Self-Assessment Report

August 2018 – July 2019

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Appendix 1: 2019/20 Quality Improvement Plan

1. Description of the service

Summary of grades awarded

CIF Criteria	2016-17	2017-18
Overall effectiveness	2	2
Effectiveness of leadership and management	2	2
Quality of teaching learning and assessment	2	2
Personal development, behaviour and wellbeing	2	2
Outcomes for learners	3	2

EIF Criteria	2018-19
Overall Effectiveness	2
Quality of Education	2
Behaviours and attitudes	2
Personal Development	2
Leadership and Management	2

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 Growth, Employment and Regeneration division of Croydon Council.

Croydon context

In 2016 there were 382,300 people in Croydon, the second largest population in London. By 2031, there will be 434,448 people in Croydon, an increase of 12% in the next 15 years.

Currently, 50.7% of Croydon's population (all ages) are Black, Asian and Minority Ethnic (BAME) groups. By 2025 this is predicted to be 55.6%. Younger age groups are more diverse.

Croydon is becoming more deprived. 10,261 people in Croydon live in areas considered to be within the 10% most deprived in the whole country. Two small areas (Lower super output areas) have become significantly more deprived since 2010. These areas are within the wards of West Thornton and Fieldway across all of London's wards.

Croydon's communities speak more than 100 different languages, other than English, and this does not include sign languages!

CALAT overview

CALAT curriculum development and provision supports delivery against the following key priorities identified in Croydon's Corporate Plan:

- Create the environment for thousands of new job opportunities to be made available to local people
- Increase apprenticeships and learning opportunities for all of our residents, particularly young people, the homeless, care leavers and people living with a disability or long term condition
- Support vocational routes into growth sectors of care, culture, retail, technology, and construction through Croydon Works, our job brokerage service

CALAT's is also embedded within Croydon's Economic Development strategy and service plan.

CALAT's mission 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 2018-19, 696 part time courses were delivered (788 planned) to over 4,023 learners:

Funding stream	No of learners	Funding generated
Accredited	2,822	£2,854,296
Community learning	1,026	£1,515,970
Apprenticeships	48	£91,029
Advanced learner loans	36	£48,376
16-18 year old	1	£14,435
Self-financing	91	£18,689

There were 8483 enrolments (6625 Accredited, 1614 Community learning, 155 Apprenticeships and 109 self-financing). 92% of learners on accredited courses were at Entry or Level 1.

Centre profile:

Courses were offered in three main locations, children centres, schools and community venues to support access and reach new learners. Two centres (Addington and Thornton Heath) are located in areas with high indices of multiple deprivation to reach priority groups. It is worth noting that both of the most deprived areas of the borough are located near these centres.

The percentage of enrolments in each centre for 2018/19 are as follows:

- Central Croydon: 44% (3541 enrolments)
- New Addington: 3% (296 enrolments)
- Strand House: 43% (3542 enrolments)
- Community venues 6% (539 enrolments)
- The remaining enrolments were conducted online 4%

Learner profile:

CALAT's learner profile data for 2018/19 academic year shows:

- Overall 78% of learners were from BAME backgrounds
- 85**%** of learners on accredited courses, 52% of learners on Community Learning courses were from BAME backgrounds compared to 50.7% of Croydon's BAME population.
- Overall female learners made up 78% of total learners
- 34% of learners reported having a learning disability or difficulty
- 44% of learners on accredited courses were claiming means tested benefits
- Further 18% were on low incomes (below the national minimum wage) and enrolled on courses to enter the workplace or develop their careers and earning potential
- 1181 learners were unemployed
- 240 learners were allocated financial support towards the costs of their study via the discretionary learner support fund due to low incomes (below the national minimum wage).
- 76% of all learners in 2018/19 were from areas of multiple deprivation within Croydon

One 16-19 year old learner in Early years completed and achieved a Study Programme which ran for one year, and achieved the following qualifications: : E3 Award in Employability and L2 Certificate in Early Years and Education and an E3 unit in Prevent Duty Awareness which ensured the learner gained full time employment within the work placement Early Years setting.

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 and 4 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 Health, as well as employers and is used to develop and deliver specific projects to meet local area need. In addition other projects or staff training is funded through the Local Authority (Working with Parents project, child-minding, workplace learning, Best Start, Early Chatter Matters), the Greater London Authority (GLA) and the Education and Training Foundation (ETF). 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 4 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 2018-19, CALAT's apprenticeship delivery was primarily for adults and directly delivered. The frameworks were delivered in Health and Social Care, Childcare, Management and Leadership, 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. Aside from Apprenticeships 158 learners participated in learning in the workplace and in 2018/19 CALAT worked with 66 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 sector & health
- Public Health
- Croydon Health Services NHS Trust
- Croydon University Hospital
- Bethlem Royal Hospital
- Brigstock House – temporary accommodation
- Croydon Libraries
- The South London Partnership Work and Health Programme
- Croydon Works
- Croydon Council's Gateway service
- Job Centre Plus

Unions
- Union of Shop, Distributive and Allied Workers

Businesses
- Tesco
- Sainsbury
- Bluebird Care
- EFRA Early Years centre

Third sector
- Asylum Help
- Croydon refugee centre
- Croydon Mosque and Islamic Centre
- MIND
- Write time
- The Red Cross

Other education establishments
- Sutton College
- Westminster Adult Education Service
- Kingston Adult Education

In 2018-19, these also included internal partnerships with other Council departments to develop provision or projects to reach new learners and work with families in 101 settings, including 3 Children's Centres, 19 nursery schools, 2 SEN schools, 1 Family Centre, 44 primary schools, 1 secondary school, 22 Adult care service providers and 3 libraries (Family Learning) and with staff through Wider School workforce, Early Years and Health and Social care work placements and partnership work with the Union of Shop, Distributive and Allied Workers in Tesco and Sainsbury sites.

Two externally funded projects developed parents as volunteers to promote learning, early year's language development and raise skills levels for both adults and children: the Early Chatter Matters and Small Steps into Work project. One project funded by the GLA worked in collaboration with 3 other Adult learning providers in London and targeted migrant new mothers with low levels of English to develop their language and build a positive new life with their babies within their communities.

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 ESFA data)

2. Self-Assessment Executive Summary 2018/19

CALAT SAR Grades 2018-19

Overall effectiveness	2	Good
Quality of Education	2	Good
Behaviour and attitudes	2	Good
Personal Development	2	Good
Leadership and Management	2	Good

Improvements made since 2017/18

- In 2018/19 CALAT overachieved against the ESFA funding allocation by 6% and increased the Apprenticeship levy funded income by 100% (£45,515 in 2017/18 - £91,029 in 2018/19) and was successful in achieving further external funding from the GLA - ESOL with childcare programme, Small Projects and equipment fund to upgrade equipment on the academic network and Education Training Foundation's Advanced practitioners project.
- On-line attendance was rolled out across all CALAT sites to provide more dynamic data which will highlight any courses whereby attendance rates are at 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.
- New Observation of Teaching and Learning Assessment (OTLA) process was rolled out across the service which removed grading and focusses on the professional development of the tutor as well as improving quality of teaching, learning and assessment.
- Developed and implemented a Community Learning Destination Survey which maps achievement of soft outcomes in terms of increasing confidence, improving health and wellbeing and reducing social isolation. Although further work is required to benchmark and evaluate outcomes against the curriculum intent for CALAT. These 'social metrics' are also being developed with the GLA to help measure them in the future.
- In 2018/19 there was an increase of learners claiming financial support from the access fund. 240 learners compared with 225 learners in 2017/18 and 129 learners in 2016/17 the achievement rates for learners claiming the access fund also increased by 1% from 81% to 82%.
- The advanced practitioner's project was delivered in collaboration with Westminster Adult Education Service and Sutton College. This project appointed six tutors to take up the role of advanced practitioners and work with tutors across the three providers to deliver supported experiments and mentoring to improve, differentiation, learner questioning and recall, use of digital technologies and embedding English and maths.
  The success of this programme demonstrated the effectiveness of non-punitive peer support in developing professional practice for tutors based on a universal model, which resulted in enhanced learning experiences for students and good practice sharing across 3 adult learning providers. There is more work to do to roll the programme out further and embed the use of advanced practitioners to drive quality improvement based on the professional teaching standards published by the Education Training Foundation.
- ESOL plus childcare programme was a collaboration funded by the GLA between CALAT, Sutton College, Westminster Adult Education Service and Kingston Adult Education. It focused on delivering an ESOL programme to learners for whom childcare was a barrier to their learning. The project targeted new migrant's mothers within low levels of English and developed a box of

future memories and traditions for their lives in the UK. CALAT delivered sessions for residents within temporary accommodation in Croydon, many of whom were women who had been victims of trafficking and the project enabled them to create positive aspirations for the future with their babies. While developing English language skills was a key objective for this programme so that learners would be able to settle into their new communities when they were allocated permanent homes, the women within all three cohorts were able to build friendship groups and continue to support each other outside the classroom. This provided much needed emotional trauma support for these individuals. The success of this project has led to this programme being planned in future academic years.

- In 2018/19 CALAT's governance advisory board and senior leadership team reviewed and implemented the Mission, Vision, Values and objectives to align with the Education Inspection Framework, the GLA's Skills for Londoners strategy, Croydon's Corporate plan and clearly define CALAT's Curriculum intent
- CALAT launched a programme of courses at Bethlem Royal Hospital, River House which is a medium secure unit for mental health patients. This programme targeted offenders within the unit, to develop their English and maths and employability skills which led to the acquisition of qualifications. The vocational elements of the programme also supported learners to run the café within River House and provides much needed work experience to prepare learners to enter into employment upon their release into society.
- All ICT equipment and Wi-Fi access was upgraded to ensure that the delivery of digital skills within the curriculum reflects current technology and workplace skills requirements. The upgrade also implemented a "Bring your own device" policy so that learners, sessional teaching and assessing staff could utilise their own ICT equipment onsite as part of the overall learning experience. The project also implemented personalised log-ins and drive space for learners and sessional teaching/assessing staff. By staff being able to access their drives remotely as well as having CALAT email addresses, this resulted in safer communication platforms with learners and more efficient and productive working practices in the planning and delivery of courses.
- Staffed reception opening hours at centres were extended to cover all evenings and Saturday mornings during term time where courses are running. This has improved the customer service standards and support for tutors and learners on evening and weekend classes.
- Developed new programmes and increased delivery of levy funded apprenticeships up to level 5 (40 Apprentices in 2018/19 compared with 16 Apprentices in 2017/18). Improved outcomes for Apprenticeships which are now above the minimum level of performance at 70% compared with 50% in 2017/18. CALAT also reduced the percentage of Apprentices achieving below the minimum standard to 25% compared with 62% in 2017/18.
- 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.

Strengths

- Clear strategic direction (curriculum intent) aligned to local and national priorities is set by leaders and managers. Effective corporate accountability and challenge is in place and the future sustainability of provision is being planned through the rationalisation of provision around priority skills and funding areas.
- A highly committed, well-motivated, experienced and well trained curriculum staff team inspires learners to achieve and provides good support. An effective staff development programme addresses areas for improvement identified through performance management and quality improvement and shares best practice very well.

- CALAT undertakes 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 the majority actions last year were achieved.
- Feedback from learners is valued and used to improve quality and learners play an important role in developing provision. Partnerships, including links with JCP and internal programmes are used highly effectively to support the unemployed, address priorities, increase participation and community engagement in priority areas.
- Curriculum planning is effective and responsive and aligns well to local and national priorities and the needs of learners and local communities, including employment needs. Good progression pathways across the service enable learners to start at accessible entry points and progress onto L4.
- In 2018/19 - 50% of learners on accredited courses were claiming means tested benefits and a further 18% of learners on accredited courses were on low incomes, accessing training to improve their employability skills and earning potential. This is as result of effective partnership work and curriculum planning targeted at the skills need and priority areas within Croydon, particularly those experiencing in-work poverty.
- A very strong commitment to social cohesion and inclusion informs the planning and delivery of provision and there is excellent engagement and participation of learners from a range of ethnic, cultural and faith backgrounds (78% from BAME groups and 19% declaring a disability or health problem). 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. Achievement rates for those learners are above national benchmarks at 87%.
- Learners on ICT, AAT accountancy and Business Administration course achievements were excellent and all well above the national averages (ICT CALAT: 93% - National average: 89%, AAT CALAT 93% - National average 90% Business admin lev 2 CALAT: 100% - National average: 70% Business Admin lev 1 CALAT: 91% - National average: 83%)
- Community learning achievement rates were maintained at 93% in 2018/19 and most learners from different groups achieved well.
- Learners progress well, most report that they enjoy learning and develop good employability, vocational and social skills which support employment and progression.
- Destination data is now being collected systematically across all CALAT provision and 50% of learners progressed to further training in CALAT in 2018-19 and 24% of learners have progressed into and sustained employment with a further 2% into voluntary work. However the destination of 18% of learners is not known which a 4% improvement from 2017/18.
- The quality of teaching and learning is very good. 95% of observations are evaluated as no overall concerns. 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:

    - 20 Safeguarding reports made: 3 referred to Croydon Council's Safeguarding team, 3 Family Justice Centre and 2 referrals to internal meetings with relevant support agencies. Other signposts and referrals were made to – Mind, Cruse and Croydon's Adult Social Care team (compared to 12 reports 2017/18)

    - All staff and governance advisory board members have completed on-line Prevent training and are aware of reporting procedure. New staff have completed both on-line Prevent training and safeguarding training and annual refresher sessions are delivered throughout the year. 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 highly effective 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 2019-20

- Increase Neighbourhood Learning in Deprived Communities learner numbers and review provision to target community delivery in priority areas
- Roll out quality assurance, curriculum planning and delivery processes to map to Ofsted's Education Inspection Framework. This will also include a programme of training for governance advisory board members, curriculum management and tutors.
- Overall achievement rates on accredited programmes dipped by 1% at 84% in 2018/19 compared with 85% in 2017/18 and 82% in 2016/17 and is below the national average by 4%. This was largely due to retention rates on English and Maths courses, although achievement and retention improved in this area from 2017/18 by 10%.
- 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).
- In 2019/20 there is a need to explore further options for funding the upgrade of the curriculum network infrastructure and AV equipment and resources. This will ensure the curriculum network is stable and future proofed. Further digital skills training for teaching staff and the implementation of a 5 year digital skills strategy will ensure that the delivery of digital skills will enable Information Learning Technology (ILT) to be consistently used and learners' digital skills developed to aid their entry and development in the workplace.

- Work with corporate resources teams to pull business support back into the CALAT structure in order to improve customer service and deliver high quality administrative support provision across the service.
- Ensure that PLPs (Personal Learning Plans) are used well in all areas to reflect the curriculum intent of the service and curriculum areas. Increase sharing best practice to ensure sufficient mapping of learners overall purpose for learning (including English, maths, employability and personal targets) are set and reviewed regularly.
- Improve outcomes for learners in English and maths and Level 3 provision to meet national rates by more closely monitoring retention and achievement, preparing learners well for accreditation and reviewing accreditation and course offer.
- Continue to develop learners' English, maths and digital skills across the curriculum.
- Ensure that learners are equipped with the skills they need for work and are well prepared for employment, ensuring employability skills are well embedded, Information Advice and Guidance (IAG) is good and links with employers are improved.
- Continue to improve processes to accurately track and record destination data including social metrics, increases in earning and job outcomes systematically across the service.
- Launch the Learner engagement and Staff wellbeing governance sub groups in order to ensure that both learners and staff are able to contribute to the overall strategy development and performance management of the service.
- Launch the annual CALAT staff survey which will evaluate staff wellbeing and morale as well as putting in place interventions to tackle any areas of underperformance across the service. The survey action plan development, implementation and review will be undertaken by the Staff Wellbeing governance sub group

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

- 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.
- 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.
- In 2018/19 CALAT overachieved against the ESFA funding allocation by 6% and increased the Apprenticeship levy funded income by 100% (£45,515 in 2017/18 - £91,029 in 2018/19). 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 – delivery completed in 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 – delivery was completed in 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 – delivery was completed in March 2019
    - £285,000 was successfully achieved from London Learning consortium for delivery of AEB programmes across 4 academic years – 2020-2024. This programme will extend delivery to adult learners with disabilities and mental health issues as well as transitioning Family Learning adult learners onto mainstream programmes and into employment.

Improvements since 2018/19

- Developed and implemented a Community learning destination survey which maps achievement of soft outcomes in terms of increasing confidence, improving health and wellbeing and reducing social isolation. Although further work is required to benchmark and evaluate outcomes against the curriculum intent for CALAT.
- Staffed reception opening hours at centres were extended to cover all evenings and Saturday morning during term time where courses are running. This has improved the customer service standards and support for tutors and learners on evening and weekend classes

- Effective planning and promotion of the curriculum offer led to an increased number of courses delivered in 2018/19 compared with 2017/18 which resulted in an increase of learner and Apprenticeship numbers:
    - Courses that ran: 2017/18 = 650 and in 2018/19 = 696
    - Learners on accredited courses: 2017/18 = 2623 and in 2018/19 = 2822
    - Learners on Community learning courses: 2017/18 = 1073 learners in 2018/19 = 1026
    - Learners on full cost provision: 2017/18 = 132 and in 2018/19 = 90
    - Apprenticeships: 2017/18 = 30 and in 2018/19 = 48
- All ICT equipment and Wi-Fi access was upgraded to ensure that the delivery of digital skills within the curriculum reflects current technology and workplace skills requirements. The upgrade also implemented a "Bring your own device" policy so that learners, sessional teaching and assessing staff could utilise their own ICT equipment onsite as part of the overall learning experience. The project also implemented personalised log in's and drive space for learners and sessional teaching/assessing staff. With staff being able to access their drives remotely as well as having CALAT email addresses, resulting in a safer communication platforms with learners and more efficient and productive working practices in the planning and delivery of courses.
- 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.

Areas for Improvement for 2019/20

- Roll out quality assurance, curriculum planning and delivery processes to map to Ofsted's Education Inspection Framework. This will also include a programme of training for governance advisory board members, curriculum management and tutors.
- In 2019/20 there is a need to explore further options for funding the upgrade of the curriculum network infrastructure and AV equipment and resources. This will ensure the curriculum network is stable and future proofed. Further digital skills training for teaching staff and the implementation of a 5 year digital skills strategy will ensure that the delivery of digital skills will enable ILT to be consistently used and learners' digital skills developed to aid their entry and development in the workplace.
- Work with corporate resources teams to pull business support back into the CALAT structure in order to improve customer service and deliver high quality administrative support provision across the service.
- Continue to improve processes to accurately track and record destination data including social metrics, increases in earning and job outcomes systematically across the service.
- Launch the Learner Engagement and Staff Wellbeing governance sub groups in order to ensure that both learners and staff are able to contribute to the overall strategy development and performance management of the service.
- Launch the annual CALAT staff survey which will evaluate staff wellbeing and morale as well as putting in place interventions to tackle any areas of underperformance across the service. The survey action plan development, implementation and review will be undertaken by the Staff Wellbeing governance sub group.
- 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 development of Apprenticeship programmes to extend the programmes to business external to Croydon Council and current childcare, health and social care and school employers.

- Review the teaching and learning documentation to focus on reducing tutor workload and enabling creativity in planning and delivering lessons. This does need to be balanced with the need for robust course planning whilst recognising that the focus should be on the quality of delivery developing learners, knowledge, skills and behaviours which ensure progression.
- CALAT's programmes need to develop and extend to that outside of public funding which focusses on delivering programmes to support disadvantaged learners. Whilst this is a priority, CALAT's offer can also be extended to residents who can pay for course for their own personal development and bespoke professional skills developments for employers which can provide and income generation for the service which would bridge the gaps that restrictions in public funding can cause. A focus on commercialising the service would also increase the longer term sustainability of the service through income generation. However to successfully compete in the wider market the service requires investment in the learner environment, at a basic level this means classroom furniture and building improvements.

3.1.1. Arrangements for Safeguarding

Strengths

- 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 is in place, 'managed by a knowledgeable and committed member of staff', staff know who to contact for both safeguarding and Prevent incidents:
    - 20 Safeguarding reports made: 3 referred to Croydon Council's Safeguarding team, 3 Family Justice Centre and 2 referrals to internal meetings with relevant support agencies. Other signposts and referrals were made to – Mind, Cruse and Croydon's Adult Social Care team (compared to 12 reports 2017/18)
- All staff and governance advisory board members have completed on-line Prevent training and are aware of reporting procedure. New staff have completed both on-line Prevent training and safeguarding training and annual refresher sessions are delivered throughout the year. Staff are confident and ensure the embedding of safeguarding and prevent is covered in the induction with learners.
- Arrangements for safeguarding learners are highly effective 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.

- Strong links are established with Croydon Council's Multi Agency Safeguarding Hub and Prevent management teams. CALAT's designated safeguarding and prevent officer attends the multi-disciplinary report and challenge group to ensure sharing of good practice and seamless procedures within the Council team.

Improvements since 2017/18

- A series of Prevent training for all staff was 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
- 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 2019/20

- 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 Education – Good

Strengths

Intent

- Clear strategic direction (curriculum intent) aligned to local and national priorities is set by leaders and managers. Effective corporate accountability and challenge is in place and the future sustainability of provision is being planned through the rationalisation of provision around priority skills and funding areas.
- A 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 (Overall 78% of learners were from BAME backgrounds 85% from BAME groups on accredited courses and 52% from BAME groups on Community learning courses. 34% of all learners declared a disability or learning support need). Equality and diversity is well embedded and promoted in course delivery
- Good partnerships enable effective development of the curriculum to engage new learners, meet priorities and develop innovative provision with links into employment.
- Curriculum planning is effective and responsive and aligns well to local and national priorities and the needs of learners and local communities, including employment needs. Good progression pathways across the service enable learners to start at accessible entry points and progress onto L4.
- In 2018/19 - 50% of learners on accredited courses were claiming means tested benefits and a further 18% of learners on accredited courses were on low incomes, accessing training to improve their employability skills and earning potential as result of effective partnership work and curriculum planning targeted at the skills need and priority areas within Croydon, particularly those experiencing in-work poverty.

Implementation

- A highly committed, well-motivated, experienced and well trained curriculum staff team inspires learners to achieve and provides good support. An effective staff development programme addresses areas for improvement identified through performance management and quality improvement and shares best practice very well
- The quality of teaching and learning is very good. 95% of observations are evaluated as no overall concerns. 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, 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 sessions where teaching is good or 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 and progress.
- 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, knowledge and behaviours 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.
- 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 achievements around 87%.
- 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.

Impact

- 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.
- Learners on ICT, AAT accountancy and Business Administration course achievements were outstanding and all well above the national averages (ICT CALAT: 93% - National average: 89%, AAT CALAT 93% - National average 90% Business admin lev 2 CALAT: 100% - National average: 70% Business Admin lev 1 CALAT: 91% - National average: 83%)
- Achievement on functional skills English at entry level 1 and 2 are excellent. 100% on Entry level 1 which is above the national average by 18% and 93% on Entry level 2 which is above the national average by 10%.
- Achievement on functional skills maths programmes levels 1 and 2 are excellent at 72% and 63% both are 20% above the national averages
- 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 50% of learners progressed to further training in CALAT in 2018-19 and 24% of learners have progressed into and sustained employment with a further 2% into voluntary work. However the destination of 18% of learners is not known which a 4% improvement from 2017/18.
- RARPAP is well embedded on most courses and provides an effective framework for learning. In most courses it is used well to set challenging targets, monitor progress and record achievement.

Outcomes for learners on Community Learning courses continue to be good with an overall achievement rate of 93% and the majority of learners commenting on the wider benefits of their learning such as increased confidence, increased social integration and reduced loneliness\isolation.

- The standard of learners' work is good and in many cases exceeds awarding body and employers requirements, evidenced through EV and IV reports, exhibitions, displays, 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 2018/19

- In 2018/19 CALAT's governance advisory board and senior leadership team reviewed and implemented the Mission, Vision, Values and objectives to align with the Education Inspection Framework, the GLA's Skills for Londoners strategy, Croydon's Corporate plan and clearly define CALAT's Curriculum intent
- The advanced practitioner's project was delivered in collaboration with Westminster Adult Education Service and Sutton College. This project appointed six tutors to take up the role of advanced practitioners and work with tutors across the three providers to deliver supported experiments and mentoring to improve, differentiation, learner questioning and recall, use of digital technologies and embedding English and maths. The success of this programme demonstrated the effectiveness of non-punitive peer support in developing professional practice for tutors based on a universal model, which resulted in enhanced learning experiences for students and good practice sharing across three adult learning providers. There is more work to do to roll the programme out further and embed the use of advanced practitioners to drive quality improvement based on the professional teaching standards published by the Education Training Foundation
- Developed new programmes and increased delivery of levy funded apprenticeships up to level 5 (40 Apprentices in 2018/19 compared with 16 Apprentices in 2017/18). Improved outcomes for Apprenticeships which are now above the minimum level of performance at 70% compared with 50% in 2017/18. CALAT also reduced the percentage of Apprentices achieving below the minimum standard to 25% compared with 62% in 2017/18.
- 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.
- Achievement rates on Community Learning courses increased 4% in 2018/1 (93%) and now meets the national average.

Areas for Improvement for 2019/20

- Increase NLDC Community Learning learner numbers and review provision to target community delivery in priority areas
- 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
- Overall achievement rates on accredited programmes dipped by 1% at 84% in 2018/19 compared with 85% in 2017/18 and 82% in 2016/17 and is below the national average by 4%. This was largely due to retention rates on English and Maths courses, although achievement and retention improved in this area from 2017/18 by 10%.
- 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).
- Improve the achievement of GCSE English and maths courses to meet the national averages (English 81% and maths 78%). More work is required in closely monitoring retention and achievement, preparing learners well for accreditation and reviewing accreditation and course offer.
    - In 2018/19 GCSE English achievement rates dropped 21% to 75% since 2017/18 and although GCSE maths achievement rates increased by 11% to 63% since 2017/18 it is still below the national average.
    - The % of learners achieving the 9-4 grade also dropped in GCSE English by 17% since 2017/18 to 67% although it is above the national average of 62%. GCSE Maths achievement the national average of 60%. at grade 9-4 increased by 20% to 53% in 2018/19 and is above the Post 16 rate of 28% but is still below
- 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.

3.3. Behaviours and attitudes– Good

Strengths

- 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.
- High expectations for learner's behaviour and conduct and clear boundaries in place. The large majority of learners are well behaved, polite and adhere to the CALAT code of conduct and their own classroom rules. If learners perceive that another learner is being treated unfairly or being victimised, they report it immediately to a member of staff and are confident of an efficient resolution.
- CALAT's warm and friendly environment promotes good social interaction and cohesion amongst its diverse range of learners. All staff have high expectations of respect which ensures that learners have consistently high levels of respect for others.
- Learners' attitudes to learning is positive and improve over time. They understand their rights and responsibilities and are committed to their learning, know how to study effectively, are resilient to setbacks and take pride in their achievements.
- Strong partnerships are in place with employers and Croydon Works (Croydon's job brokerage service) to offer learners a range of work experience, job opportunities and class visits from employers to enhance progression into vocational pathways. Learners benefit from employability units and awards being embedded into the delivery of all accredited provision resulting in the development of key knowledge skills and behaviours which will enable entry into sustained employment at the end of their study.
- Attendance is good and consistently meets the CALAT target of 83%. Attendance is particularly high within vocational curriculum areas (between 90-95%) which enables learners to progress into and sustain employment. Tutors and managers work with learners whose attendance falls below the target to ensure they understand the importance of good attendance and support with developing skills and behaviours which will enable the learner better organise their lives. This results in better attendance and management of their study time as well as increasing resilience to setbacks and issues.

Improvements since 2017/18

- 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.
- In 2018/19 Online registers were used across all CALAT sites which resulted in a more efficient way for curriculum management teams and tutors to track and manage learner attendance. The monitoring and reporting of attendance data now occurs on a weekly basis whereby this activity could only take place on a half termly basis with the paper based register system in 2017/18.

Areas for Improvement for 2019/20

- Attendance rates across CALAT to increase to 87% which demonstrates increased high expectations. Further support will also be established to enable learners with health conditions and barriers to learning to achieve the target.

- Although tutors have high expectations for punctuality and address any issues directly with learners, there is a need to formally record and benchmark punctuality across the service. This will then be added to the current dashboard of data which is monitored on a monthly basis.
- Attendance is ESOL and English and Maths requires improvement and is below the CALAT target at 79%. Both curriculum areas will put in place robust processes to engage with learners to ensure that attendance rates meet the CALAT target and prepares learners for their next steps.
- Further develop and deliver the range of ESOL provision to support learners to progress onto Vocational pathways developing reading, writing and speaking skills specific to Customer service and retail, Business administration, Health and Social care as well as preparing for the Driving theory test. At course end learners have an automatic assessment for entry onto an entry 3 vocational course relevant to their progression within an employment pathway. The course content includes class visits from employers and practical activities which reflect the working environment.
- Expand on current effective partnerships to progress learners into employment. Together with Croydon Works, implement engagement with employers in the hospitality and retail sector ranging from Ikea - Aldi to enable learners to access work trials and experience. Learners will be given priority interviews for vacancies and support with writing applications and interview preparation. Course content includes occupational skills development as well as employability units of accreditation blended with bespoke content relating directly to the employer they will guaranteed an interview with to enable a seamless induction when it comes to starting employment

3.4. Personal development – 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 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.
- 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.

- CALAT effectively recognises and celebrates the success of learners in their progression and development of overcoming barriers to learning as well as acquisition of qualifications. The annual celebration of achievement awards and event enables tutors to nominate learners in 4 categories: Learning for Work, Overcoming barriers to learning, outstanding achievement and Class award which results in a presentation of awards by the Mayor of Croydon. The promotion of learner case studies in centres, on CALAT's website and brochure also celebrates learner achievement and progression, clearly demonstrating the impact of provision on learner's lives.
- 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. Two externally funded projects promote and develop volunteering: the Early Chatter Matters project which supports children's language development and the Small Steps into Work project which supports parents into employment.

Improvements since 2018/19

- ESOL plus childcare programme was a collaborative programme funded by the GLA between CALAT, Sutton College, Westminster Adult Education Service and Kingston Adult Education and focused on delivering an ESOL programme to learners for whom childcare was a barrier to their learning. The project targeted new migrant's mothers within low levels of English and developed a box of future memories and traditions for their lives in the UK. CALAT delivered sessions for residents within temporary accommodation in Croydon, many of whom were women who had been victims of trafficking and the project enabled them to create positive aspirations for the future with their babies. While developing English language skills was a key objective for this programme so that learners would be able to settle into their new communities when they were allocated permanent homes, the women within all three cohorts were able to build friendship groups and continue to support each other outside the classroom. This provided much needed emotional trauma support for these individuals. The success of this project has led to this programme being planned in future academic years.
- CALAT launched a programme of courses at Bethlem Royal hospital, River House which is a medium secure unit (mental health). This programme targets offenders within the unit, to develop their English and maths and employability skills which led to the acquisition of qualifications. The vocational elements of the programme also supported learners to run the café within River House and provides much needed work experience to prepare learners to enter into employment upon their release into society
- CALAT successfully embedded careers guidance across the curriculum to ensure that learners are equipped with the skills they need for work and are well prepared for employment. The programme ensured employability skills are well embedded, IAG was good and links with employers have improved. This included the development of a Careers information curriculum which links to the Gatsby standards.

Areas for Improvement for 2019/20

- Roll out the ESOL with childcare family learning programme for migrant mothers into the 2019/20 Community learning offer.

- Extend delivery of the programme at Bethlem Royal Hospital with additional funding from London Learning consortium.
- Develop and deliver an extended programme of employability programmes in partnership with Cherry Orchard Hub (Day and garden centre for adult with disabilities) which is to be funded by London Learning Consortium. This programme will include working within the garden centre, running and managing a cinema club and the centres café.
- Extend partnership work with Croydon's social prescribing team to deliver programmes built on three basic principles engagement, opportunities and support, finding the best ways of engaging with the wider community, developing local based opportunities proven to assist in their health self-management.
- Deliver new programmes linked with Next Generation and Croydon's Children's social care early intervention teams to develop and deliver Parenting and healthy living on a budget courses. We will seek to use a family learning model to enable families to improve their lives and create positive relationship preventing issues within the family escalating onto child protection plans and anti-social behaviour as well as transitioning parents onto mainstream provision to develop their English, maths and digital skills as well as progressing onto vocational pathways and Apprenticeships.

4. Areas of learning

4.1. SA 1 Health & Social Care and Early Years

Key strengths

Adult skills programme

- The EY and HSC curriculum are coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment in the children and adult care sectors. Course content, delivery models and pedagogical approaches are regularly reviewed to ensure that courses are responsive to local need and emerging learner need.
- The curriculum is planned to meet the needs of all learners on EY and Social Care courses particularly the most disadvantaged. Providing knowledge and cultural capital they need to succeed in life: English skills, employability and prevent are embedded within courses and learners gain additional valuable qualifications skills and knowledge that help them to progress. Course content is designed to develop individuals who are passionate about providing quality care and support and have the personal skills and confidence to challenge any poor practice they encounter in their fields
- 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.
- Strong and Productive links are maintained with Croydon Works, MIND, Bluebird Care and Early Years settings, ensuring curriculum design reflects current Early Years and Care best Practice. The EY/Care team work with apprentices and learners in EY settings providing valuable experiences for future employability in the sector.
- 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
- 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, they also received caring and respectful help from colleagues in the class.
- 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;
    - 66% of learners gained employment
    - 4 learners progressed to University

Study Programme

- The Health and Social Care and Early Years Study Programmes are for Young People that would not flourish in an FE college and require a calmer, smaller classroom. Study Programmes are vocationally focused with meaningful and extensive work placement. The aim is to give the young person a thorough understanding of the Early Years and Care sector and support them to grow into emotional maturity.
- Study programmes are highly personalised: the EY/Care team designed a programmed to specifically meet the needs of a 16 year old.
    - The learner on Study Programme is well supported to develop workplace skills and to grow into adulthood. The young person was taught in a class with adults supporting their emotional development
    - Highly effective support for an immature young person on study programme enabled the learner to complete their qualifications: E3 Award in Employability and L2 Certificate in Early Years and Education and an E3 unit in Prevent Duty Awareness which ensured the learner gained full time employment within the Early Years setting.

Apprenticeships

- The curriculum was designed with Croydon Council's HR and Organisational Development team to provide personal and professional development opportunities for team leaders and managers, enabling them to progress with Croydon and provide high standards of service in a challenging economic environment. ILM qualification is embedded within the Apprenticeship which promotes Croydon's development plan for employees.
- L3 team leader and L5 Departmental Manager Apprenticeships have inspirational delivery from and experienced and effective team, enabling apprentices to make significant progress. An offsite learning location and environment for ILM Leadership and Management Apprenticeship enabled high levels of apprentice engagement, and reflective and productive learning for Croydon Managers.
- Teaching is engaging and highly interactive with a high level of self and peer assessment and reflection enabling all learners to make fast and significant progression within their Apprenticeship and the workplace and quality assurance is robust and thorough.
- Review meetings with initially Trainer and Apprentices Managers are planned to discuss progress, develop resilience and provide practice for the rigorous EPA. English and Maths classes are taught by highly experienced trainers to enable Apprentices to gain these qualifications.
- All Apprentices have access to an interactive online learning resource which consolidates learning and provided a platform for submission of assignments.
- Apprentices make good use of the time and are progressing well. Apprentices have completed their time management online diagnostic which has impacted on them making better use of their time, with 70% making use of their Golden Hour to prioritise tasks first. This has meant a shift in focus from emails to priority tasks and Trainer reviews with Managers has highlighted that this has helped with completing work sooner.
- Apprentice's improved self-awareness has positively impacted on their personal lives and work relationships, for example, they are able to change the wording of emails to gain the desired response – and enable them to motivate their teams to complete tasks on time.
- Using the Disc Behavioural tool has enabled learners to identify own areas for development and their areas of strength. It has also enabled them to be able to deal in an increasingly confident way with colleagues and team members from a different behavioural types.

- Apprentices value their learning and development within the apprenticeship and recommend the programme to colleagues. Apprentices take ownership of their learning and support each other effectively. One Apprentice supported two colleagues in the group and shared tips and strategies and a spreadsheet that helped inform the development of new processes for them which has resulted in time saving for work tasks
- L2 Early Years Apprentice completed her apprenticeship in 2018/19 has successfully achieved a permanent contract. She consolidated her English language skills, gained the EY qualification and remains employed in the setting where she completed her apprenticeship.

Improvements since 2017/18

- Improved attendance for L1 Care to 90%
- Improved progression to 62% from L1 Care to L2 Care
- Reduced length of Level 1 EY/Care duration due to feedback from learners and partner organisations Croydon Works & JC
- Introduced Grammar and Punctuation Unit to meet needs of ESOL learners enabling to complete their assignments and improve performance within their work placements.
- Effective partnerships are in place which resulted in an increase of visiting speakers and enrichment activities for Early Years. This proved extremely successful in preparing learners for the work place and gaining sustained employment
    - Level 2 Early years courses had sector experts for EY to give presentations on Qualification /Unit related topics to support assignment preparation and EY employers to give aspirational talks and inform on skills and knowledge required for roles in EY.

Areas for Improvement for 2019/20

Adult Skills Programmes

- Review and implement changes to Level 3 Care and Early Years delivery to be cost effective and competitive with providers in locality
- Implement revised L3 delivery model with L3 Care/ EY team to further embed the development of digital skills and self-directed learning
- Review delivery of grammar unit and achievement rates on L1 EY
- Further develop the range of placements offered on the Level 2 Care course
- Provide a Bridging Course to enable L1 Learners to progress to the new demanding Level 2 Diploma for Early Years. New L2 Diploma requires considerable development of skills and knowledge beyond the level of learners completing L1 Caring for Children Develop Bridging Course for Level 1 EY Learners to commence Spring 20
- Improve achievement on level 1 Level 1 certificate in HSC in Children and Young Peoples Settings to meet the national average
- The collection of destination data is insufficiently robust. More work is required to collate and analyse the data in order to evaluate the effectiveness of provision.

Apprenticeships

- Further develop the Leadership and Management Apprenticeships future cohorts recruited to employers outside of Croydon Council.
- Build team for delivery of Apprenticeship Standards – Trainers/assessors/IQA - Early Years and Health and Social care
- Improve Employer Engagement to identify WHO/WHEN/HOW and marketing training / shared experiences from colleagues already involved - Early Years and Health and Social care

4.2. SA 6 Information and Communication Technology

Key strengths

Adult skills programme

- The ICT curriculum offered is ambitious and designed to give all learners, particularly the most disadvantaged, the knowledge and cultural capital they need to succeed in life linking with the skills for Londoners priorities through offering basic digital skills access to disadvantaged learners, addressing London's occupation skills needs. This is done by:
  - Offering recognised qualifications that fall in line with local and national priorities for economic and social growth.
  - Matching the digital skills framework by offering beginner and essential skills needed for everyday life and work (handling information, creating and editing digital content, communication, transacting, being safe and responsible online).
  - Offering weekly ICT information sessions to encourage Croydon and surrounding area residents to access digital skills training and respond to the specific needs of the learners ensuring they are either enrolled on a digital skills course or sign posted to the most appropriate starting point in their journey.
- The ICT curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment, this is delivered in the following ways:
  - Offering a progressive curriculum from beginners to level 2.
  - Offering sequenced learning/teaching allowing learners to build on previous learning and access to the next level.
  - Embed digital skills that will enable learners to engage in work, training or improve their everyday life by accessing and using digital technology that they have learnt and therefore start addressing Croydon/London's occupational needs
- Tutors have good knowledge of the subjects and courses they teach and support for those teaching outside their main areas of expertise. This is done by:
  - Delivering an ICT curriculum with experienced and qualified ICT tutors.
  - Offering support to all staff and new tutors through team teaching, sharing of good practise, development and shared use of resources.
  - Use of learning walks to monitor quality of TLA to aid development of delivery.
  - Observations of tutors to ensure quality of TLA and see good practice in teaching which can be shared and developed throughout the curriculum area.
- Tutors and managers use assessment well, understand the limitations of assessment and do not use it in a way that creates unnecessary burdens for staff or learners. This is delivered by:
  - Offering weekly information sessions that aim to assess the learner's ability and ensure that learners are enrolled on an appropriate course and their needs are responded to by an experienced team member who do not under or over assess learners understanding what the next step is for the learner.
  - Delivering courses that are suitable to all learners including the disadvantaged by offering ongoing assessments rather than a final summative assessment at the end of a course, building on knowledge, skills and increasing confidence.
  - Assessment methods used address learners' needs and are adapted in a realistic way to quickly encourage progress of learning and applying knowledge.
  - Tutors and managers support each other in creating and adapting methods of assessment so that next step is clear within delivered courses and what the next step is on completion of a course.

    - City and Guild Employability units assessments are standardised within the ICT department and across CALAT curriculum areas to ensure learners are not over or under assessed and share assessment ideas to limit any unnecessary burden
- Tutors create an environment that allows the learner to focus on learning. The resources and materials that tutors select – in a way that does not create unnecessary workload for staff – reflect the CALAT's ambitious intentions for the course of study and clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment. This is done by:
    - Ensuring any support needs are met by assessing learner needs at weekly ICT information sessions and working with the Learning Support Department to ensure LSAs are in place on course.
    - Quickly responding to any learner who feels they are not on the correct level or need to be supported with a referral to Learner Support are transferred efficiently to another appropriate course.
    - Volunteers are used with tutors to create an environment that will allow all learners to focus on learning and have their learning needs met.
    - Tutors respond well to learners' needs working with them to ensure they are gaining sufficient knowledge and skills to be able to progress on to other training or start the process of applying for employment
- 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 are excellent at 93% which increased 3% since 2018/18
    - Achievements are 2.5% above the national average
    - 44% (141) of learners either are continuing in learning or gained employment.
    - 3% (9) learners gained employed
    - 2% (8) learners gained volunteer work
- Achievements for learners from BAME backgrounds is 94% 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 are punctual. Attendance is at 89% which is 6% above the CALAT target.
- The ICT curriculum extends beyond the academic, technical or vocational and provides for learners' broader development, enabling them to develop and discover their interests and talents This is done by:
    - Embedding employability skills on level 1 and level 2 courses.
    - Enabling learners to implement digital skills by using meaningful tasks that are based around their interests and broaden their horizons through the interest that is created on course through digital technology.
- Developing work related skills with hard to reach learners, by tackling attendance issues; time keeping and studying skills; building confidence and pride in their achievements; developing commitment to their learning through understanding the value of their learning. 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.

Apprenticeship Programme

- The ICT curriculum area offers an outstanding Apprenticeship offer that fits within the government and Croydon Council policies ensuring the skills gaps in the work place are responded to and promotes the development of a well trained work force. This is evidenced by:
    - Offering up to date apprenticeship qualifications that are recognised by all employers. (Giving apprentices the required standards needed as an employee.)
    - Ensuring a pathway into employment is offered to Croydon residents including the disadvantaged by responding to the needs of Croydon Council in delivering appropriate programmes that match the skills gaps. (Developing residents in these roles and finally entering into employment either within Croydon Council or other employers).
    - The Curriculum is supporting Business Apprentices within Croydon Council through the apprenticeship programme in both Framework and Standard and works with Croydon Councils Employment Pathways Coordinator and Croydon Works to ensure that the residents are offered another pathway into employment including those that are 'hard to reach'.
- Trainers create an environment that allows the apprentices to build on their knowledge, skills and behaviours within the work place and prepare for end point assessment to meet the needs of their vocational role. This reflects CALAT's ambitious intentions for this programme which is sequenced towards obtaining sufficient knowledge and skills for future learning and employment. This is done by:
    - Trainers developing supportive roles with the apprentices on their journey working closely with the apprenticeship's manager to ensure the apprentice is embedding the knowledge, behaviour and skills.
    - Workshops are offered to cover the core content including policies, health and safety, key concepts of customer service and business administrator roles.
    - Apprentices are supported through observation processes and preparation for EPA, observations are done by Croydon Manager, trainer and CALAT Manager.
    - Apprentices have regular reviews with their Trainer and Manager, milestones are agreed and set to ensure that they have the best possible chance to achieve, this allows for any issues to be dealt with and the apprentice is involved in their own target setting taking ownership of their professional development.
    - Additional qualifications are identified at the initial assessment and apprentices are signposted to enable them to gain the functional skills in Maths, English and ICT.
    - Apprentices are assessed by an experienced tutor once on course which enables apprentices to move at a pace that is appropriate for each one and assessments taken at the appropriate point.
    - Apprentices who are identified as requiring additional support to enable them to complete their apprenticeships are given additional ALS by CALAT during Workshops and Functional Skills and they also receive support from Access to Work who support them in their role of apprentice within the Council.
- Apprentices have achieved well, contributed to their role within the Council and progressed either into employment or continued with their studies. This has been achieved by:
    - Ensuring the needs of the apprentice have been met through providing extra one to one support or putting in place any support need requirements (equipment, LSA) so that they can achieve.
    - Ensuring apprentices are assessed appropriately and all previous learning is checked and skills gaps are then plugged (function skills).
    - Staff have been trained and supported in delivering the new standard so that apprentices understand the new way of assessment and prepare accordingly.

- Apprentices that have successfully completed the framework apprenticeships in Customer Service and Business Administration use their knowledge and skills gained to fulfil their career aims.
- Feedback from both Manager and Apprentice is very positive and all feel they are extremely well supported throughout the programme.
- Apprenticeship projects on the Business Administration level 3 programme have contributed to developing better working practises and in some cases helped increase revenue.

Improvements since 2017/18

Adult skills programmes

- Achievements for all learners has been increased by 2.2% and is 3.8% above the national average (88.9%)
- All qualifications offered have either maintained or are above national averages for achievements
- Achievements for level 1 iTQ learners has been increased by 6.5%
- Achievements for male learners has increased 4.9% and are matching female achievements

Areas for Improvement for 2019/20

Adult skills programmes

- Further work is required to improve processes to challenge lateness and attendance so that a consistent policy is applied across the curriculum area:
  - Reaffirm processes that are in place to challenge lateness
  - Develop a letter to be given to each learner at start of course to ensure they understand their commitment to their learning and the withdrawal processes, this is reinforced with tutor input
  - Staff involved in the assessment/information sessions establish the learner commitment to hours and attendance
- Adapt and amend PLP to become a learner owned document that is used to enhance the learner journey
  - Learner owned PLP to be embedded on all courses (to be seen integrated to the learners learning as a working document).
  - Explore new format being looked at to try and steer away from being qualification led.
- To embed further learning blocks between OCR entry courses and OCR level 1 iTQ.
- Develop more learning in “transacting skills” to ensure this matches closely with digital skills framework.
- To embed further learning blocks after the completion of level 2 iTQ which will increase employability skills in ICT and working productively with ICT.
- Improve the drop in achievement and pass rate on the level 2 iTQ, this has fallen due to the cancellation of a course due to staff shortage. The class had low numbers and of the 7 learners, 2 learners did not complete their course and had one unit outstanding to gain full achievement. A successful second and third term with a new tutor has improved the achievement rates for these courses which are now above the national average by 2.3%

4.3. SA 9 & 3 Creative Arts

Key strengths

- CALAT Creative Arts and Crafts has an ambitious, inclusive and dynamic programme. It empowers learners, promotes positivity and social cohesion throughout the borough including deprived areas of the borough. The needs of learners are met through the development and delivery of courses that develop creative arts and crafts skills. The cultural outreach of creative arts helps build social cohesion and positivity in the wider community. Skills that empower learners in terms of confidence and pride in their achievement and community.
- The Creative Arts curriculum offer aligns with:
  - Mayor for London's "Skills for Londoners strategy" reporting the creative industries are one of the fastest growing sectors of London's economy and across the UK. The number of people working in these industries is growing at almost three times the national average. In London, the creative industries generate £47bn per annum and the creative economy accounts for one in six jobs
  - Croydon Councils Cultural strategy of investing in the creative industries in Croydon reflects this and CALAT has a significant role to play in ensuring adult education's role in engaging Croydon's diverse population in contributing and benefiting from Croydon's shared richness of culture
- Community learning enrolments increased at 443 compared to 408, in previous year as well as an increase of accredited enrolments of 250%, 43 this year compared to 12 in the previous year.
- The majority of Creative Arts tutors observed showed good or excellent teaching practise. Evidence of planning and excellent tuition based on professional expertise evidenced in OTLA. This was seen in schemes of work and lesson plans delivered. Tutors ensured that the learner centred approaches ensures learners engaged and progressed as evidenced in high retention rates and achievement on community learning courses
- 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
  - 161 learners were from BAME background (31%)
  - Achievement rates for learners from BAME backgrounds were 86% on accredited courses and 92% on Community Learning courses
  - 59 learners with disabilities and their achievement rates were 93%
  - 379 female learners; which is 86% of the overall Creative Arts learner cohort.
- Learners greatly appreciate the expertise of their tutors. "Stretching their knowledge in a peaceful learning environment.
- 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. 90% of learners rate their courses are excellent, they state that they greatly value tutor support and advice.
  - "(learners) are very appreciative that they are learning new skills and gaining new knowledge to greatly enhance their personal development
  - "Excellent personal care to all students from the tutor"

- "Value for money"
- "The professional and comfortable learning environment provides a positive learning environment in which we can achieve progression"
- "I've made amazing progress and have learnt so much"
- "Will definitely pursue photography professionally "

- With an excellent attendance record it's clear learners value and get the best out their courses, thereby maximising their chances of success in terms of professional and personal development Learners value their courses highly and some regularly re-enrol due to the classes constantly providing new challenges and further progression
- Learners like to learn collectively as well as individually through paired and group work. The effective promotion of social cohesion is evidence through collaborations with local arts and community group's relationships are developed and enabling positive effects of personal development and learning to benefit the community as a whole.

Improvements since 2017/18

- More courses have been run in the North of the Borough at the Thornton Heath Centre which is in line with the localities-based provision across the Council delivering courses to boost the creative industries within this priority area.
- Learner attendance improved 4% to 88% in 2018/19
- There were more visits and interaction with arts groups and institutions to further engage with the creative community in London and share achievements and be inspired by the achievements of others. This included visits to Tate Britain and Tate Modern visits and schemes of work based around British Art and values.
- More Craft courses offered enabling self-employment opportunities for learners; Knitting, Dressmaking and Photography
- More accredited courses are now offered in NCFE Photography, City and Guilds Dressmaking and included the employability award City and Guilds planning for progression
- An increase in Saturday and evening courses have been provided to meet a wider range of potential learners needs, specifically those of people in employment and with daytime commitments seeking to further their personal development and employability skills

Areas for Improvement for 2019/20

- Improve learner achievement on accredited courses which dropped by 11% in 2018/19- 68% compared with 81% in 2017/18
- More classes could be run in the evening at Thornton Heath when more tutors are recruited facilitating more ACL Photography and additionally other Arts classes at Clocktower. 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 opportunities with Croydon Culture Network, Croydon Arts Store, LOFT creative art space, Fairfield Halls, Museum & Archives in Croydon Clocktower and Croydon College 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.
  NB: Croydon has just been named London Borough of Culture 2023, we will be working closely with Council colleagues to ensure our students contribute actively to this work.

4.4. SA 12 Modern Foreign Languages & BSL

Key strengths

- The language programme is ambitious and well planned. It aims at developing learners' skills and knowledge, support health and wellbeing, reduce social isolation and help learners progress into further study or employment. This resulted in an increased and varied 18/19 programme offer to widen participation and ensure learners from different backgrounds and abilities can progress and achieve. New short community learning introduction courses in the main languages: French, German, Italian and Spanish were planned to support learners make informed decisions about their future studies and to equip them with basic language knowledge and study skills before progressing onto an Entry 3 accredited course. 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."
- Ambitious design of courses to allow learners to progress from entry levels to advanced levels and acquire the knowledge and skills to success in life and society. At high levels the curriculum offer is adaptable and responsive to local and national priorities and the programme includes employability units which develop learner skills in preparation for employment or progression.
- Excellent quality assurance systems put in place and managed highly effectively to ensure tutors devise assessments which are fit for purpose, valid and fair to ensure no learner is disadvantaged. Tutors are supported to address action points so that the quality of assessments meets the requirements of the awarding body and all learners achieve well and progress. Very detailed interim and final internal moderation is carried out, flagging up issues in documentation and tasks and ensuring improvement and amendments are clearly tracked resulting in very good EQA report: EQAs comments:
    - "Very good evidence from IV to tutor/assessor"
    - "Internal moderation is a strength of the service"
- Good and purposeful extra curriculum activities planned to develop learners' wider interests and talents. As a result learners at advanced levels develop their knowledge and widen their horizon and skills by reading literature books and writing book reviews. The French Upper intermediate classes have visited the Impressionist exhibition in London, learning about art as well as the language.
  Very enthusiastic and committed tutors promote inclusivity and ensure that disadvantaged learners, the vulnerable and the elderly are included in class activities and are well supported so that they can develop their confidence and independence in learning and can keep physically and mentally active and healthy.
- Learner's progress well on language courses and the majority of learners felt the courses helped to improve their health, well–being and confidence as well as socialising with others.
    - 57% continued in education mostly in CALAT progressing onto higher level language courses.
    - 20% entered into and sustained employment
- Very enthusiastic tutors equipped learners with the tools to be tolerant and respectful by celebrating individual culture, societies, diversity and by fully embedding British values in their lessons. Resourceful and confident tutors handle and manage controversial topics in a respectful way, allowing people to express their opinions and respect others'. A wide range of topics are chosen by tutors and as a result learners develop an awareness of other customs and cultures and create tolerance and understanding towards others.

- Learners become responsible for their own learning and make meaningful progress in their knowledge and acquisition of skills. At high levels learners are involved in the choice of topics covered during the course to ensure they are relevant to learners' interests and needs and to create positive and active class participation. Learners have made comments about the value of the employability units and have requested similar portfolios to be developed in 2019-20
- Very effective support for all tutors ensures tutors are motivated and committed to the learners and the department. One to one tutorials are arranged to address areas of concern or to develop tutor's personal skills as identified during OLTA or at meetings and ensure improvement in quality of teaching. End of term meetings are scheduled to discuss any concerns and share good practice and ensure tutor wellbeing.
- Tutors regularly attend safeguarding and Prevent training sessions and refresher to ensure they know how to keep learners safe and identify signs of abuse or grooming or exploitation. All tutors have a good relationship with their line manager and feel comfortable in discussing potential safeguarding issues or doubts, so that the MFL manager can report promptly to the Safeguarding Officer and seek advice. The MFL monitor situations where necessary and constantly liaise with the Safeguarding Officer to minimise risk of harm. Excellent working relationship between the MFL manager and the Safeguarding Officer ensures they work closely together on safeguarding issues even outside working hours, keeping learners safe at all times

Improvements since 2018/19

- British Sign Language achievement rate is significantly improved in 2018/19 to 63% compared with 27% in 2017/18.
- Introduction courses in German, Italian, Portuguese and Spanish were delivered to prepare learners for accreditation and make an informed decision about progression.
- A new British Sign Language course was successfully delivered within Thornton Heath to widen participation in the north of Croydon which is a key priority area.

Areas for Improvement for 2019/20

- The overall achievement for MFL dropped 5% to 85% and is now below the national achievement rate of 91%. This was due to a drop in retention at 90% and more work will need to be done to retain learners.
- Attendance requires improvement and was 80% in 2018/19, which is a 1% decrease from 2017/18 and 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.
- German and Japanese tutors to plan extra curriculum activities such as museum visits and film projections to ensure learners develop respect and an understanding of different cultures.

4.5. SA 13 Education and Training

(Wider school workforce and Assessor Training)

Key strengths

Adult Skills Programmes

- The wider schools workforce course offer provides a rich, vibrant, interesting curriculum that enables learners to develop the knowledge, skills and practical experience required to be highly effective education practitioners who can support children's learning and development self-reflect and take ownership of their learning.
- Learners successfully develop their self-esteem, self-confidence and a 'can do' attitude to overcome barriers to learning and success. They reflect upon identity; culture and society; how they can influence change; be responsible citizens who contribute positively to their school and local community; as well as make key decisions about their next steps and set appropriate goals to transform their lives.
- 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
- The ethnicity of learners reflects the make-up of the local community and achievement at 92% is 8% above the national average of 84%
- Vibrant, exciting teaching that enthuses learners and provides a benchmark of excellence. Learners are encouraged to:
    - explore and challenge new and existing educational ideas and theories
    - acknowledge and build on their past experience and knowledge
    - practise what they have learned - plan learning activities, design the materials and resources, evaluate their own and each other's work and give constructive feedback enabling activities to be refined (STL course) or plan a project where they design an activity that they carry out with their own child or a relative (Prep course)
    - work independently and also participate in group tasks and presentations that develop key team working skills, self-confidence and public speaking
- Teaching (pedagogy) is planned coherently and meticulously, taking into consideration learners' starting points and end goals. At the same time teachers are flexible in their approach and skilled at adapting plans to meet changing needs. Lessons are well paced and activities are differentiated to extend and challenge learners. Resources are excellent and varied, including use of learners' knowledge and experience, and clearly support the intent of the curriculum
- Assessment, and monitoring of learners progress is extremely robust and highly effective. Teachers check learners' understanding regularly and systematically. Learners are given extensive feedback (verbal and written), this includes observation and feedback on their workplace practice. PLPs are used effectively to identify strengths and areas for development, set goals and review progress. In the Supporting Teaching and Learning qualifications, the PLPs have been linked to the assessment criteria, thereby strengthening and validating its usefulness as a tool to support learners' reflection and evaluation of their personal and professional development.

- Embedding of English, maths, ILT is robust and enhances learners' life and employment opportunities. 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 encouraged and supported to develop the skills and confidence to use ICT to research and present their work and to support children's use of various ICT packages used in schools.
- Development of employability skills is firmly embedded and learning is linked to workplace expectations enabling learners to develop functional skills alongside vocational skills. The placement enables learners to further develop:
    - workplace skills such as team work, communication, self-reflection and evaluation
    - specific skills related to the sector including strategies for supporting children and young people's social, emotional and intellectual development and how to implement the various legislation and policies that relate to schools
    - There were 48 learners on work placement in 32 schools.
    - All learners on the WSW courses did Level1 Employability Skills qualifications in which they explored and practised interview skills
- 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:
    - Learners that went into voluntary work = 12%
    - Learners that gained employment = 25%
- Overall impact - across the WSW programme, learners have become:
    - more confident, capable individuals wo are more able to manage their own lives and the lives of their own children
    - empowered to make informed decisions about their future studies and employment
    - more able to effectively support children's learning/development in the education sector
- Learners are encouraged and supported to develop a positive attitude to learning and work. Despite of the increasing amount of personal issues being experienced by learners (health – physical and mental; housing; finance etc) and attendance was 86% 1% above the CALAT target.
- Learners are very committed to their learning and take great pride in their achievements Learners often comment that as a result of the knowledge and understanding gained on these courses, they have modified and in some cases completely changed their behaviour and attitude towards their own children and others in the family, e.g listening more, managing their children's behaviour more effectively, setting clearer guidelines and boundaries for their children and rewarding wanted behaviour.
- Learners are honest about the challenges they face balancing their lives whilst studying. They also acknowledge that sometimes it is a struggle trying to understand some of the concepts being explored. At the same time they are proud of how they have managed their learning journey acknowledging how much they have learned since starting their course with CALAT.
- 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 and staff in their respective school placements; or members of the local and global community. Democracy and fairness is encouraged in team work and there is an expectation that all leaners 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.

- Excellent relationship amongst learners and staff reflect a positive culture of mutual respect. This is also the case between learners, the majority of whom, respect, value and are very supportive of each other. All classes have set up a group chat and or WhatsApp and they constantly communicate with each other outside of lessons. For some learners who are struggling to cope with the demands of the course and their personal life, this peer support is a life-line.
- Swift and appropriate intervention from teachers and managers when learners behave inappropriately or when conflicts arise between learners. This ensures that all learners feel safe and can all contribute fully in the classroom
- Learners are effective in their work placements and know how to behave appropriately whilst working with children and young people. Observations of learners' practice and feedback from placement schools confirm that learners developed appropriate relationships with children and staff, showed respect for professional boundaries and were very good models of behaviour.
- Highly effective personal development, study skills, interpersonal skills and reflective practise are thoroughly embedded in all courses. Learning is holistic enabling learners to develop their confidence and self-esteem, and overcome personal barriers to learning, and their ability to achieve success.
- Learners are empowered to make informed decisions about their training, their employment and their lives. All learners create an action plan to develop themselves personally and professionally and for progression into further studies and/or employment. They effectively use their PLPs to set realistic goals and identify appropriate actions to achieve their goals. Their review of their progress is honest and there is a clear understanding of the importance and value of reflecting on practice (a workplace skill and assessment criteria in the Employability Skills and STL qualifications).
- Safeguarding procedures are highly effective. There is very good partnership working with the Safeguarding Officer and concerns are reported immediately. 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.

Apprenticeships

- The wider school workforce apprenticeship programme is designed to give existing support staff and newly appointed apprentices, a high quality study programme that will enhance their knowledge, skills and competence in their workplace. These programmes also successfully develop apprentices' ability to reflect on and evaluate their practice; identify their strengths and plan and implement strategies to improve areas of weakness
- Level 2 = 3 learners. 2 learners achieved their apprenticeship within the time frame. The head teachers from their respective schools commented on how much the apprentices have learned and the extent this has had a positive effect on their ability to support learning, assessment and behaviour. 1 learner was withdrawn by the school. She was very young and had been directed on to the apprenticeship but this was not the direction she wanted to pursue

Improvements since 2018/19

Adult skills programmes

- The introduction of a more demanding STL L2 qualification has resulted in learners being more fully prepared for employment in education settings in line with current requirements outlined in JDs and person specifications.
- On the Prep course. 34 learners achieved an English qualification resulting in them being more able to effectively support children's literacy development in schools
    - Achievement at 88% is 11% above the national overall achievement. The overall pass was 97%

- Learners are developing more independent learning techniques and strategies and less reliance on tutor input. Tutors are enhancing and extending teaching and learning approaches e.g. incorporating more blended, personalised, self-directed, laser learning.
- Learners' behaviour has improved. Last year, 4 learners had to be spoken to about their behaviour and one learner withdrawn from embedded maths. This year we had no such issues. There was however, more evidence of mental health issues and 2 learners who were spoken to about their inappropriate behaviour was because of their lack of understanding of boundaries. Both these learners were referred to the safeguarding officer and both received additional learning support.
- Introduction of a more robust qualification providing learners with increased opportunities to develop their knowledge and skills. The courses have been extended from 24-30 weeks to accommodate the increased amount of units/credits.
- In collaboration with Croydon Works, we designed and delivered a short course which was delivered 2 x sessions per week x 4 weeks = 40hrs during June/July. This was specifically for unemployed people who want to work in schools as lunch time assistants and/or catering staff. The learners were selected and referred by Croydon Works. Learners did 2 qualifications- E3 Extended Award in Employability Skills and L2 food hygiene. The course was a massive success with 91% of learners achieving the E3 Extended Award in Employability Skills qualification and 1 learner being awarded certification for 3 units because she had already completed E3 certificate in Employability Skills.
- Health and Safety (H&S) measures are up to date and in line with current legislation and the Council's H&S policy and guidance and a risk assessment is carried out and recorded in all placement schools

Areas for Improvement for 2019/20

Adult skills programmes

- Improve overall achievement and retention – specific focus on white British whose achievement decreased by 21% from 2017-18. The aim is to assist this group of learners to gain a vocational qualification which could lead to employment and consequently improve their social economic status enabling them to be more economically mobile. Overall achievement at 84% is 8% lower than last year (92%) and 4% below CALAT's target of 87% Retention: 90% is 2% below CALAT target. Both achievement and retention is a reflection of the challenges faced by this year's intake related to
    - health- physical and mental
    - personal problems
    - additional learning needs
    - socio-economic factors i.e. housing issues, financial issues,
    - increased challenge of a more demanding STL qualification with two additional qualifications embedded
- All learners declaring a learning difficulty and/or disability were fully supported and although achievement at 86% is 3% lower than last year (89%) it is 5% above the national average
- Female - achievement at 84% is 8% lower than last year (92%) and meets the national average of 84%
- Male – 6 learners. Achievement at 82% is 1% below the national overall. 1 learner doing the L3 apprenticeship has had his deadline extended to December 2019. On the upside 2 male learners = 100% achievement of the Prep Catering course.
- Having identified a gap in professional development for experienced Teaching Assistants, we are currently exploring a Level 4 qualification for experienced TAs which will also provide progression opportunities for L3 learners

- Investigate the feasibility of offering CL provision e.g. in the New Addington area in order to offer an entry level provision for people from socio economically disadvantaged backgrounds

Apprenticeships

- Improve timely achievement on Apprenticeships to ensure completion within the set deadline. Level 3 = 3 learners from Beckmead (special school) Timely achievement is poor. (2 learners are re-sitting their maths and are expected to achieve by 31 Dec 2019) This is partly due to poor employer support for apprentices and health issues. In spite of this, the overall impact for the school has been positive. The new mentor has reported that the pupils have benefitted greatly from the apprentices being better equipped to do their job, supporting learning and behaviour. As a result of his increased confidence and self-belief, one apprentice who has achieved his apprenticeship within the time frame is now training to be a teacher
- Wider school workforce apprenticeship recruitment is below target. We are working collaboratively with the Employment Pathway Co-ordinator to inform schools about our apprenticeship offer with a view to increasing our apprenticeship enrolment. To develop our apprenticeship programme we are:
    - introducing the L3 standards replacing the outdated L3 framework
    - Developing more robust and comprehensive procedures for engaging with employers ensuring that they understand their role and devising a strategy for 3-way feed-back on apprentice's progress and achievement between apprentice, employer and assessor.
    - developing a L4 programme for schools business professionals

4.6. SA 14 Preparation for Life and Work

English for Speakers of Other Languages (ESOL)

Key strengths

- The ESOL Curriculum is pro-actively designed to put the learner at the centre and provides ESOL courses at all times of day. The timetable offers courses that fit with childcare responsibilities and with those who work shifts as well as those who are seeking jobs. The timetable caters for those who want to study daily, three or two times a week
- The quality of the teaching is good. There are a variety of teaching methods used to address different styles of learning, such as the use of You Tube and kinaesthetic activities. In addition, IT is used to enhance the learning experience and to embed IT skills into the curriculum. Methods used in the classroom include discovery learning, peer to peer learning and support, where learners teach other members of the class to encourage knowledge sharing, stretch more able learners and develop learner confidence. The use of authentic materials and real life scenarios are seen as an important way to embed British values and develop additional soft skills. Relevant homework is set and marked to consolidate learning. Written and verbal feedback is used to encourage independent learning and ensure students are able to reflect on their individual areas of strength and weakness.
- CALAT is a popular ESOL provider with many of our 1,384 learners actively choosing us over the local FE College due to flexible times, new enrolments each term, an adult environment and centres local to where they live.
- The graded ESOL curriculum encourages steady progression from Pre-entry (beginners) to Entry through to level 2. From Entry 3 onwards, learners have the opportunity to move onto functional skills courses at Entry 3, Level 1 and 2 leading to GCSE English and/or jobs with the required functional skills qualifications

- All CALAT ESOL tutors are trained, skilled and professional. They are ambitious for their learners and plan and teach well. Teachers aim to raise the level of English to the point where the learners have the opportunity to take a speaking/listening exam, reading exam and a writing exam, before progressing to the next level.
- Personal development in ESOL is the ongoing opening of opportunities in the establishment of functional skills as a progression choice. Also, driving theory courses and those for childcare, IT and business administration all aid personal development. These combined courses are now a regular feature in ESOL and will be developed further.
- Achievement rates in ESOL remain good and are above national averages
    - Achievement 82%
    - Retention 92% a 1% increase since 2017/18
    - Above average Reading results for the entry levels
    - Level 2 Writing results are extremely good at 88% to the national average of 65% and a 3% increase since 2017/18
    - Entry 2 is more than 7% above the national average in all three exams
    - 262 CALAT Pakistani learners achievement rate was 86% compared to the national average of 84% also the 41 black/Caribbean learners scored 95% in contrast to the national average of 78%
- Tutors effectively support those learners who have additional support needs in the objective setting and delivery of courses well. Pass rates for learners who have additional support needs are good. We had 367 learners with a declared disability /learning difficulty. There was no difference in the achievement results of those who have and do not have a disability
- There have been several groups of learners that have been taken by their teachers on outings to London this term. This helped learners develop knowledge of British history, culture and art as well as British values.
- The City and Guilds qualifications were introduced to place a stronger emphasis on the development of employability skills. Activities the learners completed included interview preparation and participation, team building, interviewing each other for a particular job role and giving each other feedback on their performance at interview, including comments on communication and behaviours or attitudes exhibited. These activities were developed to encourage self -reflection and build confidence when entering the world of work. Some learners were invited to write CVs as part of their personal learning plans.
- Another important strength of the classes is their role in preventing social isolation and assisting learners to build friendships. The learning environment is set up to include pair and group activities and topics on the curriculum are inclusive to encourage social interaction. Peer support is actively encouraged with learners advised to seek assistance from those ‘on their table’ or in their group. In addition, some teachers frequently joined with other classes in activities such as surveys, quizzes to encourage further interaction and provide further opportunities to meet new people.
- The impact of the topic of ‘jobs’ on the curriculum was to enable learners to think about the transferable skills they already had, and to provide signposting to appropriate providers and websites. Some learners then booked individual appointments with organisations such as Croydon Works as a step to gaining employment

Improvements since 2018/19

- Cross curriculum work has been established with ICT to enhance opportunities and skills for ESOL learners. Programmes have been planned with childcare and business administration and functional skills at Entry 3 and level 2. These courses will provide ESOL learners with progressions pathways whereby their language skills may have prevented entry onto vocational courses and into employment.

- Building on the popular Saturday courses we now have 4 courses running on Saturday mornings at Strand House, and plan to increase the Saturday provision next year.
- New City and Guilds employability qualifications were added to Entry 3, Level 1 and Level 2 to enhance their employability opportunities. In the autumn term the Unit was 'interview skills.
- Enrolments increased by 17% last year and this year by 12%. 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. Demand for CALAT ESOL classes has increased this year from 1253 learners last year to 1384 at the same time this year. This is a 10.4% increase on last year indicating curriculum planning is effectively mapped to reflect the needs of Croydon residents.

Areas for Improvement for 2019/20

- 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.
- In some lessons there is insufficient challenge for more able learners amongst some tutors.
- There were 2,973 female learners in 2018/19 and 668 men. Although the pass rate of 88% was the same, there was a 6% difference between the men's achievement rate of 78% and 84% for the women. Close the gap in achievement between men and women.
- Two new ESOL/Functional Skills courses at Entry 3 and Level 2 had mixed results. The Entry 3 exam pass mark was 100%. However, the Level 2 was 33% (NA 54)
- The retention of both Entry 3 and L2 are both in the 60% region and need improvement. Due to the courses being a year there will be withdrawals with some moving to other areas and some to jobs or changes of hours in their job roles.
- The exam pass rate for Entry 3 for those who did take the exam were excellent and above the national average, but the Level 2 learners struggled to pass the functional skills exam pass rate.
- Personal development skills, combining ESOL with other learning skills like driving theory courses and those for childcare, IT and business administration all aid personal development. These combined courses will be developed further in the future.
- The implementation of ESOL certificates to reward learners and encourage personal development of softer skills is required. 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 2019/20 which will focus on punctuality. This will allow for more learning time and leaving early will also be strongly discouraged.
- More vocationally blended ESOL courses with other learning areas are being developed for 19/20 to prepare learners for their next steps onto vocational pathways and into employment
- Development and delivery of Community learning ESOL groups for 2019/0. These meeting groups will be out in the community and will focus on improving reading and speaking skills. These groups will be teamed with a hobby focus or an alternative motivation. E.g. ESOL book club.
- Functional Skills for ESOL learners at Entry 3, Level 1 and 2 are challenging. However, ESOL's first Entry 3 course had a pass rate of 100% and we are now developing a level 1 Functional Skills course for them to progress to and more focussed work with tutors is required to support learners to achieve.

English and Maths

Key strengths

- A high level of on-course support is available to learners, especially for those who request additional support. Feedback from learners stated that they greatly valued the additional support available to them whilst on the course as the support focussed on developing their areas for development and as a result they reported more confidence in preparing for and taking the exams at the end of the course. There was an increase in the level of support available to learners as they worked towards achieving their learning goals via:
    - Learner support assistance
    - Additional learner support – usually provided by the tutor based on the learners receiving up to one hour's 1:1 support from their tutor
    - 1:1 tutorials each term
    - In-class tutor support
    - Trained volunteers (English 1 & maths 4) supporting learners from pre-entry to GCSE.
    - Booster sessions for GCSE and Functional Skills L1 & L2 learners in the second half of each team.
- Tutors are very well qualified, experienced and continue to develop their teaching practice so to more effectively meet the needs of all our learners
    - 88% of the tutors are qualified to diploma level and therefore have the theoretical knowledge as well as the practical experience of teaching English and/or maths to adults.
    - 93% of the OTLAs were overall good, which demonstrates the tutors are effectively meeting the needs of their learners by providing learning resources which are contextualised and relevant to the lives of adult learners. They provide sufficient stretch and challenge for the learners to develop their skills and progress in a stimulating learning environment. Also they make their focus on making their lessons collaborative, interactive and fun.
    - During the year, there were a total of 57 training activities totalling 148 training hours of across 155 participants.
    - Feedback from learners "knowledgeable, patient, fantastic tutors" and "the teaching and support is excellent".
- Achievement rates continue to be good as they were above the national average for the second year running.
    - The overall achievement rate in the department was 83%, a 3% increase on last year, and which was 6% above the national average.
    - There was a 5% increase on discrete English programmes where the achievement rate was 85%.
    - There was a substantial increase on discrete maths programmes from 57% in 17/19 to 82% in 18/19.
    - Overall pass rates on discrete English and maths programmes increased from 82% to 97%, 7% above the national average.
    - There was a significant increase in the number of learners who declared a disability from 75 to 188 (151%) and also an increase in the achievement rate for this group of learners from 72% in 17/18 to 88% in 18/19
    - There was also a significant increase on the GCSE maths programmes where the learners achieved the 9-4 grades from 33% in 17/18 to 53% in 18/19.
    - Three learners achieved 100% in their maths Functional Skills L1 exams.
- Learners have a positive attitude toward learning and achieving their learning goals and on most programmes their achievement was above the national average.

- Most learners from Pre-Entry to Level 1 achieved against their PLP targets or the C&G reading or number awards which enabled them to progress to the more challenging functional skills programmes in term 2. This demonstrated their commitment to developing their English and maths skills as they work towards achieving their short and long term goals.
- Learners reported that their course had led to an increase in their confidence and self-esteem as their tutors had high expectations of them and gave them regular feedback on what they were doing well as well as what they needed to do in order to improve.

- Learners feel safe and tutors create an inclusive learning environment which is positive and respectful.
  - Feedback from learners confirmed that the tutors worked hard to create an inclusive environment which was conducive to learning and promoted good working relationships. "Friendship of others and good rapport in class", "… a calm place for study" and "I enjoyed meeting people and working in groups". This also resulted in learners forming networks outside the classroom to discuss homework issues and to socialise.
  - Learners are made aware of CALAT's Safeguarding and Prevent policies as they form part of the E&M induction programme. Most English tutors then embedded the policies into their teaching and the learners are asked during class visits if they feel safe and to identify the procedures for reporting Safeguarding or Prevent issues.
- Learners becoming more confident, resilient, active members of their communities, as well as prepare them for their next step as their tutors are very committed to the personal development of their learners and not just preparing learners for the qualification. Feedback from learners and tutors on the impact of attending their course:
  - Gained the confidence to write a letter of complaint to the Council to complain about their accommodation.
  - Having improved relationships with children and grandchildren as a result of gaining more confidence able to support them with their homework.
  - An Entry 2 learner, having completed a course for the first time, the learner was very proud of this accomplishment
  - Learners with low confidence found themselves able to achieve a sense of progress through completing a spoken presentation in front of an audience for the first time in their lives; this was a very satisfying experience.
  - More confident handling money and budgeting.
  - Gained employment
  - Progressed to higher education.
- Good development of employability skills on all English and maths programmes:
  - GCSE learners on successfully completed the C&G Dealing with Problems unit as part of their induction programme where they had to look at how best to fit in their homework and independent study around the demands of their lives. This has resulted in improved attendance and development of study skills on GCSE programmes.
  - For learners on the other programmes employability was embedded and first introduced during the induction programme. The learners then completed the C&G unit toward the end of the course after they had completed their exam

Improvements since 2018/19

- A more inclusive, flexible and responsive English and maths programme which better met the needs of learners at all levels from Pre-Entry to GCSE, and which includes the development of ICT and employability skills.

- A more flexible approach to programme planning resulted in an increase in learners as they then could enrol on a course at any point during the first two terms, so that there was no delay in them starting their learning journey. On their first course they focused on developing their English and maths skills based on their own learning goals and not the demands of a qualification.
- As a result of previous learner feedback, during the year other courses provided more flexibility and greater learner choice were offered such as the Fast track maths L2, targeted at learners wanting to start a university course in 19/20. Other courses included: a four-week Booster sessions each term, Level 2 Distance Learning programmes targeted at learners who are unable to attend class on a regular basis, a short 4-week resit programme and a 10-week Creative Writing course. In addition to this we offered an employer based GCSE maths course in a primary school on New Addington, as well as two half-day writing courses as part of the Council's 'Learning at Work' week.
- The programme design also enabled learners to further develop their employability and ICT skills alongside their English and maths skills. This resulted in learners developing greater self-confidence, resilience and being better prepared for the world of work. During the year, seven learners gained employment whilst on the course.
- Programmes more effectively meeting the needs of learners. At the end of the year, 99% of the learners reported that the courses met their needs, the sessions were well taught as the tutors used a variety of teaching and learning strategies. They also liked working in groups and felt everyone was respectful.
- Learners developed more positive attitudes towards learning and become more resilient in order to deal with the challenges of their course. The learners also reported that the learning environment was inclusive and cohesive.
- Tutors are using online learning resources more effectively to enhance the quality of teaching and learning and in promoting independent learning.
    - Tutors used the Skills Forward online assessment more confidently to identify the learner's areas for development and then using this tool to monitor and track the progress of each learner. This includes using the results of the diagnostic assessment to plan an individual programme of learning which meets the specific need of learners and which they can complete outside the classroom
- During the year, GCSE, L2 and L1 learners were provided with opportunities to further practise and consolidate the skills learnt in the classroom or to catch up on missed work by attending the booster sessions. Although the number of learners who attended the booster sessions was small, all of the English learners and 76% of the maths learners achieved the qualification.
- An increase in the number of learners from 21 in 17/18 to 33 in 18/19 who enrolled on to other CALAT courses after completing their English or maths course. These courses ranged from teaching assistants, customer service, accounting and drawing and painting. 13 learners progressed into employment whilst on or after completing their course.
- With the aim of improving punctuality and attendance, and ultimately retention within the department, a financial incentive was introduced.
    - A text was sent to learners in week 7 to remind them about receiving a gift token if their achieved a 90% attendance record in term 2.
    - Curriculum co-ordinators continued to monitor punctuality and attendance on a weekly basis and follow up with learners the reasons for non-attendance.
    - By the end of the year, 186 vouchers were presented to learners
    - Term 1 – 99
    - Term 2 – 51
    - Term 3 – 36
    - Two GCSE learners achieved a 100% attendance record during the year.
    - The feedback from learners who received the vouchers was very positive
- The working relationship between managers and tutors is positive.

- Three groups of tutors teaching at the same levels have met during the year to share practice on improving the quality of the teaching and learning experience for the learners. The impact was improved achievement rates, better communication and support across the department at all levels and improved staff morale.
- There was a high level of attendance at staff meetings, some of which took place in the evening, and at English and maths training events.
- Course documentation continues to be reviewed with the view to reducing duplication and tutor workload.
- Some tutors were working to a common scheme of work for their particular level.
- Existing tutors whose teaching was overall good did not have to produce detailed lesson plans.
- Tutors were able to access all the E&M course documentation from the CALAT tutor drive**.**

Areas for Improvement for 2019/20

- Continue to explore more flexible modes of delivery, especially blended and distance learning so to better meet the needs for learners to continue on course if they gain employment or have to deal to a personal issue which makes it difficult for them to regularly attend their course.
- Increase the partnership work with the local authority, local employers and community groups so to better meet the learning needs of the hard to reach and most vulnerable people in the borough
- As part of the implementation of the new Reformed Functional Skills specification, Entry Level tutors will be introducing the ETF's Post 16 Phonics Approach as one of a number of strategies involved in teaching reading to adults
- Improve retention and achievement rates on English and maths E3, English L2 and English GCSE to meet the national averages. The main reasons for withdrawal on programmes were poor attendance, family and work commitments, gaining employment and ill-health.
- Improve attendance as it was below the CALAT benchmark of 83%. By the end of the academic year, attendance stood at 78%, the same as the previous year. Attendance at Central Croydon was 85% but at Thornton Heath it was significantly lower at 72%. The main reasons for non-attendance were ill-health, especially mental health, family issues and housing.
    - Tutors to record the reason for all absences on the e-register.
    - Curriculum co-ordinators to monitor punctuality and attendance bi-weekly and to follow up on every absence.
- Work with learner support to prioritise that the GCSE learners are assessed by the end of the first term so that the appropriate support is put in place at the earliest opportunity
- Further embed careers education into English and maths programmes by inviting specialist careers staff to come to talk to groups and/or encourage more learners to take up the opportunity to meet with careers staff on a 1:1 basis
- Continue to diversify the programme offer so provide more flexible learning opportunities throughout the year with the view to retaining more learners and increasing enrolments, especially to white learners (15%) who are under-represented in the department compared to the borough's ethnicity profile.
- Continue to support tutors in preparing their learners for the more challenging Functional Skills accreditation which will be introduced from September 19. As it the first year of offering this accreditation it is likely to result in a national reduction in achievement rates.
- Tutors to start accessing the new Functional Skills resources provided by Edexcel to deliver the Reformed Functional Skills such as the interactive schemes of work. This will also contribute towards reducing tutor workload.
- Offer a short bespoke volunteer course with the view to increasing the support available to learners, especially on English programmes

Adults with Learning Difficulties and Disabilities (ALDD)

Key strengths

- The ALDD curriculum is a vibrant and rich curriculum offer designed to enable learners to develop a range of skills –
    - life skills that promote independence, health and well-being including how to recognise danger and keep themselves safe
    - practical English and maths skills that support their daily lives
    - social and emotional skills to help learners develop and maintain healthy relationships, understand how to behave appropriately in different situations;
    - Creative skills to enhance and enrich their leisure time.
    - employability skills on our accredited programme preparing learners for the world of work in a paid or voluntary capacity
- Successful delivery of programmes provides opportunities for learners to engage with the wider community so that they can:
    - learn various strategies and develop the confidence to negotiate mainstream
    - develop the self- belief that they can actively contribute to their community and they have a voice that can/will be heard
    - dispel some of the barriers and myths in the community surrounding disability, learning difficulties and mental health.
- The intent on the enrichment programme is to provide additional opportunities for learners to develop practical maths skills in interesting, fun, practical and exciting ways. The programme also gives learners opportunities to step outside of their comfort zone and try something different over a short time span, 2-4 days.
- 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 to achieve success.
- Highly effective, inspirational and differentiated teaching is standard practice. Tutors explore different methods of delivery which involves learners working collaboratively in pairs, groups and whole class and activities. For some learners this in itself is extremely challenging especially for those on the autistic spectrum or those who generally rarely engage or communicate with others. Resources are well selected and in some cases extremely creative and the use of IT to support teaching and learning is integral to the different modes of delivery.
- Tutors enrich their lessons by involving outside agencies who bring specific knowledge, understanding and guidance related to their area of expertise e.g. the fire service, St John's- First aid, Schools Recycling Officer, Croydon's Street Champion Co-ordinator. Tutors have the confidence to go beyond the planned learning objectives exploiting arising opportunities for learning especially on the rambles and off site visits.
- Tutors are extremely skilful at motivating learners and promoting a 'can do' culture. They have high expectation in which learners develop the confidence and self-belief that they can and will achieve. All learners' achievement is acknowledged and celebrated, no matter how small, which is the foundation of our culture of success
- Tutors have excellent awareness of learners' individual needs and provide effective personalised support to support learners learning and independence. Tutors have extensive profiles of their learners and use this information and knowledge to plan how to meet learners' needs and how to monitor their progress
- Learners are fully engaged in their studies, highly motivated and enjoy their learning. The high percentage of learners returning each year is not only a testament to how safe and comfortable they feel at CALAT, but also that they want to keep developing themselves, reinforce and

consolidate some of their learning and also learn new skills. Achievement is 92% and Retention is 93%

- Very good development of English and maths skills enabling learners to be more independent of parents and carers. They are continuously developing their ability to handle their personal finance – saving money and budgeting. They read and interpret information and express opinions and ideas with more confidence. Achievement is 92%; Retention is 94%
- Very good development of practical maths skills on the enrichment programme e.g. on the 'Managing a Budget' course, learners go to different retailers so they can actively compare prices for gifts or household goods, and work out where they will get the best value for their money, and, depending on their budget, actually do some shopping or plan their next shopping expedition. The maths skills is related to the places visited e.g. extracting numerical information from a simple diagram using the floor plan at Eltham palace; record numerical information using a tally. Learners have developed their ability to plan trips locally and in central London. This involves reading and interpreting transport timetables, calculating travel time and distance, following road signs and directions to enable them to travel independently and managing spending money whilst out on their trips. Learners are also developing their ability to estimate and compare weight, measure, sizes and proportions. Achievement is 98%. Retention is 100%
- Very good development of employability skills e.g. Learners on the Hospitality course are learning skills for working in the catering industry such as customer service skills – entering the 'inner sanctuary' of the staff room and approaching staff explaining what's on the menu and taking their meal orders is a massive achievement for some learners who would not ordinarily engage with staff/people who they did not know. They are also learning how to organise a cafeteria, fundamental food hygiene, how to plan and make meals to customer's specific dietary needs and tastes, and calculate and handle money. Destination & Progression from accredited courses are as follows:
    - Voluntary work: 8% = 9 learners progressed into voluntary work bringing total number of learners doing voluntary work to 23
    - Paid employment: 1% = 2 learners progressed into employment bringing total number of learners in employment to 4.
    - Continuing education: 86% = 91 learners are continuing their education
- There is a good balance between genders on ALDD courses: Female = 268; Male = 214. With no gap in achievement rates which are above national averages.
- Maintaining healthy interpersonal relationship is embedded within the curriculum and all staff and learners support each other to ensure that everyone develops and improves these skills. Some of our learners lack maturity and require support and guidance to manage their emotions and identify acceptable solutions to perceived problems
- Learners are very committed to their learning and take great pride in their achievements. They enjoy 'showing off' their work which is being displayed in classrooms and corridors.
    - The Awards ceremony was a great success and well attended by learners, parents/carers and support workers and was a great opportunity for learners and their families to celebrate their achievement. All learners were presented with a certificate of achievement and some learners achieved special awards for achieving above and beyond expectation. Learners were also involved and contributed to the event…. the dance, performing arts and music classes provided the entertainment; the preparing to work in hospitality class served the refreshments; the creative multimedia class took the photographs, printed and laminated them for each learner receiving an award.
    - The gardening class won the CALAT Class of the Year Award and collected their certificate during the CALAT Achievement Award ceremony. The impact of this is far reaching for the ALDD learners and the department in general as it has given them official confirmation that they are recognised as valued members of the CALAT community.

- The dancing class welcomes every opportunity to show case their work and have had very successful and entertaining public performances at the ALDD Awards ceremony, St Patrick Day celebrations at CT and the CALAT Award ceremony

- Learners attendance is V. good at 88% (3% above the CALAT target) Attendance is closely monitored and non-attendance is swiftly followed up by tutors and CC who contact leaners/care homes/ parents to discuss concerns regarding attendance.
- Excellent relationship amongst learners and staff reflect a positive culture of mutual respect. This is also the case between learners, the majority of whom, respect, value and are very supportive of each other. Some of the learners live together in the same care home or residence and are able to develop and sustain their relationship in college and at home.
- Learners feel safe and move confidently between the 3 CALAT sites and three satellites at Thornton Heath Library, St Giles School and Good Food Matters in New Addington. All learners have been trained in safeguarding procedures with additional information and guidance embedded throughout course. Learners are confident to report issues to staff
- The curriculum extends beyond the academic, technical or vocational and provides for learners' broader development, enabling them to develop and discover their interests and talents. The Creativity and Well-being (CL) courses which range from performing arts (music, dancing and drama), gardening, rambling, art & crafts, mosaics, continue to develop learners' creativity and provide platforms for learners to showcase their skills and talents. Learners are also developing self-confidence, team working skills and strategies to help them become more independent and self-sufficient
- Learning is experiential, stretching beyond the boundaries of the classroom so that learners engage with the wider community and the opportunities and risks that this offers:
  - Learners engage in community activities such as gardening at TH library and rambles in the local parks and open spaces where they often engage in conversations with the locals.
  - As part of the qualification on the Healthy Living course, learners are doing a unit on environmental awareness.
  - The interim Schools Recycling Officer was invited to speak to the group to raise their awareness of recycling and ways to look after the environment. Following on from this, at the Croydon Street Champion Co-ordinator's suggestion, the class did a 'litter pick' around central New Addington. All (including L C who is blind) were thoroughly engaged and enjoyed the experience which included wearing their t-shirts 'Don't Mess with Croydon. Take Pride' to publicise and promote what they were doing.
  - The group also did fund raising in the Sense charity shop.

Improvements since 2018/19

- Curriculum development is highly responsive to the learner voice, innovative and flexible .The learner voice is included in strategic planning resulting in a curriculum offer that meets the needs and interests of learners e.g. the decision to offer L1 Certificate Caring for Children was a direct response to learners request for additional childcare courses and an opportunity for them to progress from an award to a certificate. Achievement is 100%
- Learners are now actively contributing to programme development and marketing. The Learner Reps have discussed and shared their ideas re courses they would like on the Enrichment programme. The advanced computer group designed a poster to promote the spring programme and also designed the front cover of the course booklet. The Craft class has designed the cover for the summer course booklet. As a result of this level of involvement, some learners are developing their negotiation skills and learning ways to effectively promoting and publicising courses.

- 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 has been increased from 3hrs to 5hrs, at the tutors request, to allow learners to travel further afield e.g. to the Science, History, British museums; Tate Modern; Royal Courts of Justice; Nelson Mandela exhibition.
- PLP – English and maths goals are mapped against the national literacy and numeracy curriculum and reflect learners starting points
- Successful review of how we implement the Learner Code of Conduct has reduced exclusions to zero. Any inappropriate behaviour is dealt with swiftly as per the CALAT code of conduct. Learners whose behaviour falls short of CALAT expectation are seen immediately by CC and/or PM, given a verbal warning and parents/carers, care homes contacted as deemed to be appropriate
- Improved venue for Cook & Eat class
    - Good Food Matters has excellent catering facilities and is a bigger, brighter space than the previous venue. It also has an allotment which learners have full access to. As result learners are developing knowledge of how different herbs, fruit and vegetables are grown and how these can be used to complement and add flavour to their cooking. One learner has just started volunteering there so when her produce grows, the group will be able to assist her to harvest them.
    - We are planning to increase the use of the centre and have located an international cookery class there 2019 – 2020
- Additional communication skills course designed:
    - We identified that learners could benefit from a debating course- linked to developing communication skills, understanding parliamentary process especially in the light of Brexit discussions and negotiations, democracy and British Values. In preparation for the course, interested learners were interviewed by a panel of 2 members of staff and assessed on their ability to communicate their ideas coherently and fluently. The course was delivered in the summer term 7x 2hr sessions – 6 l earners. The course was a success and has been developed into a 30 week course 2019-20
- Reviewed and revised H&S measures to ensure we are up to date and in line with current legislation and the Council's policy and guidance. Staff working off-site and/or taking learners out on visits have been trained how to carry out risk assessments and understand why it is important to identify and weigh up the risks before taking learners out. They are better prepared to deal with emergencies and understand the importance of having contingency plans. As a result, learners and staff are now safer off site than previously. Reviewed and updated learner emergency contact details and relevant medical information and bought new portable first aid kits
- PLPs for English and maths to ensure to ensure they fully capture learners starting points and are clearly mapped against the Adult literacy and numeracy curriculum and appropriate goals are set and reviewed in relation to learners achievement and areas for development

Areas for Improvement for 2019/20

- PLP - English and maths course goals need to have appropriate stretch and challenge
- Consider a more flexible provision for learners who prefer to do short 5-10 week courses rather
- Increase partnership and collaborative working
    - with other CALAT dept e.g. WSW, Family Learning, Creative Arts to explore opportunities for cross fertilisation of ideas; share resources/teachers; promote progression to mainstream courses
    - with new local partners such as Cherry Hub; SEND 16-25 team

- Teachers have experienced increased stress and pressure because of inadequate resources and poor IT equipment. There is a need to check that
    - the learning environment is fit for purpose, adequately resourced and the equipment is fully functional so teachers can perform with undue stress and pressure
    - all faulty IT equipment is being reported and complaints are logged and followed up

4.7. SA 15 Business and Administration

Key strengths

Adult skills programmes

- Business Curriculum has developed and expanded in its delivery of accredited qualifications to meet the needs of the learners to give opportunities to develop skills, knowledge and behaviours for future learning and employment. Learners on the Business Administration and Customer Service courses often lack confidence, employability skills to access employment. The design of the curriculum to embed and develop these skills within the programme. The curriculum offers a variety of recognised accredited qualifications that fall in line with local and national priorities for economic and social growth, to include Customer Service, Business Administration, and Bookkeeping, Accounting software, Accounting, Employability and English and apprenticeships
- Administration and Customer Service from Levels 2 – 4, matches the occupational skills gap within Croydon and London and is evidenced through priorities of the Mayor of London skills strategy
- Effective working with partner organisations provides access to business training and employment to a wider group of learners. During 201819 this included Bethlem Hospital and Green Energy
- Curriculum delivery ensures that learners are extremely well supported by up to date resources and tutors who are inspirational and experts in their field of delivery and curriculum, teaching learning and assessment methods are excellent and enable all learners to achieve their potential and make significant progress.
- Tutors have expert knowledge and pedagogical content knowledge of the subject and courses they teach. Tutors use activities to encourage learners to remember and to integrate their new skills in both their personal and professional lives.
- The methodology of delivery are varied and include pair work to allow discussion and partnership involvement, encouraging less confident learner to interact with another. Group work to encourage learners to take ownership of their contribution and giving them opportunities to be involved and building confidence to speak in a group.
- All tutors have been observed and new tutors have been mentored to support them to achieve a high standard in delivery. The OTLA profile continues to be very good and all the tutors have now been observed and 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. Tutors who have been identified as needing support to improve their teaching methods are mentored and supported with shadowing and online training sessions. This resulted in further observations showing great improvements in delivery and classroom management.
- Tutors successfully stretch and challenge learners though team teaching and sharing good practice, producing resources that are creative and simulate learning. This is evident in the excellent achievement rates for all the accredited courses and the progression pathway learners made to further their knowledge, skills and understanding and learner evaluations.
- Learners acquire and develop high-quality skills, knowledge and confidence, these building blocks enable them to progress onto the next stage of training or employment.

- 251 ASB learners have now successfully completed their courses within Business showing 97% achievement with national average 92%. Progression between courses is very good. 15 learners have progressed from a Level 1 to Level 2 qualification with Business
- 65% of learners on completion of their course have found employment, are continuing education or undertaking voluntary work.
- Learners with additional support needs received personalised highly effect support that has enabled them to achieve their qualifications and make progress in other areas of their lives
- 9% of enrolments were learners with ALS and their achievement is 89% which is above the national average.
- Achievement rates are good for all ethnicities at 88% above the national average of 85%.

- Business courses are effective in moving learners closer to the workplace, 58% of learner's continuing education to progress and work towards their personal goals and achievement. Working in partnership with Croydon Works, a short course was delivered to 17 unemployed learners who had applied to Green Energy for a position in their Customer Service Call Centre. All learners were successful in their qualifications and learner feedback is very positive:
  - 17 learners
  - 10 invited to interview
  - 4 job offers
- Tutor have high expectations for learners to attend punctually and regularly and are committed to their learning and this has resulted in a high attendance rate and high achievement rates. This also prepares learners for the world of work where they would be expected to adhere to company policies for attendance and punctuality.
- The welfare of the learner is always paramount and taken into consideration when decisions are being made. This disciplined environment sets out clear expectations and is evidenced by the high attendance percentages and is reflected in learner's behaviours and attitudes. Learners thrive in a supportive and inspirational learning environment where all learners make sufficient progress in terms of personal development and work readiness.
- Learners are encouraged and supported to develop their confidence and resilience and their personal development, giving learners access to high levels of knowledge, skills and experiences. Learners PLP's help them to identify their interests and talents and how these can be embedded in their goals e.g. becoming a Sole Trader with their existing talents and using their acquired administration and bookkeeping skills to run a smooth and successful company or progressing to a higher qualification to gain further knowledge and skills.
- Learners are informed at their induction that discrimination, bullying and harassment are not tolerated and encouraged to report incidents immediately to a member of staff so swift action can be taken. Using effective resources such as online courses, learners become better informed and have a clearer understanding of fundamental British Values.

Apprenticeships

- The Business curriculum area offers an outstanding curriculum that fits in with the government policies and Croydon Council to ensure that the skills gap in the work place is responded to and the development of a well trained work force is attended to through the delivery of a range of apprenticeships. This is achieved by offering a recognised apprenticeship qualification to residents of Croydon, who may be otherwise disadvantaged. It provides a clear pathway into employment, responds to the workforce needs of Croydon Council by matching the identified skills gaps.
  - Apprenticeships are now being offered to employees within the Council to enhance their knowledge and skills. The CPD apprenticeships will give employees up to date qualifications and are matching the Skills for Londoners Framework.

- The Business Curriculum is supporting Business Apprentices through the apprenticeship programme in both Framework and Standard and works with Croydon Councils Employment Pathways Coordinator and Croydon Works to ensure that the residents are offered another pathway into employment including the most disadvantaged and those with high needs and instilling the knowledge and cultural capital they need to succeed in life.

- Trainers are supporting apprentices excellently in their journey working closely with the apprenticeship's manager. Managers of the programme work with the employment pathways coordinator to ensure a high quality provision is in place that supports both apprentice and manager.
  - Workshops are offered to cover the core content including policies, health and safety, key concepts of customer service and business administrator roles. The methods of delivery such as group work and presentations are designed to enable the apprentices not only gain knowledge and skills in Customer Service and Administration but to become rounded individuals with excellent interpersonal skills, and be confident in their abilities to progress in both their chosen career and personal lives.
  - Apprentices are supported through observation processes and preparation for EPA and Apprentices have regular reviews with their Trainer and Manager, milestones are agreed and set to ensure that they have the best possible chance to achieve.
  - Additional qualifications are identified at the initial assessment and apprentices are signposted to enable them to gain the functional skills in Maths, English and ICT.
  - Apprentices are assessed by an experienced trainer once on course which enables apprentices to move at a pace that is appropriate for each one and assessments taken at the appropriate point.
  - Apprentices who are identified as requiring additional support to enable them to complete their apprenticeships are given additional ALS by CALAT during Workshops and Functional Skills and they also receive support from Access to Work who support them in their role of apprentice with the Council.
- Apprentices achieve well and progress either into employment or continue with their studies. This has been done by ensuring the needs of the apprentice have been met through providing extra one to one support or putting in place any support need requirements (equipment, LSA) so that they can achieve, ensuring apprentices are assessed appropriately and all previous learning is checked and skills gaps are then plugged (function skills).
- Staff have been trained and supported in delivering the new standard so that apprentices understand the new way of assessment and prepare accordingly.
- Apprentices that have successfully completed the framework apprenticeships in Customer Service and Business Administration use their knowledge and skills gained to fulfil their career aims.
  - 2 apprentices have moved to a high level of apprenticeship.
  - 6 apprentices secured employment within the Council bringing new skills and enrichment to their departments.
  - Feedback from both Managers and Apprentices is very positive and all feel they are extremely well supported throughout the programme
- The relationships between Trainer and apprentice is extremely good and several apprentices who had concerns with their Line Managers felt comfortable to discuss these with the Trainer and were resolved with the support of the Apprenticeship Coordinator employed by the Council. Feedback from Managers is positive, and several have commented to the Trainer at their meetings that their apprentice has gained confidence and is gaining new skills which they are able to implement into their role. Apprentices are required to complete a Mid-Programme Questionnaire which enables the learner voice to be captured and if there are any issues they can be addressed promptly.
  - " Thank you for your support" "Thank you so much Carla for your support and encouragement "

- “I am glad I have an amazing trainer to support me through the apprenticeship.”
- “Thank you for your support (Assessor/Trainer), there was a bit of confusion, I am able to now able to help my apprentice with her project”.
- “I feel that the workshops have played a major part in me near to completion of my apprenticeship. I was able to meet other apprentices, who helped and supported me on my journey**.”**

- Highly effective development of apprenticeship programme. The apprenticeship programme has evolved and now has apprentices on Framework and Standard. The standard apprenticeship has resulted in additional staffing requirements. The Standard is a new concept to apprenticeships and therefore it was paramount that Trainers and Managers attended conferences to understand the concept of Gateway and EPA. As a result Managers now deliver induction sessions to Managers of apprentices to inform them of their roles and responsibilities supporting their apprentices through their apprenticeship

Improvements since 2017/18

Adult Skills programmes

- Additional AAT Level 2 Foundation Certificate in Accounting course programmed to enable additional learners to progress from the AAT Level 1 suite of qualifications and to cater for demand
- Employability embedded in both Level 1 and Level 2 of the Administration (Business Professional) Suite of qualifications. A Unit of employability also now embedded in 1 of the Level 2 AAT courses as a pilot. The Employability Unit has enabled learners to be more organised in their planning and study skills. They are more able to search and identify possible employment paths.
- Improved support learners who are identified with attendance issues. Communication channels have now been created for learners through tutor CALAT email addresses and learners are encouraged to take responsibility for their learning, taking ownership of creating and submitting assignments in preparation for submission to the awarding body. This is achieved through 1:1 support, emails to and from tutors providing instruction and support, and verbal communication.
- Successfully ran a City & Guilds Customer Service qualification at Bethlem Royal Hospital. Learners undertook their examination in October 2018 following a 9 week course. The course gave learners (who had significant mental health issues) new confidence in communicating with others and preparing them for progression onto further training and where possible employment. During the course they ran a coffee morning to raise funds for Macmillan, developing a wealth of skills, confidence and wellbeing. Learner motivation and positive attitudes are reflected in their achievements and enthusiasm to continue and progress further in their studies and take pride in their achievements.
- Teaching on short intensive partnership courses is inspirational, learners quickly develop strong productive relationships with each other. They make progress beyond their own expectations and becme stronger more resilient and positive individuals.

Areas for Improvement for 2019/20

Adult skills programmes

- Design a more robust initial assessment for AAT Level 2 Foundation Certificate in Accounting. AAT removed the AAT Award which was replaced with the AAT Access Award. It has become apparent the new qualification is no longer covering topics which are embedded in Level 2 so some of those learners progressing onto Level 2 are struggling and should not have been on the course until these skills have been developed. A new more challenging initial assessment for potential Level 2 learners would identify gaps in their learning and allow tutors to support them with this to enable them to achieve or refer them to a course more suitable for them.
- Current course evaluation is end loaded and does not allow improvements to be implemented early on.
    - Following completed evaluation forms and conversations with learners during learning walks it has become apparent leaners have suggestions or made constructive comments regarding the structure of a course or its delivery. Learners will now be encouraged to give mid-course feedback in 121 learner progress meetings with their tutor and where possible these suggestions and comments can be addressed whilst the learner is continues to study to improve their experiences and enable them to achieve their personal aims and goals
- Work more closely with Croydon Works delivering short courses for clients with skills gaps to improve their opportunities to find employment
- Ensure sufficient staffing for the expanding apprenticeship programme to deliver the Standard and Framework apprenticeships for the Council and local business including induction, training and supporting staff.
- Recruitment of a tutor to deliver units of the Administration (Business Professional) qualification to ensure quality and provision are not compromised and learners continue to achieve their potential and a successful outcome
- Expand the AAT programme to deliver a Level 3 qualification providing progression to those who have successfully completed the Level 2 Foundation Certificate in Accounting.

Apprenticeships

- All Managers are invited to attend an induction so they have an understanding of the commitment required when taking on an apprentice, however only a few take up the opportunity. It is felt that this should be compulsory for all Managers who wish to take on an apprentice to attend before the recruitment process. This will enable them to make an informed decision as to whether they have the time to mentor an apprentice through their apprenticeship effectively. We have recommended this to the Council apprenticeship coordinator.

4.8. Family Learning

Key strengths

- The Family Learning curriculum is successfully designed to support disadvantaged and vulnerable families within Croydon to reach their full potential, but recognises the need for a rich, varied and differentiated programme to enable them to do so. A large number of FL classes are held in areas of multiple deprivation, with residents who are considered 'hard-to-reach'. Parents and children join together for the final part of the session, to create a home learning activity to share with the family at home
- Family Learning's strengths lie in the diversity and creativity of the curriculum, which is designed in active response to areas identified by tutors, and numerous community partners. This gives rise to 'amazing collaborations and outreach work (which) mean that FL is embedded in the community it seeks to serve'
- The principles underpinning Family Learning place relationships at the core of education, with classes designed to embed skills that are transferable from the setting to the home environment. Classes are skilfully adapted to match individual needs and the demands of the setting, and aim to nurture learners' talents and ambitions. They are highly effective in establishing stepping stones from which they, and their families, can engage further with education and pathways to employment
- The Family Learning Curriculum prepares learners for future success in their next stage of education, employment or training. Where relevant, learners are able to gain qualifications that allow them to go on to destinations that meet their interests, aspirations and the intention of their course of study.
- Skilful classroom management also helps to nurture strong bonds within excluded, vulnerable and transient learners. In turn, these ensure high retention figures relative to the circumstances, and lay the foundations for culturally and linguistically integrated communities.
- Family Learning classes foster an excellent encouraging environment, offering a differentiated planned well cohort curriculum designed to both support and stretch all learners, whatever their educational, socioeconomic or linguistic background. The curriculum is underpinned by pedagogical intent: while all classes have mixed ability profiles, all lessons have clear learning objectives, enabling learners to progress.
- Tutors adapt and change Scheme of Work and lesson plans to meet the challenges of the learners in the classroom, ensuring learning is current and on task to support the learning progression
- All tutors have expert knowledge of their subjects they teach, they are able communicate clearly, building effectively on learners' experience and skills to ensure, and develop, understanding over the course of study. Annual observations of teaching and learning (OTLs) document good practice, i.e. clear instructions, modelling, elicitation, concept checking, monitoring and discrete support. Realia and pictures are also used very effectively. Good use of picture prompts to help learners identify adjectives and adverbs and managing the differing levels of learners understanding.
- Tutors' lesson plans and schemes of work are systematic, creative and well-focussed. They illustrate ambitious, but achievable, intentions for the course of study and evidence a coherently planned curriculum. These are designed to both stretch and challenge learners and also clearly aim to give learners skills which will be of benefit in future learning and employment. Functional skills concepts are embedded in every curriculum, even those which are more practical in nature, in order to help parents to recognise opportunities to continue to support their children with their learning and homework.
- Teachers have high expectations in design and using activities to help learners remember long term, the content they have been taught in everyday experiences brought into the classroom

- Significantly, learners feel that they develop skills that also enable them to better support their children with homework. Schools also recognise positive behaviour change in the classroom and school engagement
- The majority of learners develop detailed knowledge and skills across the curriculum and, as a result, achieve well. Where relevant, this is reflected in results from national tests and examinations which meet government expectations, or in the qualifications obtained.
- Learners are upskilling and preparing for the job market, for when the time is right for them and their families for the next stage of education, Where relevant, they gain qualifications that allow them to go on to destinations that meet their interests, aspirations and the intention of their course of study. Learners also emphasise the real life application and benefits of the subjects
    - ‘the class relates to everything and helps me to put it into practice for real’ (Learner, FS Maths,)
- Across all courses, there is a high take-up of enrichment activities e.g. class visits to museum and fund-raising projects. Following an enrichment trip to the Horniman museum, learners and their families from one class made additional trips together during the ½ term break: they also completed written diaries documenting events and submitted them to their tutors
- Tutors have high expectations of learners in terms of attendance and punctuality. Learner’s attitudes toward this have greatly improved. A very positive approach to their education. A rich diverse range of learners from the community work alongside each other with mutual respect and growing confidence. Family Learning actively celebrate the diversity, creativity and achievements of our learners within the classroom environment
- Tutors prepare and deliver activities that go above and beyond the expected offer, providing opportunities for learners from disadvantaged background. By working in collaboration with numerous partners, FL provision helps to support learners with their resilience, confidence and independence
- 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 leaner 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 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 2017/18

- FL have introduced a new accredited Reading Unit with Ascentis reading unit within the language programme, which has opened up new opportunities for learners to progress excellent reporting and pass rate for the first pilot year. 106 learners entered. The reading unit was delivered in the community setting within the GLA requirements and suits the allocated time the venues have available to us. This is a stepping stone for learners to progress onto their next steps
- In response to the team's feedback, we continue to monitor and review all learner and tutor documents making changes as and when required.
- Working closely with marketing to produce publicity that is current and accurate
- Tutors worked closely the Programme manager and Business Support to support learners who show signs of poor attendance. Through close attention to ongoing-issues affecting attendance, learners recognise the monitoring as a form of encouragement and support. This resulted in an increase of attendance rates by 3%

Areas for Improvement for 2019/20

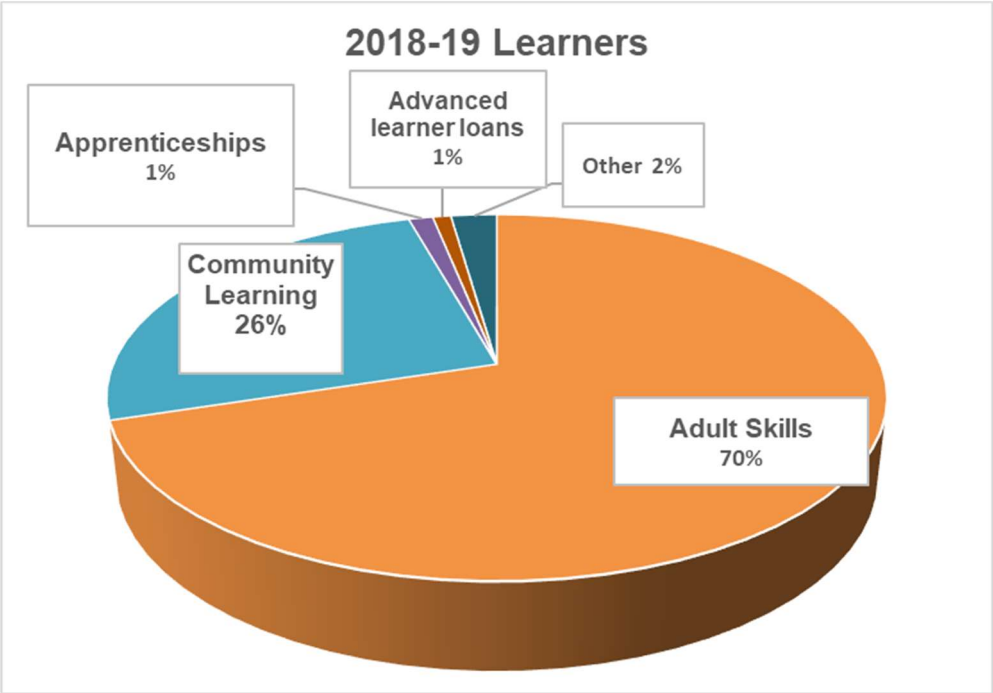
- To improve achievement, retention and pass rates for CL courses by 8% as below national average.
- To ensure Teachers are kept up to date with current changes in key stage 1 and 2 curriculum changes.
- To share good practice on enrichment activities, across the department.
    - A recent class trip (with children) to the Horniman Museum, proved very successful in prompting class writing and craft activities. It also encouraged additional excursions and engaged participants to learn as a family. Good practice was shared with other FL classes and encouraged learning outside of the classroom.
    - This enrichment activity is very well received, often learners have not visited this Museum and the visit demystifies the journey and process to enable the learners to visit the venue independently with their families. Which was an outcome on this trip

- In order to sustain the success of “The story of me and you” (SOMY), more courses are to be planned within the Community Learning offer. There will need to be a review of the curriculum content and design, as well finding an appropriately suitable setting. This will be conducted with the key tutors who designed the classes and external partners targeting pregnant women and women with young babies living seeking asylum in the UK, and living in initial accommodation
- As part of preparing learners for life in modern Britain, FL recognise that wider society is not always responsible or welcoming of diversity. As such, we are planning to embed awareness of citizen rights, in order to equip learners with the skills they may need to navigate contemporary Britain, in a potentially hostile, post-Brexit environment.
- Health and Wellbeing classes will be introduced into the curriculum, as part of the enrichment programme.
- Register all learners entered for the Reading exam with Ascentis and CALAT exam department.
- Plan the first AQA visit after the pilot Family Learning reading unit with Ascentis. In line with policies procedures and requirements

5. Performance Data

A) Type of provision and number of learners in 2018-19

Funding Model	Learners
Adult Skills	2,822
Community Learning	1,026
19+ Apprenticeships	41
16-18 Apprenticeships	7
Advanced Learner Loans	36
16-18	1
Self-funded	90
Total Learners	4,023
Total Enrolments (201819)	8,483



Adult Skills by Level

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

Level	LEAVERS			PASS RATE			ACHIEVEMENT RATE			National Achievement Rate
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19	2016-17	2017-18	201819	
Entry	3,094	4,207	4,488	89%	93%	92%	84%	87%	85%	91%
Level 1	796	1,043	1,311	83%	91%	90%	76%	82%	84%	85%
Level 2	504	547	481	86%	86%	88%	77%	78%	75%	79%
Total	**4,394**	**5,797**	**6,280**	**88%**	**92%**	**91%**	**82%**	**85%**	**84%**	**88%**

	Achievement (%) 201718	Nat Ach rate % (16/17) for 1718 data	Achievement (%) 201819	Nat Ach rate % (17/18) for 1819 data	Retention (%) 201718	Nat retent rate % 201718	Retention (%) 201819	Nat retent rate % 201819	Pass (%) 201718	Nat Pass rate % 201718	Pass (%) 201819	Nat Pass rate % 201819
OVERALL*	85%	88%	84%	88%	92%	94%	92%	94%	92%	93%	91%	94%
AWARD	87%	86%	89%	88%	90%	92%	93%	93%	97%	95%	96%	95%
CERTFICATE	92%	86%	83%	84%	93%	91%	89%	90%	99%	95%	94%	94%
Dept	Achievement (%)				Retention (%)				Pass (%)		Pass (%)	
SSA 01.3 Health & Social Care	94%	82%	89%	83%	94%	85%	89%	86%	100%	96%	100%	96%
SSA 01.5 Childcare	81%	88%	91%	90%	81%	92%	91%	92%	100%	96%	100%	97%
SSA 02.2 GCSE Mathematics	52%	78%	63%	83%	78%	88%	81%	90%	67%	89%	77%	92%
SSA 06.2 ICT	88%	88%	94%	88%	90%	93%	96%	93%	99%	95%	97%	94%
SSA 07.4 Food Safety			91%	95%			100%	99%			91%	97%
SSA 08.1 Sport & Leisure	100%	79%	77%	91%	100%	81%	77%	91%	100%	97%	100%	100%
SSA 09.2 Creative Arts & Design			79%	91%			95%	91%			83%	100%
SSA 09.3 Photograpy	75%	82%	77%	80%	88%	86%	83%	87%	86%	95%	92%	93%
SSA 12.1 GCSE English and languages	96%	81%	87%	84%	96%	89%	89%	89%	100%	91%	97%	95%
SSA 12.2 BSL & Languages	84%	78%	85%	86%	87%	86%	89%	89%	97%	91%	96%	97%
SSA 13.2 Teaching & Learning and Prevent Awareness	96%	86%	88%	95%	98%	89%	91%	98%	98%	96%	97%	97%
SSA 14.1 ESOL, English and maths and ALDD	83%	87%	83%	88%	93%	94%	92%	95%	90%	92%	90%	93%
SSA 14.2 Employabilty	91%	97%	87%	96%	95%	98%	93%	98%	96%	99%	94%	98%
SSA 15.1 Accounting	91%	81%	82%	83%	95%	93%	92%	96%	95%	87%	89%	86%
SSA 15.2 Administration	91%	84%	91%	79%	96%	92%	98%	86%	95%	92%	94%	92%
C10534 E&M non regulated	87%	93%	91%	90%	87%	95%	91%	92%	100%	98%	100%	98%
C10534 E&M regulated	68%	64%	79%	76%	85%	88%	84%	90%	79%	73%	94%	85%
C10525 ALDD non regulated	95%	94%	91%	93%	95%	96%	93%	95%	100%	98%	98%	98%
C10525 ALDD regulated	97%	93%	91%	92%	97%	95%	93%	96%	100%	98%	98%	96%
C10531 ESOL non regulated	85%	92%	89%	93%	91%	94%	93%	95%	94%	98%	96%	98%
C10531 ESOL regulated	80%	83%	81%	87%	96%	96%	92%	95%	93%	87%	89%	92%

Adult Skills by qualification type

Qualfication Type	LEAVERS			PASS RATE			RETENTION RATE			ACHIEVEMENT RATE			National Achievement Rate (1718)
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19	
Award	711	1052	1162	94%	97%	96%	91%	90%	93%	85%	87%	89%	**88%**
Certificate	249	249	226	98%	99%	100%	93%	93%	75%	91%	92%	83%	**84%**
Diploma	14	14	6	100%	100%	100%	71%	100%	100%	71%	100%	100%	**66%**
ESOL	2698	2987	3188	85%	89%	88%	94%	93%	93%	80%	83%	82%	**88%**
Functional Skills SfL (Basic Skills Maths and English)	235	282	389	74%	81%	90%	84%	86%	82%	62%	69%	74%	**75%**
GCSE Maths and English	57	79	71	95%	79%	81%	75%	84%	80%	72%	66%	65%	**83%**
QCF Unit	22	720	682	100%	96%	94%	100%	96%	92%	100%	92%	87%	**98%**
Other Non-Regulated	408	368	556	98%	100%	97%	95%	95%	94%	93%	95%	91%	**93%**

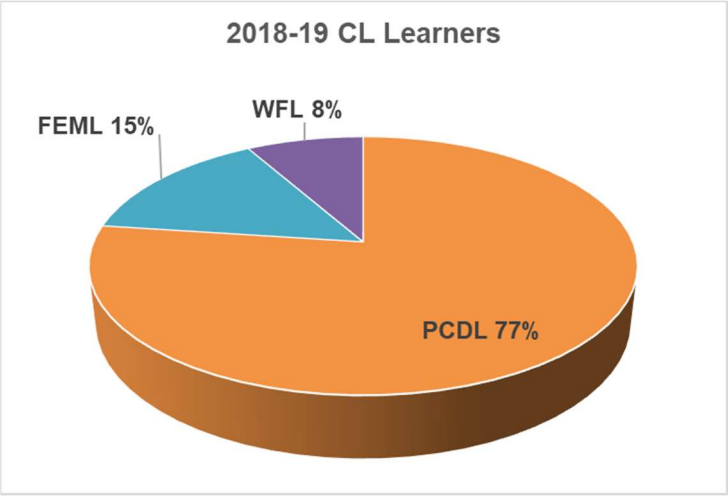
Level 3 Learner Loan Provision

	LEAVERS			PASS RATE			ACHIEVEMENT RATE			National Achievement Rate
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19	2016-17	2017-18	201819	
Level 3	26	9	23	86%	100%	95%	73%	56%	78%	82%

Community Learning

C) Types of provision and number of learners in 2018/19

2018-19	Learners
Community Learning	1,026
Funding Stream	
PCDL	805
FEML	180
WFL	86



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

Age Group	LEAVERS			RETENTION RATE			PASS RATE			ACHIEVEMENT RATE			National achievment rate
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19	
19+	1,544	1,608	1,562	95%	94%	96%	98%	94%	96%	93%	89%	92%	91%

Apprenticeships QAR (apprenticeship threshold for 201819 is 62%)

201819	Leavers	Achievement rate %
Apprenticeships total	**20**	**70.0%**
16-18	7	71.4%
19+	13	69.2%

Cohort below min standard = 5

Cohort below min standard rate = 25%

201819	Leavers	Achievement rate %
Level 2	13	61.5%
Level 3	7	85.7%

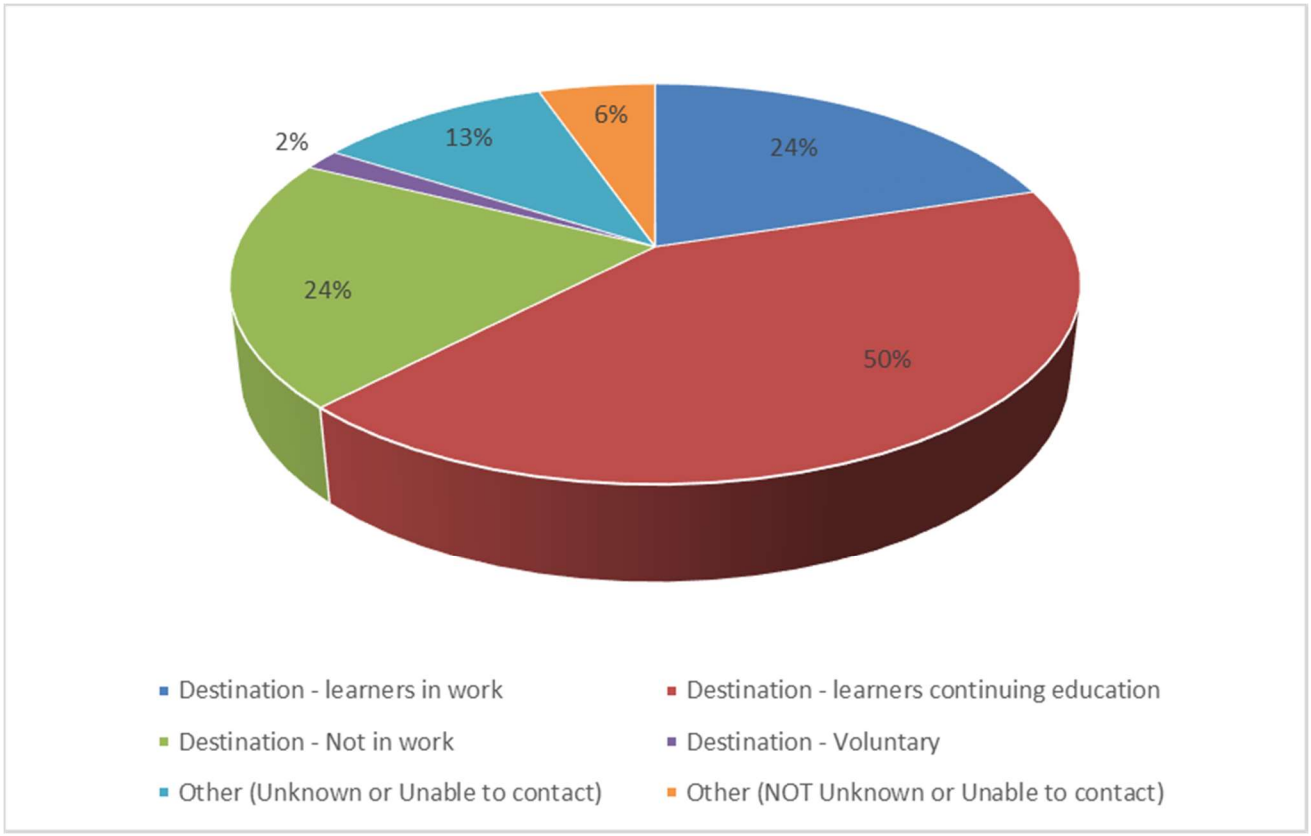
201718	Leavers	Achievement rate %
Apprenticeships total	**8**	**50.0%**
16-18	1	100.0%
19-23	1	100.0%
24+	6	33.0%

Cohort below min standard = 5

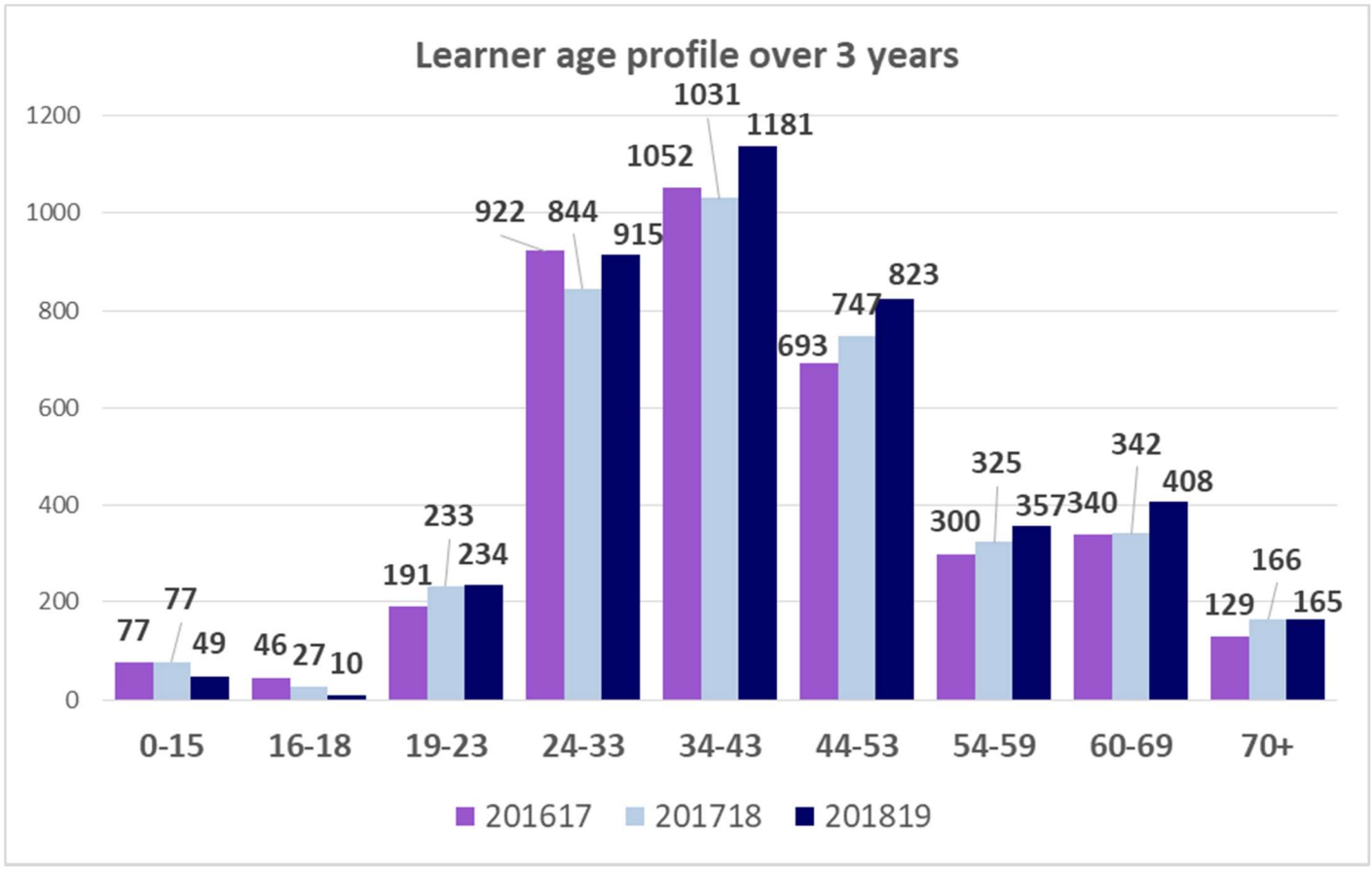
Cohort below min standard rate = 62.5%

201718	Leavers	Achievement rate %
Level 2	4	75.0%
Level 3	4	25.0%

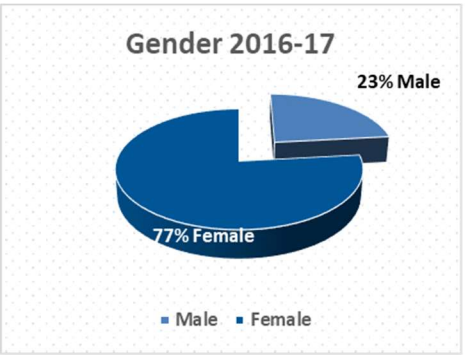
E) Learner Destination - Adult Skills 2018/19

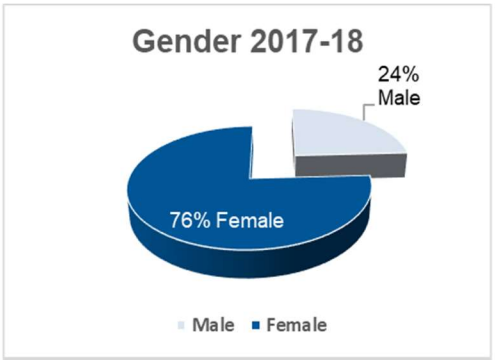


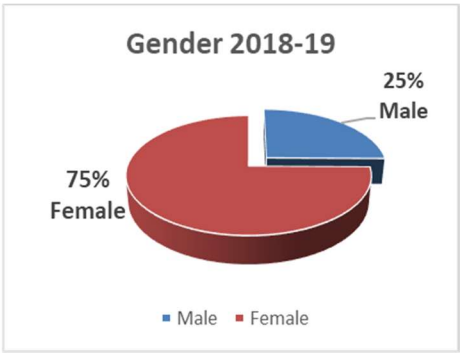
F) Learner profile (Equalities)

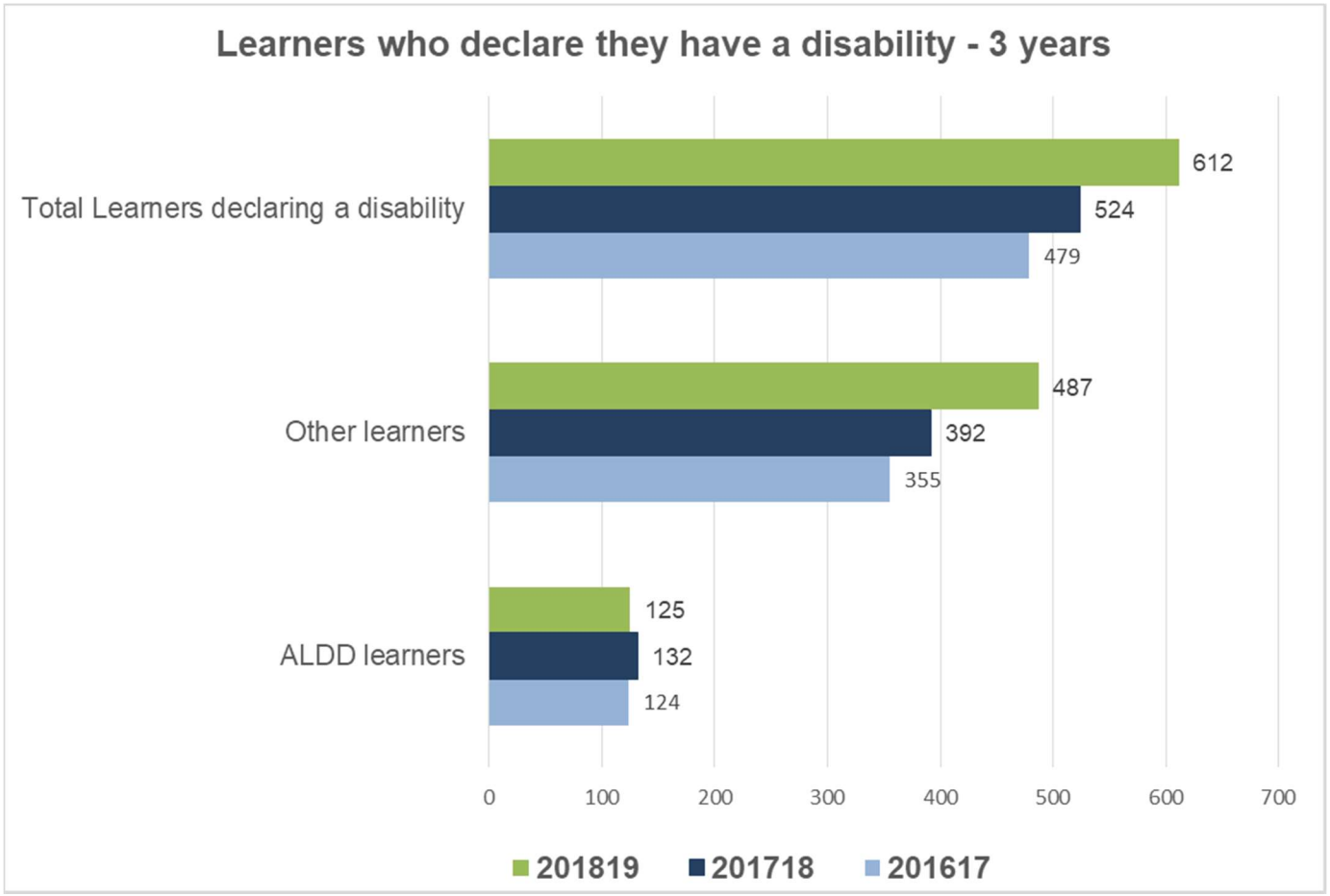


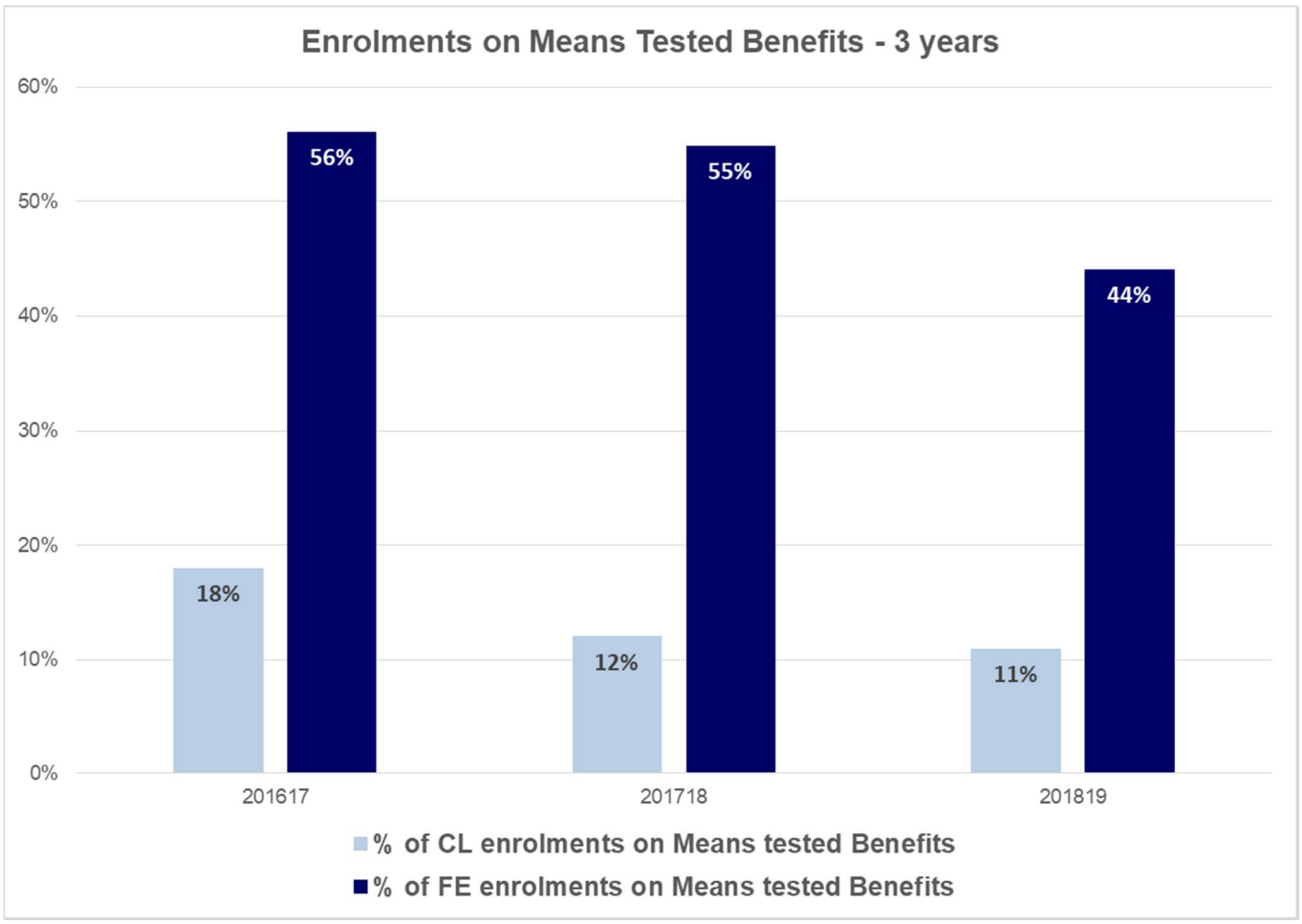
Learners by gender 3 year trend

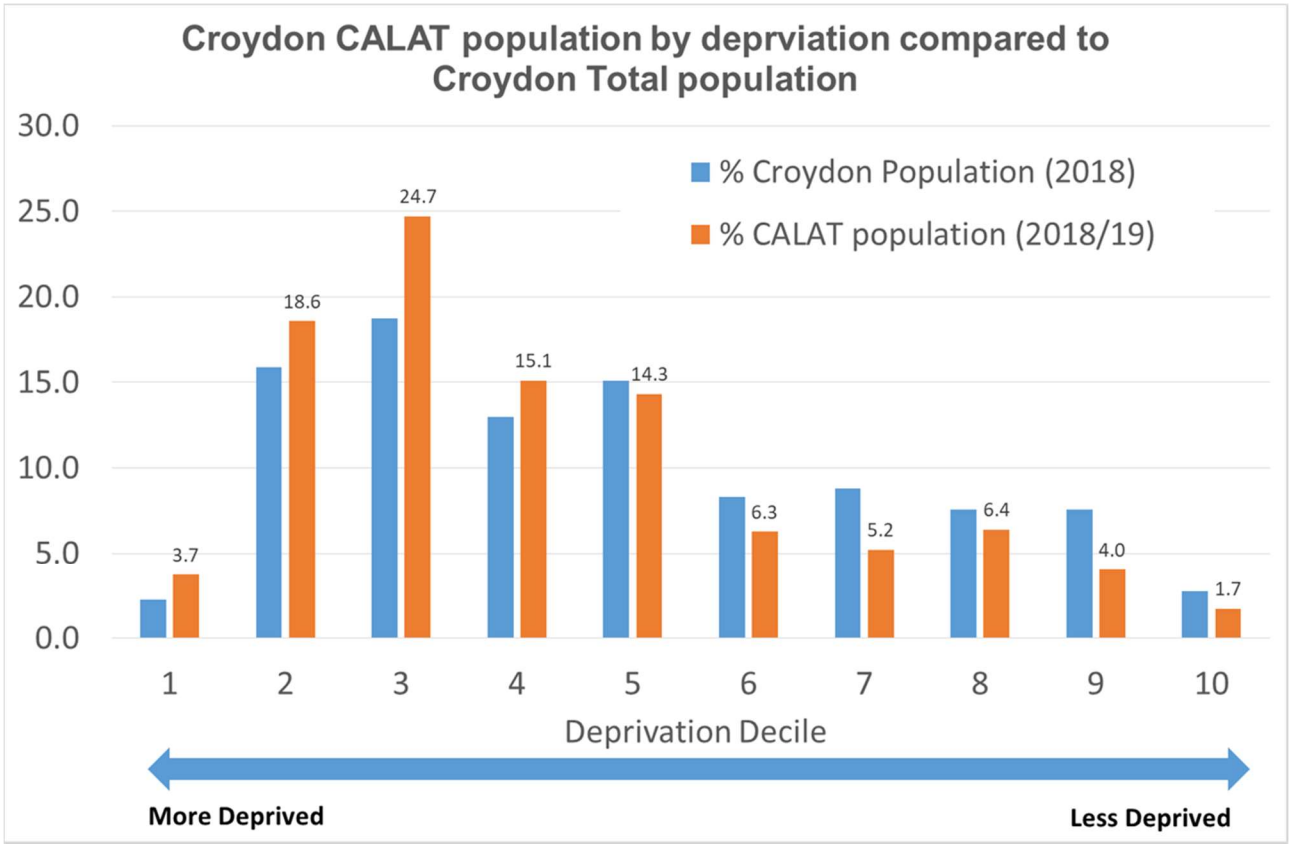




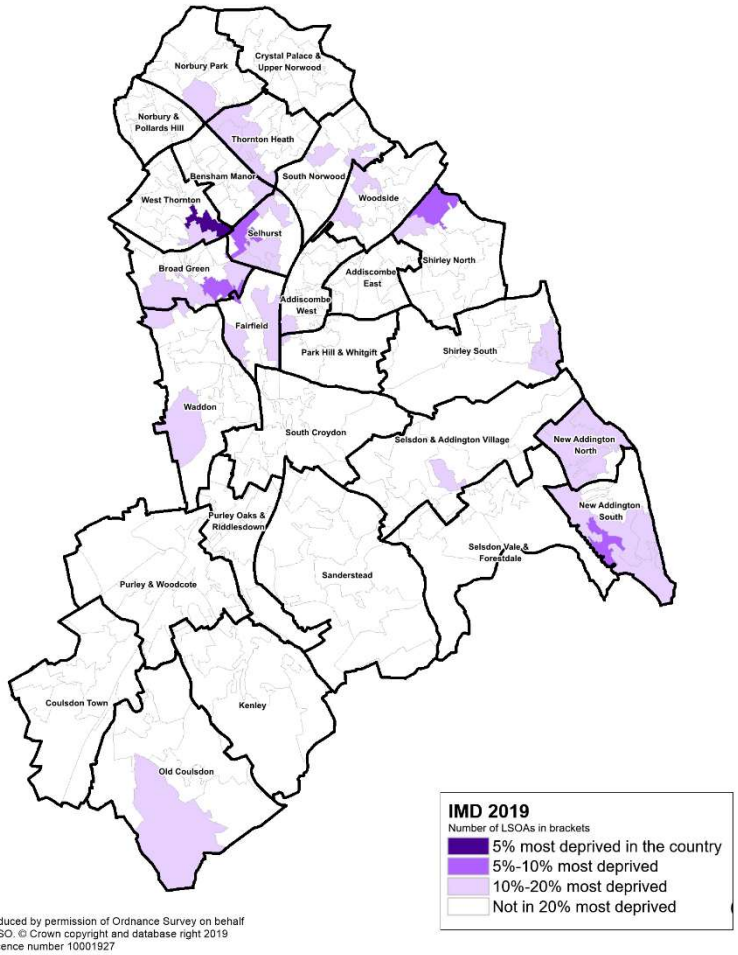



Learners who declare they have a disability - 3 years
Total Learners declaring a disability
612
524
479
Other learners
487
392
355
ALDD learners
125
132
124
0
100
200
300
400
500
600
700
201819
201718
201617


Enrolments on Means Tested Benefits - 3 years
60%
50%
40%
30%
20%
10%
0%
56%
55%
44%
18%
12%
11%
201617
201718
201819
% of CL enrolments on Means tested Benefits
% of FE enrolments on Means tested Benefits



Indices of Deprivation 2019
Croydon Lower Super Output Areas (LSOAs)



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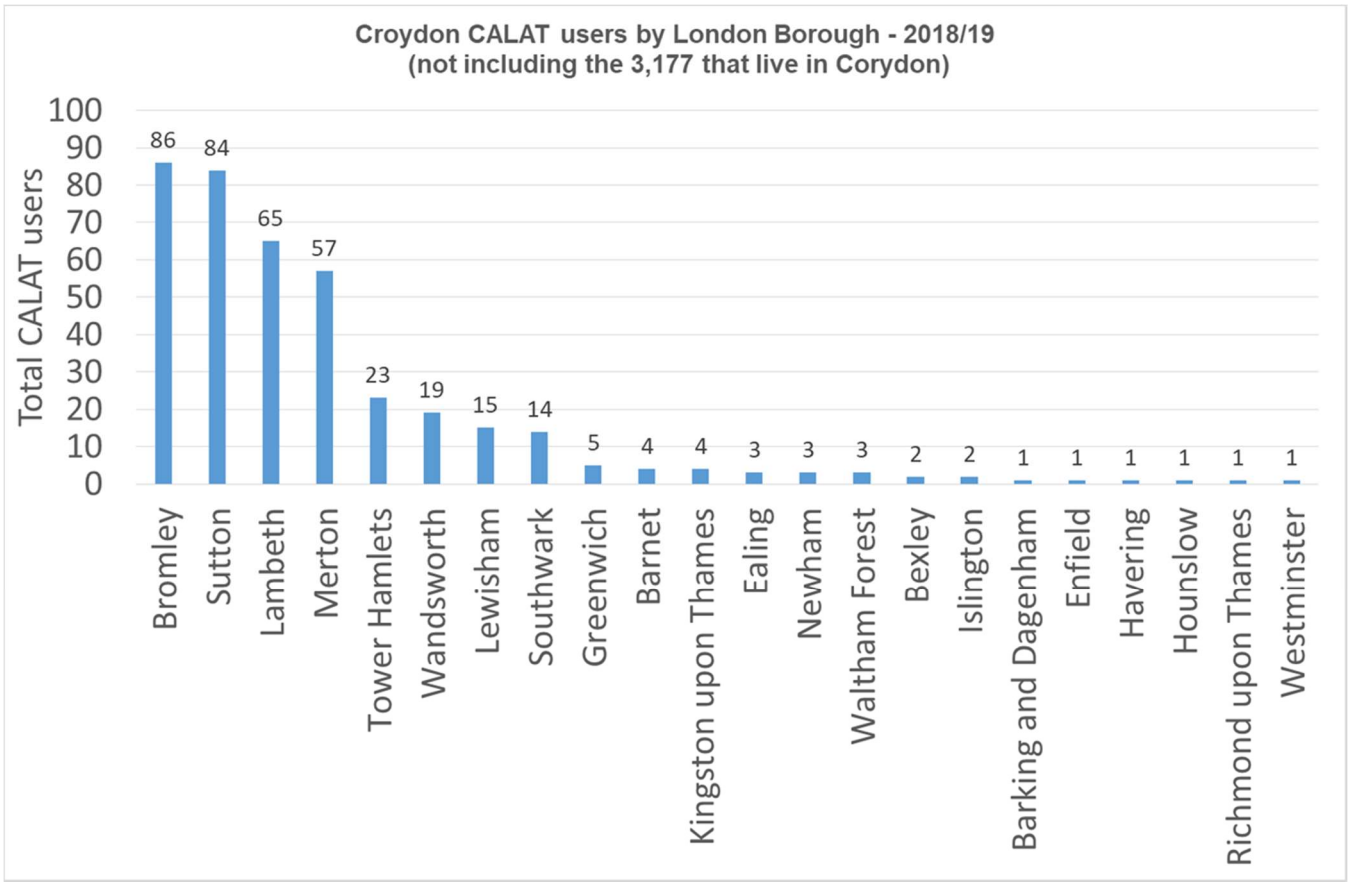
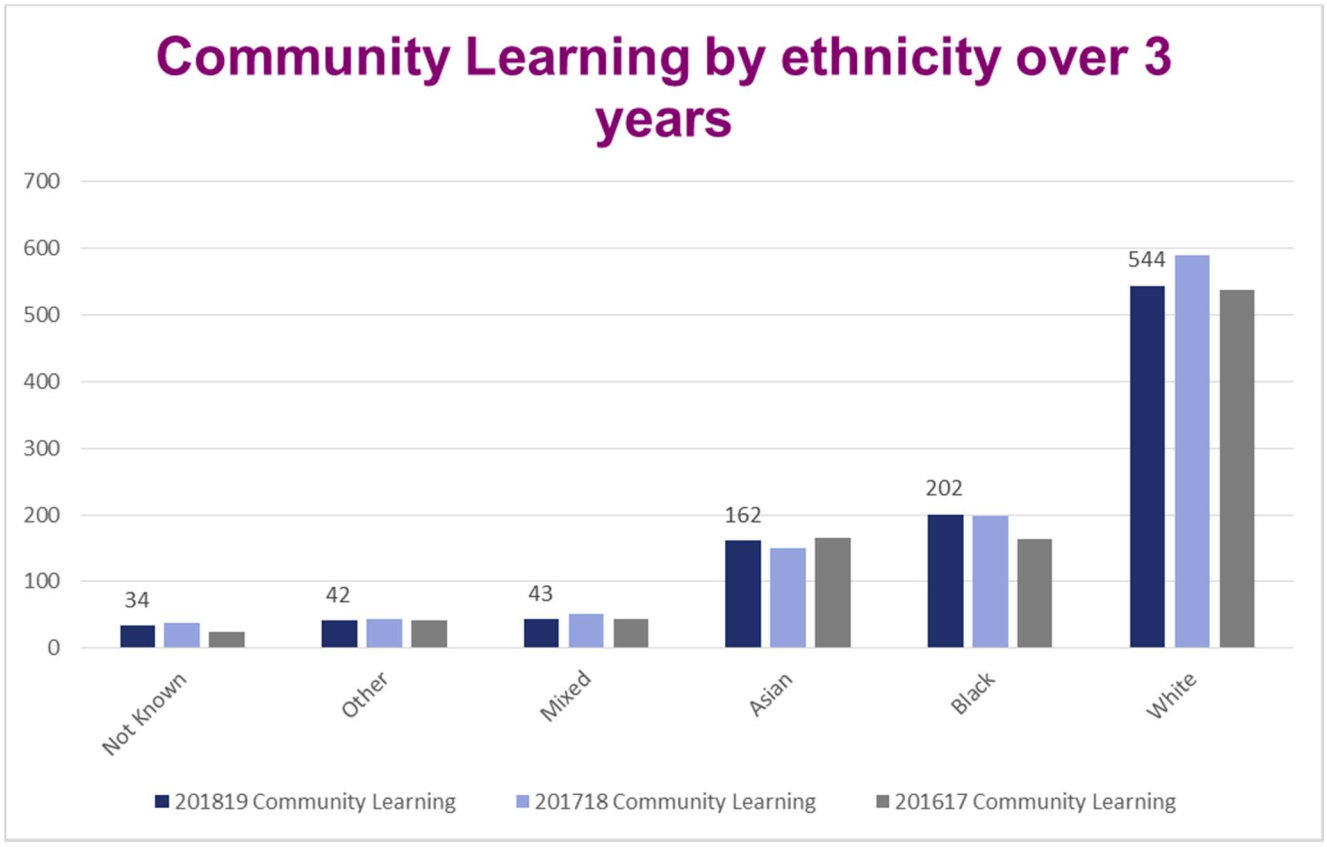
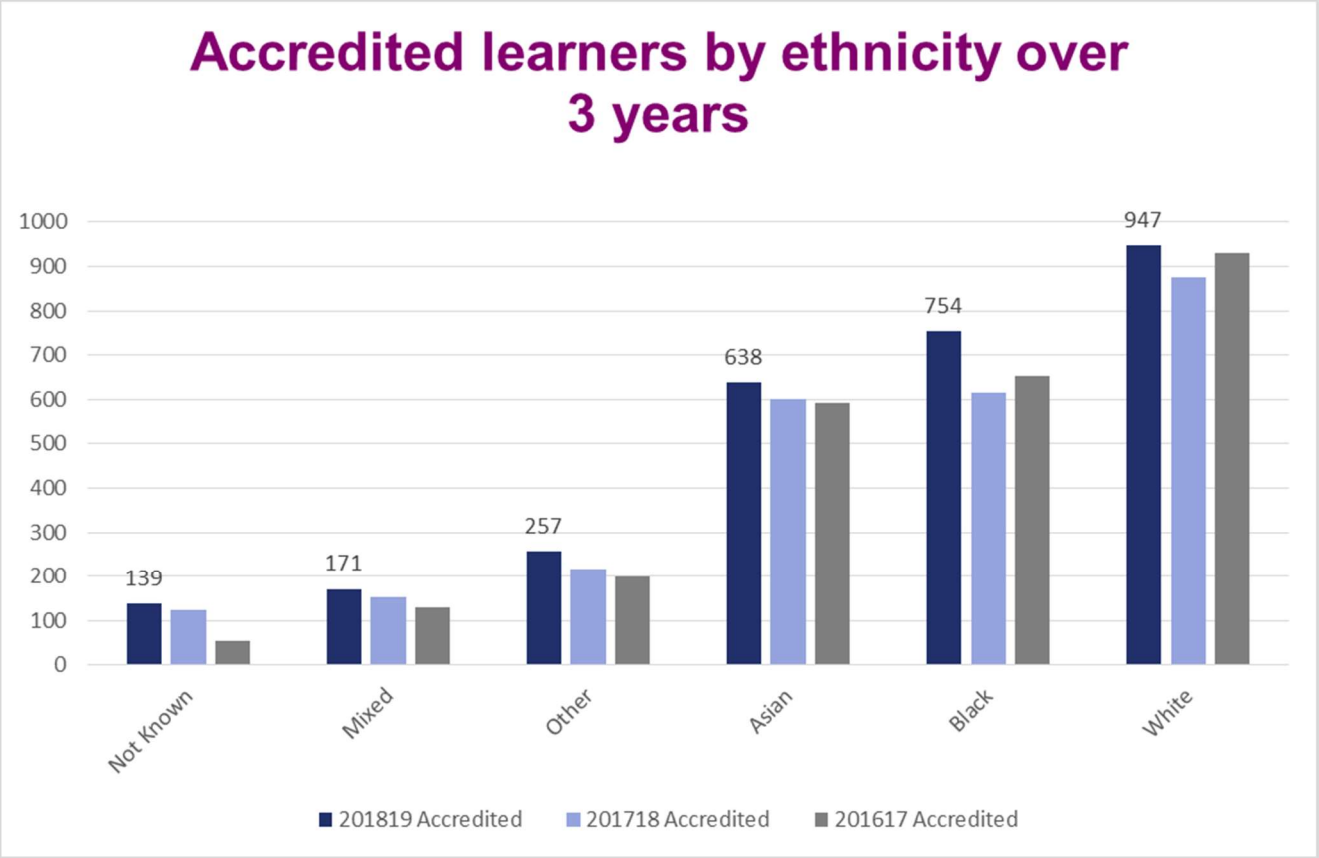

Croydon CALAT users by London Borough - 2018/19
(not including the 3,177 that live in Corydon)
Total CALAT users
100
90
80
70
60
50
40
30
20
10
0
86
84
65
57
23
19
15
14
5
4
4
3
3
3
2
2
1
1
1
1
1
1
Bromley
Sutton
Lambeth
Merton
Tower Hamlets
Wandsworth
Lewisham
Southwark
Greenwich
Barnet
Kingston upon Thames
Ealing
Newham
Waltham Forest
Bexley
Islington
Barking and Dagenham
Enfield
Havering
Hounslow
Richmond upon Thames
Westminster


Community Learning by ethnicity over 3 years
700
600
500
400
300
200
100
0
34
42
43
162
202
544
Not Known
Other
Mixed
Asian
Black
White
201819 Community Learning
201718 Community Learning
201617 Community Learning


Accredited learners by ethnicity over 3 years
1000
900
800
700
600
500
400
300
200
100
0
139
171
257
638
754
947
Not Known
Mixed
Other
Asian
Black
White
201819 Accredited
201718 Accredited
201617 Accredited

Learner profile (Equalities) achievement rates

Ethnicity PROFILE TABLE 3 year trend based on Leavers												
	Adult Skills						Community learning					
	2016-17 Adult Skills		2017-18 Adult Skills		2018-19 Adult Skills		2016-17 CL		2017-18 CL		2018-19 CL	
	Leavers	Achievement (Success	Leavers	Achievement %	Leavers	Achievement%	Leavers	Achievement (Succes	Leavers	Achievement %	Leavers	Achievement %
African	608	77%	773	83%	907	85%	91	87%	85	86%	99	87%
Arab	119	83%	194	86%	230	84%	8	88%	10	90%	8	88%
Bangladeshi	134	76%	152	88%	198	82%	12	75%	5	60%	12	92%
Caribbean	284	81%	428	85%	469	81%	95	94%	135	84%	136	88%
Chinese	51	88%	78	90%	67	82%	13	100%	8	88%	16	94%
Gypsy/Irish	3	100%	0				1	100%	1	100%		
Indian	201	86%	237	93%	264	88%	99	91%	64	86%	84	98%
Not Provided	83	75%	263	81%	285	81%	35	94%	45	80%	36	86%
Other	261	82%	321	84%	384	79%	47	92%	41	78%	41	95%
Other Asian	524	77%	704	83%	686	83%	76	92%	70	80%	64	83%
Other Black	83	84%	110	87%	122	80%	25	100%	31	94%	34	85%
Other Mixed	62	77%	103	92%	109	78%	26	100%	23	91%	25	92%
Other White	967	85%	994	82%	1214	84%	195	90%	207	87%	204	89%
Pakistani	283	80%	408	87%	364	88%	30	83%	45	89%	36	94%
White British	550	86%	705	88%	687	88%	729	95%	755	93%	711	95%
Irish	34	91%	64	88%	46	89%	32	97%	38	90%	29	83%
White/Black African	47	77%	91	82%	103	83%	6	100%	18	78%	5	100%
White/Asian	53	77%	93	86%	62	81%	3	67%	8	88%	7	86%
White/Black Caribbean	47	83%	79	89%	83	87%	21	91%	19	100%	15	93%
TOTAL	**4394**	**81%**	**5797**	**85%**	**6280**	**84%**	**1544**	**92%**	**1608**	**89%**	**1562**	**92%**

Community Learning	No of leavers for 2017/8	Achievement % 2017/18		Community Learning	No of leavers for 2018/19	Achievement % 2017/18
BAME	808	85.8%		BAME	815	89.6%
White British	755	92.6%		White British	711	94.8%
Not Provided	45	80.0%		Not Provided	36	86.1%
Accredited	No of leavers for 2017/8	Achievement % 2017/18		Accredited	No of leavers for 2018/19	Achievement % 2017/18
BAME	4829	84.8%		BAME	5308	83.5%
White British	705	88.2%		White British	687	87.6%
Not Provided	263	80.6%		Not Provided	285	80.7%

Learner profile (Disabilities or health problem) achievement rates

	2017-18		2018-19	
Learners who declared a learning disability or difficulty or health problem	Leavers	Achievement %	Leavers	Achievement %
Community Learning	236	87%	223	88%
Adult Skills	1059	88%	1252	85%