systematically across the service linking in with GLA outcome based payments in preparation for the devolution of skills funding (AEB) in 2019/20.
- Review the Community learning destination survey which prepares the service for outcomes within the devolution of the AEB and maps achievement of soft outcomes in terms of increasing confidence, improving health and wellbeing and reducing social isolation. The return from learners needs to increase to provide a meaningful analysis.
- Further development of Apprenticeship programmes to facilitate CPD apprenticeships which maximise on levy funding for Croydon Council and large business.

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, sub-regional 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 (84% from BAME groups on accredited courses and 63% from BAME groups on Community learning courses and 34% overall declaring a disability or learning support need). 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. 97% 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 88%.
- Learners who received support for additional learning needs also achieved better on accredited courses than learners without additional learning needs by 2%.

Improvements since 2016/17

- CALAT over achieved the ESFA funding allocation by 2% in 2017/18. Robust funding and income targets put in place for 2017/18 provision which was regularly monitored during 1-1 meetings, appraisals and all CALAT management meetings.
- The development of the embedded employability units/awards on all accredited courses and increase of take up for additional learning support also ensured that the curriculum was more effective in meeting learner’s needs resulting in the increase of the qualification achievement rates.
• Effective planning and promotion of the curriculum offer led to an increased number of courses delivered in 2017/18 compared with 2016/17 which resulted in an increase of learner and Apprenticeship numbers:
  o Courses that ran: 2016/17 = 576 and in 2017/18 = 650
  o Learners on accredited courses: 2016/17 = 2600 and in 2017/18 = 2623
  o Learners on Community learning courses: 2016/17 = 979 learners in 2017/18 = 1073
  o Learners on full cost provision: 2016/17 = 102 and in 2017/18 = 132
  o Apprenticeships: 2016/17 = 22 and in 2017/18 = 30

• CALAT successfully implemented an enhanced curriculum offer which developed learner’s employability skills, enabling them to progress towards their next steps.

• 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.

• CALAT was successful in achieving additional project funding in 2018/19 to improve service delivery:
  o £447,000 was successfully achieved from the GLA – Small projects and equipment capital fund and Croydon Council to upgrade the ICT equipment in CALAT’s curriculum network – due to be delivered by April 2019
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  o £10,000 in partnership with Sutton College and Westminster Adult Education Service from the Education and Training Foundation for the Developing outstanding ACL provision through collaborative use of Advanced Practitioners project.

• Development and increased delivery of apprenticeships with partners in response to the reform of apprenticeship funding and levy charges to large employers.

• The successful roll out of on-line attendance across all CALAT sites provided a more dynamic data which will highlight any courses whereby attendance rates are a risk on a weekly basis. This enabled tutors and curriculum managers to plan interventions with learners to improve their attendance as well as the potential to achieve.

Areas for Improvement for 2018/19

• Review and develop the curriculum, 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).

• Further development of Apprenticeship programmes to facilitate CPD apprenticeships which maximise on levy funding for Croydon Council and large business.

• ICT equipment and resources are out dated and are becoming unsuitable to prepare learners for the workplace. In 2018/19 funding has been secured for 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.

• Further work is required with business support to improve customer service, support the delivery of high quality provision and maximise on all commercial opportunities for the service.

• Continue to improve processes to accurately track and record destination data and job outcomes systematically across the service linking in with GLA outcome based payments in preparation for the devolution of skills funding (AEB) in 2019/20.
• Review the Community learning destination survey which prepares the service for outcomes within the devolution of the AEB and maps the Skills for Londoners framework in tracking the achievement of soft outcomes such as increasing confidence, improving health and wellbeing and reducing social isolation. The return from learners needs to increase to provide a meaningful analysis.

• More work is required to develop the roles of governance advisory board members and in particular developing the partnership opportunities across council services and business 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.

• Further work is required to improve manager’s skills in writing evaluative judgement statements as part of the termly review and the annual self-assessment process. As part of this process the format of documentation to support termly reviews, the annual self-assessment report and quality improvement plans will be mapped to Ofsted’s new Education Inspection framework.

• CALAT Management teams to undertake Health and Safety training to ensure compliance to corporate health and safety policies as well as legislative regulations.

• The completion of Croydon Council staff satisfaction survey by CALAT tutors is currently very low due to the lack of access to the corporate ICT network and the sessional nature of tutor work patterns. Tutors have reported that the content of the council's survey does not reflect their roles or area of work. In order to address this issue and fully evaluate staff morale CALAT will implement an annual staff survey and staff wellbeing working group which will collate the return and implement and monitor action plans and reports to senior management and the governance advisory board based on the outcome of the staff survey.

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 procedure in place, ‘managed by a knowledgeable and committed member of staff’, staff know who to contact for both safeguarding and Prevent incidents:
  o 17 Safeguarding reports made, an increase as compared to 12 reports 2016/17:
  o 4 referred to Safeguarding team
  o 6 Family Justice Centre
  o 1 to the Police and 6 other referrals to doctors/Learner Code of Conduct

• 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.

• 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.

• 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 2016/17**

• Links were strengthened with Croydon council’s MASH and Prevent management teams. 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 team.
• Changes to the safeguarding and prevent referral process so that all issues are reported directly to the Safeguarding lead resulted in a more efficient way for the service to respond to any issues.
• CALAT increased the list of support agencies provided to learners which facilitated an enriched programme of training offered to staff. This has effectively reflected the support needs presented by learners which are increasingly more complex and has ensured that they can get the support they need to continue with their learning in a safe way.

**Areas for Improvement for 2018/19**

• Schedule Prevent training for all staff delivered by Croydon Council’s Prevent management team which identifies the differences between extremism and radicalisation which would explore examples of how people can become radicalised.
• Develop and implement a policy and procedure for the issuing of learner lanyards. This would enable the easy identification of all learners at CALAT sites and facilitate staff addressing anyone who is not wearing a lanyard onsite.

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

**Strengths**

• The quality of teaching and learning is very good. 95% of observations are evaluated as good or better with no overall concerns for the quality of teaching, learning and assessment. 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.
• 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 evaluative judgements. On-line recording and monitoring of OTLA outcomes, strengths and Areas for Improvement enables effective monitoring, sharing of good practice and informs 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 including any reports with the outcome overall cause for concern about the quality of teaching, learning and assessment.

In good and better sessions tutors set high standards for their learners and have 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 and to 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.

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.

Cross CALAT PLP moderation and involvement of all managers in Learning Walks effectively promotes standardisation and improves learning experiences throughout curriculum delivery.

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 2016/17

- The successful roll out new OTLA process took place in 2017/18 which removed grading and focusses on the development of the tutor. The roll out of this new OTLA process resulted in enhanced support for tutors as well as improving quality of teaching, learning and assessment.
- 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 were embedded into PLP’s for all learners on accredited courses to ensure they 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. Training also delivered to improve differentiation, increasing learner collaboration and embedding the enhancement of digital skills.

Areas for Improvement for 2018/19

- More work is required to ensure that PLPs are used well in all areas, sharing best practice to ensure sufficient and map the purpose for learning (including English maths, digital skills and employability targets) are set and reviewed regularly.
- 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.
- A review of the OLTA process needs to take place, establishing a working group which will include tutors to identify the impact on the quality of teaching, learning and assessment and where the process works well as includes areas of improvement.

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 progress well and develop skills well to support them into employment or further training, 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 45% (1232) of learners progressed to further training, which is a 14% (130) increase is on 2016/17. 15% (404) of learners have progressed into work or employment. However the destination of 21% of learners is not known, which is a 1% improvement from 2016/17.

• 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 learners’ 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 88% achievement rate on accredited courses and 87% 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 2%.

• 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.

• 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, OTLA’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: 91% 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.

**Improvements since 2016/17**

• A programme of employability awards were embedded into courses across the curriculum, 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 for 2018/19**

• 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. This will include the development of a Careers information curriculum which links to the Gatsby standards.

### 3.4. Outcomes for learners – Good

**Strengths**

• Learners on ICT, AAT accountancy and Business Administration course achievements were excellent and all well above the national averages (ICT CALAT: 91% - National average: 88%, AAT level 1 CALAT 100% - National average 87%, Business admin lev 2 CALAT: 100% - National average: 90% Business Admin lev 1 CALAT: 100% - National average: 86%)
• CALAT provision continues to meet the needs of all learners well and there are no significant gaps in achievement from all learner groups
• Overall achievement rates for BAME groups is 85% for learners on accredited programmes, meeting the national rate and slightly lower than other learners (not classified as BAME) and 89% for learners on non-accredited community learning programmes.
• Achievement rates for learners with disabilities are excellent at 87% on Community Learning courses and 88% on ASB courses, above the national rate by 6% and 5% as well as 3% above the CALAT achievement rates 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 87% and the majority of learners commenting on the wider benefits of their learning such as increased confidence, increased social integration and reduced loneliness/isolation.
• Excellent achievement levels in Trinity exams, in spite of a challenging new rubric and marking scheme: the overall achievement of ESOL learners is 83% 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.
• Outstanding achievement in level 3 Health and social care and Early Years courses at 100% was maintained in 2017/18. These are significantly above the national averages.
Improvements since 2016/17

- Overall achievement rates on accredited programmes increased by 3% (2016/17 82% - 2017/18 85%) and meets the national averages.
- The introduction of the AAT Level 2 Accounting qualification has been successful, with excellent outcomes. Attendance was 98%, 92% retention and achievement rates and 100% pass rate.
- Achievement rates on ALDD accredited programmes improved 2% since 2016/17 and now are above the national average. (ALLD Pathways to employment – 97% Achievement which is 3% above the national average, ALDD English and Maths – Achievement 95% which is 2% above the national average).
- Achievement on functional skills English at entry level 1 and 2 are excellent at 100% which is about the national average by 20%.
- Achievement on functional skills maths programmes improved 57% which is a 2% increase on 2016/17 and above the national average of 52%.
- Significantly improved achievement rate on the GCSE English programmes from 81% in 16/17 to 96% in 17/18. There was also a significant improvement in the number of learners achieving 9-4 grades from 75% to 84%, which was also significantly higher than the national average of 70% and that of the post-16 sector of 40%.
- The introduction of the AAT Level 2 Accounting qualification has been successful and attendance of 98% with 92% retention. All learners who completed the course achieved their AAT qualification.

Areas for Improvement for 2018/19

- Improve outcomes on Community Learning courses as achievement dropped 4% in 2017/18 (89%) compared with 2016/17 (93%).
- Improve outcomes for learners in GCSE Maths and Functional Skills Maths level 2 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 level 1 and 2 programmes, level 1 and 2 diploma courses in Early years as well as BSL to meet national averages.
- Retention requires improvement within English and maths, British Sign Language and ESOL functional skills programmes to meet the national average.
- Improve the percentage of GCSE maths learners achieving between grades 9-4 as this significantly declined from 61% to 33% in 17/18. More work is required in 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 97% 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%

Learner’s progression into employment or further learning is outstanding;
- 100% 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.

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 and hours,
  - 1 learner was promoted to activity coordinator
  - 3 learners became team leaders
  - 1 learner became Senior of Care Agency
- L2 Early Years:
  - 37% of learners gained employment in the EY sector and
  - 1 learner has progressed to University.
- L3 Health and Social Care:
  - 1n learner gained paid work from volunteering,
  - 1 learner became Team Leader
  - 1 learner has progressed to an access to Midwifery course
  - 1 learner has progressed on to a Phlebotomy course

- The quality of teaching, learning and assessing is good. Teaching and learning are interactive and collaborative. There is excellent strong and supportive working between Health and Social Care and Early Years teams. 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. Sessions are interesting and capture learner’s attention and encourage independent learning and ownership of qualifications. Learners feel confident in their tutor and assessor to give them timely and targeted feedback.
- 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.
- HSC and EY Learners enjoy their course and feel confident in the timely advice and guidance from their tutor assessor. Assessors and tutors discuss with their groups supportive technology to help people with Dementia seen during recent visits to Care Homes
- 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.
- Excellent development of employability skills includes confidence, independent research and the display of work, which provides evidence for criteria within the qualification. Learners reflect positively on their studies at CALAT and complete presentations of particular topics to their peers and are sensitive in their feedback to colleagues, resulting in the effective development of skills for interviews and helps them to develop resilience.
- Learners are respectful of colleagues and sensitively acknowledge complex needs of fellow learners in one class there was a learner with complex personal needs and they were supported to locate help and guidance and achieved their Level 1 HSC, they also received caring and respectful help from colleagues in the class.

**Improvements since 2016/17**

- Higher expectations of learners and increased tracking has resulted in improved punctuality on all courses.
- Effective partnerships are in place which resulted in an increase of visiting speakers and enrichment activities for Health and Social Care courses and Early Years. This proved extremely successful in preparing learners for the work place and gaining sustained employment
  - Level 1 Health and Social Care classes visited a Recruitment Fair which resulted in several learners applying for posts and gaining employment – this course has targeted employability sessions and these are used to build professional CV and to practice being both an interviewer and interviewee
  - Level 2 Early years courses had several visitors who helped the group to focus on completing their qualification, this group had some issues with a tutor who left mid-course, however the replacement course tutor effectively used enrichment activities in and out of the session to reduce the impact on learners and facilitated the catch up work which included revisiting topics that required further exploration.
- In 2017/18 the addition of British Values and Safeguarding modules embedded within the delivery of EY and HSC programmes effectively prepared learners for the workplace within these sectors. Learners were able to make a direct link to what they had learned and discussed in the class with working practice in their placements.
- Revised pre course information for HSC and EY learners effectively enabled learners to make informed decisions on training pathways and facilitated beneficial discussion with interviews:
  - Updated website information including wording which has changed to reflect new L2/3HSC qualifications
  - Revised initial assessment day documentation and information given
  - Improved Skills Scan for level 2/3 for HSC – this supports informed advice to learners regarding most appropriate level of course, and option units taken.
  - Revised content for pre course interview for HSC level 2/3 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 were updated to reflect the diversity of learners' work roles.
Areas for Improvement for 2018/19

- Improve overall retention and achievement on EY and HSC courses:
  - EY achievement in 17-18 is 83% and retention 83% compared with 16-17 achievement rate of 93% and retention 93%
  - HSC achievement in 17-18 is 83% and retention 94% compared with 16-17 achievement rate of 83% and retention 83%

- Some teachers’ expectation of learners is not sufficiently high to promote excellence in attendance and retention, more work is required within the following areas to ensure consistency across the curriculum area:
  - Attendance and punctuality monitoring by the curriculum management team providing support to tutors L1 EY/CM/L2 EY/L3 HSC
  - Curriculum management team to monitor attendance in order to facilitate the early identification of learners who may be at risk of withdrawing/being withdraw/not achieving
  - Review content for supportive 1-1 with new tutors/those where course attendance and retention is low and use team meetings and mentoring to foster sharing of good practice

- Enrolment for EY and HSC courses has been in decline for 3 years, therefore there is a need to review the curriculum offer for 2018/19 and introduce some new shorter and blended delivery courses which provide stepping stones into the full qualifications and Apprenticeship programmes.

4.2. SA 6 Information and Communication Technology

Key strengths

- Learners acquire qualifications and the skills and knowledge that will enable them to progress on their chosen path (employment, further education and training) that have been planned in line with local and national priorities for economic and social growth. There is a good progression route built within the ICT department to encourage and enable learners to progress to a level 2 standard with their skills and to further develop their skills gaps. Courses embed employability skills throughout the learner journey encouraging reflective practise and match with the Essential Digital skills framework.
  - Overall achievements and passes are above the national average
  - Achievements are 2.5% above the national average
  - Pass rates are 3.9% above the national average
  - Pass rates have increased by 2.4% from 16/17
  - 36% of learners have progressed from one course to another within the 17/18 academic year
  - 46% (112, based on 242 learners) of learners either are continuing in learning or gained employment

- Learners on ICT programmes receive excellent support, including those within protected groups, and are achieving well, gaining recognised qualifications within the national standards.
  - Achievements have increased on PLP entry, level 1 and level 2 qualifications
  - PLP entry, level 1 and level 2 are above the national averages
  - All ethnicities are doing well and achievements are 6.3% higher than the national average
Learners who declared disabilities (139) are doing well and achievements are 6% higher than the national average of 81%

Achievements for male and female learners are above the national averages and there is no distinction to mention between male or female achievements

100% pass rate for function skills ICT level 1/2 on the apprenticeship programmes

15 Apprentices were taken on programme (4 at level 3, 10 at level 2 and 1 Customer Service)

- Achievements for learners from BAME backgrounds is 91% which is above the national average of 83%. 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.

- Learners are enjoying their learning with CALAT, attend well and find learning meaningful enabling them to move forward and contribute to the local economy in and around Croydon and access online services offered by the council. 99% of learners rated their learning as good or above which is well 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).

- Learner feedback is positive from both end of course evaluations and observations/discussions with learners (“I can now access online information that I couldn’t before”, “I am able to send an email and attach my CV, I couldn’t do this till I did the course”, “I am not so frightened to use the computer now and can go online and not worry”).

- Learners are happy with course content and quality of the provision (“The course is preparing me to look for work”, “I can now search for jobs online and know what I am doing”, “The tutor is very helpful and patient”, “I am always made to feel good about my skills and how I use the computer, the tutor is very supportive”).

- Learners are attending well and good contacts are created with tutor and manager if there are issues with attendance and this is followed up in a timely way. Good attendance has been maintained in comparison to 16/17 data and is 9% above the CALAT target of 83%

- A solid ICT provision is in place that is meeting the needs of Croydon residents and tackling the digital literacy skills of its residents by offering recognised qualifications that are meaningful to employers. The provision is linking closely to the Essential Digital Skills Frame work ensuring learners are safe, legal and confident online.

- Enrichment activities based on employability skills and achieving personal goals have been piloted within ICT courses in the autumn term on the level 1, this was successful and has rang throughout the academic year, enriching learning an maximising funding. This was extended to the level 2 iTQ in the spring term and further developed in the summer term due to learner and tutor feedback with a change in units to enrich learning, this should be then rolled out on all level 2 courses n 18/19.

- ECS assessments sessions were established with Electrical Contractors' Association, training undertaken and cascaded to members of staff to offer assessment sessions to delegates. By doing this finding a new way of generating income for CALAT as well as identifying potential vocational progression routes for learners.

- Cross curricular work with family learning, learners in Addington and Ryelands Academy have been offered a progression route on to an OCR level 1 iTQ award after completing an OCR Entry qualification. ESOL learners take places on ICT course throughout the curriculum as do learners with disabilities who achieve well (99.2% of learners who declared achieved, those that had no disability 98.9%). Cross curricular work with the ESOL department offering 3 1 day employability courses in using ICT.
• 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 sourced.

**Improvements since 2016/17**

• The embedding of employability skills into all courses including level 2 iTQ, has worked well and learners benefitted from a more rounded curriculum which also helps to support softer skills and plug gaps in a holistic way, rather than just supporting learners in their topic. Level 1 iTQ Entry award works well with learners who implement their skills to create a poster using information that they have found online. Level 2 iTQ has been run offering 3 units but has been developed to offer 2 which enables learners to have more time to embed skills and use the project unit to create their own databases using the range of skills that have learnt on the iTQ qualification.

• The successful implementation an apprenticeship programme in partnership with the Business curriculum area. This partnership approach facilitated tutors/assessors, course programming, awarding body approval and examination processes for this new programme offer resulting in the management of EQA visits to a successful outcome. Using effective communication skills to establish a good rapport with the Apprenticeship Coordinator within Croydon Council so the recruitment of apprentices is effectively managed from Initial Assessment to completion and has increased uptake of Apprentices to 30 in 2017/18 compared with 22 in 2016/17.

• Pass rates have increased from 97.2% to 99.6% by tutors preparing learners well in the assessment criteria offering time to consolidate skills, giving plenty of practise time with a good range of resources to engage the learners. Tutors plan their sessions well and respond to learner needs to ensure good progress is made with the time constraints of the courses offered.

• 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.

**Areas for Improvement for 2018/19**

• Mapping curriculum and PLP targets to their overall purpose for learning needs to be clearly mapped on the learner PLP. Clear targets are set within the qualification but further work needs to be done so learners reflect and set goals that they wish to achieve in the future and how this links with improving their quality of life and long term goals:
  ➢ Support tutors to develop PLP to reflect learners long term goals
  ➢ Develop techniques to enable learners to express and write what their long term goals are and how their learning is improving their prospects and quality of life
  ➢ There has been change in some PLPs showing more learner ownership but this still needs to be improved on in 18/19

• Continue to explore further ways to develop the curriculum and develop income and funding by:
  ➢ Evening classes to be looked at for 18/19 (starting with level 1/2 iTQ)
  ➢ Number of ECS sessions to be increased
Explore ways of taking training to the employer/employee rather than delivering training in CALAT centres

4.3. SA 9 & 3 Creative Arts

Key strengths

- 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 which has resulted in the learner profile now reflective of the demographic profile of Croydon.
- 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. Moodle, Padlet and Google based e learning resources are used increasingly and encouraged by tutors to ensure that learner’s digital skills development is a key mode of delivery.
- Creative Arts Courses address the needs of a diverse range of learners of the whole of Croydon
  - 156 learners were from BAME background (30%)
  - Achievement rates for learners from BAME backgrounds were 77%
  - There were 34 learners with disabilities and their achievement rates were 76%
  - There were 372 female learners; which is 86% of the overall Creative Arts learner cohort.
- 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.
  - “Very practical course with tangible results” (web site) Word Press Course
  - “Course helps (me the learner) with community work role”
  - “Value for money”
  - “Most enjoyable”
- 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.
- Strong links with the local community have been built significant engagement with community and arts group leadership resulting in extended opportunities for learners. Partnerships have
been developed in Thornton Heath with the Thornton Heath Community Action Group and other local arts organisations

**Improvements since 2016/17**

- Learner achievement on accredited courses for 2017/18 have improved by 5% - 81% compared with 77% since 2016/17

**Areas for Improvement for 2018/19**

- Review the accredited curriculum offer to increase enrolment within this area, ensuring that provision is mapped to the creative industries skills gaps within Croydon
- Further 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 (32% increase) enrolled on language courses in 2017/18 (71 students in 16/17- 94 in 17/18), 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 excellent at 92% which is a 10% increase on 2016/17 and well over the national average at 83%. 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 attain their learning goals well, including qualifications, and achieve challenging targets, and good knowledge across languages and at the right level. This was reflected within the EQA’s comments: “Well-presented samples which show feedback from assessor and amendments by learners where suggested. Well-presented samples, on the entry 3 sample good command of the spoken language.”
- Learners highly value learning within the Modern foreign language curriculum area, with the majority rating their courses at good or excellent:
  - 87% learners graded their language course is excellent with 99% of learners rating their course good or above. 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 FE Choices Learner Satisfaction Survey 2017/18, 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
- 87% of the learners found their course excellent and enjoyed learning in a supportive and safe environment.

- Excellent quality assurance process in place that ensure tutors are given regular feedback on how to improve and action points are identified and addressed before submission of portfolios, resulting in very good EQA report: EQAs comments:
  - “Comprehensive internal moderation with thorough investigation and planning for necessary improvements for the next year. There were 3 internal moderations and where any need of improvement was identified, it was made clear to the team”.
  - “The internal moderation process examines the outcomes closely and then requires action (additional recording) to be taken to ensure that all assessment criteria are unequivocally addressed. In addition to the formal feedback, the internal moderator countersigns the assessments, highlighting issues such as poor student presentation.

- 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.

- 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.

- 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 OLTAs of students supporting classmates with learning difficulties help them to progress and achieve and create social network.

**Improvements since 2016/17**

- The overall achievement for MFL at 90% has improved by 2% since 2016/17. The overall improvement is due to an overall improved retention of learners. The achievement rates for learners on accredited MFL programmes have also increased by 6% since 2016/17 and was at 85% in 2017/18
- An increased number of learners joined accredited and non-accredited language courses in 2017/18 making clear progress from their starting point and gaining qualifications and achieving their targets. Employability unit “Planning for Progression” was added to 8 language courses, helping learners to reflect on their strengths and weaknesses and enabling them to plan their next steps into further studies or employment.
  - 616 learners joined language courses in 2017/18 compared to 545 in 16/17— an increase of 13%
A very successful 5-week introduction to BSL was organised and delivered in term 3 to ensure students were aware of the expectations of the course and both the learners together with the tutor could make an informed decision whether to progress to the Signature level 1.

Areas for Improvement for 2018/19

- BSL pass rate has improved (at 78%) but both achievement and retention rates are lower than 16/17 (learners have dropped out due to personal reasons, conflict of interest, health problems and financial problems). 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:
  - **Pass rate**
    - 16/17 50%
    - 17/18 78%
  - **Retention rate**
    - 16/17 75%
    - 17/18 60%
  - **Achievement rate**
    - 16/17 58%
    - 17/18 47%

- Attendance requires improvement and was 81% in 2017/18, although this is a 1% increase from 2016/17 is still 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 develop and bended learning offer and 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

- 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 whatever their previous educational experience or current personal situation. Learners attribute the level of support, motivation, encouragement and positive feedback given by their tutors as the reason why they stayed the duration of the course, developed their self-confidence and self-belief and achieved their qualification.

- Outstanding achievement is maintained with a 1% increase in 2016/17 at 92%, which meets the national average.

- Retention rates are excellent at 92 % which is above the national base rate, and attendance rates are excellent at 96% which is 5% increase since 2016/17 and 3% above the CALAT target.

- Achievement is excellent for learners with a learning difficulties/disabilities at 90% which meets the national average and is due to effective support and collaboration with other departments.

- The ethnicity of learners reflects the local area and achievement is largely in line with/or above the national average. Achievement of White British is 92% a 5% increase on 2016-17.
and 9% above the national average. Caribbean is 93% a 7% increase on 2016-17 and 11% above the national average.

- Achievement of female learners remains excellent at 92% is 8% above the national average of 84%
- 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.
- Early identification of learner’s individual needs informs tutors’ planning. Differentiation, including extension activities for very competent learners, is excellent and a wide range of contextualised resources ensures that learners are fully supported to achieve their qualification and prepared to meet workplace requirements. Depending on learner’s stage of literacy development and confidence in expressing themselves in written form, tutors use varied assessment methods e.g. observation, professional discussions and Q&A enabling learners to provide evidence that fully meet relevant assessment criteria without the stress of producing academic essay type assignments.
- 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:
    - Entry 3 Prep learners = 12%
    - Level 2 SWC learners = 33%
    - Level 2 STL learners = 66%
    - Level 3 STL learners = 66%
- 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. E-learning and ILT is well embedded within the curriculum delivery and used very effectively and creatively to support teaching and learning. Interactive learning packages are used to help individual learners consolidate their learning and/or catch up with their work. Learners are supported to develop the confidence to use ICT to research and present their work and also to support children’s use of various ICT packages which support teaching and learning in schools.
- Equality, diversity and British values are fully embedded in curriculum planning and delivery. There is a strong modelling of acceptance of difference. Learners are encouraged and supported to value individuals as people whatever their background, culture, disability or need be they learners in class, children, staff and parents in their respective school placements and members of the local and global community. Democracy and fairness is encouraged in team work and there is an expectation that all learners will implement their agreed rules for working in teams as a demonstration of the rule of law. Values of respect and tolerance is also modelled in class interactions.
- 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. As a result of this feedback learners have improved the presentation and quality of their work and their performance in schools. 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.

- Strong commitment to personal and professional development. Tutors keep up-to-date with changes and development in education including theories, legislation and practice and this is disseminated to the learners. The impact on learners is their knowledge and practice in school is current. Tutors prepare extensively for delivering new qualifications by doing relevant research and study. As part of their preparation to deliver and assess L1 Award in PREVENT awareness all tutors completed an on-line PREVENT awareness training to ensure they were fully conversant with relevant, current legislation and guidance. The outcome for learners is that they all achieved their qualification. Tutors also select areas which they particularly want to develop to increase their knowledge and improve their practise e.g. effective teaching methods for learners with dyslexia; new teaching techniques; strategies for supporting children/adults with special educational needs.

- Learners have a very good understanding of their rights and responsibilities as a learner, as an employee, and as citizens and consumers in the community; they understand the importance of working cooperatively with others in all settings and have strategies for promoting good and productive working relationships with their peers, other employees and employers. This is introduced in the Prep course and developed further in the L2/L3 courses. Learners have to provide evidence for the L2/L3 qualification on how they develop positive relationships with children and staff. This has to be confirmed by a witness.

- Safeguarding procedures are highly effective and all staff are up-to-date with CALAT procedures and are fully aware of their duty and responsibilities as tutors and as citizens in the wider community. Tutors are also knowledgeable re how to advise and guide school staff on their responsibilities for safeguarding children in educational settings.

- 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 and committed to the maintenance of excellence. They create learning environments that are safe, welcoming and productive. All staff consistently deliver to a very high standard and have high expectations of their learners. As a result achievement is always in line with or above the national benchmark.

**Improvements since 2016/17**

- Learners are successful in achieving a new suite of embedded employability, prevent and embedded English qualifications enhancing their skills and employment prospects.
- At the start of 2017-18, progression from 2016-7 courses into 2017-8 courses was significantly lower than previous years. This was identified as an area for improvement in the 2017-2018 QIP.

By the end of 2017-18, this had changed dramatically to a total of 35 learners who progressed across the different levels.

- 12 out of 14 learners who achieved the Prep (E3) course in January 2018 progressed on to the L2 SWC in January 2018 with the same tutor. This is the highest progression form one class that we have ever had (2016-2017 - only 4 out 18 learners, 22%, progressed from the E3 to the L2 course).
- 15 out of 25 learners who completed the L2 SWC in April progressed on to the L2 STL extension (2016-17, only 2 out of 53 learners – 4% - progressed on to the STL L2 extension) All achieved their L2 qualification.

- Stronger links were developed with Croydon schools resulting in an effective partnership with Beckmead School, to deliver an apprenticeship programme that meets the needs of the
school whilst complying with the apprenticeship framework. The (STL) vocational qualification was also delivered at the Beckmead site.

Areas for Improvement for 2018/19

- Further improve the quality of the learning experience for learners who need additional learning support.
- Increase apprenticeship numbers as current numbers are far below the target set by CALAT. This will include a review and development of Apprenticeship programmes outside of the STL offer which will meet the CPD needs of Croydon Schools.
- Plan and deliver extended L2 qualification so all learners doing level 2 achieve the Certificate in Supporting Teaching and Learning in Schools which assesses their competence in supporting teaching and learning and their ability to improve their school own practice and contribute to team development.
- Team professional development - Explore and utilise training and development opportunities for the team in learners’ workplace or local schools to ensure their occupational competency is current and knowledge of T&L strategies, national guidelines on curriculum development, expectations re implementation of relevant legislation and policies etc is up-to-date. Upskill tutors to deliver, assess and IQA a range of qualifications.
- Develop staff knowledge and practice of health and safety procedures to be compliant with DFE guidelines and Croydon Council’s policy and guidance.

4.6. SA 14 Preparation for Life and Work

English for Speakers of Other Languages (ESOL)

Key strengths

- Good achievement levels in Trinity exams, in spite of a challenging marking scheme: the overall achievement of ESOL learners is 83% which is a 3% improvement on 2016/17 and 4% above the national average. The recognised external qualifications will help with employability and/or enable them to enrol on a training course to further their job prospects:
  - Above average Reading results for the entry levels
  - Level 2 Writing results are extremely good at 85% to the national average of 65%
  - Entry 2 is more than 7% above the national average in all three exams.
- Retention rates for ESOL learners are excellent at 93% which meets the national average.
- 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: 274
  - Retention: 96%
  - Pass rate: 88%
  - Achievement: 85%
- Destinations are now being tracked in more detail which means we will be able to make an effective evaluation of course outcomes in helping learners gain employment. 130 learners went into employment compared with 84 in 2016/17 and 702 learner progressed into further learning compared with 582 learners in 2016/17.

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 the 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 93%. Tutors are well qualified and give individual support. One learner stated: “I particularly liked the way our teacher focuses on every single person”. The majority of the learners enjoy their classes (100% have judged their class good or excellent) and find their teachers well prepared and helpful, this resulting in good achievement and retention rates.

• Tutors effectively support learners in the objective setting and delivery of courses well. Retention and pass rates for the 9% of learners who have declared additional support needs was good. The extra support given to these learners who have additional support needs is also good. This extra support has meant these ESOL learners continue to attain higher achievement rates than both CALAT and the national average.

• 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.

• Planning and development of curriculum across three centres has been successful in meeting local and national priorities and needs, especially the unemployed and those receiving JSA or ESA. This is evidenced by 136 of unemployed learners taking ESOL classes. This result demonstrates that CALAT ESOL is liaising successfully with local job centres and is providing a much needed service to the local community.

• 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. There were several class outings to London including the National Gallery and British Museum 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. Enrichment activities are very popular with learners many of whom haven’t travelled outside of Croydon.
- 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 2016/17**

- Enrolments have increased by 17% this year and there are more courses at more times than in previous years. Due to learner need we reduced the number of higher level courses and increased our Pre-entry courses. This has meant that more Pre-entry learners are gaining confidence and taking advantage of the opportunity to learn English.
  - Enrolments 17/18 = 3210
  - Enrolments 16/17 = 2676
- 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.
- The expansion of partnerships with the continuing 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.
- A newly blended ESOL with vocational learning provision was piloted in July 2018. Courses included ESOL for preparing for working in Administration, ESOL for the Driving Theory test proved popular as well as preparing learners for their next steps with progression pathways whereby their languages skills may have prevented entry onto vocational courses and into employment.

**Areas for Improvement for 2018/19**

- The implementation of ESOL certificates to reward learners and encourage personal development of softer skills is requires. This can be for attendance, behaviour, contribution to the class etc. Our first certificates will reward attendance and this will encourage regular attendance, being on time and add a competitive edge. This will support our drive for 18/19 which will focus on punctuality. This will allow for more learning time as leaving early will also be strongly discouraged.
- In 2017/18 achievement, retention and pass rates for men was below the rates for women. The reasons for this are unclear. However, for 18/19. A destination report will be developed that can break this number down to analyse how many withdraw due to work.
- Progression route from Level 2 ESOL to Functional Skills Level 2 through to English GCSE needs to be developed further in order to extend the ESOL learner journey through to meaningful employment. Two Entry 3 and one Level 2 ESOL courses for Functional Skills are now incorporated into the 18/19 curriculum offer.
- Some ESOL tutors are insufficiently skilled at checking learning in lessons. In some lessons there is insufficient challenge for more able learners amongst some tutors
- 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 17/18 New Addington continued its development as an ESOL centre and grew in ESOL numbers to 46 learners, moving from four ESOL courses to six. Fieldway will also be an area for development in 2018-19

**English and Maths**

**Key strengths**

• Significantly improved achievement rate on the GCSE English programmes from 81% in 16/17 to 96% in 17/18. There was also a significant improvement in the number of learners achieving 9-4 grades from 75% to 84%, which was also significantly higher than the national average of 70% and that of the post-16 sector of 40%

• Increase in achievement rates on English and maths programmes. English has seen a significant increase of 15%, mainly due to staff being more experienced in delivering the functional skills English L1 programmes. Also a 2% increase in the achievement rates on maths programmes.

• Tutors now allocated 1:1 tutorial time with learners each term and this has resulted in an improvement in the achievement rates on most programmes and a 78% achievement rate for learners who received ALS support achieved their qualification. The tutorials provided the opportunity to give more detailed feedback to learners on their progress and on what they needed to do to improve, as well as provide additional tuition on the topics the learners found difficult.

• The staff team continued to 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 and attendance at staff meetings remained good.

• Equality and diversity, employability, British Values, Prevent and Safeguarding continued to be well embedded into teaching and learning through the course content, resources as well as the learner code of conduct.

**Improvements since 2016/17**

• An increase in the achievement rates for most groups of learners on English and maths programmes, especially for our largest groups of learners – who are black African and Caribbean. 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%.

• Learners, especially ESOL learners on maths programme, having access to more timely 1:1 ALS support, provided by the class teacher, for the duration of their course. This resulted in a 7% increase in achievement rates for learners with a disability on general English and maths programmes and 23% increase for learners with a disability on GCSE English and maths programmes.

• Learners on Level 1 to GCSE courses completed the C&G Planning for Progression unit during the 5-week induction period. This unit focused on what learners needed to do in order to follow and achieve a programme of learning as well as develop their employability skills.

• Learners given the opportunity to attend a 5-week re-sit programme so that they could work towards taking the exam in July. As part of this course they also completed the C&G Working as a Team employability unit which prepared learners for entering employment as well as developing their study skills.

• Entry 3 to Level 2 tutors trained by a peer and supported by the E&M management team to deliver the C&G Planning for Progression employability unit. In April, the curriculum co-ordinators trained the tutors to deliver the C&G Working as a Team and the OCR ICT.
employability units enhancing the curriculum offer and prepares learners for their next steps into vocational pathways and employment.

- Effective destination tracking has facilitated the evaluation of English and maths courses outside of gained the qualification. 26 learners who were unemployed at the time of starting their course progressed into employment whilst on or after completing their course. 21 learners enrolled on to other CALAT courses after completing their English or maths course.

- Tutors continued to develop their digital technology skills as the ICT co-ordinator organised in-house training sessions on using QR codes, C-touch interactive screens, Triptico, Moodle, ForSkills and E-registers which has enabled tutors to develop the digital skills of learners as part of curriculum delivery.

- A new Fast Track maths L1/L2 course was co-taught by an experienced tutor and a new tutor. This model worked very well in that they shared the planning of the course and the experienced tutor mentored the new tutor. The feedback from both tutors was very positive.

- Tutors are becoming more confident with addressing equality and diversity issues in their teaching and this is evidenced at learning walks, OTLAs discussions at staff meetings and sharing best practice sessions.

- The introduction of a more flexible initial assessment procedure meant that learners no longer need to book an appointment in advance. This also increased the number initial assessment sessions that took place during the year so that some coincided with the CALAT Open Days, with the view to recruiting learners for the fast track courses to start in January and the Pre-GCSE courses in April 18. As a result there was an increase in enrolments across the curriculum area. The increase in enrolments contributed to the increase in funding in the department from £197K in 16/17 to £252K in 17/18 representing a 28% increase.

- The curriculum offer was extended to include the introduction of short taster sessions in an attempt to diversify the programme and attract new learners. In May 2018, the department was involved in the Council’s’ “Learning at Work Week” and we offered 2 short taster courses in “Improving your Writing Skills”. In June 2018, we offered 5 taster courses during the “Festival of Learning” ranging from an ‘Introduction to Creative Writing’ to ‘Have Fun with Percentages’. In March 2018, partnership work with the travel advisers’ management team at Croydon Council resulted in the successful 4-week Report Writing course. The feedback from the course was very positive and one of the learners then attended a Pre-GCSE English course and then progressed to a GCSE English course in September

Areas for Improvement for 2018/19

- Improve attendance which at the end of the year was 78%, a 6% decrease from the previous year, at all centres. In particular attendance has reduced at the Thornton Heath Centre.

- Continue to improve achievement rates for all groups of learners, especially ‘white British’ and ‘Asian Indian learners whose achievement rates declined this year.

- Improve achievement rates on functional skills maths L2 programmes which declined by 5% from 51% to 46%. However, 46% was significantly better that the national average for the post-16 sector of 28%.

- Improve the percentage of GCSE maths learners achieving between grades 9-4 as this significantly declined from 61% to 33% in 17/18. However, this is still slightly higher than the percentage achieving these grades in the post-16 sector at 30%.

- Provide more opportunities during term time for learners to catch up on missed work or to receive additional support outside class time.

- Tutors to ensure that the written feedback they provide to learners clearly states what the learner has to do in order to improve/progress.
• Tutors to continue to develop their use of digital technology by embedding the new technologies at CALAT to enhance the quality of the teaching and learning experience.
• Improve the IQA system within the department to ensure that registration, standardisation and moderation practices are carried out in a timely manner and in accordance with the procedures suggested by the C&G EQA
• Continue to recruit new tutors and plan new courses to take place during the academic year in order to widen the programme offer, especially in the evenings at Thornton Heath, and respond more quickly to learner demand
• Continue to review and diversify the programme offer so provide more flexible learning opportunities throughout the year. Explore opportunities to offer income generating bespoke short courses to the local authority and employers in the borough.
• Provide more targeted support during the year to new tutors and those tutors whose achievement rates were below the national average in 17/18 by supporting them to differentiate learning more effectively in order to support learners to achieve their learning goals.
• Continue to support tutors in aiming to reduce their workload without compromising on the quality of teaching and learning and outcome for learners.
• Continue to ensure that the PLP goals are also linked to the learners’ personal goals and interests, the development of employability skills and not only on achieving the qualification

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 – 61 learners 97% achievement 4% above the national average; 97% Retention, 2% above the national average
  ➢ English & Maths ( including E/M) on pathways to employment courses – 267 enrolments; 95% retention and achievement which is 1% above the national average
• There is a good balance between genders on ALDD courses: Female = 245; Male = 225. With no gap in achievement rates which are above national averages.
• Very good development of English and maths skills enabling learners 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; following directions and road signs to enable them to travel independently; visiting a restaurant and ordering own meal;
• All the enrichment courses focus on development of maths skills so learners who have not taken maths courses during the year have the opportunity to develop maths skills in fun and exciting ways e.g. going to Tesco to work out and buy the best meal deal; identifying different shapes inside famous palaces and understanding how shapes can be used in interesting ways to create different effects e.g. windows in Hampton Court; calculating travel time, distance and costs for their impending visit.
• Highly skilled tutors with extremely high expectations re learners’ achievement and personal development. Learners benefit from high expectations, engagement, care, support and
motivation from staff. As a result, there is excellent level of learner participation and engagement in all classes and very development of subject specific skills and softer skills

- Tutors have excellent awareness of learners’ individual needs and provide effective support to support learning and independence. Tutors have extensive profiles of their learners and use this information and knowledge to plan how to meet learner’s needs and how to monitor their progress.

- Excellent partnership working with LSAs who provide additional 1-1 and group support. When possible/desirable, LSAs do joint risk assessment with tutors before taking groups out on visits. Tutors encourage LSAs to work side-by-side with them resulting in learners treating them with equal respect.

- Teaching and learning is exciting and vibrant and learners are inspired to strive to achieve their full potential. Tutors constantly seek new ways to deliver their courses and to create a learning environment where learners are challenged and supported to achieve success.

- 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. The Enrichment programme, developed from the summer programme 2018, is a great success and learners and tutors constantly enquire when the next one will be.
  - The Creative Multi Media course which started in September was a direct response to learners’ request to know how to keep safe when using multi-media.
  - The curriculum offer is also a product of consultation with tutors who have the opportunity to input their ideas and offer courses that excite them such as Exploring Places of Interest which was 3 hrs per week and has now (2018-19) been increased to 4hrs (5 hrs on day trips) as requested by the tutor to allow learners to travel further afield. All the courses offered on the Enrichment programme is a result of tutors’ choice and learners’ interest.
  - The Caring for Children course gave learners the opportunity to progress to level 1 (Award) qualification…chosen because we identified that many learners have children in the family who they engage with regularly. The course enabled them to have a better understanding of how to support children’s learning and development in a fun way. The course was delivered by a very experienced Early Years tutor. One of the learners, JE was on a 16-19 programme and we arranged a volunteer placement in a local nursery for her. The feedback from both JE and the nursery was extremely positive. The course was so successful that all the learners asked if they could continue doing it this year. As a result of this request, we have re-programmed the course to give them the opportunity to consolidate their learning and progress to the L1 certificate. We are currently negotiating volunteer placements for all these 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. Learner Reps continued to develop their social skills and self-confidence. They attended and presented the work of CALAT at external events e.g. Partnership Board meetings, Governance meeting and MENCAP board for Willow Learning for Life. Learners have the confidence to cascade information from these meetings to the rest of the group. The learners also wrote their own speeches which they delivered to an audience of their peers, parents/ carers, tutors, and council ‘dignitaries’ at the ALDD Award ceremony
The Myself, My Community, My World (MY, MY, MY) group worked with some of the most disengaged children at the Forest School within Bonneville Primary on a project exploring the lifecycle of chickens. This joint venture provided the opportunity to foster better understanding and positive relationships between primary age children and adults with disabilities. Our learners presented as excellent role models of disabled people living meaningful lives, and therefore subtly changing children’s perception of disability.

On the gardening course learners worked with the library to bring the community back to life. In the spring term learners participated in a Farm to Fork trail at Tesco about harvest and they harvested and ate their own tomatoes and vegetables. They also built a bug hotel to provide shelter over winter particularly for insects such as bees and butterflies beneficial to the environment. This course continues to develop their team working skills and teaches them strategies to become more self-sufficient. All learners have a real sense of pride in their achievements.

Planning for Life and Work – To strengthen the employability skills being taught on this course, learners were encouraged to engage with local businesses to find out what employment opportunities were available and what skills were needed for these jobs e.g. TK Maxx offered the learners mock interviews to give them the opportunity to experience a ‘real’ interview situation.

Learners wrote letters to local businesses to generate donations for raffles for their charity events. Supported by the tutor/LSA, learners visited these businesses and explained what they were doing to raise funds and what help they were looking for. Learners’ had a real sense of achievement and a great boost in confidence when they secured a donation. They were also well prepared to deal with rejections.

- 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.
- Management of learner safeguarding and well-being is robust. The ALDD team work closely with the CALAT safeguarding officer and the CC works in effective partnership with parents and carers. 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 2016/17

- Learners in BAME groups that have improved achievement rate since last year include:
  - Caribbean at 98% - 17% above the national average (82%) and an 8% increase on 2016-17
  - Irish at 100% - 16% above the national average (84%) and an 8% increase on 2016-17
  - African at 96% - 13% above the national average (83%) and a 3% increase on 2016-17
- Earlier identification and closer monitoring of learners given cause for concern (behaviour, health, emotional well-being) including closer working relationships with their carers. A ‘cause for concern’ form is now used to ensure a consistent and appropriate approach is in place across the department. 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.

- Learner enrolments increased by 17% from 391 in 2016-17 to 470 due to the modest increase in learner numbers and a more extensive enrichment programme.
- Tutors trained to carry out and interpret skills assessment and to identify learner’s strengths and areas for development and linking learner goals to this.
- PLPs 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 are reviewed during the courses and new ones set as appropriate
- Assessment is more robust. Tutors increased understanding of how set group and individual goals relative to learners starting points and linking goals to the adult literacy and numeracy curriculum Tutors developed and implemented formats for evidencing how they track and record whole class progress and achievement

Areas for Improvement for 2018/19

- Continue to monitor PLPs for English and maths and accredited courses to ensure they fully capture learners starting points in relation to targets in the Adult literacy and numeracy curriculum and the learning outcomes on the accredited courses
- Review and further develop accredited programme to meet learner needs and interest and provide a co-ordinated pathway across the council
- Further develop enrichment programme to provide additional opportunities for learners to develop practical maths skills and contribute their ideas to programme development and marketing

4.7. SA 15 Business and Administration

Key strengths

- Enrolments were good in 2017/18 - 176 ASB learners 23% increase from 2016/17 and 68 CL Learners
- Learner progression into employment from Business courses is good. Progression data demonstrates the value of CALAT and increases learner potential;
  - 15% of learners secured employment following the completion of an accredited course within this curriculum area.
  - 49% of learners progressed into further training
- Achievement rates are outstanding. Learners are achieving well in 2017/18 at 94% (above national achievements percentages across the curriculum area) and gaining recognised qualifications that will help them secure employment
  - Ethnicity – Achievement for BAME learners is 88% compared to National Average of 80%.
  - On higher level courses all learners achieve at a comparable level. All learners across all ethnicities have 100% achievement rate.
  - Gender – Male learner’s achievement was at 94% compared to the National Average at 83%. Female learners achievement was 95% compared to the National Average at 90%.
- Learner Evaluation feedback shows learners feel safe whilst learning with CALAT, they appreciate the support given by their tutors and feel that they are gaining in confidence and learning new skills that they can now use in their personal lives and to secure employment.
- Due to the secession of the Text Production units within the Administration (Business Professional) Certificate Level qualification it has been necessary to identify appropriate units to replace the credit value. New resources have been created to inspire and challenge all
learners and meet their individual needs promoting quality and diversity. Employability Skills have now been embedded to stretch learners and improve their employability opportunities on completion of the course.

- The OTLA profile continues to be very good and all tutors observed are teaching to a high standard and continue to support learners through their journey of development and learning and learners are achieving excellent results and progressing onto further courses, employment and enriched lives.

- 10 apprentices are on programme with Croydon Council and receive regular communication with an individual assessor who supports them to achieve their learning goals during and outside of the workshops. Their progress is monitored and there are excellent communication paths are in place. Effective dialog is maintained between Apprenticeship Coordinator and apprentice Manager to maintain quality of service and ensure the employer’s needs are met.

- Quality of teaching and assessment are being maintained by workshops for assessors and tutors to enable them to access new effective teaching and assessment materials that support and help learners achieve. Excellent EQA feedback with no action points identified. Praise given on the knowledge and experience and the ability of tutors/assessors to extend and develop learners beyond the level of the qualification.

- Strong partnerships were maintained which resulted in the development and implementation of new Apprenticeship programmes with the ICT curriculum area. Working closely with outside organisations such as Job Centre + also effectively promoted courses to learners who were able to access courses to help develop their skills and knowledge in preparation for employment.

- Quality of teaching and assessment are being maintained by workshops for tutors and assessors to enable them to access new teaching and assessment methods, observations and learning walks. Providing staff training on specific areas to include, Safeguarding, Prevent, British Values, Equality and Diversity and Health and safety. The knowledge gained by tutors from the effective training enables them to effectively inform learners at induction and know who to manage situations and point of reference if necessary. The effectiveness of this information to learners can be evaluated through learning walks, class observations and evaluation forms. 100% of the evaluation form indicated that the learners felt safe and secure in their learning environment.

- 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 OTLAs 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 2016/17**

- Closer monitoring of attendance has now been achieved by e-registers, resulting in any interventions to be put in place to tackle any leaners whose attendance is at risk of falling below the CALAT target. Attendance is excellent on Business courses, 92% for accredited courses and 100% on Community Learning courses in 2017/18.

- The introduction of the AAT Level 2 Accounting qualification has been successful and attendance of 98% with 92% retention and achievement.

- Mentoring a new tutor to enable them to grow and develop and become more knowledgeable and deliver effective teaching methods and class management. Offering support to shadow experienced tutors and opportunities to attend CPD workshops which enhanced teaching and learning methods.
• More effective use of Additional learning support procedures have enabled tutors to offer additional support to learners with additional needs with the necessary resources and 1:1 time to ensure that they are able to learn well and achieve a successful outcome. The number of learners needing additional support to achieve reflects the calibre of learner that CALAT is now attracting
• 95% achievement and 95% pass rate compared with 54% 16/17
• Business have increased funding from 16/17 by £14859.25. Budget and funding allocations are closely monitored through Course Calculator and budget meetings and though effective monitoring contingencies are put in place to ensure if any shortfalls in targets are identified they are kept to a minimum to reduce a negative impact on CALAT funding outcomes
• 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.
• More robust PLP’s are now in place making them more transparent owned by the learner and self-reflective.

Areas for Improvement for 2018/19

• Secession of the Employability Level 1 qualification which embedded ICT. Due to low enrolment numbers the course was cancelled and despite intensive marketing the interest has failed to increase. Alternatives will now be researched to identify learner needs and how best to service those learners who seek employability skills. There is also a conflict of interest as Employability courses are also offered by Health and Social Care and ICT
• Further development of the Apprenticeship curriculum offer is required to implement standards that are ready to be delivered within this curriculum area. There is also a need to develop a new Apprenticeship curriculum offer to meet the needs of Croydon Council and other Levy paying businesses within the borough.
• Ensure sufficient staffing for the expanding apprenticeship programme including induction, training and supporting staff. Appoint assessor/trainers to support the apprenticeship programme.

4.8. Family Learning

Key strengths

• Learners on accredited Family learning programmes participate and achieved well:
  ➢ Learners on accredited FEML programmes, retention and achievement rates were well above national averages: 79% achievement compared with a National Average of 57% and a 7% increase from 2016/17; 95% retention compared with the National Average of 84% which is also a 7% increase from 2016/17.
  ➢ Learners make good progress during their programme compared with their starting points with particular attention to developing parental skills and confidence in the support they give to their children.
    ➢ ‘Schools report an improvement in children’s progress and confidence in group situations'
    ➢ ‘Parental engagement in school activities also improved'.
    ➢ ‘Great enthusiasm and engagement for the consistent participants, improved language skill for parents with their children’
    ➢ The flexibility and diversity of the FL provision with part time community centred classes, ensures that learners in hard to reach areas can engage in meaningful
education, whilst accommodating their family commitments particularly if the provision is supported by a crèche.

- Feedback from learner evaluation- 100% rated the provision good/excellent (225 evaluations)

- Overall Teaching & Learning is good. Lessons are well planned, with good resources, good differentiation with targeted and well planned work to stretch and challenge all learners. Good and excellent learner engagement, learners actively collaborate well and support each other in classes.

- Learners felt teaching was excellent with the tutors taking time to get to know learners, assessing work regularly and differentiating well.
  - One learner reported “Even though the classes are mixed level I have the resources for my level and needs”.
  - Tutors identify learners support and additional needs quickly and accurately through effective initial assessment and additional support documentation supports this.
  - 4 learners identified at the start of the programme with additional support needs, were allowed half an hour after class to support those needs—all learners passed their entered exams.
  - Tutors have a good sound knowledge and expertise in their specialist areas, which results in good quality teaching, and learners are fully engaged in their learning journey.

- Tutors create a safe environment and support the wellbeing of all learners. Tutors are skilled in enabling confidence building and supporting learners to attend class and achieve their personal outcomes and goals which is key to the success of programmes. The foundations during the first 2/3 weeks of any programmes with the induction process which is supported by an induction booklet.

- 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 experience with partnerships and visiting speakers from key partners such as: The Community dentist, Book start Coordinators, Women’s health speakers and a visit to the local library. In all classes time is built in to discuss next steps, in some cases support in their child’s school, moving to a higher level class within CALAT and sign posting to employability supports
with Croydon. With additional material to take away to review at home. This enhances the learner experience and supports learners to meet their individual goals for themselves and their families.

- 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 2016/17**

- Following new school builds family learning has responded to increase the demand for specific classes in art and craft and language
- The introduction of an accredited unit in Family Language resulted in new opportunities offered to provide additional support to individual learners and provide progression routes to further learning on mainstream programmes.
- In 2017/18 CALAT Family Learning hosted the South London Family learning network meeting. This facilitated the sharing good practice and updates on changes and new developments across providers.

**Areas for Improvement for 2018/19**

- There was a drop in overall 2017/18 learner numbers (328) compared to 16/17 (413).
  - Community Learning learner numbers were 363 in 2016/17 compared with 328 learners in 2017/18
  - Staff recruitment has been undertaken and further partnership work to be established to increase learner participation.
- Introduce Ascentis reading unit across all levels in Family language and provide support and training to the tutors delivering the Family Language reading unit.
- Improve CL Achievement by 7% and retention by 8% in line with National Averages.
  - Continue to monitor how learner needs are being responded to regarding issues and support put in place
  - Tutors (ongoing) to work closely and timely with learners who show signs of attendance issues
  - PM to support tutors with strategies to improve achievement and retention rates. Ongoing staff training
- Tutors to continue to improve consistency of home learning across the programme to support learners on course with meeting their learning goals and targets and tutors to share good practice in team meeting including examples and successful outcomes.
- 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 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.
5. Performance Data

A) Type of provision and number of learners in 2017-18

<table>
<thead>
<tr>
<th>Funding Model</th>
<th>Learners</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adult Skills</td>
<td>2,601</td>
</tr>
<tr>
<td>Community Learning</td>
<td>1,073</td>
</tr>
<tr>
<td>19+ Apprenticeships</td>
<td>21</td>
</tr>
<tr>
<td>16-18 Apprenticeships</td>
<td>9</td>
</tr>
<tr>
<td>Advanced Learner Loans</td>
<td>18</td>
</tr>
<tr>
<td>16-18</td>
<td>1</td>
</tr>
<tr>
<td>Self-financing</td>
<td>132</td>
</tr>
<tr>
<td><strong>Total Learners</strong></td>
<td>3,855</td>
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<tr>
<td><strong>Total Enrolments</strong></td>
<td>7,804</td>
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</table>
### Adult Skills by Level

#### B) Adult Skills Qualification Achievement Rates - 3 year trend 19+

<table>
<thead>
<tr>
<th>Level</th>
<th>LEAVERS</th>
<th>PASS RATE</th>
<th>ACHIEVEMENT RATE</th>
<th>National Achievement Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entry</td>
<td>4,748</td>
<td>3,094</td>
<td>4,207</td>
<td>96.4%</td>
</tr>
<tr>
<td>Level 1</td>
<td>1,065</td>
<td>796</td>
<td>1,043</td>
<td>87.9%</td>
</tr>
<tr>
<td>Level 2</td>
<td>548</td>
<td>504</td>
<td>547</td>
<td>86.9%</td>
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<tr>
<td>Total</td>
<td>6,361</td>
<td>4,394</td>
<td>5,797</td>
<td>94.2%</td>
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</table>

### Adult Skills by qualification type

<table>
<thead>
<tr>
<th>Qualification Type</th>
<th>LEAVERS</th>
<th>PASS RATE</th>
<th>RETENTION RATE</th>
<th>ACHIEVEMENT RATE</th>
<th>National Achievement Rate</th>
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</thead>
<tbody>
<tr>
<td>Award</td>
<td>695</td>
<td>711</td>
<td>1052</td>
<td>92.5%</td>
<td>93.5%</td>
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<tr>
<td>Certificate</td>
<td>278</td>
<td>249</td>
<td>249</td>
<td>96.8%</td>
<td>97.8%</td>
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<tr>
<td>Diploma</td>
<td>23</td>
<td>14</td>
<td>14</td>
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<td>100.0%</td>
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<tr>
<td>ESOL</td>
<td>2798</td>
<td>2698</td>
<td>2987</td>
<td>92.8%</td>
<td>84.8%</td>
</tr>
<tr>
<td>Functional Skills (ESOL)</td>
<td>441</td>
<td>235</td>
<td>282</td>
<td>77.3%</td>
<td>73.7%</td>
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<tr>
<td>GCSE Maths and English</td>
<td>103</td>
<td>57</td>
<td>79</td>
<td>95.9%</td>
<td>95.3%</td>
</tr>
<tr>
<td>QCF Unit</td>
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<td>22</td>
<td>720</td>
<td>100.0%</td>
<td>100.0%</td>
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<tr>
<td>Other Non-Regulated</td>
<td>2023</td>
<td>408</td>
<td>368</td>
<td>99.6%</td>
<td>97.9%</td>
</tr>
<tr>
<td>Dept</td>
<td>Achievement (%)</td>
<td>Retention (%)</td>
<td>Pass (%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------------------------------</td>
<td>-----------------</td>
<td>--------------</td>
<td>----------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SSA 01.3 Health &amp; Social Care</td>
<td>94%</td>
<td>82%</td>
<td>94%</td>
<td></td>
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<tr>
<td>SSA 01.5 Childcare</td>
<td>81%</td>
<td>88%</td>
<td>92%</td>
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<tr>
<td>SSA 02.2 GCSE Mathematics</td>
<td>52%</td>
<td>78%</td>
<td>88%</td>
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<tr>
<td>SSA 03.2 Floristry</td>
<td>92%</td>
<td>86%</td>
<td>93%</td>
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<tr>
<td>SSA 06.2 ICT</td>
<td>88%</td>
<td>88%</td>
<td>90%</td>
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<tr>
<td>SSA 08.1 Sport &amp; Leisure</td>
<td>100%</td>
<td>79%</td>
<td>100%</td>
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<tr>
<td>SSA 09.3 Photography</td>
<td>75%</td>
<td>82%</td>
<td>86%</td>
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<tr>
<td>SSA 12.1 GCSE English</td>
<td>96%</td>
<td>81%</td>
<td>96%</td>
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</tr>
<tr>
<td>SSA 12.2 BSL &amp; Languages</td>
<td>84%</td>
<td>78%</td>
<td>87%</td>
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<td></td>
</tr>
<tr>
<td>SSA 13.2 Teaching &amp; Learning</td>
<td>96%</td>
<td>86%</td>
<td>98%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SSA 14.1 ESOL, English and maths and ALDD</td>
<td>83%</td>
<td>87%</td>
<td>93%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SSA 14.2 Employability</td>
<td>91%</td>
<td>97%</td>
<td>98%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SSA 15.1 Accounting</td>
<td>91%</td>
<td>81%</td>
<td>95%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SSA 15.2 Administration</td>
<td>91%</td>
<td>84%</td>
<td>96%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C10534 E&amp;M non regulated</td>
<td>87%</td>
<td>93%</td>
<td>87%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C10534 E&amp;M regulated</td>
<td>68%</td>
<td>64%</td>
<td>85%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C10525 ALDD non regulated</td>
<td>95%</td>
<td>94%</td>
<td>95%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C10525 ALDD regulated</td>
<td>97%</td>
<td>93%</td>
<td>97%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C10531 ESOL non regulated</td>
<td>85%</td>
<td>92%</td>
<td>91%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C10531 ESOL regulated</td>
<td>80%</td>
<td>83%</td>
<td>96%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* The overall totals include non exam based courses.
Community Learning

C) Types of provision and number of learners in 2017/18

<table>
<thead>
<tr>
<th>2017-18</th>
<th>Learners</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community Learning</td>
<td>1,073</td>
</tr>
</tbody>
</table>

**Funding Stream**

<table>
<thead>
<tr>
<th>Funding Stream</th>
<th>Learners</th>
</tr>
</thead>
<tbody>
<tr>
<td>PCDL</td>
<td>752</td>
</tr>
<tr>
<td>FEML</td>
<td>180</td>
</tr>
<tr>
<td>WFL</td>
<td>141</td>
</tr>
</tbody>
</table>

D) Community Learning success rates - 3 yr trend 19+

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>19+</td>
<td>2,232</td>
<td>1,544</td>
<td>1,608</td>
<td>94.8%</td>
<td>94.6%</td>
<td>94.2%</td>
<td>97.8%</td>
<td>98.0%</td>
<td>94.3%</td>
<td>92.7%</td>
<td>92.7%</td>
<td>88.8%</td>
</tr>
</tbody>
</table>
E) Learner Destination - Adult Skills 2017/18

Learner Destination – Adult Skills 2017/18

- Learners in employment: 15%
- Learners continuing education: 45%
- Not in employment: 14%
- Unable to contact: 21%
- Other not listed: 5%
- Volunteering: 1%
F) Learner profile (Equalities)

Learners by age group - 3 years

Learners by gender 3 year trend

Gender 2015-16
- 78% Female
- 22% Male

Gender 2016-17
- 77% Female
- 23% Male

Gender 2017-18
- 76% Female
- 24% Male

Final: Jan 2019
## Learner profile (Equalities) achievement rates

### Ethnicity PROFILE TABLE 2016/17 and 2017/18 based on Leavers

<table>
<thead>
<tr>
<th></th>
<th>Adult Skills</th>
<th>Community learning</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2016-17 Adult Skills</td>
<td>2017-18 Adult Skills</td>
</tr>
<tr>
<td></td>
<td>Leavers</td>
<td>Achievement (Success) %</td>
</tr>
<tr>
<td>African</td>
<td>608</td>
<td>77%</td>
</tr>
<tr>
<td>Arab</td>
<td>119</td>
<td>83%</td>
</tr>
<tr>
<td>Bangladeshi</td>
<td>134</td>
<td>76%</td>
</tr>
<tr>
<td>Caribbean</td>
<td>284</td>
<td>81%</td>
</tr>
<tr>
<td>Chinese</td>
<td>51</td>
<td>88%</td>
</tr>
<tr>
<td>Gypsy/Irish Traveller</td>
<td>3</td>
<td>100%</td>
</tr>
<tr>
<td>Indian</td>
<td>201</td>
<td>86%</td>
</tr>
<tr>
<td>Not Provided</td>
<td>83</td>
<td>75%</td>
</tr>
<tr>
<td>Other</td>
<td>261</td>
<td>82%</td>
</tr>
<tr>
<td>Other Asian</td>
<td>524</td>
<td>77%</td>
</tr>
<tr>
<td>Other Black</td>
<td>83</td>
<td>84%</td>
</tr>
<tr>
<td>Other Mixed</td>
<td>62</td>
<td>77%</td>
</tr>
<tr>
<td>Other White</td>
<td>967</td>
<td>85%</td>
</tr>
<tr>
<td>Pakistani</td>
<td>283</td>
<td>80%</td>
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<tr>
<td>White British</td>
<td>550</td>
<td>86%</td>
</tr>
<tr>
<td>Irish</td>
<td>34</td>
<td>91%</td>
</tr>
<tr>
<td>White/Black African</td>
<td>47</td>
<td>77%</td>
</tr>
<tr>
<td>White/Asian</td>
<td>53</td>
<td>77%</td>
</tr>
<tr>
<td>White/Black Caribbean</td>
<td>47</td>
<td>83%</td>
</tr>
</tbody>
</table>

### Gender

<table>
<thead>
<tr>
<th></th>
<th>Adult Skills</th>
<th>Community learning</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2016-17</td>
<td>2017-18</td>
</tr>
<tr>
<td></td>
<td>Leavers</td>
<td>Achievement (Success) %</td>
</tr>
<tr>
<td>Male</td>
<td>993</td>
<td>82%</td>
</tr>
<tr>
<td>Female</td>
<td>3,401</td>
<td>82%</td>
</tr>
</tbody>
</table>

### Learners who declared a learning disability or difficulty or health problem

<table>
<thead>
<tr>
<th></th>
<th>2016/17</th>
<th>2017/18</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learners</td>
<td>Leavers</td>
<td>Achievement (Success)%</td>
</tr>
<tr>
<td>Community Learning</td>
<td>207</td>
<td>92%</td>
</tr>
<tr>
<td>Adult Skills</td>
<td>678</td>
<td>85%</td>
</tr>
</tbody>
</table>