COMMUNITY
LEARNING
AND SKILLS

Self-Assessment Report

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1. Introduction

Community Learning and Skills (CLS) purpose is to provide learning for adults, young people and families to meet their needs for skills for work, personal development and wellbeing. We actively promote learning throughout life in support of economic growth and prosperity, to help adults adapt to the ever changing world of work, enjoy life and make a positive contribution to their community.

CLS has a strategic statement – 'Enterprise and Learning for Tomorrow', which sets out a vision and ambitions together with business and organisational objectives to 2015. This document demonstrates how the core business contributes to *Bold Steps for Kent, Vision for Kent* and the changing priorities of our funders.

CLS engages with local communities throughout Kent to provide a local mix of provision that matches the needs of people and their local communities, levels of prosperity, employment and priorities. Our aim is to ensure that our provision provides learning appropriate to the needs of individuals and families at various stages in their lives.

CLS tailors its provision to five customer groups:

- Young People entering the world of work
- Adults seeking skills for employment
- Organisations seeking to improve the skills and potential of their staff
- Adults learning for personal development, pleasure and wellbeing
- Families, especially those in Kent's disadvantaged neighbourhoods

CLS aims to complement the work of early years settings, schools, colleges, higher education and other providers. It seeks to enable children, young people and adults to progress from informal learning to qualifications and employment, increasing life chances, social mobility and prosperity for all.

CLS is funded through a range of annually awarded Skills Funding Agency (SFA) and Education Funding Agency (EFA) contracts and fee income.

2. Outcomes for Learners

Headline QSR performance rates:

Provision	No. of learners	Success 2013/14	Success 2012/13	Success 2012/11	Provider Group 2013/14	National 2013/14
Classroom based – overall	7436	78.5%	88.2%	86.0%	83.7%	84.7%
Classroom based - timely	7482	76.9%	87.9%	86.1%	82.3%	83.5%
Apprenticeships – overall	237	78.9%	78.8%	72.1%	76.8%	68.9%
Apprenticeships – timely	269	65.8%	70.5%	67.3%	61.6%	54.7%
Workplace – overall	111	89.2%	84.2%	80.5%	88.1%	84.5%
Workplace – timely	120	82.5%	83.8%	64.5%	83.6%	79.6%

QSR Minimum Standards Summary

Qualification type Group	Classroom Learning Age 19+		Workplace Learning		Combined		
	Leavers	Leavers Below MS Threshold	Leavers	Leavers Below MS Threshold	Leavers	Leavers Below MS Threshold	% Leavers Below MS Threshold
Group A	982	296	111	18	1093	314	28.7%
Group B	5761	1076	0	0	5761	1076	18.7%

Headline CLS Community Learning performance rates:

Provision	**No. of learners**	**Success 2013/14**	**Success 2012/13**	**Success 2012/11**
Adult learning non-accredited	18206	92%	93%	92%
Community based	5181	97%	93%	92%

Area for improvement:

Increase RAS rates to ensure the QSR for classroom based learning meets the individual targets for each area of provision
Rigorous monitoring of retention, achievement and success of courses to ensure that QSR targets are met for each area of provision. QSR rates for classroom based learning for 2013-14 have reduced from previous year 2013-14 78.5% (2012-13 88.2%).

3. Quality of Teaching Learning and Assessment

Observation Grades – OTLA									
Year	Grade 1		Grade 2		Good or better total	Grade 3		Grade 4	
2013-14	40	10%	300	75%	85%	57	14%	5	1%
2012-13	39	9%	282	65%	74%	116	26%	0	0%
2011-12	39	8%	307	61%	69%	157	31%	2	0%
Observation Grades – Learner Journey									
2013-14	9	23%	27	69%	92%	3	8%	0	0%
2012-13	4	11%	24	69%	80%	6	17%	1	3%

Strength:

Very effective performance management leads to good teaching, learning and assessment
CLS overall OTLA (observation of teaching, learning and assessment) tutor results were 85% good or better and assessor learner journey results 92% good or better. This was achieved in one year and exceeded the CLS target of achieving this overall performance within two years. Performance monitoring has improved and is rigorous through supportive observations and follow-up through training needs analysis, individual action plans and continuing professional development. Tutors and assessors are enthusiastic, well qualified and have good occupational knowledge, which is used well to engage learners. Tutors and assessors are supported by their line manager to continuously improve, update and work towards excellence. The OTLA scheme drives tutor improvement and sets the quality standard for teaching and learning. Observers are trained in observation techniques and are qualified and experienced in the subject(s) that they observe. The well developed OTLA scheme is rigorous in the monitoring and moderation of observations and reports, so that the outcomes from observations drive improvement.

4. Leadership and Management

Improvements made during 2013-14 from Quality Improvement Plan

- Performance management model reviewed, updated and implemented
- ILP process strengthened, including revised moderation process
- Reviewed IAG model in preparation for Matrix renewal in November 2014
- Governance arrangements within CLS improved and strengthened with new QA Group and reporting structure
- Further promotion of equality and diversity within the curriculum, including setting up of new CLS E&D Group
- Rehearsal inspection to ascertain current status against CIF with follow-up training for all staff
- Continuous review and improvement of quality cycle
- Safeguarding procedures updated and implemented to ensure compliance and robustness

Strengths:

Highly committed staff at all levels demonstrate high ambitions for learners to secure improvement and meet individual learner needs
CLS focuses on meeting learner's individual needs through highly effective differentiation and development of resources and activities to support learning. Staff are empowered to contribute towards meeting CLS's ambition towards high learner achievement through challenging and supporting learners to meet their full potential.

Effective self-assessment process drives continuous improvement
The self-assessment process is robust and fully embedded to provide accurate and current judgements across all provision. Subject Sector Area (SSA) specific and Leadership and Management Quality Improvement Plans (QIPs) are used to monitor progress and set rigorous targets that contribute to success. The SAR and QIPs are owned by staff at all levels which ensures continuous improvement. Further involvement of learners, employers and stakeholders for the validation of SAR will further improve the process.

Responsive and successful partnership working had led to learner success
Partnership working is responsive and meets local needs particularly well. A timely and proactive response through planning and delivering an appropriate curriculum which takes account of local demographics and need, has ensured learner success.
Well-developed peer review and collaboration with peer review groups SEQUIN for adult and community learning and Optimus for work place learning, has enhanced quality improvement.

Good arrangements for health and safety and safeguarding has ensured that learners are safe and feel safe
There are good arrangements in place for health, safety and safeguarding. Health and safety and safeguarding training and development for all staff ensures the safety of learners. All staff are issued with a wallet-sized card, that is kept within their ID lanyard, and contains essential and contact information on safeguarding and health and safety. There is a robust safeguarding, accident and incident reporting process which is fully embedded. Feedback from learners is that they feel safe. Staff and learner inductions include safeguarding and health and safety information. Ongoing responses to changes in legislation are timely and effective.

CLS plays a major role in providing learning that engages learners from a variety of backgrounds
The Response programme is targeted to engage with adults from deprived communities. Programmes are delivered within local communities, across Kent, which lead to personal progression to further learning, volunteering and employment. Family learning courses are delivered in partnership with staff from Schools, Children Centres, Housing Associations and other Community Groups across Kent with an aim to provide learning in areas of greatest need.

Well developed marketing model has increased learner participation and access to programmes
Market research and development of branding and communication has led to increased access and participation from learners across Kent. New brands have been established – KT&A for apprenticeships, SkillsPlus for English, maths and ESOL and KAE for adult and community learning, with established and applicable websites for each brand. Promotion using social media has been piloted and will be further developed during 2015. This high level marketing ensures that learners from deprived backgrounds learning needs are met and funded through surpluses achieved from learners who can afford to pay fees for courses.

Areas for Improvement:

Sharing of good practice model to be re-developed
Sharing of good practice processes need to be reviewed and redefined to ensure good practice is fully captured and utilised across the whole of CLS. Focus groups have been established to cover quality improvement, health and safety, safeguarding and equality and diversity but some further development of communication and sharing of practice is required.

Further develop MI reporting and analysis
The organisation has identified that further development of MI reports is required, to enable detailed tracking of each learner's journey. This will enhance the performance model and assist in rigorous management of the learner's journey, to meet learner's expectations. A dashboard model for setting and reporting targets is being developed.

Further development of progression/tracking of learner destination data to ensure systemic across CLS
Data collection on learner progression post course to be reviewed to provide accurate and comprehensive analysis. Whilst there are processes in place these need to be reviewed, strengthened and consistency established across the organisation.

IAG business model to be defined and embedded
Matrix standard and IAG are fully embedded within CLS delivery, however, clear measures that can be monitored together with a CLS business model that defines the effectiveness of IAG to be developed to ensure that learners make the right career, work and learning choices.

Further develop governance arrangements
Governance arrangements are to be reviewed and developed. Shareholder group to be established in line with KCC's transformation process and commissioning arrangements. This will ensure continuation of senior managers' clear and ambitious vision for CLS in meeting the needs of Kent community's learners. In 2015 redefined strategic and business objectives will be agreed to ensure this.

Redefine Equality and Diversity Targets and Analysis
Targets need to be reviewed and reset including equality and diversity impacts measures. Various equality and diversity data is captured, however further review needs to be undertaken to ensure this data is used to identify and support improvement.

5. Subject Sector Area Reports

KAE - SSA 1 Health, Public Services and Care SSA 7 Retail and Commercial Enterprise

Outcomes for Learners

Overall Grade 2

SSA 1 includes mainly accredited provision - Counselling, Early Years and Complementary Therapy courses. There are non-accredited introductory and CPD units within the Counselling and Complementary Therapy programmes. Emergency First Aid (day) and Cookery courses form part of the full cost recovery provision and are out of scope of this report. The provision in SSA 7 includes the Beauty Specialist courses and one day workshops for qualified practitioners. During 2013/14, 389 learners completed courses in this SSA of which 72% were new learners to Kent Adult Education.

The overall grade for this provision is good. The courses in these SSAs support the government's purpose for Community Learning with access to learning maximised for those who cannot afford to pay (19 learners) through the use of DLS and Access funds as well as student loans (46 learners). Learners experience a pride in their learning with many continuing into further learning or employment improving their social and economic well-being. Learner feedback:

- *'It is an interesting course and is valuable in and out of the work environment. The tutor was excellent and the course was very helpful for me to discover that I am capable of doing my dream job. Folkestone Counselling learner*
- *'I would recommend this course because it gives useful skills in various areas of life ie workplace, voluntarily, family.' Maidstone Counselling learner*
- *'It has enriched me with listening and helping skills that any parent could use to great effect as well as helping towards a career in Counselling.' Tunbridge Wells Counselling learner*

Learners gain confidence and acquire new skills through very effective teaching and learning to prepare them for employment which supports objectives in the BIS New Challenges, New Chances reform plan (94% of sessions observed were assessed as good or better in SSA1&7). Volunteering opportunities that arise in hospices, schools and charitable organisations, as part of the course or progression, encourage Community cohesion. Learner feedback:

- *'I have learnt more about child development and special needs. I have used this when working with a young boy who has cerebral palsy.' Dartford Childcare learner.'*
- *'I felt this course was very interesting and helpful enabling me to get a job.' Dartford Childcare learner*
- '*It has given me a greater knowledge of effective communication and listening.' Tunbridge Wells Counselling learner*

A pricing policy has been developed and implemented to ensure that fee income is collected from those who can afford to pay and to extend provision to those who cannot. Extending access to learning was part of a Community Trust Learning pilot with a range of initiatives designed to involve people who have not traditionally engaged. Initiatives included the provision of Beauty and Complementary Therapy courses to 40 learners in community organisations.

Learner success is high and the majority of learners exceed or attain their learning goals, gaining skills and qualifications for employment. This is endorsed through good success rates. This high level of success is a result of the well qualified and experienced tutor workforce who maintain their skills and knowledge practising in their field. The programme has been effectively planned to provide clear progression pathways to further support career development and employability. Quality improvement is driven through continual review and implementation of change; this work is done in close consultation with the tutor workforce through team events. A current example is work to improve the recording and tracking of personal goals and differentiated activities.

OUTCOMES FOR LEARNERS

Strengths and Areas for Improvements

All learners achieve and make progress relative to their starting points and learning goals

Key Strengths	Supporting Evaluative Statements
The ASB success rate in SSA7 is very good. The overall success rate for community learning is very good enabling learners to achieve and make progress.	The SSA 7 success rate has increased by 8% to 87%. In SSA 1 and 7 the success rate is high at 100% and 99% respectively demonstrating that learners are achieving and making very good progress.
Areas for Improvement	**Supporting Evaluative Statements**
The ASB success rate in SSA 1 is above minimum standards but below the national benchmark.	The SSA 1 success rate is 79% with a very high achievement rate of 93%. The success rate is 14% above Minimum Standards but below the national benchmark for this SSA of 86.9%. Management action has been taken to improve retention in SSA 1.

Achievement Gaps are narrowing between different groups of learners

Key Strengths	Supporting Evaluative Statements
Community learning success rates are very good for all learner groups	SSA 7 community learning success rates are very high for all learners irrespective of gender, disability or ethnicity.

ASB Success rates compare well for the majority of learners. Good level of engagement with BME learners.	ASB Success rates in SSA 1 are higher for disabled learners (83%) than those without a disability. ASB Success rates for disabled learners in SSA 7 are above minimum standards but are comparatively low at 71%. However, this is not statistically reliable as it relates to 7 learners and it is worth noting that last year this group performed proportionately better. ASB Success rates in SSA 1 are similar for BME learners and non-BME learners at 79% and 78% respectively. ASB Success rates in SSA 1 are comparable for male learners and female learners at 76% and 78% respectively. The 2011 Office for National Statistics Census indicated that 6.3% of Kent's population were from BME groups. The participation rate for BME learners is above county average for Kent at 11% and 16% in SSA 1 and 7 respectively.

Learners develop personal, social and employability skills

Key Strengths	Supporting Evaluative Statements
In Counselling, Childcare and Complementary Therapy courses, learners develop very good personal, social and employability skills.	Following successful development of skills, students have gained work within the NHS scheme 'Improving Access to Psychological Therapies' as well as in Care and Social work. Several students are setting up their own Counselling practices following completion of the level 4 course. Sports Massage learners benefit from work experience at sports clubs and events where they develop skills for employment. Learners gain personal and social skills from their placements which are further developed in the classroom. On the Level 3 Children and Young People's workforce course, learners gain vital experience that underpins classroom learning, developing the ability to link theory with operational activity. Four out of six learners gained employment during the 13/14 course.

Very effective development of personal, social and employability skills equips learners to volunteer in the community	Counselling learners benefit from work experience at voluntary placements in organisations such as Cruse, Mind, Rapeline and Family Matters where they gain very good skills for employment. Sports Massage learners volunteered at the 2014 marathon giving massage to participants enabling them to promote the benefits of learning in the community. A Counselling learner secured a position in the student pastoral team at her local school as a school Counsellor. A Counselling learner and tutor ran a 'race for life' as a tribute to a fellow learner suffering from cancer.

Learners progress to courses leading to higher-level qualifications and into jobs that meet local and national needs

Key Strengths	**Supporting Evaluative Statements**
Comprehensive and easily understood progression pathways lead to higher level qualifications and opportunities for continued professional development.	The effective pilot delivery of the Level 4 Diploma Counselling course has further enhanced the reputation of CLS within this professional sector. A well established and successful Counselling programme leads to a substantial number of learners progressing to higher levels and developing their skills. Complementary Therapy and Beauty learners improve their skills and increase their employability by accessing additional qualification programmes and short in-house or partnership courses. Effective opportunities for CPD are offered to enhance knowledge in courses such as Indian Head Massage and Tanning.
Effective progression of learners into jobs that meet local and national needs	Successful completion of the long Beauty and Complementary Therapy qualification courses has enabled learners to move into employment. A successful development is the Diploma in Children and Young People's Workforce resulting in more learners being work ready in the sector; four out of six learners found employment. Successful completion of the Counselling course has enabled learners from 13/14 to gain work and voluntary positions at organisations such as Mind, Cruse, Rapeline and Family Matters.
Areas for Improvement	**Supporting Evaluative Statements**
Tracking learner destinations requires improvement.	As learner tracking will become a condition of funding CLS are developing an organisational approach to this following pilots with SMS, phone calls etc to identify an effective methodology for this SSA.

QUALITY OF TEACHING, LEARNING AND ASSESSMENT

Learners benefit from high expectations, engagement, care, support and motivation from staff

Key Strengths	Supporting Evaluative Statements
Good teachers provide effective group and individual support and motivation that promotes success and raises achievement	The External Verifier reports for the Sports Massage courses confirm effective engagement that learners benefit from: *Learners have developed very good practical skills as observed at this visit and during the practical observation. Learner portfolios are well organised, cross referenced to VTCT assessment books and contain work at the standard required.* VTCT Sports Massage EV report July 14 Highly professional tutors provide support outside the classroom through the use of email, telephone calls and tutorials, often giving freely of their own time at a time to suit the learner. Within the classroom learners benefit from effective individual support through practical observation, feedback and homework. In a sample of feedback forms, 100% of learners felt that 'help from tutors to meet their needs' was good or excellent: *'The learning environment was fantastic, it was enjoyable and fun. I never felt silly if there was something I didn't understand. The tutor was always patient and helpful.* Canterbury learner

Staff use their skills and expertise to plan and deliver teaching, learning and support to meet each learner's needs

Key Strengths	Supporting Evaluative Statements
Well-qualified tutors use their skills and expertise to deliver very good teaching and learning.	Tutors are well-qualified holding sector specific qualifications as well as teaching qualifications as prescribed by the awarding body that ensures the continuation of a good provision at this level. 94% of tutors have been graded good or better in SSA1 and 7. Well-skilled tutors work outside the organisation as Complementary Therapists, Beauticians and Counsellors and are able to share their professional practice expertise with learners to enhance learning. The CPCAB Verifier report 2014 confirmed: *All students were equally enthusiastic and excited regarding their course learning experience. They expressed great self-awareness and reflection skills and were very complimentary of their tutors using words such as 'excellent' and 'inspirational'.* Effective individual support is given in all subjects: *Extra support for a Counselling learner was given through the provision of a scribe for one course. Despite an aggressive illness, a student was supported to pass the level 3 Counselling course.*

Very effective promotion and development of independent learning skills supports learners to take ownership of their learner journey.	Effective development of independent learning skills is evidenced in placements and salons where learners practise skills learnt in the classroom. Learners develop Independent learning skills outside the classroom through reflecting on work experience, reading lists and using a number of technology based research sources such as the Internet.
Areas for Improvement	**Supporting Evaluative Statements**
Some inconsistent recording of differentiated activities.	Some effective differentiated activities and support takes place across these subject sector areas, but differentiated learning is not always evidenced in lesson planning documentation.

Staff initially assess learners' starting points and monitor their progress, set challenging tasks, and build on and extend learning for all learners

Key Strengths	**Supporting Evaluative Statements**
Effective pre-course screening ensures that learners join the right course or are signposted to alternative learning.	Pre-course assessments are completed for all learners joining accredited courses to identify suitability. Learners not achieving a specified level in English and/or maths are offered additional support within the Skills Plus Centres. To ensure that expectations of learner achievement are realistic and support needs identified, individual pre-course interviews take place. Suitable opportunities are given at pre-course interviews and initial assessment in the classroom for learners to disclose additional support needs at which time appropriate action is taken.
Effective monitoring and sharing of learners' progress to build on learning	Learners' progress is monitored through practical work in the classroom, observation in the workplace and through homework tasks such as journals, case studies and assignments. External verifier reports comment that good assessment feedback contributes to the successful completion of portfolio work. Effective use of peer feedback allows self-reflection and reinforces achievement towards learning goals. Learners on Beauty and Complementary Therapy courses benefit from instant feedback from online certification tests.
Very good internal verification and moderation procedures follow regulatory body requirements	Good internal and external verification procedures evidenced by external verification reports from CPCAB, CACHE and VTCT.
Areas for Improvement	**Supporting Evaluative Statements**

Inconsistent use of Individual Learning Plans requires improvement to ensure personal learning goals are recorded and used to inform planning.	Effective monitoring of progress against qualification outcomes is recorded on awarding body paperwork and in learner portfolios but recording of personal learning goals needs to be improved in some areas.

Learners understand how to improve as a result of frequent, detailed and accurate feedback from staff following assessment of their learning

Key Strengths	**Supporting Evaluative Statements**
Effective and motivational evaluative feedback supports and challenges learners to improve.	Learners receive developmental feedback following practical observations and submission of portfolio evidence which ensures they can develop their skills effectively. Peer feedback develops good reflective skills and allows learners to take ownership of their learning. Accurate feedback is recorded and checked during internal and external verification. CACHE External Verifier report 2014: Good feedback given by assessor to learners and IQA to assessors. Good use of assessment methods used and identified for individual learners. CPCAB External Verifier report 2014: '*Great use of CAS sheets for tracking and excellent feedback material implemented. Student feedback from tutors for skills practice, learning reviews and essays were appropriate to the level qualification'.*
Areas for Improvement	**Supporting Evaluative Statements**
Some missed opportunities to correct spelling and grammatical errors to extend learning opportunities.	Sensitive correction of spelling and grammatical errors is being developed across SSAs.

Teaching and learning develop English, mathematics and functional skills, and support the achievement of learning goals and career aims

Key Strengths	**Supporting Evaluative Statements**
Effective teaching develops English, maths and functional skills, supporting learners to achieve.	An effective referral process is in place with Skills Plus colleagues where individual learners gain appropriate support to assist with portfolio work. Appropriate opportunities are given to learners to develop functional skills through online research, presentation and portfolio work. Reading is a requirement for Counselling courses which develops familiarity with sector specific vocabulary. Appropriate opportunities to develop functional skills occur during explanations of new vocabulary and terminology.
Areas for Improvement	**Supporting Evaluative Statements**
Some missed opportunities to correct spelling and grammatical errors to extend learning opportunities.	Sensitive correction of spelling and grammatical errors is being developed across SSAs.

Appropriate and timely information, advice and guidance supports learning effectively

Key Strengths	Supporting Evaluative Statements
Professional and sector specific information and advice is given as part of the pre-enrolment process.	Suitably informative course outlines and individual pre-course interviews explain the content and demands of the programme to learners .Pre-course assessments are used for all learners joining accredited courses in these SSAs to ensure suitability for the course. Learners not achieving a specified grade are offered additional support within the Skills Plus Centres and LSA support as appropriate. An effective induction programme introduces learners to the structure and demands of the programme to ensure they take responsibility for their learning. A learner 'learning contract' has been introduced to support this.
Appropriate signposting from tutors ensures learners are advised of suitable progression routes	Effective signposting ensures learners are aware of opportunities to develop skills and knowledge which assists in decisions to move on to further courses and employment.

Equality and diversity are promoted through teaching and learning

Key Strengths	Supporting Evaluative Statements
Effective promotion of equality and diversity is embedded in course provision through lesson planning, teaching and learning.	Well prepared Equality and Diversity materials have been developed to support tutors at induction and during the course to ensure learners are effectively supported. Learners are given a variety of opportunities to disclose any need for additional support at enrolment either in person, through the Contact Centre or the website. Appropriate support is identified and given to individuals in the classroom. As a model of good practice in Counselling, activities to challenge stereotyping are used to promote good practice to learners as they prepare to enter the profession. Two learners were invited to share their cultural differences with peers in order to aid learning and awareness. In Beauty and Complementary Therapies *'planning a treatment programme bearing in mind the client's religious, moral and social beliefs'* is embedded within the teaching to ensure learners are able to promote equality and diversity in the workplace.

SSA 1 KT&A Health, Public Services & Care

OUTCOMES FOR LEARNERS

Outcomes for Learners

Overall Grade 2

Outcomes for Learners

The overall success rate for SSA1 at Period 14 was 85.7% and timely success rate at 64%.

SSA 1.3 Health and Social Care

Learners are engaged in a wide range of health, public services and care related employment. These include residential care homes, outreach and GP services and registered day care provision. Short courses under the JCP Skills Conditionality Initiative offers knowledge based units towards a Level 2 qualification to learners who are currently seeking employment in the HSC sector. The team also deliver to Response learners (NCL) Community Based provision, specifically tailored to meet the needs of over 19's who are either unemployed or looking to improve their work skills. This is aimed at supporting individuals considering a career in the HSC sector through provision of a short introduction.

This team consists of a Team Leader, 3 Tutor/Assessors and one is an Internal Quality Assurers. We also have another member of staff that delivers the short courses. All have necessary occupational qualifications to deliver training that is approved by the awarding organisation. However, one Tutor/Assessor is currently undertaking their TAQA award.
SSA1.3 is currently working with 76 learners this includes Intermediate, Advanced Apprenticeships, Work Based Learning and full cost provision.
SSA1.3 also delivers to cohorts of JCP Skills Conditionality learners and non-accredited short courses to learners employed by Kent County Council - Adult Social Services.

SSA 1.3 offers a variety of qualifications delivered as part of the SASE Apprenticeships frameworks, WBL and unit delivery to meet requirements of specific initiatives and stakeholders. These include:
Level 2 and Level 3 Diploma in Health and Social Care (Adults) for England
Level 2 and 3 Certificate in Preparing to Work in Adult Social Care
Level 2 Award in Employment Responsibilities and Rights in Health, Social Care and Children and Young People's Settings
PLTS - Personal Learning and Thinking Skills
Functional Skills level 1 and 2 in English and Maths is delivered by the Functional Skills team.

Health and Social Care Apprenticeship success rate at Period 14 was 100% with timely at 50%. This reflects Intermediate Apprenticeships only. This

is higher than the overall national success rate of 68.8% in 2012-13 and an increase of 20% on K T& A's own success rate of last year.

WBL success rates at Period 14 were 93.3% with timely at 76.1%. An increase of 3.1% against our success rate of 2012-2013. This is also significantly higher than last year's overall national success rate which was 82.2%.

We have also delivered KCC short courses that have received good feedback. We are also delivering Level 2/3 Diplomas to KCC Enablement Support Workers and have developed training bespoke to their needs.

SSA 1.5 Child Development & Well Being

Learners work in a wide range of childcare settings to include day care, sessional care, Pre- School and after school settings. SSA 1.5 offers a variety of qualifications delivered as part of the SASE Apprenticeships frameworks, WBL and unit delivery to meet requirements of specific initiatives and stakeholders. These include: Level 3 Diploma in the Early Years Practitioner (Early Years Educator), Level 2 Certificate and Level 3 Diploma in Children and Young People's Workforce. Level 2 and Level 3 Diploma in Playwork, Level 2 Award in Employment Responsibilities and Rights in Health, Social Care and Children and Young People's Settings PLTS - Personal Learning and Thinking Skills Functional Skills Level 1 and 2 in English, maths and ICT is delivered by the Functional Skills team.

This team consists of a Team Leader, 7 assessors and 3 Internal Quality Assurers. All have teaching qualifications which are required by awarding organisations to demonstrate occupational competency.SSA1.5 is currently working with 41 learners this includes Intermediate, Advanced Apprenticeships, Work Based Learning and full cost provision. SSA1.5 also delivers units at Level 2 to JCP Skills Conditionality learners and both Level 2 and 3 units to learners funded by the ESF - Skills for the Workforce in partnership with East Kent College.

Overall Apprenticeship success rate figures reflect increases and good levels of outcomes for learners. The overall SSA1.5 Apprenticeship success rate at Period 14 was 85% with timely at 71.4%. KT&A's own success rate has increased by 7.2%. This includes Intermediate Apprenticeships at 91.7%, showing an increase of 6% this year and Advanced Apprenticeships at 75%. This is higher than the overall national success rate of 2012-13 at 74%.

WBL success rates at Period 14 was at an overall success rate of 100%, showing an increase of 15.2% and timely also at 100%. This is again higher than the 2012-13 overall national success rates which was 80.8%.

Learners state they highly valve achievement of their programme and specifically identify their increase of confidence.

Comments about the most positive experience whilst at KT&A include:

'Gaining qualification and experience'.

'I have grown in confidence thanks to my tutor'.

(Learner Exit Questionnaire Analysis September 2014).

Strengths and Areas for Improvements

All learners achieve and make progress relative to their starting points and learning goals

Key Strengths	Supporting Evaluative Statements
SSA 1 Very robust skill area related initial assessment and induction to ensure suitability of qualification and level, with clear expectations set for learners and employers.	High level of and comprehensive Tutor discussions enable excellent learner understanding, future expectations and targets. Good level of employer participation promotes understanding and supports the overall journey to achievement. Comment from a learner at Week 5 Learner Review: *'I feel I have a clear understanding of what needs to be completed and the goals I will be set.'* Comment from a Learner on an Internal Verification Interview: *'During initial assessment I was given information of the course and what the course could lead into. My previous knowledge of the subject has been checked and I feel the class is tailored to my level of understanding of the subject. I receive the guidance I require to progress'.*
SSA 1 Excellent overall success rates for Apprenticeships and excellent WBL rates to include unit course achievement (Skills Conditionality).	Health, Public Services and Care at Period 14 were at 85.7% overall Apprenticeship success rate. WBL success rates at an overall success rate of 95.5%. 100% of learners state they will continue in, gained employment or enter further education. (Learner Exit Questionnaire Analysis September 2014).

SSA 1 Good monitoring and identification of progress with learner enables ownership and drive to achieve, resulting in higher levels of confidence to independently plan and produce their evidence	Tutors support tracking of progress and manage the planning for evidence well. Employers are highlighted the importance of their positive contribution in their learner's journey. Learner Progress reviews regularly inform levels of progress and achievements and contribute to ownership. SkillWise e-portfolio enables independency, ownership and progression through ability to reference and track own progress within their portfolio online at all times. Continuous feedback and advice provides momentum throughout the programme.

Areas for Improvement	**Supporting Evaluative Statements**
SSA 1.3 Insufficient use of maths initial assessment to support early intervention, leading to low timely success rates for Apprentices.	Inconsistent intervention in Functional Skill progress and the referral model did not enable the early identification of high level needs in maths, resulting in delays in targeting the required support. This has affected timely success rates. Apprenticeship timely success rate at Period 14 for SSA1.3 was at 50%.

Achievement Gaps are narrowing between different groups of learners

<table>
<tr><th>Key Strengths</th><th>Supporting Evaluative Statements</th></tr>
<tr><td>SSA 1 A good percentage of all learners groups achieved on all programmes.</td><td>Achievement reflects good levels of successful participation of all groups of learners, indicating a positive contribution to social mobility and economic competitiveness.
Learners participation and achievement consisted of:

<table>
<tr><td>Learner group</td><td>Participation</td><td>Achievement</td></tr>
<tr><td>Female</td><td>88.7%</td><td>94%</td></tr>
<tr><td>Male</td><td>11.2%</td><td>87%</td></tr>
<tr><td>Disabled</td><td>20%</td><td>78%</td></tr>
<tr><td>Able</td><td>71%</td><td>78%</td></tr>
<tr><td>Did not disclose ability</td><td>9%</td><td>91%</td></tr>
<tr><td>Ethnic</td><td>21%</td><td>93%</td></tr>
<tr><td>White</td><td>83%</td><td>76%</td></tr>
<tr><td>Did not disclose ethnicity</td><td>3%</td><td>100%</td></tr>
</table>
Reasons for leaving indicated were due to finding alternative employment, personal reasons and learner left to join training in another area.</td></tr>
</table>

Learners develop personal, social and employability skills

Key Strengths	Supporting Evaluative Statements
Good level of holistic planning and capture of assessment provides opportunities to support personal development.	Tutors maximise on naturally occurring opportunities from assessment opportunities, by highly considered planning that meets learning aims to include development of wider personal, social and employability skills. Learners are supported to identify, access and engage in the range of functions of work with employer support.

Learners progress to courses leading to higher-level qualifications and into jobs that meet local and national needs

Key Strengths	Supporting Evaluative Statements

Excellent progression from initial achievement of programme leading into employment or further training.	100% of learners state they have either entered employment, or further training. 50% of learners progressed to further training to include qualifications at Level 3, higher nursing degrees and Foundation degrees. 50% of learners entered employment; this includes unit achievers on the Job Centre Plus Skills Conditionality programme. (Learner Exit Questionnaire Analysis – October 2014)

QUALITY OF TEACHING, LEARNING AND ASSESSMENT

Quality of teaching, learning and assessment

SSA1

The Moodle KT&A induction provides learners with timely general information about their programme, prior to the Tutor visit. English and maths initial assessment ensures the programme is at the right level for learners. Learners and employers are provided with the opportunity to specifically identify with the learning aims, which supports a plan for teaching and learning.

A very good range of assessment methods to involve employers are used to help learners develop skills, this provides a collaborative approach to training.

Tutors and assessors provide good, individualised coaching and signposting to learning in the workplace, during regular visits to learners and give support in between appointments via the e- portfolio, email and telephone. Tutors and assessors use high levels of experience and methods to enable the subsequent assessment requirements to meet the qualification.

The SSA1 OTLA grade profile is 2 Tutors at Grade 1, 3 Tutors Grade 2, 2 Tutors Grade 3 (One of the Grade 3 Tutor is no longer working for KT&A). This equates to 83.3% of teaching was good or better.

The Quality Observation grade profile for Initial Assessment, Planning, Assessment and Feedback, Learner Progress Reviews were all at 100% good or better.

Functional Skills are delivered through a distance learning model. However, this has been challenging for some learners and a classroom based model has been introduced. This is proving to be successful. In addition to this learners now begin English, maths and ICT as relevant to support timely completion. Vocational Tutor's now realise the importance of and maintain close liaison with the Functional Skill team. Tutors are embedding English and maths, where relevant, within the vocational learning programme. Tutors now provide feedback to identify areas that require timely attention and provide support and signposting.

A highly effective Internal Quality Assurance process in place to support assessors providing formative and summative feedback to inform their assessment practice. This is positively recognised by awarding organisation EQA visits and through internal audit processes.

Strengths and Areas for Improvements

Learners benefit from high expectations, engagement, care, support and motivation from staff

Key Strengths	Supporting Evaluative Statements
Good diverse methods of communication provide continuous information, guidance and support.	Range of communication is maintained through e-portfolio, e-mail, phone and text as well as face to face contact. Good planning of assessment, review visits and contact following remote assessment ensures timely intervention if required.
Highly robust IQA feedback which provides challenge for assessors to maintain and or develop good assessment opportunities for learners.	A range of formative IQA activity underpins and provides the opportunity to support the development of good assessment planning, assessment practice and feedback. Learner Interviews, observations of assessment practice, interim sampling safeguard from negative results at the point of summative sampling. The IQA team are an established team that provide both thorough individual support to assessors and focus on standardisation to maintain consistency. Audits identify that this drives quality improvement and the management of performance of assessment practice.

Staff use their skills and expertise to plan and deliver teaching, learning and support to meet each learner's needs

Key Strengths	Supporting Evaluative Statements
Highly effective use of workplace learning and promotion of independent learning provides tailoring to both learner and employer requirements.	Tutors work closely with learners and their employers to identify and support access to a range of work activity to achieve core and specialist learning to meet the employer's business need. (ESF funded learners selected units to enable 0-1 year resource development within their setting).
Good use of technology to plan, deliver and assess learners, providing real time assessment decisions and feedback.	Internal Quality Assurers and Tutors have fully engaged in using the E-portfolio – SkillWise, delivering momentum to the learner's learning and assessment journey. This also provides 'just in time' formative feedback, thus creating efficient and positive summative assessment results.

Areas for Improvement	Supporting Evaluative Statements
Low timely achievement of Functional Skills.	Accessing Moodle resources and the remote teaching model has not at times been the most effective method for learners.

Staff initially assess learners' starting points and monitor their progress, set challenging tasks, and build on and extend learning for all learners

Key Strengths	Supporting Evaluative Statements
Good use of skill area initial assessment information that informs planning and ongoing assessment.	Tutors build on information gained from the initial visit with the learner and employer, sculpturing individual learning plans and tasks that are realistic but also provide challenge for the learner.

Learners understand how to improve as a result of frequent, detailed and accurate feedback from staff following assessment of their learning

Key Strengths	Supporting Evaluative Statements
Good constructive feedback on assessment informs learners to make individual progress and improvement.	Detailed feedback is provided by Tutors on Learner Journey Records, following short and medium term target achievement. Tri-party Learner Progress reviews take place at regular intervals, which involves detailed discussion of progress, feedback, identification and signposting to support and learning in the workplace as part of target setting. *'96% of learners agreed or strongly agreed that they are given feedback that helped them improve'.* Ofsted Learner View Survey – March 2014.

Teaching and learning develop English, mathematics and functional skills, and support the achievement of learning goals and career aims

Key Strengths	Supporting Evaluative Statements

Good understanding and development amongst staff, regarding the importance and the requirement to embed English and maths into the vocational learning programme.	Staff continue to make improvements in identifying opportunities to embed E/M and work closely with specialist staff. As a result Tutors are undertaking their own development and are working to achieve English and maths Functional Skills. Vocational learning assessment provides feedback on E/M. Glossaries and vocationally related tasks have been developed. Standardisation has also begun identifying further opportunities to embed E/M.

Appropriate and timely information, advice and guidance supports learning effectively

Key Strengths	Supporting Evaluative Statements
Timely and ongoing information and advice given to all learners throughout the entire learner journey.	24 hour access to a Moodle Induction, prior to the programme start date is provided to all learners. This introduces learners to a wide range of information, advice and to assist with the planning of progression. The Learner's Moodle Induction area is updated as required, new information is also shared with learners through SkillWise.

Equality and diversity are promoted through teaching and learning

Key Strengths	Supporting Evaluative Statements
Good level of equality and diversity is embedded in training and awareness raised in learning activities.	E&D is an integral part of the NVQ/QCF mandatory units and embedded throughout the rest of the qualifications within the Apprenticeship framework. Apprenticeship learners work through an Employers Rights and Responsibilities qualification/component to encourage their own research around their own work sector. The KT&A induction provides detailed information on policies. Employers are also issued with an Employer Guide cover inclusive practices and equality and diversity our policies and procedures. Promotion and awareness of equality and diversity is embedded well through a range of opportunities in the programme. This is raised mainly through learner induction/sign up. Learner Forums, teaching and assessment visits and Learner IQA interview. There are set questions learners are asked at review, Tutors also select issues/topics i.e. in the media to promote awareness. Learners are enabled to share their views through regular questionnaires, surveys and through contacts given at induction. Awarding organisation requirements are also met to provide an Appeals Process for learners to challenge assessment decisions, if required.

SSA 7 KT&A Retail and Commercial Enterprise

OUTCOMES FOR LEARNERS

Outcomes for Learners

Overall Grade 2

The overall WBL success rate for SSA7 at Period 14 was 100% and timely success rate at 85.7%.

The overall Apprenticeship success rate was 85.7% and timely success at 47.8%.

SSA7.1 Retail & Wholesaling & SSA7.2 Warehousing & Distribution

This area consists of one Work Based Learning Team Leader who leads on this small provision alongside SSA15, three assessors one of whom has taken on the Lead Internal Quality Assurer role for Warehousing and Retail and who also assesses and IQA for SSA 15. The other 2 assessors are also involved in delivery for SSA 15 qualifications. There is also one IQA who has undertaken an IQA's for Retail since May 2013, who is primarily involved in delivery for SSA1.5/13. All members of the team are qualified Assessors and the delivery staff are occupationally competent.

This area offers Warehousing and Retail Intermediate Apprenticeships and Work Based Learning (WBL).

There has been one Retail Apprenticeship. (This is only delivered under the Apprenticeship programme). There have been 6 learners on the Warehousing Apprenticeship. There are no learners at present on a Retail and Warehousing WBL programme. At Period 14 the success rate for SSA7.1 was 100% and 100% timely success. SSA7.2 was at 83.3% success rate and 71.4% % timely success.

Qualifications delivered include:

Level 2 Certificate in Retail Skills

Level 2 Technical Certificate in Retail Skills

Level 2 Certificate in Warehousing and Storage

Level 2 in Employment Rights and Responsibilities in the Logistics Industry

Personal Learning and Thinking Skills

SSA 7.3 Services Enterprise & SSA 7.4 Hospitality and Catering

Overview of provision

This area consists of one Team Leader who leads on this small provision alongside SSA1.3, one Tutor/Assessor and an external specialist member of staff that undertakes the IQA role. All members of the team are qualified Assessors and IQA's, the delivery and specialist staff are occupationally competent. Apprenticeship and WBL provision is offered. We offer only Cleaning and Support Services in SSA7.3. However, no learners have participated this year.

At total of 15 learners participated in 2013 – 2014 and we currently only have two learners working towards the Diploma in Food Production & Cooking NVQ level 2 (50095432). At Period 14 the success rate for WBL in SSA7.4 was 100% and 85.7% timely success. 85.7% success rate on Apprenticeships and a timely success of 33.3%.

The SSA 7.3 WBL and SASE Apprenticeship Framework consists of:

Level 2 NVQ Certificate in Cleaning Support Services

Level 2 Certificate in Cleaning Services

Personal Learning and Thinking Skills

Employment Rights and Responsibilities

Functional Skills level 1 in English and maths is delivered by the Functional Skills Team.

SSA 7.4 WBL and SASE Apprenticeship Framework consists of:

Level 2 NVQ Diploma in Food and Production

Level 2 NVQ Diploma in Kitchen Services

Level 2 NVQ Diploma in Hospitality Services.

Level 2 Certificate in Hospitality and Catering Principles (Food and Production/Kitchen Services/Hospitality Services)

Personal Learning and Thinking Skills

Employment Rights and Responsibilities

Functional Skills level 1 in English and maths is delivered by the Functional Skills Team.

Learners have been and are engaged in a wide range of settings. These include residential care homes, schools, bistros and café bars. Overall Apprenticeship figures across SSA7 reflect increasing levels of outcomes for learners. At Period 14 Retail and Commercial Enterprise was at 85.7%

overall Apprenticeship success rate, against the National success rate of 2012-13 of 70.4%. This a 10.7% increase from KT&A's own success rate of 75% in 2012-13. Individual Apprenticeship success rates at Period 14 were as follows:

SSA7.1 - Retail and Wholesaling – 100%

SSA7.2 - Warehousing and Distribution – 83.3%

SSA7.3 – No learners under this provision

SSA7.4 - Hospitality and Catering 87.5%

Work Based Learning at Period 14 was at 100% success rate. The national success rate was 84.4% in 2012 -2013. There were no WBL learners in Warehousing or Retail.

83% of learners rated their training as 'excellent', with 17% of learners who rated 'good'. Learner Exit Questionnaire comments include:

'The training has made me more confident in the kitchen'.

'I have enjoyed the experience'.

Learner comments indicate the acknowledgement of new skill development, improving skills and gaining better outcomes at work. Learners value achievement of recognised qualifications

Strengths and Areas for Improvements

All learners achieve and make progress relative to their starting points and learning goals

Key Strengths	Supporting Evaluative Statements
Good overall increase and Apprenticeship success rates.	Apprenticeship Framework success rates at 85.7% This includes all Intermediate and Advanced Apprenticeships at all age groups. An increase of 10.7% on our own success rate of on 2012-13.
Outstanding WBL success and timely rates on SSA 7.4	Work Based Training overall success rates at Period 14 were at 100%. Timely success at 85.7%.

Areas for Improvement	Supporting Evaluative Statements
Low timely success rate in SSA 7.4	Apprenticeship timely success rate at Period 14 for SSA7 as a whole was 47.8%.SSA7.4 timely success rate was 33.3%.

(Hospitality & Catering)	Factors to include timely Functional Skills achievement and low numbers of learners have negatively affected this rate.

Achievement Gaps are narrowing between different groups of learners

Key Strengths	**Supporting Evaluative Statements**
Good level of individual support to enable access to learning and training opportunities.	Effective support through a high level of individualised planning with both the employer and learner is provided by Tutor. Good partnership working with support agencies and employer supported learner achievement.
Good level of achievement across all groups of learners.	Achievement reflects good levels of successful participation of all groups of learners, indicating a positive contribution to social mobility and economic competitiveness. Learners participation and achievement consisted of: Learner group / Participation / Achievement Female 51% 78% Male 49% 88% Disabled 17% 67% Able 71% 88% Did not disclose ability 11% 75% Ethnic 5% 100% White 95% 90% Main reasons provided by learners for leaving the programme early were to enter other employment or personal reasons.

Areas for Improvement	**Supporting Evaluative Statements**
Further development to monitor, improve engagement and achievement of disabled learners and engagement of females and ethnic groups.	See EDIM's data above. Further analysis is required to review and assist with recruitment of learners and further develop differentiation to ensure achievement.

Learners develop personal, social and employability skills

Key Strengths	Supporting Evaluative Statements
Good level of holistic planning and capture of assessment provides opportunities to support personal development.	Tutors maximise on naturally occurring opportunities from assessment opportunities, by highly considered planning that meets learning aims to include development of wider personal, social and employability skills. Learners are supported to identify, access and engage in the range of functions of work, with employer support.

Learners progress to courses leading to higher-level qualifications and into jobs that meet local and national needs

Key Strengths	Supporting Evaluative Statements
Excellent progression into employment in own skill area of further training.	Learner Exit Questionnaires indicate 87.5% of learners either retain or secure employment on achievement of their programme.

QUALITY OF TEACHING, LEARNING AND ASSESSMENT

Quality of teaching, learning and assessment

Overall Grade 2

The Moodle KT&A induction provides learners with timely general information about their programme, prior to the Tutor visit. English and maths initial assessment ensures the programme is at the right level for learners. Learners and employers are provided with the opportunity to specifically identify with the learning aims, which supports a plan for teaching and learning.

A very good range of assessment methods to involve employers are used to help learners develop skills, this provides a collaborative approach to training.

Tutors and assessors provide good, individualised coaching and signposting to learning in the workplace, during regular visits to learners and give support in between appointments via the e- portfolio, email and telephone. Tutors and assessors use high levels of experience and methods to enable the subsequent assessment requirements to meet the qualification.

The OTLA grade profile is 100% of teaching is good. 3 Tutors all at Grade 2.

The Quality Observation grade profile was at 100% good for Initial Assessment, Learner Progress Review and Planning, Assessment and Feedback.

Functional Skills are delivered through a distance learning model. However, this has been challenging for some learners and a classroom based model has been introduced. This has proven to be successful. In addition to this learners now begin both English and maths to support timely completion. Vocational Tutor's maintain close liaison with the Functional Skill team. Tutors are embedding English and maths, where relevant, within the vocational learning programme.

Strengths and Areas for Improvements

Learners benefit from high expectations, engagement, care, support and motivation from staff

Key Strengths	Supporting Evaluative Statements
Good diverse methods of communication provide continuous information, guidance and support.	Range of communication is maintained through e-portfolio, e-mail, phone and text as well as face to face contact. Good planning of assessment, review visits and contact following remote assessment ensures timely intervention if required.

Robust IQA feedback provides challenge for assessors to maintain and or develop good assessment opportunities for learners.	A range of formative IQA activity underpins and provides the opportunity to support the development of good assessment planning, assessment practice and feedback. Learner Interviews, observations of assessment practice, interim sampling safeguard from negative results at the point of summative sampling. The IQA team are an established team that provide both thorough individual support to assessors and focus on standardisation to maintain consistency. Audits identify that this drives quality improvement and the management of performance of assessment practice.

Staff use their skills and expertise to plan and deliver teaching, learning and support to meet each learner's needs

Key Strengths	Supporting Evaluative Statements
Highly effective use of workplace learning in collaboration with the employer promotes independent learning providing tailored delivery meet to both learner and employer requirements.	Tutors work closely with learners, their employers and or allocated mentors to access the range of work activity to achieve core learning together with meeting the employer's business need.
Good use of technology to plan, deliver and assess learners, providing real time assessment decisions and feedback.	Internal Quality Assurers and Tutors have fully engaged in using the E-portfolio – SkillWise, delivering momentum to the learner's learning and assessment journey. This also provides 'just in time' formative feedback, thus creating efficient and positive summative assessment results.

Areas for Improvement	Supporting Evaluative Statements
SSA 7.4 Low timely achievement of Functional Skills.	Accessing Moodle resources and the remote teaching model has not at times been the most effective method for learners.

Staff initially assess learners' starting points and monitor their progress, set challenging tasks, and build on and extend learning for all learners

Key Strengths	Supporting Evaluative Statements

Good use of skill area initial assessment information that informs planning and ongoing assessment.	Tutors build on information gained from the initial visit with the learner and employer, sculpturing individual learning plans and tasks that are realistic but also provide challenge for the learner.

Areas for Improvement	**Supporting Evaluative Statements**
Inconsistent recording of teaching and learning delivered in the workplace.	Tutors deliver impromptu short teaching and learning sessions in the workplace, but do not consistently record these. The ILP has been reviewed recently to enable this.

Learners understand how to improve as a result of frequent, detailed and accurate feedback from staff following assessment of their learning

Key Strengths	**Supporting Evaluative Statements**
Good constructive feedback on assessment informs learners to make individual progress and improvement.	Detailed feedback is provided by Tutors on Learner Journey Records, following short and medium term target achievement. Tri-party Learner Progress reviews take place at regular intervals, which involves detailed discussion of progress, feedback, identification and signposting to support and learning in the workplace as part of target setting. *'96% of learners agreed or strongly agreed that they are given feedback that helped them improve'.* Ofsted Learner View Survey – March 2014.

Teaching and learning develop English, mathematics and functional skills, and support the achievement of learning goals and career aims

Key Strengths	**Supporting Evaluative Statements**
Good understanding and development amongst staff, regarding the importance and the requirement to embed English and maths into the vocational learning programme.	Staff continue to make improvements in identifying opportunities to embed E/M and work closely with specialist staff. As a result Tutors are undertaking their own development and are working to achieve English and maths Functional Skills. Vocational learning assessment provides feedback on E/M. Glossaries and vocationally related tasks have been developed. Standardisation has also begun identifying further opportunities to embed E/M

Appropriate and timely information, advice and guidance supports learning effectively

Key Strengths	**Supporting Evaluative Statements**
Timely and ongoing information and advice given to all learners throughout the entire learner journey.	24 hour access to a Moodle Induction, prior to the programme start date is provided to all learners. This introduces learners to a wide range of information, advice and to assist with the planning of progression. The Learner's Moodle Induction area is updated as required, new information is also shared with learners through SkillWise.

Equality and diversity are promoted through teaching and learning

Key Strengths	Supporting Evaluative Statements
Good level of E & D is embedded in training and awareness raised in learning activities.	E&D is an integral part of the NVQ/QCF mandatory units and embedded throughout the rest of the qualifications within the Apprenticeship framework. Apprenticeship learners work through an Employers Rights and Responsibilities qualification/component to encourage their own research around their own work sector. The KT&A induction provides detailed information on policies. Employers are also issued with an Employer Guide cover inclusive practices and equality and diversity our policies and procedures. Promotion and awareness of equality and diversity is embedded well through a range of opportunities in the programme. This is raised mainly through learner induction/sign up. Learner Forums, teaching and assessment visits and Learner IQA interview. There are set questions learners are asked at review, Tutors also select issues/topics i.e. in the media to promote awareness. Learners are enabled to share their views through regular questionnaires, surveys and through contacts given at induction. Awarding organisation requirements are also met to provide an Appeals Process for learners to challenge assessment decisions, if required

KAE - SSA 2 Science and mathematics, SSA 6 ICT, SSA 15 Business, administration and law

OUTCOMES FOR LEARNERS

Outcomes for Learners

Overall Grade 2

The following SSAs share common county management and are grouped together on this basis for self assessment. These SSAs offer learners a corresponding mixture of vocationally orientated accredited courses, non-accredited self-developmental courses and a lesser amount of leisure provision aimed at mental and social enhancement. In total, these SSAs equate to 8% of the ASB starts (SSA 2 = 4%, SSA 6 = 2% and SSA 15 = 2%) and approximately 5% of the total course GLH delivered (with around 2% in each). During 2012/13 1741 learners completed courses in these SSAs, of which 80% were new learners to Kent Adult Education. The course provision can be summarised as follows:

- SSA 2.1a, and 2.2 – Primarily GCSE Mathematics and non-accredited psychology/self developmental courses.
- SSA 6.2 – Information and Communication Technology (ICT) for Users, comprising short non-accredited beginners and longer accredited ECDL courses.

- SSA 15.1, 15.3, 15.4 and 15.5 – Mainly consisting accredited bookkeeping and accounting and shorter self developmental/management courses.

The provision within these SSAs supports KCC's and Government's priorities that seek to tackle disadvantage, promote economic and social well-being and develop individuals' independence. Programme Management teams work collectively within their districts, employing market intelligence to shape course planning to suit their locality, as well as maintaining a strong universal community learning offer across the county. Programme planning utilises learner feedback, demographic and mosaic information and financial data to ensure that local need is met and best value is made of public funding.

The programme within these SSAs has centre and community based provision, with community learning 'first steps' courses and vocationally orientated accredited courses at Levels 1 and 2. Many of the non-accredited courses are self developmental and help learners to play more productive roles within the community, as well as supporting continuing professional development (CPD). During 2013 the Absolute Beginners IT course have been reformatted as free provision to enhance the 2014 community delivery. The accredited provision provides qualifications that are essential to employability and for employers' recruitment needs.

- GCSE Mathematics aids learners' paths into employment and progression into further learning.
- ECDL and accredited bookkeeping and accountancy offer vocational skills and a qualification recognised as proof of competency by employers.
- Mathematics and Bookkeeping courses develop learners' functionality for work and social lives.
- ICT beginners' courses help to reduce social exclusion for older citizens and assertiveness and confidence building courses to enable learners to play fuller roles in their local community and to improve employment skills.
- Local managers and accreditation staff work closely with tutors to ensure that the learners are given the maximum chance to succeed.
- The standard of ECDL delivery was recognised during the 2013/14 BCS audit when KAE was awarded grade 'A', which can be regarded as 'Excellent'.

In general, the provision is well taught and Learners achieve good levels of success across all groups. Learners receive good levels of support from their tutors and individualised assistance with additional learning requirements to facilitate achievement. Effective pre-course assessment ensures that accredited courses were right for learners and that they are sign posted to functional skills courses where appropriate. Learners feel that they are treated fairly with respect and have high satisfaction levels, with 100% happy to recommend their course to someone else.

Learners would recommend their course because:

'It gave me the confidence to return to work after 12 years'
ECDL Extra Level 2 - Sevenoaks

'it has taught me a lot [sic] and has helped me improve my role at work as I have more accounting knowledge'
Accounting and Bookkeeping Level 2 – Sittingbourne

'this type of course brings to life what potentially could be a dry subject. The tutor has excellent skills'
English Law – Divorce and the Judges -Tunbridge Wells

'it is interesting, the tutor is understanding and it has lead to a good qualification '
Accounting and Bookkeeping Level 1 – Sittingbourne

'Good speed of teaching, excellent and approachable tutor, patient, made everything easy, improves working capacities, good personal attention'
Computing Next Steps - Sevenoaks

Strengths and Areas for Improvements

All Learners achieve and make progress relative to their starting points and learning goals

Key Strengths	**Supporting Evaluative Statements**
Good success rates for all SSA 6 and SSA15 ASB courses	Success rates for SSA 6 of 80% is above the expected minimum level of performance (Minimum Standards) and comparable with 2012/13 national success rate. SSA 15 success rate good at 82%, which again is well above the expected Minimum Standards and comparable with 2012/13 national success rate for SSA15 (and in excess of the 76.8% national rate for SSA 15.1)
Community learning learners achieved very good success rates in SSA6 and 15	Success rates for SSA6 and 15 very good at 97% and 99% respectively. On well completed ILPs there is clear evidence of learners progressing from their initial entry points to achievement.

Areas for Improvement	**Supporting Evaluative Statements**
SSA2 ASB success rate below the national benchmark	SSA 2.2 - GCSE Mathematics success rate was 74% which is 11% above the Minimum Standards, but below the 2012/13 national success rate of 81.6%. The success rate was negatively impacted by two key tutors simultaneously (and unexpectedly) being on sick leave for the final third of their courses. The number of learners who attended the courses for free continued to increase and data analysis suggests a correlation between early drop out and free places. SSA 2.1 – GCSE Psychology increased to 2% to 70% which is above Minimum Standards, but below the 2012/13 national success rate of 81.5%. This provision comprised 20 starters on 3 courses and the result was disproportionately impacted by one course with poor retention.

SSA 2 Community Learning success rate low	The success rate for community learning courses within SSA 2 was low at 74% when compared to the Adult learning average of 92%. Initial analysis suggests that this was the result of localised issues that impacted 3 of the 8 short non-accredited Psychology courses. It should be noted that these course equate to only 7% of the GLH for SSA 2.
Improvements needed in the use of ILPs in some lessons	Ineffective completion of ILPs by a small minority of tutors impacts on the learners' ongoing awareness of their progression.

Achievement Gaps are narrowing between different groups of learners

Key Strengths	**Supporting Evaluative Statements**
ASB and community success rates compare well for the majority of learners	In general, success rates for ASB and Community Learning provision across the SSAs were good, with comparable performance for learners with disabilities, from ethnic groups, across most of the age groups and regardless of gender.
Good level of engagement with BME Students and success for these students	The participation rate for BME students is above county average for Kent. The 2011 Office for National Statistics Census indicated that 6.3% of Kent's population were from BME groups. Participation rates were particularly good for ASB provision: - ASB BME participation rate good for SSAs 2, 6 and 15 at 15%, 23% and 27% respectively. - Community learning had an average of 16% participation rate for BME students. This student group achieved well with good success across the SSAs that was comparable or higher than non BME students.
Good additional support for learners	Learners were supported on an individual basis via lesson planning and the use of ILPs. Identified additional learning needs and requests for additional support have been addressed via: • adaptation of teaching styles and or resources to suit individual need • providing Learner Support Assistants (LSAs) and Additional Learning Support (ALS) help (4 Learners benefitted from this funding). • -the use of adaptive technologies, which included height adjustable desks, alternative mice and keyboards and specialist software. • -additional time requests for learners to sit examinations. • Financial hardship was overcome with good levels of financial support provided to 13 Learners via the Discretionary Learner Support Fund (DLS) and 24 from community learning Access Fund. Concessions available within the fee structure also supported this agenda and provided free or reduced tuition fees for Learners. *'the tutor went at a speed we could follow, was plain speaking nothing was too much trouble. Excellent all round'* *Start Computing - Gravesend*

	'Good speed of teaching, excellent and approachable tutor, patient, made everything easy, improves working capacities, good personal attention' *Computing Next Steps - Sevenoaks* 'I *appreciate the individual attention (when required), the structured progress and the opportunity to learn in friendly areas'* *Computing Next Steps – Sittingbourne*
Areas for Improvement	**Supporting Evaluative Statements**
Low success for 19-24 year old students on SSA 2 ASB courses	The success rate for 19-24 year old learners on SSA 2 courses was 57%, which was a result of 63% retention rate (these students equate to 14% of the starters). Further analysis is needed to identify if this was a county pattern or whether the statistics have been impacted by poor performance of individual courses.
Low success for female students on SSA 2 Community Learning courses	Success rate for the 41 female students on SSA 2 achieved comparatively low success rates at 69%.Initial analysis suggests that this was the result of localised issues that impacted 3 of the 8 short non-accredited Psychology courses. It should be noted that these course equate to only 7% of the GLH for SSA 2.

Learners develop personal, social and employability skills

Key Strengths	**Supporting Evaluative Statements**
Good promotion of personal, social and employability skills	Within these SSAs Learners benefit from community and centre based provision, with community learning 'first steps' courses and vocationally orientated accredited Levels 1 and 2 courses. The majority of the non-accredited courses are self developmental which promotes social and community cohesion and also supports continuing professional development (CPD). ECDL courses contribute to economic improvement by offering proof of competency via nationally recognised (QCF) qualifications and vocational skills with the coverage of Microsoft Office packages. The ICT 'first steps' courses, such as 'Absolute Beginners' and 'Start Computing', help to reduce the social exclusion that older Learners can experience due to new technologies. Accredited Bookkeeping and Accountancy courses offer learners vocational skills that can be used for community and commercial activities and a qualification recognised by employers. Mathematics and Bookkeeping courses innately develop numeracy skills that enhance learners' functionality in work and social life. Assertiveness and Confidence Building courses enable learners to play a fuller part within their local community and to be more productive in their employment or search for employment. The 'E-Safety' and 'E-Government' agendas are covered in the ECDL Essentials course syllabus and, within this context, again encourage the learners to participate fully in their communities

	'joined the course to gain new skills and for some to help Family/children' *Maths GCSE- Tunbridge Wells* *'Although I came to the course with a basic knowledge of Sage through my AAT course, I have still learnt some valuable tips, tricks and features which will help in the real world'* *Introduction to Sage – Maidstone* *'thank you for all your help and patience during the computer course! I have been in my new job for a month now and without your help and lessons it would not have been possible'* *ECDL Extra Level 2 – Ashford*

Learners progress to courses leading to higher-level qualifications and into jobs that meet local and national needs

Key Strengths	**Supporting Evaluative Statements**
Good opportunities for vocational progression	Learners on GCSE, Bookkeeping and ECDL courses gain qualifications that enhance career and educational opportunities. GCSE Mathematics is a key qualification that employers and learning providers expect and therefore students improve their employment and educational prospects by achieving on these courses. GCSE Psychology is also important for academic progress as it can be counted as a science subject when applying for higher provision. ICT offers progression opportunities from 'Absolute Beginners' through to Level 2 ECDL Extra qualification. ECDL provides valuable proof of competency for learners wishing to work in administrative settings. Bookkeeping courses provide progression from level 1 and 2 and offer an entry route towards completion of professional accountancy qualifications such as AAT. *'it is a very helpful course that will better my career'* *ECDL Extra Level 2 – Sittingbourne* *'one GCSE Maths student was delighted to have passed her exam to be able to go on a PCGE with Canterbury Christ Church University'* *Programme Manager - Folkestone* *'It's a good qualification to have to improve my job prospects'* *ECDL Extra Level 2 – Sevenoaks*
Areas for Improvement	**Supporting Evaluative Statements**

Tracking of learner destinations requires improvement.	As Learner tracking will become a condition of funding, CLS are developing an organisational approach to this following pilots with SMS, phone calls etc.

QUALITY OF TEACHING, LEARNING AND ASSESSMENT

Learners benefit from high expectations, engagement, care, support and motivation from staff

Key Strengths	Supporting Evaluative Statements
Tutors have high expectation of learners	Tutors have high expectation and work closely with Learners on an individual and group basis to ensure that learners have the care and support in place to be successful. Tutors use ILPs and tracking records to set a wide range of relevant learning outcomes appropriate to the starting levels and ability of Learners. Learners on GCSE Mathematics are strongly encouraged to aim for top grades and 95% of learners took the higher paper. Tutors are made aware of the need to promote success and the Minimum Standards expectations.
Good levels of support facilitates achievement	Good levels of tutor and organisational support helped learners to remain on courses (at times in the face of personal adversity) and to achieve to their full potential. A sample of learners' course evaluations indicated that 100% of the learners rated the support from their tutor as 'good' or 'excellent'. Overall the survey reveals high levels of Learner satisfaction with 100% of learners happy to recommend the course to someone else. The Ofsted Learner Views survey indicated that 96% of learners felt that they received the support needed to help them progress. *'our tutor…was continuously supportive and patient and never tired of explaining any difficult areas with us'* *Bookkeeping and Accounting Level 2 – Maidstone*

Staff use their skills and expertise to plan and deliver teaching, learning and support to meet each learner's needs

Key Strengths	Supporting Evaluative Statements
Good teaching and learning	Learners benefited from good teaching and learning within these SSAs and felt that their lessons were well taught. 85% observed teaching sessions were good or excellent across the areas. All tutors have subject specific qualifications or industry equivalent experience. The teaching staff are satisfactorily qualified with 95% holding teaching qualifications that are the equivalent to PTLLS or higher. 96% of learners felt that their lessons were well taught (Ofsted survey) and 100% rated the variety and interest of the taught sessions as 'Good' or 'Excellent' (course evaluations).

Staff initially assess learners' starting points and monitor their progress, set challenging tasks, and build on and extend learning for all learners

Key Strengths	Supporting Evaluative Statements
Effective pre-course assessment and screening on qualification courses	There are effective pre-course assessments in place to ensure that level 2 accredited courses are appropriate for the learners wishing to access them and also that apposite 'sign posting' takes place. The GCSE pre-course assessments and processes ensure that learners are appropriately sign posted; where pertinent learners are guided to complete Functional Skills qualifications to raise their skill levels before attempting a GCSE. Before enrolling onto ECDL and Bookkeeping level 2 courses learners complete a face to face or telephone assessment with a Programme Manager to ensure that prospective learners have the requisite skill base and understand the rigours of the course. It also provides a valuable opportunity to discuss additional learning support prior to enrolment. GCSE Mathematics learners receive additional support via a pre-course workbook that aided understanding of the basics concepts.
Good use of ongoing assessment to differentiate teaching and learning	A high percentage of learners (93%) stated that their work was assessed regularly A high percentage of learners (97%) stated that the Feedback received help them to improve. Course evaluations indicated that 99% of the learners rated how much their tutor told them about their progress as 'good' or 'excellent'

Learners understand how to improve as a result of frequent, detailed and accurate Feedback from staff following assessment of their learning

Key Strengths	Supporting Evaluative Statements
Good tracking and ongoing assessment feedback	Within the majority of sessions, tracking records and ILPs are used very effectively to record learners starting points, set appropriate learning outcomes and to facilitate progress towards successful completion of courses. Learners attending ECDL courses benefit from gaining instant results and feedback from online diagnostic and certification tests. Learners on all accredited courses receive regular feedback with regard to formative assessments such as unit exams, course work exercises and homework. Course evaluations indicated that 100% of the learners rated the support from their tutor as 'good' or 'excellent' and 99% rated tutor feedback on their progress as 'good' or 'excellent'. The Ofsted Learner Views survey indicated that: 96% of learners felt that they received the support needed to help them to progress; 97% felt that they had been given feedback to help them improve; and 93% felt that their work was regularly assessed.
Areas for Improvement	**Supporting Evaluative Statements**

Inconsistent setting and tracking of personal learning aims	Personal learning aims are not recorded adequately on all ASB sessions and are not consistently completed on ILPs.

Teaching and learning develop English, mathematics and functional skills, and support the achievement of learning goals and career aims

Key Strengths	Supporting Evaluative Statements
Good integration of English, mathematics and functional skills	Functional skills are fully embedded into GCSE qualifications and provide learners with support and knowledge that enhances the achievement of career and personal goals. For provision where English and mathematics skills are not overtly taught within the core delivery, these skills are identified and integrated into lesson planning where appropriate. Particular attention is paid to explanation of technical language and functional application of English and mathematics. A strong working partnership with Skills Plus Centres enables learners from these SSAs to be 'sign posted' to appropriate courses and contributed to their attainment. There are strong elements of functional mathematics built into the Accounting/Bookkeeping and Marketing courses. ECDL tutors support functional English and ICT integrally within their course delivery in order that learners can understand the BCS syllabus requirements and the online assessments. *'Confidence understanding the underlying cost involved in running a business' Business Planning Using MS Excel - Sittingbourne*

Appropriate and timely information, advice and guidance support learning effectively

Key Strengths	Supporting Evaluative Statements
Good pre-course information and on-course guidance	Learners receive good individual information and advice as part of the pre-enrolment (via website, contact centre and in person) and initial assessment processes. Guidance is provided during the course by the tutor via regular monitoring of learning progress using ILPs and tracking sheets. Tutors and PMs also provide progression information and advice to learners towards the end of courses and following summative achievement. On ASB provision the course syllabus and required levels of extramural commitment are explicitly stated on course information sheets that are given to learners at the time of enrolment (prior to the learner starting the course). As programmes are added to the MI system, programme management teams work closely with frontline staff to ensure effective dissemination of information about courses and potential progression routes for learners.

Equality and diversity are promoted through teaching and learning

Key Strengths	Supporting Evaluative Statements
Equality and Diversity embedded well into teaching and learning	Equality and diversity is integrated into course delivery, with individual learner needs addressed during lesson planning and via the use of ILPs. Diversity is promoted through discussion and with the use of teaching materials that promote multiculturalism. All staff are trained in safeguarding, disability and health and safety procedures to ensure that protection is in place for staff and learners, and that those at risk of significant harm, are identified, and appropriate action taken. Equality and diversity and information regarding recognising and preventing bullying, harassment and discrimination are promoted to staff and learners through our Notice Boards, Websites and Moodle. This includes incident reporting and complaints procedures. The Equality and Diversity policy and Learner Charter are part of the learner induction delivered by tutors at the start of courses.
learners are treated fairly, learn in a safe environment and receive good levels of individual support	Learners are well supported throughout their learning experience to facilitate achievement and have the opportunity to disclose any concerns or additional needs at pre-enrolment, enrolment, course induction and during their course. Individual Learning Record forms (ILRs) completed by all learners have a tick box relating to disability with a reminder to talk to tutors about additional support needs that may affect learning. Any disclosure by a learner regarding a disability is recorded on an Access and Support form and passed to the relevant manager to arrange support and enable achievement. Learner evaluation forms indicate that all learners felt 'safe at all times' during their course and also that they 'were treated fairly and with respect'. Financial hardship is addressed with the use of the DLS and community learning Access Fund, as well as course fee concessions. General health and safety of learners, including safe use of equipment, is ensured by the tutors and this is monitored by programme management staff during formal and informal observation All IT suites display a 'Safe Internet Usage' policy and all users agree to the policy when logging onto PCs. All main centre ICT equipment offer very high levels of protection from inappropriate or malicious internet sites via ISA servers and up-to-date virus checking software. *''Here everyone can feel comfortable and they can learn more information'* *Start Computing - Maidstone*

KT&A SSA 15 Business, Administration & Law

OUTCOMES FOR LEARNERS

Overall Grade 2

This area consists of one Work Based Learning Team Leader who also leads on SSA7.1 Retail & Wholesaling & SSA7.2 Warehousing & Distribution. There are 3 full time Tutor/Assessors and 4 part-time Tutor/Assessors. 3 of the Tutor/Assessors also undertake an IQA role. All primarily deliver and assess IA and AA Apprenticeship Frameworks in Business and Administration (Level 2 Certificate and Level 3 Diploma), Customer Service (Level 2 Certificate and level 3 Diploma) and WBL in Team Leading (Level 2 Certificate).

SSA 15 is currently works with 254 learners. This includes Intermediate and Advanced Apprenticeship, Work Based Learning and ESF funded learners (in partnership with East Kent College) working towards accredited units from the Level 3 Certificate in Management.

There is a range of expertise which is utilised across SSA areas.

Apprentices are placed in small and large businesses both locally and countywide. The majority of the Apprenticeship learners are placed on the Kent Apprentice Scheme and are employed by Kent County Council (KCC) countywide. The Kent Apprentice scheme enables young people aged 16 to 24 to achieve an accredited qualification whilst employed on a KCC Apprenticeship contract across a wide range of vocational skill areas. KT&A provide training for all Business and Administration and Customer Service Apprenticeships. There has been excellent recognition of the work and learning achievements of our KCC Apprentices, we had 2 Apprentice shortlisted for the KCC Apprenticeship of the Year 2013, of which one won this highly deserved award.

This area has made a good contribution to the narrowing of achievement gaps, through the successful engagement of learners in apprenticeships through the Kent Assisted Programme. The Team Leader has been delegated to lead on communication and maintains close contact through attendance to meetings with the programme leads and other providers. A collaborative approach with employers and KCC facilitators feeds into developing and reviewing the processes to provide access. Learners on programme make good progress to achieve qualifications and develop their personal skills.

Learner comments include:

'*Gaining experience, building confidence and receiving all the support and advice I needed'.*

'Becoming more of an outgoing person and being able to work with others efficiently and effectively'.

'Integrating myself in a new work place which after a year has made me able to apply for and get the job I wanted'.

(Learner Exit Questionnaire Analysis – September 2014).

Good management and the arrangement of wider team support maintained the continuity of delivery, effectively dealing with of the sudden leave of full time Tutor, at the same time of rapid growth and seasonal staff resource fluctuations. Good management of staff resource minimised any disruption to learners and employers, this included utilising occupational competent staff from other areas. This this has led to a positive outcome by developing multi skilled staff that can be engaged to support in more than one sector.

Overall Apprenticeship success rate figures reflect a good level of outcomes for learners. SSA 15 Business and Administration at Period 14 at 77.4% overall Apprenticeship success rate. Higher than the national success rate of 2012-13 at 72.8%. Timely success rate was 64.9%.

Work Based Training overall success rates in SSA15 at Period 14 were at 100% and 83.3% timely success. Level 2 achievement was at 100%, with timely at 100% and Level 3 at 100%, with timely at 77.8%.

The SkillWise e- portfolio is now fully embedded and learners receive an increasingly efficient and just in time support through this system.

Strengths and Areas for Improvements

All learners achieve and make progress relative to their starting points and learning goals

Key Strengths	Supporting Evaluative Statements
Good overall Apprenticeship success rates for Business & Administration Apprenticeships and Customer Service.	Apprenticeship Framework success rates at 77.4% and are above the 2012-13 national success rate of 72.8%. This includes all Intermediate and Advanced Apprenticeships at all age groups.
Excellent success rates on all WBL programmes.	Both Level 2 and 3 Business and Administration WBL success rates are at 100%. An increase of 25% on KT&A's own success rate of 2012-2013.

Achievement Gaps are narrowing between different groups of learners

Key Strengths	Supporting Evaluative Statements
Good level of engagement in initiatives that support access to training opportunities that enable widening of participation.	Work with KCC to offer apprenticeships to learners with additional support needs, engagement with groups that would not otherwise participate. KT&A work closely with KCC facilitators to support learners through the recruitment process. Effective support through a high level of individualised planning with both the employer and learner is provided by Tutors. Good continuing partnerships formed with the KCC Assisted Apprenticeship programme

Good level of achievement across all groups of learners.	leading to widening access to KCC Apprentice opportunities. Achievement reflects good levels of successful participation of all groups of learners, indicating a positive contribution to social mobility and economic competitiveness. Learners participation and achievement consisted of: Main reasons provided by learners for leaving the programme early were to enter other employment or personal reasons.

Learner group	Participation	Achievement
Female	64%	75%
Male	36%	84%
Disabled	7%	80%
Able	90%	78%
Did not disclose ability	3%	80%
Ethnic	7%	75%
White	93%	79%

Learners develop personal, social and employability skills

Key Strengths	Supporting Evaluative Statements
High level of individual learner support has increased levels of confidence to approach new skills and progress.	Learners are well supported to access and engage in the range of functions of work. Good relationships and involvement with employers is promoted and utilised effectively, to assist selection and guidance to learning opportunities in the workplace. Learner comment: *'I have found that with the support and guidance that I received whilst doing this course that it really spurred me on. It made me think of some things in a different way'*. (Learner Exit Questionnaire Analysis – September 2014)

Learners progress to courses leading to higher-level qualifications and into jobs that meet local and national needs

Key Strengths	Supporting Evaluative Statements
Good progression into employment or further education.	A high number of learners either retain employment or are offered an employment contract on achievement of their programme. (Learner Exit Questionnaire Analysis 52%) Learner comments in response to the most positive experience whilst with KT&A: *'Being able to progress and gain qualifications and a job in the career I was interested in'.* (Learner Exit Questionnaire Analysis – September 2014)

QUALITY OF TEACHING, LEARNING AND ASSESSMENT

Quality of teaching, learning and assessment

The Moodle KT&A induction provides learners with timely general information about their programme, prior to the Tutor visit. English and maths initial assessment ensures the programme is at the right level for learners. Learners and employers are provided with the opportunity to specifically identify with the learning aims, which supports a plan for teaching and learning.

A very good range of assessment methods to involve employers are used to help learners develop skills, this provides a collaborative approach to training. Tutors and assessors provide good, individualised coaching and signposting to learning in the workplace, during regular visits to learners and give support in between appointments via the e- portfolio, email and telephone. Tutors and assessors use high levels of experience and methods to enable the subsequent assessment requirements to meet the qualification.

One of the Apprenticeship learners who rated her Tutor and experience at KT&A as 'Outstanding' was approached to provide us with the reason for this rating. The learners comments include:

' I was reluctant at first but soon found that my Tutor provided helpful and clear answers to anything I struggled with,…she was quick to respond. During reviews I was made to feel comfortable as I struggle to answer questions because I was so shy. Gradually my Tutor has helped me to become more confident. My Tutor always gave me positive feedback on work so I knew what I was doing well and what I needed to improve on. I am grateful to my tutor for not only helping me gain my qualifications, but for helping me feel more confident at work and in general'.

The OTLA grade profile was 75% at good or better. 3 Tutors at Grade 2, 1 Tutor at Grade 3 and 1 Tutor at Grade 4. The development plan for the Grade 3 Tutor has been achieved and the Grade 4 tutor no longer works for KT&A.

The Quality Observation grade profile was 100% good or better for Initial Assessment and Learner Progress Review. 75% good or better for Planning, Assessment and Feedback. The development plan for one Grade 3 Tutor has been achieved.

Functional Skills are delivered through a distance learning model. Learners now begin both English and maths to support timely completion. Vocational Tutor's maintain close liaison with the Functional Skill team. Tutors are embedding English and maths, where relevant, within the vocational learning programme.

Strengths and Areas for Improvements

Learners benefit from high expectations, engagement, care, support and motivation from staff

Key Strengths	**Supporting Evaluative Statements**
Good range and consistency of communication employed	Range of communication is maintained through e-mail, phone and text as well as face to face

providing continuous guidance and support to learners.	contact. Good planning of assessment, review visits and contact following remote assessment ensures timely intervention if required.
Good IQA Feedback which provides challenge for assessors to maintain and or develop good assessment opportunities for learners.	A range of formative IQA activity underpins and provides the opportunity to support the development of good assessment planning, assessment practice and feedback. Learner Interviews, observations of assessment practice, interim sampling safeguard from negative results at the point of summative sampling. This ensures timely feedback to learners.

Staff use their skills and expertise to plan and deliver teaching, learning and support to meet each learner's needs

Key Strengths	Supporting Evaluative Statements
Good use of technology to plan, deliver and assess learners, providing real time assessment decisions and feedback.	Internal Quality Assurers and Tutors have fully engaged in using the E-portfolio – SkillWise, delivering momentum to the learner's learning and assessment journey. This also provides 'just in time' formative feedback, thus creating efficient and positive summative assessment results.
Highly effective use of workplace learning in collaboration with the employer promotes independent learning providing tailored delivery meet to both learner and employer requirements.	Tutors work closely with learners, their employers and or allocated mentors to access the range of work activity to achieve core learning together with meeting the employer's business need.

Staff initially assess learners' starting points and monitor their progress, set challenging tasks, and build on and extend learning for all learners

Key Strengths	Supporting Evaluative Statements
Good use of skill area initial assessment information that informs planning and ongoing assessment.	Tutors build on information gained from the initial visit with the learner and employer, sculpturing individual learning plans and tasks that are realistic but also provide challenge for the learner.

Areas for Improvement	Supporting Evaluative Statements
Inconsistent recording of teaching and learning delivered in the workplace.	Tutors deliver impromptu short teaching and learning sessions in the workplace, but do not consistently record these. The ILP has been reviewed recently to enable this.

Learners understand how to improve as a result of frequent, detailed and accurate feedback from staff following assessment of their learning

Key Strengths	Supporting Evaluative Statements
Good constructive feedback on assessment informs learners to make individual progress and improvement. .	Detailed feedback is provided by Tutors on Learner Journey Records, following short and medium term target achievement. Tri-party Learner Progress reviews take place at regular intervals, which involves detailed discussion of progress, feedback, identification and signposting to support and learning in the workplace as part of target setting. *'96% of learners agreed or strongly agreed that they are given feedback that helped them improve'.* Ofsted Learner View Survey – March 2014

Teaching and learning develop English, mathematics and functional skills, and support the achievement of learning goals and career aim

Key Strengths	Supporting Evaluative Statements
Good understanding and development amongst staff, regarding the importance and the requirement to embed English and maths into the vocational learning programme.	Staff continue to make improvements in identifying opportunities to embed E/M and work closely with specialist staff. As a result Tutors are undertaking their own development and are working to achieve English and maths Functional Skills. Vocational learning assessment provides feedback on E/M. Glossaries and vocationally related tasks have been developed. Standardisation has also begun identifying further opportunities to embed E/M.

Appropriate and timely information , advice and guidance supports learning effectively

Key Strengths	Supporting Evaluative Statements
Timely information and advice given to all learners throughout the entire learner journey.	24 hour access to a Moodle Induction, prior to the programme start date is provided to all learners. This introduces learners to a wide range of information, advice and to assist with the planning of progression. The Learner's Moodle Induction area is updated as required, new information is also shared with learners through SkillWise.

Equality and diversity are promoted through teaching and learning

Key Strengths	Supporting Evaluative Statements
Good level of E & D is embedded in training and awareness raised in learner activities.	E&D is an integral part of the NVQ/QCF mandatory units and embedded throughout the rest of the qualifications within the Apprenticeship framework. Apprenticeship learners work through an Employers Rights and Responsibilities qualification/component to encourage their own research around their own work sector. The KT&A induction provides detailed information on policies. Employers are also issued with an Employer Guide cover inclusive practices and equality and diversity our policies and procedures. Promotion and awareness of equality and diversity is embedded well through a range of opportunities in the programme. This is raised mainly through learner induction/sign up. Learner Forums, teaching and assessment visits and Learner IQA interview. There are set questions learners are asked at review, Tutors also select issues/topics i.e. in the media to promote awareness. Learners are enabled to share their views through regular questionnaires, surveys and through contacts given at induction. Awarding organisation requirements are also met to provide an Appeals Process for learners to challenge assessment decisions, if required.

KAE - SSA 3 Agriculture, horticulture and animal care, SSA 9 Arts, media and publishing

OUTCOMES FOR LEARNERS

Overall Grade **2**

The Creative curriculum delivered in SSAs 3 and 9 makes up a substantial number of the learners and enrolments for Adult Learning and CLS as a whole – 5,848 Learners, 57% of which were new, enrolling 9,916 times. This represents 8% reduction in learners and 3% drop in enrolments on the 12-13 academic year.

In addition, a number of Creative courses were delivered in partnership (full cost recovery – outside the scope of this report), or those as part of Community Programme.

In 2013-14 the curriculum delivered 1,179 courses, totalling 24,942 guided learning hours in a wide range of subjects including –

• **Painting** – Range of Media	• **Drawing** – Range of Media	• **Sculpture** – Range of Media	• **Cookery**
• **Jewellery**	• **Pottery/Ceramics**	• **Printmaking**	• **Silversmithing**
• **Stained Glass**	• **Textiles** – Range of Subjects	• **Upholstery**	• **Weaving**

The community learning curriculum has courses available throughout the year, 6 days a week and morning, afternoon and evening. The length of courses ranged from short half day tasters to year-long, with a wide range of options in-between – the majority of these ranging between 5 to 24 weeks. Most of the courses (88%) ran in the 12 main centres countywide, with 12% being run in schools and community venues.

Number of Courses				
SSA	Morning	Afternoon	Evening	All Day
SSA 3	12	2	16	10
SSA 9	237	246	336	320
Total	**249**	**248**	**352**	**330**
As %	**21%**	**21%**	**30%**	**28%**

Due to the size of the curriculum within the SSAs, the Creative Lead is supported by a team of Programme Managers, all of whom are specialists in a Creative field. At meetings held throughout the year, the leads all input and feedback on the curriculum to the Creative Lead to help maintain a countywide overview of the provision.

The leads also assist with the SAR report, Quality Improvement Plan and submitting work to help achieve the areas for improvement highlighted in the latter. Three members of the team are also trained observers whose input re observation trends is used to inform the Quality Improvement Plan.

The Creative Lead PMs also support the non-creative Programme Managers who may oversee courses relevant courses. Support can take the form of advice re new subjects and information about necessary resources and equipment.

Along with planning guidance, all Programme Managers are made aware of the Creative Leads, their location and specialisms.

The research into pricing for adult and community learning and a more sophisticated understanding of market needs and segmentation contributed to the curriculum maintaining its levels of income, despite the reduction in enrolments. For example, in those districts with a higher percentage of social/economic issues, the breaking up of yearlong courses into shorter ones enabled a more accessible pricing structure, especially when offered with additional financial support.

For the latter, additional financial support was put in place by CLS for both accredited and non-accredited provision. For SSAs 3 and 9, 146 learners received on average £84.51 to help towards the cost of their courses.

Following its contribution to the Community Learning Trust pilot throughout 12-13, in 13-14 CLS continued to offer a range of initiatives designed to involve people who have not traditionally engaged with education due to social, location (e.g. rurality) and/or economic reasons.

A number of tasters and introductory short courses were offered within the SSAs in subjects such as Sugarcraft, Jewellery, Ceramics and Art. Where appropriate local partners, i.e. Children's Centres, Schools and Active Retirement Associations were used to best engage with potential learners and to establish the requested courses locally delivered.

For example –

- Pottery taster and short course delivered to Deal Stroke Club.
- Sugarcraft tasters, followed by short courses delivered in a school in a deprived area of the county (Isle of Thanet).
- Jewellery taster and courses to local housing association.
- Full cost Art classes in affluent rural location

The development of the curriculum was further enhanced by a range of creative partnerships, outside the scope of this report, to increase the breadth of the provision. These included such providers as Turner Contemporary, which offered learners the chance to do courses designed around the gallery exhibitions. Other partnerships included offers in Dance, Floristry, Stained Glass and Upholstery.

Learners are achieving very well and make at least the progress expected of them on their learning programmes and at work given their starting points. Success rates for the majority of learners are often better than similar groups of learners nationally.

As in the previous 3 years all learners, from all backgrounds, performed very well in the key areas of Retention, Achievement and Success, with the curriculum area/SSAs achieving over 92% in all three areas in non-accredited provision. In SSA 3 Retention was 98%, Achievement 100% and Success 98%. For SSA 9 the overall figures were only slightly lower at 96%, 96% and 92% respectively.

Unlike the previous year, there was only a slight fluctuation in statistics based on age profile, with a marked improvement in those aged 19-25 on the 12-13 results.

For the accredited courses in SSA 9 RAS data as follows: 85%, 79% and 67% respectively. While lower than the non-accredited, the enrolments for these courses equalled only 0.3% of the enrolments within the SSA. These figures also represented improvements of 10%, 13% and 13% respectively

Learners continue to produce high quality work. The following are examples from around Kent -

The high quality of work enables progression to specialist organisations and programmes.

For example –

- A learner from the Botanical Art Advanced course in Folkestone (who originally came to KAE as a beginner) has been elected as a Full Member of the Society of Botanical Illustrators
- Exhibit in numerous exhibitions and shows across Kent and South East, including the 'Inspired by the V&A' exhibition at Morley College, London – A painting by student Nigel Reed was selected as part of the national competition.
- Several KAE learners now have a prominent role in the Folkestone Art Society, helping to organise exhibitions and sell work. They actively encourage other KAE learners to exhibit their work and act as good role models.

Feedback via evaluations and discussions with learners stated how much they felt they had learnt.

For example –

- *'I have really enjoyed the course and learnt to use techniques I had not used before.'*
- *'Very interesting and challenging….stimulating course that introduced new techniques.'*
- *'Great - not long enough. I learnt lots of different ways on how to start a picture.'*
- *'Good guidance and advice. Learnt how to use my sewing machine, which was the main intention.'*
- *'It is delivered with humour and knowledge of the needs and aspirations of the student profile…A casual but focussed and appropriate atmosphere which facilitates learning'*
- *'From being a complete novice at the start of the course I am now confident with my machine + have learnt many new skills.'*

Learners acquire knowledge and understanding quickly that will prepare them well for the next stage in their education, training or employment. Attendance and punctuality are very good.

Feedback from learners via the last Ofsted Learner View survey (for CLS) stated that 96% felt they had received the support they needed to help them progress. 84% of learners completing the FE Choices survey for the SSA stated that their course prepared them for their next chosen step (employment,

another course, university, etc.).

Retention for both SSAs in this curriculum area is excellent, averaging 99.5%

Progression is more likely to be to another course, with an average of 1.7 enrolments per learner, although there is evidence of a number of learners doing 3 or more courses a year. There are also examples where learners have used their skills to gain employment:

- An advanced learner from a Silversmithing course in Margate progressed onto a degree course and has been successful in acquiring a teaching post for the 14-15 academic year.
- A student from Maidstone progressed onto an advanced Photography course and is now employed as a wedding photographer.
- Two Floristry students are now doing voluntary work arranging church flowers
- There are a number of examples of students selling work at Craft Fairs and Exhibitions. The following are current and former students selling work at the Broadstairs Craft Fair alongside tutors and other practising professionals:

Feedback from EV reports is positive, not only about the student's work, but tutors. For example;

- *'All the samples viewed during the visit evidenced a clear understanding by both tutors as to the standards required for the different levels. There was evidence of some very good sampling and finished pieces. It was particularly pleasing to see the strong linkage of design into the craft items. Both tutors should be congratulated on the standard of work the students have achieved.'*
- *'This centre continues to produce Sugarcraft work of a very good standard and fully understands the required assessment criteria.'*
- *'Student's portfolios showed that all elements had been taught and the standard was good.'*

Learners develop and apply a good range of practical/vocational skills relevant to the subjects they are studying. In some cases other outcomes around personal and social skills can also be evidenced.

The majority, if not all, the tutors within the SSAs are practising artists/crafts people and impart the knowledge necessary for learners to practise independently. Many learners took part in exhibitions – some in centres, some outside. Learners from a number of subjects within the SSAs also took part

in craft fairs, selling work produced in class. There are also examples of Performing Arts students doing demonstrations, and/or putting on shows.

Students from the Thanet district took part in Turner Contemporary's Summer of Colour. One group of Creative learners created, with Turner's artists, a brightly coloured 3 metre high windmill, which was exhibited with others at the gallery. Another group worked on Shades of Colour, a project to develop a range of shades for the street lamps in and around Turner Contemporary. Images below show shades prior to hanging:

Further examples of the lampshades and windmills can also be seen on the Summer of Colour film on YouTube: https://www.youtube.com/watch?v=afSBS279cl0

Learners also mentioned the personal benefits, alongside the skill learnt:

- *'I think there is something for everyone in the class like this and gaining confidence in a creative field gives you confidence generally.'*
- *'A great confidence booster.'*
- *'It has greatly increased my confidence in a new skill and it was fun!'*
- *'100% enjoyable - and for a carer like myself it was therapy big time! I learnt to make a pot - cylindrical and concave.'*
- *'Our tutor Beth Frost gave myself and others great faith in our hidden abilities. We have become a great & helpful group of ladies'*

Students often mentioned additional benefits to attending courses, including concentration, mobility and improved hand function after illness or operations. 26 learners, referred by medical professionals, studied 30 courses using the Health Referral Scheme to help with stress, anxiety, etc.

The integration of learners with learning disabilities into adult learning courses has had personal and social benefits, outside of the expected learning outcomes.

For example –

- Learner from a Watercolour course, who has severe disabilities due to a stroke, was given an Adult Learners Week Award in 2013, for overcoming their mobility problems to attend the course and produce such creditable paintings.
- Learning support assistants were employed to support learners with various disabilities across a range of courses

Teaching, learning and assessment are good, with examples of outstanding teaching. As a result, learners make good progress.

87% of tutors within the SSAs have achieved an observation at Grade 2 or better as part of the internal OTLA process, a 9% increase on 12-13. 10% of these are Grade 1. Improvement has been made by Creative Lead working closely with the Creative internal observation team to identify the key areas for improvement, whose resolution will have the most impact on the SSAs. This is cross-referenced with the Creative Leads as all carry out non graded observations.

From the 13-14 FE Choices Learner Survey 93% of leaners within the SSAs assessed the teaching as good.

All tutors have either teaching and/or professional qualifications and all are practising professionals.

Many exhibit their work regularly (a number of fine art tutors are selected for the Royal Academy Summer Show), run their own businesses and/or sell their work.
For example:

- Matthew Horne, a new tutor for 13-14, regularly exhibits his ceramic pieces nationally. Matt has developed and mastered a technique of growing copper crystals in the glaze as part of the firing process, producing a unique decorative process that has seen demand for his work expand globally – selling work in the USA and Australia

- As well as teaching Soft Furnishing and Clothesmaking at Tonbridge Adult Education, Tracey Usher also designed and made items for the window displays of Selfridges and Liberties. Last Christmas saw her producing the window displays at Fortnum and Mason, London.

Learners are inspired by professional tutors to produce high quality pieces, often exhibiting and selling. The following images show a varying of exhibitions, organised by tutors and students:

Tutors have high expectations of their learners. Tutors use their well-developed skills and expertise to assess learners' prior knowledge and understanding accurately. They plan effectively and set challenging tasks, enthusing and motivating learners to participate in a wide range of learning activities. While improvements have been made in the recording of how initial assessment impacts on planning, learning outcomes and the differentiation - needed for all learners to achieve, further work still needs to be done.

Tutors assess learners' progress on a regular basis, using a range of techniques relevant to the subject area; initial assessment, observation, questions and answers and group critiques are all regularly used in most sessions. Using a variety of assessment methods enables student to understand what is needed from them to progress and achieve.

Learners are encouraged to self-assess their work, both informally as part of individualised tuition and in critiques, as well as formally as part of the ILP process, assessing their progress against course and personal outcomes. Some students and tutors use photos to enhance their ILPs, monitoring progression visually.

The following examples were compiled by Sugarcraft students:

While improvements have been made, in some classes, initial assessment and ILPs are not fully used to differentiate learning outcomes.

Alongside regular coursework and tuition, tutors promote the development of independent learning skills through self-assessment and critical reflection.

By using an effective range of summative and formative assessments on a regular basis, learners know how well they have done and what they need to improve and are positive about what they have learnt.

For example:

- *'Brilliant tutor and great course, leant a lot of new skills'*
- *"Excellent idea - well taught with lots of positive feedback. I learnt how to start a picture'*
- *'In the 8 weeks you learn a new skill to a very competent level, Lyn is a very good teacher and communicates her skills well'*
- *'John is very patient and his course takes one to places in personal development never thought possible.'*
- *'Exactly what I wanted and more! Tracey is so keen for everybody to enjoy their sewing and to make progress in a relaxed friendly environment. She's always really helpful and willing to advise on individual issues.'*

Equality and diversity is promoted in most of courses/lessons and learners' behaviour is managed well

95% of Creative students who took part in the FE Choices survey felt they had been shown respect and 90% felt their views were listened to.

Where necessary, additional support and or changes are made to ensure all learners achieve. The success of this within SSAs 3 & 9 is evident by lack of any significant gaps in the Retention, Achievement and Success data for any groups of learners.

Learners are asked if additional support is needed at enrolment to ensure adjustments are made prior to the start of the course, with reasonable adjustments being made prior to the start of the course wherever possible. Adjustments can take the form of moving rooms, allocating specific seats or ensuring specific resources/equipment (e.g. T-Loop, Conversers) are in place.

Where appropriate Learning Support Assistants are employed to support learners:

- A learner on the autistic spectrum with some behavioural issues enrolled on a Fine Art course. A Learning Support Assistant was employed to manage their behavioural issues, enabling the learner to concentrate on the tuition and not impact on the learning of others in the class.
- A BSL 'signer' was employed to support a student studying Silversmithing in Tunbridge Wells.
- A volunteer with appropriate experience was engaged to support a student with learning disabilities on a Silversmithing class in Tonbridge

Tutors encourage students to look to cultures other than their own for primary and secondary resource material and design ideas.

For example:

- Learners on a Pottery Summer school were taught how to make teapots with handles designed to meet the needs of those with disabilities.
- Various resources from different cultures are used in the art classes: exotic fruit and sweets for still life, shoes from a Persian costume, Sari fabric, African mask and Jewelled India Elephant figurine.
- Work from other cultures was used for reference and as a stimulus in lessons

Further work is still needed to fully integrate aspects of equality and diversity into learning and ensure that it is recorded by tutors.

OUTCOMES FOR LEARNERS

All learners achieve and make progress relative to their starting points and learning goals

Key Strengths	Supporting Evaluative Statements
Excellent Learner Success, Retention and Achievement for community learning courses.	For SSA 3, Success, Retention and Achievement are excellent, all at 98% and above. For SSA 9, Success, Retention and Achievement are very high, 92-96% - on par with previous 2 years.

	96% of learners interviewed, as part of Ofsted Learner View survey, felt the course met their needs
High standard of learner work.	On Good ILPs there is clear evidence of learners progressing. Learners organise their own exhibitions, both with and without support from tutor or programme manager, often selling their work. Tutors support learners to produce work of a high enough quality to sell work through exhibitions and craft fairs
Areas for Improvement	**Supporting Evaluative Statements**
Improvements needed in the use of ILPs in some lessons	Improvements are needed in how outcomes inform teaching to meet differentiated needs. Ineffective completion of ILPs by a minority of tutors impacts on the learner's awareness of their progression.

Achievement Gaps are narrowing between different groups of learners

Key Strengths	**Supporting Evaluative Statements**
Very high learner Success, Retention and Achievement (RAS) for community learning courses for all groups of learners.	This year Retention, Achievement and Success results across community learning are comparable across all learners groups within the SSAs that make up the Creative provision – Retention ranged between 92-100% Achievement ranged between 94-97% Success ranged between 87*-99% * This result is only for 19-25 year olds, who make up just 2.2% of enrolments. Rest of results are 90%+
Engagement with BME groups above county statistics	10% of enrolments by BME learners, above the county population average of 6.3%
Good engagement with learners in disadvantaged communities, in response to New Challenges, New Chances.	A good range of free & low-cost tasters and courses were developed within SSA9, to widen participation – building on success of the pilot run in 12-13: For example Pottery taster and short course delivered to Deal Stroke Club. Sugarcraft tasters, followed by short courses delivered in a school in a deprived area of the county (Isle of Thanet). Jewellery taster and courses to local housing association. Full cost Art classes in affluent rural location Additional financial support was put in place for both accredited and non-accredited provision. For SSAs 3 and 9, 146 learners received on average £84.51 towards the cost of their courses, in addition to other concessionary discounts.

Learners develop personal, social and employability skills

Key Strengths	Supporting Evaluative Statements
Good preparation for progression	87% of learners felt that the course/programme is preparing them for their chosen next step (this may be into employment, another course, university, etc.)
Good learner support contributed to the development of extension activities outside of the classroom Good examples of learners gaining employment from skills developed	Learners organise their own exhibitions, both with and without support from tutor or programme manager, often to sell work. Craft fairs in a number of districts to enable Pottery, Sugarcraft and Jewellery learners to sell their work. Some evidence of learners setting up websites to sell own work and take commissions. Two learners from Silversmithing courses have now become tutors for KAE.
Learners have improved health benefits	Wide range of benefits, including concentration, mobility and improved hand function after illness or operations. 26 learners studied 30 courses using the Health Referral Scheme to help with stress, anxiety, etc.

Learners progress to courses leading to higher-level qualifications and into jobs that meet local and national needs

Key Strengths	Supporting Evaluative Statements
Learners have good progression pathways, both within organisation and to other providers	Within SSA 9, qualifications were offered at Levels 1, 2 and 3. Range of progression levels offered – Absolute Beginners, Beginners, Improvers and Advanced. The average learner enrols on 1.7 courses, suggesting good progress between courses by learners. 87% of learners felt that the course/programme is preparing them for chosen next step (this may be into employment, another course, university, etc.)
Craft learners use their qualifications to set up and develop existing businesses.	An example - City & Guilds Sugarcraft learner in Tonbridge running related business from home. Silversmithing learners setting up own website and businesses taking commissions. Printmakers attending a course in Folkestone to learn new techniques to enhance business. Ceramic learner in Broadstairs with own Pottery at home selling work.

QUALITY OF TEACHING, LEARNING AND ASSESSMENT

Learners benefit from high expectations, engagement, care, support and motivation from staff

Key Strengths	Supporting Evaluative Statements

Tutors set learners a range of challenging learning outcomes.	Core outcomes are set prior to start of courses and mostly incorporated into course outlines and differentiated according to need, level and ability. Through tuition and tutor support learners often achieve beyond expectations, producing high quality results.
Good personal learning outcomes and extension activities motivate and inspire learners	Learners are encouraged to identify personal outcomes; these enhance achievement. 96% of learners feel they get the support they need to progress. Learners are encouraged to exhibit and sell their work, motivating them to view their work professionally. Tutors set challenging homework, using it to inform differentiation and planning for future lessons.
Areas for Improvement	**Supporting Evaluative Statements**
Some lessons lack effective differentiation of learning outcomes	In mixed ability lessons, some outcomes are not sufficiently differentiated for less experienced learners.

Staff use their skills and expertise to plan and deliver teaching, learning and support to meet each learner's needs

Key Strengths	**Supporting Evaluative Statements**
Teaching, learning and assessment are primarily good, with some examples of outstanding teaching.	87% of tutors within the SSAs have achieved an observation at Grade 2 or better, 10% of these are Grade 1. 13-14 FE Choices Learner Survey 93% of learners assessed the teaching as good. The majority of lessons are well planned with appropriate activities for a wide range of learners Tutors plan lessons to challenge learners to exceed their own aspirations. Where appropriate, tutors use a range of teaching techniques to facilitate learning, ensuring understanding from learners with a range of learning styles, including using ICT, where relevant.
Good feedback from learners	A very high percentage of learners (96%) felt that the course met their needs. Tutors are able to develop learners' skills and knowledge, regardless of their backgrounds. Learners make good progress from initial starting points.
Areas for Improvement	**Supporting Evaluative Statements**
A minority of lessons lack effective differentiation	In less effective lessons, learning outcomes are not differentiated to support new students and stretch the more experienced.

Staff initially assess learners' starting points and monitor their progress, set challenging tasks, and build on and extend learning for all learners

Key Strengths	Supporting Evaluative Statements
Good use of initial assessment to gauge learners' entry level	Initial Assessment is a dual process of observation of new learners' work and discussion. Learners' self-assess their ability against the learning outcomes on their ILP. The Creative specific ILP was developed further to allow outcomes to evolve and develop at initial assessment and throughout the course Tutors have either relevant subject based qualifications or well-developed skills and knowledge to assess learners' prior skills, knowledge and understanding.
Good use of ongoing assessment to check progress and set challenging and extended targets	A very high percentage of learners (94%) stated that their work was assessed regularly A very high percentage of learners (96%) stated that the feedback received helped them to improve. Higher level learners are encouraged to develop self-directed learning outcomes, alongside those set by the tutor, to further extend understanding of the subject.
Areas for Improvement	**Supporting Evaluative Statements**
Inconsistent use of ILPs across the SSAs	In some lessons, use of ILP for Initial Assessment, setting of outcomes and ongoing monitoring is inconsistent.

Learners understand how to improve as a result of frequent, detailed and accurate feedback from staff following assessment of their learning

Key Strengths	Supporting Evaluative Statements
Very good use of individualised feedback to learners	Due to the individualised nature of the majority of delivery within the SSAs, feedback is personalised to meet learners' needs and ensure understanding. Good use of observational assessment techniques to regularly and accurately assess, followed by discussion with learners so they know how to improve A very high percentage of learners (96%) stated that the feedback received helped them to improve.
Tutors actively encourage learners to self-assess their work	Learners are encouraged to self-assess their work, with higher level learners often developing their own outcomes as a result Good tutors use ILPs to ensure self-assessment by learners of their progress against course and personal outcomes. Good use of group critiques by some tutors to ensure self and peer assessment

Areas for Improvement	Supporting Evaluative Statements
Written assessment is sporadic across the SSA	Too much assessment is verbal. Tutors need to record assessment/feedback given.

Teaching and learning develop English, mathematics and functional skills, and support the achievement of learning goals and career aims

Key Strengths	Supporting Evaluative Statements
Some good integration, where relevant, of English, maths and functional skills within teaching.	Good integration, where relevant, of English, maths and functional skills with learners providing written self-assessment of own work and that of others on some courses. Good integration of subject specialist vocabulary by tutors. Good perspective tuition in life drawing classes develops simple mathematical skills. Measuring of ingredients for cookery classes and measurement of resources for craft courses integrates mathematics into lessons. For example, measurement of fabric for clothes-making and glass for stained glass classes; costing of resources and pricing up work to sell in exhibitions and/or as a business.
Areas for Improvement	**Supporting Evaluative Statements**
Lack of recording of the integration of English, maths and functional skills.	While it is clear from informal and graded observations that integration is taking place, there is a lack of recording by some tutors in course file documentation or ILPs.

Appropriate and timely information, advice and guidance supports learning effectively

Key Strengths	Supporting Evaluative Statements
Effective information, advice and guidance supports learning	Learning teams inform and support customer service teams to ensure timely advice is given about potential progression routes for learners. Professional tutors provide specialist advice and guidance to support learning. Good learner information, advice and support by tutors on an individual basis, from initial assessment, ongoing monitoring of progress, through to achievement
Areas for Improvement	**Supporting Evaluative Statements**
Formative assessment methods by some tutor requires improvement	While good verbal assessment is given, some tutors do not routinely record the assessment given and its impact on learning/outcomes.

Equality and diversity are promoted through teaching and learning

Key Strengths	Supporting Evaluative Statements
Good promotion of E&D	97% of learners surveyed as part of the Ofsted Learner View felt they were treated fairly. 95% of Creative students who took part in the FE Choices survey felt they had been shown respect and 90% felt their views were listened to.
Good use of LSAs to support learners	Good examples of the use of LSAs to support learners for various reasons.

Areas for Improvement	Supporting Evaluative Statements
Further develop the recording and integration of E & D	E & D practices are integrated into teaching and learning but this is not well recorded by some tutors. Some improvements needed in the use of work from other cultures

KAE SSA 4 Engineering and manufacturing technologies, SSA 10 History, philosophy and theology

OUTCOMES FOR LEARNERS

Outcomes	**Overall Grade 2**

SSAs 4 and 10 represent a very small aspect of the Kent Adult Education programme and jointly equate to only 0.5% of the total community learning GLH delivered across the county, with no ASB provision. SSA 4 had one course that totalled 39 GLH and SSA 10 had 17 courses that totalled 190 GLH. The courses were short or very short and took place in a main centre. The provision comprised 1 Royal Yachting Association classroom based course, 3 family history courses, 2 antiques and collectables and 11 history courses (SSA 4.3a and 10.1). During 2013/14 103 learners completed courses in these SSAs, of which 62% were new learners.

The provision within these SSAs is mainly aimed at social and leisure enhancement. The courses play an important part of the overall KAE planning strategy that seeks to supports KCC's and Government's priorities to tackle disadvantage by collecting fees from people who can afford to pay to support course provision from those who cannot. Programme management teams work collectively within their districts, employing market intelligence to shape course planning to suit their locality, as well as maintaining a strong universal community learning offer across the county. Programme planning utilises learner feedback, demographic and mosaic information and financial data to ensure that local need is met and best value is gained from public funding.

Learners in SSA 10 benefited from very good success rates across all groups. The learners were supported well and had high levels of satisfaction. The teaching profile has improved significantly with 67% of sessions graded 2 or above (6 tutors in total). This represents a 17% year on year improvement, but is below the average for the service. The grading for this SSA is weighted by high success and high student satisfaction.

'The tutor was steeped in her subject, prepared excellently and provided us with a wealth of information. She was always prepared to answer questions & to encourage discussion.'
History – Black Death – Maidstone

'Tutor explains course well and is very interesting'
Family History – introduction - Gravesend

'Excellent tutor – well informed. Good general knowledge as well as specialist… This course improved and interested me. The tutor prepares excellently and her classes are lively, entertaining & instinctive. We had good discussions and she encouraged student participation.'
History – The Crusades - The Cross and The Crescent - Maidstone
'it is interesting and enjoyable. Unusual insight into life as it was lived'
History – Sevenoaks

Strengths and Areas for Improvements

All Learners achieve and make progress relative to their starting points and learning goals

Key Strengths	**Supporting Evaluative Statements**
Very Good success for SSA 10	Success rates good at 97% for learners in SSA
Areas for Improvement	**Supporting Evaluative Statements**
Low success for SSA 4 Community Learning	Success rate was 71%. However, this relates to only 7 learners and this figure is the result of 2 students withdrawing due to personal issues. With 7 learners the success figures for SSA 4 are not reliable.
Improvements needed in the use of ILPs in some lessons	Ineffective completion of ILPs by a minority of tutors impacts on the learners' ongoing awareness of their progression.

Achievement Gaps are narrowing between different groups of learners

Key Strengths	**Supporting Evaluative Statements**
Success rates comparable for all Learners in SSA 10	Very good Success rates for all learners within this, with comparable performance for learners with disabilities, from ethnic minorities, across all the age groups and regardless of gender.
Good additional support for Learners	Learners were supported on an individual basis via lesson planning and the use of ILPs. Identified additional learning needs and requests for additional support have been addressed, with adaptation of teaching styles and or resources to suit individual need.

QUALITY OF TEACHING, LEARNING AND ASSESSMENT

Learners benefit from high expectations, engagement, care, support and motivation from staff

Key Strengths	**Supporting Evaluative Statements**
Good levels of support facilitates achievement	Good levels of tutor and organisational support helps learners to remain on courses (at times in the face of personal adversity) and to achieve to their full potential. A sample of learners' course evaluations indicated that 100% of the learners rated the support from their tutor as 'good' or 'excellent'. Overall the survey reveals high levels of learner satisfaction with 100% of learners happy to recommend the course to someone else. The Ofsted Learner Views survey indicated that 96% of learners felt that they received the support needed to help them

	progress. *'The course was well constructed and prepared with relevant hand-outs and visual presentation. The course was made relevant with role play as we felt part of the times.''* *Medieval Art History - Maidstone*

Staff use their skills and expertise to plan and deliver teaching, learning and support to meet each learner's needs

Areas for Improvement	Supporting Evaluative Statements
Teaching and Learning improving but below the average for CLS	These SSAs have an improved grade profile with the grade 2 and above tutors increasing Significantly from 50% to 67% in 2013/14. However, this is still below the average for CLS.It should be noted that these SSAs are limited to 6 tutors and therefore it can be subject to fairly drastic changes to the percentages within the grade profile if one or two tutors' grades alter.

Staff initially assess learners' starting points and monitor their progress, set challenging tasks, and build on and extend learning for all learners

Key Strengths	Supporting Evaluative Statements
Good use of ongoing assessment to differentiate teaching and learning	A very high percentage of learners (93%) stated that their work was assessed regularly A very high percentage of learners (97%) stated that the feedback received help them to improve (Ofsted Learner Views survey). A sample of learners' course evaluations indicated that 99% of the learners rated the amount of feedback on their progress from their tutor as 'good' or 'excellent'. *'valued the opportunity to discuss their family history research'* *Sevenoaks*

Learners understand how to improve as a result of frequent, detailed and accurate feedback from staff following assessment of their learning

Key Strengths	Supporting Evaluative Statements
Effective tracking and ongoing assessment feedback	Within the majority of sessions ILPs are used effectively to record learners starting points, set appropriate learning outcomes and to facilitate progress towards successful completion of courses. Course evaluations indicated that 100% of the learners rated the support from their tutor as 'good' or

	'excellent' and 99% rated the amount tutor feedback on their progress as 'good' or 'excellent'. The Ofsted Learner Views survey indicated that: 96% of learners felt that they received the support needed to help them progress; 97% felt that they had been given feedback to help them improve; and 93% felt that their work was regularly assessed.

Areas for Improvement	**Supporting Evaluative Statements**
Inconsistent setting of SMART outcomes on some sessions	In a minority of sessions, outcomes are not always SMART and personal learning aims are not recorded adequately.

Appropriate and timely information, advice and guidance supports learning effectively

Key Strengths	**Supporting Evaluative Statements**
Good pre-course information and on-course guidance	Learners receive good individual information and advice as part of the pre-enrolment (via website, contact centre and in person). Guidance is provided during the course by the tutor via regular monitoring of learning progress using ILPs. As programmes are added to the MI system, programme management teams work closely with frontline staff to ensure effectual dissemination of information about courses and potential progression routes for learners. This ensures learners received timely and accurate information and that progression opportunities are maximised. 100% felt that they had received enough information to learn and information and advice during the course. *'Enjoyable, helpful, achieved new information'* *Family History – introduction - Gravesend*

Equality and diversity are promoted through teaching and learning

Key Strengths	**Supporting Evaluative Statements**
Learners are treated fairly, learn in a safe environment and receive good levels of individual support	Learners are well supported throughout their learning experience to facilitate achievement and have the opportunity to disclose any concerns or additional needs at pre-enrolment, enrolment, course induction and during their course. Individual Learning Record forms (ILRs) completed by all learners have a tick box relating to disability with a reminder to talk to tutors about additional support needs that may affect learning. Any disclosure by a learner regarding a disability is recorded on an Access and Support form and passed

	to the relevant manager to arrange support and enable achievement. Learner evaluation forms indicate that all learners felt ‘safe at all times’ during their course and also that they ‘were treated fairly and with respect’.

KAE SSA 8 Leisure, travel and tourism

Overall Grade 2

Overall Summary

Subject Sector Area 8 included a total of 300 courses (1 accredited) delivering 3999 GLH to 1636 (decrease of 1,075) learners during 2013-14, comprising 103 Yoga courses, 30 Tai Chi, 260 Bridge, 26 (increase of 16) Pilates and a small selection of other courses that have local popularity, e.g. Body Tone, Walking and Badminton. During 2013-14 newly popular activities were piloted such as Bokwa, Kettlebells, Self Defence and Hula Fit. Yoga is a very successful part of the SSA 8 programme with 103 courses attracting 1053 students and represents 34% of the SSA 8 offer.

Courses are delivered daytime and evening with 68% during the day. Almost 80% of the courses were offered in main centres with the remainder delivered in local schools or community venues.

Through planning there is a commitment to encouraging lifelong fitness and mobility, community health and wellbeing and a recognition that the students desired outcomes sometimes differ significantly from the course outcomes. There is very good evidence that the programme meets these individual needs.

Learners mostly benefit greatly from attending classes – even when they indicate they only joined for general interest their evaluations show that they gained new skills and knowledge and other additional, often life-changing benefits.

There are many stories of learners who have benefitted immensely from attending fitness classes for both health and wellbeing:-

- 'I've learnt sequences which allow me to practice it at home'.
- Before I came here, I never had any Yoga lessons. Now (after 7 weeks) I feel that I understand it and I definitely feel more flexible'.
- 'I had an accident a year ago which badly affected my left leg and both my knees. The sequences and exercises over the weeks have improved my knee flexibility to the point that I can kneel down and sit back in my heels which I could not do properly since last year'.

Learners show good satisfaction:-

- 'very fulfilling course' (Tai Chi)
- Learner with lower back pain for 12 years who no longer needs pain relief since starting yoga
- Learner with tumour at top of spine whose doctors believe it has been there for years but its detrimental effects have been delayed due to attending a walking class for many years.
- Learner suffering from panic attacks – attends yoga and although she finds activities difficult the tutor focuses on breathing to

control anxiety. Learner uses breathing techniques to improve previously poor sleeping patterns and mantras to control panic attacks.

- Tutor comment - Learners develop confidence and although some are reticent to share health issues initially they soon learn to trust their tutor and share this information so that the tutor can use the activities to help them overcome the issues.

To support the New Challenges, New Chances government priorities we have continued to increase the offer of courses outside of our main centres and in local communities, sometimes at a reduced fee if the group find the cost a barrier to access. The Fitness offer was extended to some 191 learners within groups in the community when tasters such as Tai Chi and Seated Yoga/Exercise were offered to elderly communities in residential homes and sheltered housing and to Carers in the Community as well as other fitness tasters in village halls to reach the rural communities. The opportunity to grow this targeted work continues into 14-15 with some specific targeting of organisations supporting Dementia.

The 13-14 programme offered Active for Life courses which are designed for more mature learners who want to learn at a slower pace. 35 Active for Life courses attracted 272 learners achieving 94% Success. Alongside this a small programme is offered in West Kent for the elderly or those with specific mobility issues or disabilities (maybe through illness/accident). …… for Mobility (eg. Yoga for Mobility) courses really focus on differentiated activities. Mobility courses attracted 146 learners, 140 of whom stayed the course (91% Success).

Pay As You Go (PAYG) courses continue to be popular in some districts and this offers learners the opportunity to attend courses without the commitment to attend each session. 93 PAYG courses attracted 642 members and 1047 enrolments during 2013-14 (double that of last year). Some work is currently taking place to boost publicity and test demand before expanding PAYG further into other locations.

The Health Referral Scheme continues to be promoted and used to help learners rehabilitate or overcome illness or improve wellbeing. GPs and Health workers refer their patients for a course and students receive a 50% discount after individual advice about course choice from a Programme Manager. Learners undertaking Fitness courses as a result of a Health Referral are very likely to improve health and continue to attend courses after the first discounted opportunity or return at a later date if they suffer intermittent health issues. Attendance helps to increase confidence and mobility, breathing, prevents isolation/depression etc. 20 learners received support via the Health Referral Scheme during 13-14.

The programme attracts approximately 51% new learners each year. 88% of learners are female, 23% declare themselves disabled (5% increase on 12-13) and 9% are BME learners – which is above Kent's profile of 6.3%. 42% of SSA 8 learners are aged between 25 and 59 and 56% are over 60 – consistent with previous years. There are no concerning gaps in achievement between the different groups of learners.

There is good teaching and learning across the provision with 90% (increase of 15% on 2012-13) tutors achieving Grade 2 or above (87% Grade 2) at OTLA observation. 20 tutors were observed during 13-14. The good teaching and learning is corroborated further by the high Success rates across the whole provision (ASL 92% and ASB 80% - ASB lower than anticipated success rate represents 2 learners).

Tutors in this sector are well experienced and qualified in their field and are committed to keeping up with industry standards. Tutors regularly attend training and workshops – both internally and externally - for their own CPD.

Tutors are very good at providing differentiated lessons and coping with the all the different abilities within their classes. They understand each learner's capabilities through good use of the health questionnaire that all learners complete at the start of the course. Tutors engage in detailed conversations with learners about what they are hoping to achieve by attending classes. Most tutors identify when alternative methods are required, they adapt exercises and

they monitor their learners' success very closely, giving very good support when required. Through this learners know how to adapt the exercises themselves.

In the less effective lessons, sessions are too tutor-centred and learners show little autonomy and capacity to work independently. These tutors are being supported by their Programme Manager and a county training plan to improve. There is good capacity to improve as the tutor grade profile for this sector has improved by 15% in a year (and 27% over the last two years).

Tutors give good feedback during the sessions and provide sensitive and very helpful correction to learners during activities. Learning outcomes are not always shared and monitored as part of this process although this does not always have a negative impact on the learning. RARPA is an on-going challenge within this sector. Whilst initial assessment is good through the use of the health questionnaire for each learner, some tutors struggle to engage the learners with their personal goal-setting and monitoring progress against them and in particular documented evidence can be poor. There can be missed opportunities for assessment with the less effective tutors. Managers are supporting tutors with this. A choice of RARPA recording was been piloted in 13-14 and a best practice/standard format has now been adopted for 14-15, alongside some individual tutors trying something more creative. This will be very closely monitored - feedback will be sought and good practice will be shared. A Tutor CPD programme is being developed to support this area for improvement and tutor action plans. Learning outcomes and the RARPA steps are highly featured within this training programme.

Learners end of course evaluation forms indicate a very high level of satisfaction. Feedback via the Ofsted Learner View Survey (for CLS) stated that 96% of learners surveyed felt the course met their needs. 87% of learners stated that their course prepared them for their next chosen step (employment, another course, university, etc). The FE Choices Survey indicates that 88% said the information was good when they were choosing their course, 97% said the support was good during the course. 90% said the course met their expectations and 94% said they would recommend their course (matching Ofsted Learner Views survey when 96% said they would recommend CLS as a provider). Reasons for learning are generally exceeded by the outcomes of the course with the exception of improving job prospects.

Progression is likely to be to another course within the subject sector, with an average of 48% of learners signing up for another fitness course within the same year.

Retention for this sector is excellent at 97%.

Strengths and Areas for Improvements

All learners achieve and make progress relative to their starting points and learning goals

Key Strengths	Supporting Evaluative Statements
Retention, Achievement and Success are very good across the ASL programme	Retention is very high across all subjects in the ASL programme – 97% - leading to very good Success – 92%. Learners enjoy attending their classes and evaluation and learner consultation shows that their attendance makes a difference:

	Learners maintain mobility or are more mobile improving health and wellbeing. Learners learn new skills and improve confidence.
Tutors and students work well together to support individual needs.	The best tutors (75%) deal exceeding well with different abilities and ensure learners know how to support their own needs in order to achieve. Tutors are very good at discussing individual needs with learners following completion of the health questionnaire by learners.

Areas for Improvement	**Supporting Evaluative Statements**
Insufficient documentation/recording of individual learning targets or personal goals.	Course outcomes are not always evident or shared with learners to encourage awareness of progress. Tutors and students do not always formally record negotiated personal learning outcomes to support differentiation.

Achievement Gaps are narrowing between different groups of learners

Key Strengths	**Supporting Evaluative Statements**
Very High Learner Retention, Achievement and Success (RAS) for ASL courses between the different groups of learners. No achievement gaps across all groups of learners.	Participation of disabled learners across all groups exceeds CLS and Kent profile – 23% Participation of BME learners is marginally higher than CLS and Kent profile – 9% Retention, Achievement and Success is comparable and in the high 90+% for all groups of learners across the ASL provision in this sector.

Learners develop personal, social and employability skills

Key Strengths	**Supporting Evaluative Statements**
Learners develop personal and social skills.	Students often socialise after class and see their attendance as more than just fitness maintenance/development. Attendance on one course often leads to attendance on another with same groups/peers - 48% of learners re-enrolled within this subject sector. Learners say they are more healthy because of regular attendance. End of course evaluation forms indicate a high percentage of students develop confidence as a result of their attendance.

Learners progress to courses leading to higher-level qualifications and into jobs that meet local and national needs

Key Strengths	Supporting Evaluative Statements
Good progression routes for learners.	Fitness learners can choose from a wide range of courses, including innovative tasters and day events. There are good progression routes enabling learners to move forwards and recognise progression. Good course information and advice from experienced and knowledgeable tutors that helps learners identify their next step for progression. 48% of learners progressed to another course within the Sector during 13-14. 87% of learners felt that they were given good preparation for their next step.

Areas for Improvement	Supporting Evaluative Statements
Poor collection of destination of learners	Inconsistent method for analysing collected evidence regarding the destination of learners after completing a course. This is an organisational improvement required.

QUALITY OF TEACHING, LEARNING AND ASSESSMENT
Strengths and Areas for Improvements

Learners benefit from high expectations, engagement, care, support and motivation from staff

Key Strengths	Supporting Evaluative Statements
Tutors are experts in their field and give good advice for learners to improve their practice.	Tutors' use their expert knowledge to gain confidence of learners to share their issues and offer advice on health and pastoral support in relation to their learning. Very good differentiation in the majority of lessons motivate learners well to succeed. Many older learners are quite fragile but are keen and regular attenders. Evaluation shows they benefit from tutors' ability to adjust activities to suit them. The large majority of tutors systematically check learners' progress and performance during lessons giving very pertinent and encouraging verbal feedback, including sensitive and helpful correction that motivates learners to improve.
Learner advice whilst on course and about next steps is good.	FE choices – results show that 97% of CLS learners say they are well supported during their course (94% 12/13) 88% say they get good advice about what to do next (85% for 12/13). Ofsted Survey 13-14 – results for CLS overall 96% say they agree or strongly agree that they are well supported. 87% of learners say they are prepared for the next step.

Areas for Improvement	Supporting Evaluative Statements
Learning outcomes for the less effective tutors require improvement.	Less effective tutors do not share learning outcomes with learners at the start of a session or activity. Inconsistent documentation of progress against learners' personal goals results in some learners not recognising their progression.

Staff use their skills and expertise to plan and deliver teaching, learning and support to meet each learner's needs

Key Strengths	Supporting Evaluative Statements
Tutors are very well qualified	All tutors are qualified in their field and experienced at delivering their subject. They often teach additionally for other providers which enhances their practice. Tutors attend CPD relevant to their industry.
Teaching and learning are good.	FE Choices survey indicates that 97% said that teaching was good (increase of 3% since 12-13 data). Ofsted Survey 13-14 indicates that 96% of learners feel that their support needs are met. 90% of tutors achieved good or better in OTLA observation (with 87% at Grade 2). Majority of lessons are well planned with appropriate activities for the wide ability range of learners. Learners succeed very well – 92% Differentiation can be well evidenced in the majority of lessons.
Tutors have a high regard for health & safety when planning and delivering their lessons.	Tutors use accommodation and resources well to ensure health and safety of learners and they promote health and safety to learners effectively and consistently. Tutors pay very careful attention to learners with specific needs.

Areas for Improvement	Supporting Evaluative Statements
Less effective lessons have inconsistent records and use of learning outcomes and do not	Less effective tutors do not always check the health status of learners at the start of each lesson and use this to inform the session. Less effective tutors do not share learning outcomes with learners at the start of a session or activity.

encourage learners to track their progress.	Less effective tutors do not evidence progress against learners' personal goals and targets. Less effective tutors miss opportunities to use a range of assessment strategies to monitor progress.
Limited sharing of good practice across the sector.	There are insufficient opportunities for tutors to share good practice and resources effectively across subjects. Improved sharing of good practice would support the plan to raise the number of Grade 1 tutors in this sector to 10%.

Staff initially assess learners' starting points and monitor their progress, set challenging tasks, and build on and extend learning for all learners

Key Strengths	Supporting Evaluative Statements
Good tutors carry out effective initial assessment and plan good, challenging lessons.	Learners on ASL Fitness courses complete a health questionnaire before starting the course or at the first session. Effective tutors use the questionnaire to engage with learners about their specific health issues and needs relevant to the course. The majority of tutors plan challenging yet differentiated lessons/activities to a wide range or learners. Effective tutors offer extended activities to consistently challenge the more able learners. Learners on accredited courses undertake initial assessment before enrolment. Signposting to improve English and maths takes place if necessary. Good tutors use ILPs and Learning Logs effectively to engage learners with their personal goals/achievements. Learners' self assess their ability against the learning outcomes on their ILP, supported by tutors.
The wide range of courses within the programme extends learners opportunities to try new things and extend their practice.	48% of learners progressed to another course within the subject sector. The programme offers progression within subjects to challenge learners whose skills improve.

Areas for Improvement	Supporting Evaluative Statements
RARPA evidencing requires	Whilst some tutors have found ways to use paper ILPs with learners to engage them with monitoring their

improvement.	personal goals, many still find this a challenge and it is something that is being targeted by managers. Monitoring of ILPs by managers needs improvement.

Learners understand how to improve as a result of frequent, detailed and accurate feedback from staff following assessment of their learning

Key Strengths	Supporting Evaluative Statements
Most tutors offer good feedback on an ongoing basis.	Tutors use good observational assessment techniques to regularly and accurately assess, followed by individual and sensitive correction and discussion with learners so they know how to improve. A very high percentage of students (96%) stated that the feedback received help them to improve.

Areas for Improvement	Supporting Evaluative Statements
Missed opportunities to use a range of assessment methods by some tutors.	The less effective tutors miss opportunities to assess learners effectively resulting in inconsistent quality of feedback to some learners.

Teaching and learning develop English, mathematics and functional skills, and support the achievement of learning goals and career aims

Key Strengths	Supporting Evaluative Statements
Sports Massage course supported development of maths, English and functional skills well.	Learners are initially assessed for their writing skills before entry to Sports Massage courses. Learners are signposted to Skills Plus for parallel support if required. Learners require good writing skills for their assignments and use of language and spelling is monitored effectively . Learners learn the muscles in the various areas of body as well as depth, pressure and percentages of compartments of the muscle to exploit opportunites for Maths and English support. These actions support the level of English and Maths required in employment.

Appropriate and timely information, advice and guidance supports learning effectively

Key Strengths	Supporting Evaluative Statements
Learners receive good care, guidance and support.	A high percentage of learners' end of course evaluations indicate the support and advice they receive is very good. Learners have access to specialist support and funding to assist them in completing their studies. No learners accessed specialist support in this SSA 8 learners accessed funding support in this SSA

	FE Choices Survey shows that 97% of learners say they have good support on their course for SSA 8 specifically and 88% receive good advice for after their course. Ofsted learner Survey 13-14indicates that 96% of learners say they have good support, 96% receive good feedback to improve and 87% say they are prepared for their next step. 20 learners accessed the Health Referral Scheme to (re)engage them in learning to support health and wellbeing issues during 13-14.
Excellent differentiation delivered in the majority of lessons.	Tutors use visual assessment to give feedback and excellent advice and use additional resources/methods to support different learner needs. Learners learn quickly how to use of additional resources/methods to help them achieve the activities.

Equality and diversity are promoted through teaching and learning

Key Strengths	Supporting Evaluative Statements
Accessible exercise for less able learners or those with challenging difficulties	As part of planning there is focussed attention on removing any barriers to learning for those with health issues. Tutors are very good at supporting less able learners by differentiating learning and focussing on the learner needs even if it means the main learning outcomes are not achieved along with the rest of the group. This support enables learners to benefit greatly outside the classroom with improved flexibility or mobility.
Equality and diversity is well promoted and features in teaching and learning as a result.	Managers and tutors are good at promoting equality and diversity. Learners' needs are particularly well met through a culture of inclusivity across the curriculum. Tutors promote this during learner induction and through a variety of methods including the integration of ethnic styles of music within dance type session. Yoga and Tai Chi by their nature are culturally diverse.
Very High Learner Retention, Achievement and Success (RAS) for ASL courses between the different groups of learners. No achievement gap across all groups of learners.	Retention, Achievement and Success is comparable and in the high 90+% for all groups of learners across the ASL provision in this sector.

Areas for Improvement	Supporting Evaluative Statements
Low participation from male learners.	Male learners represent 12% of the cohort within SSA 8 learners. Further investigation is required to check if this is a national trend.

SSA 12 Languages, Literature and Culture

Overall Grade 2

Overall Summary

Subject Sector Area 12 included a total of 463 courses (9% less than 13-14) delivering 11558 13,431 GLH (16% more than 13-14) to 2754 learners during 2013-14, comprising 371 Language courses (1 accredited), 18 BSL (8 BSL L1 accredited), 18 Lipreading, 39 Creative Writing, 12 GCSE English and 5 Literature courses. 80% of courses within this sector are Modern Foreign Language courses.

Courses are delivered across all daytime and evening hours with approximately 53% during the day. Approximately 86% of the courses were offered in main centres with the remainder delivered in local schools or community venues).

The MFL programme is planned in such a way that learners can progress from one year to the next with each year more advanced. Learners can stay and repeat a year if they feel they want to consolidate. The planning of this programme needs vigilant overview to ensure that it is economical and still meets learners' local needs. Course titles and categorisation were reviewed during 2012-13 to address the lower enrolment numbers per group. The resulting merging of levels brings about the current challenge of supporting differentiation within mixed ability groups to ensure learners still reach their learning goals.

Learners are carefully consulted about their needs. MFL learners are included in the planning process when Programme Managers go into classes or liaise with tutors about their follow-on courses when the length, cost and course content are negotiated. BSL Level 1 learners are consulted individually by Hi Kent to discuss progression onto Level 2. Creative Writing and Literature tutors discuss themes for forthcoming courses with their learners. Many learners progress within the sector, with an average of 32% of learners signing up for another course. Progression is usually lateral during one academic year.

The partnership between Hi Kent and CLS continues to develop each year. Hi Kent currently deliver BSL Level 2 courses on our behalf to provide progression for learners from BSL Level 1. Our two organisations have worked closely together to ensure quality of provision is improving from previous lower levels and during 13-14 90% Success rate was achieved. Hi Kent and KAE work together to plan the Lipreading programme. This ensures we maximise the use of available funds (Community Learning Budget and Lottery Funding) to spread the courses across a wider part of Kent for the hard of hearing communities rather than being in competition with each other. The provision remains free for learners. Learners' comments indicate this provision transforms their lives and enables them to re-engage with their families and local community.

To support the New Challenges, New Chances government priorities we have continued to increase the offer of courses outside of our main centres and into local communities, sometimes at a reduced fee, if cost is a barrier. The Language offer was extended to groups in the community when tasters such as French and Creative Writing were offered in rural districts where learners are isolated by location.. Some 41 learners engaged in SSA 12 tasters and short courses. The opportunity to use the Community Learning budget to grow this targeted work continues into 14-15. We will continue the link with KCC

Deaf Services to offer BSL to Deaf Job Seekers and Deaf immigrants amongst other projects.

The SSA 12 programme attracts 53% new learners each year. 69% of learners are female, 14% declare themselves disabled (17% for Kent profile) and 11% are BME learners (6% Kent profile). 42% are over 60 and 5% are under 25. Just over half of SSA 12 learners are aged between 25 and 59 which closely matches the Kent profile and is consistent with last year. There are no concerning gaps in achievement between disabled or BME groups but there is evidence that 16-24 year olds achieve less well in accredited courses (British Sign Language/English GCSE) with retention an issue for 19-24 year olds.

Tutors in this sector are well qualified – they represent approximately 20% of the teaching team within the Adult Learning sector of CLS. Approximately 75% are fully qualified with approximately 95% holding some form of teaching qualification. Many Language tutors are native speakers or have lived in the country .BSL and Lipreading tutors are either Deaf themselves or have become involved in the Deaf world through their own personal experiences. Many Creative Writing tutors are published authors. They use this expertise to inspire learners in their goals.

A variety of training or mentoring opportunities are provided for tutors to improve their teaching and share good practice and this aspect remains part of our ongoing improvement plan.

There is good teaching and learning across the provision with 83% (increase of 4% on 2012-13) tutors achieving Grade 2 or above at OTLA observation. 38 Tutors were observed during 13-14.

The good teaching and learning is corroborated by the good Success rates across the non-accredited provision in this sector (90%). 93% of learners in this sector taking part in the FE Choices Survey say teaching is good.

The accredited programme amounted to 34 courses across the sector. English GCSE retention remained the same as 12-13 at 79% following a dip of 12% in 12-13. There was only one accredited course in MFL – although previous learner consultation indicated that accreditation is not desired we do respond to learners for progression courses and GCE Spanish learners studied Spanish A Level during 13-14 as a result of consultation. BSL Level 1 learner Success has reduced during 13-14 due to poor achievement and this is an area of concern for improvement. However, the Success rate for BSL Level 2 – delivered by Hi Kent – has increased significantly from 80% to 90% and they remain a good progression pathway for our learners.

Tutors use the Target Language in MFL and BSL effectively to develop learner confidence and ensure practice with the language is maximised. Planning of lessons is good and tutors have high expectations of their learners. Good tutors within the curriculum use their well-developed skills and expertise to assess learners' prior knowledge and understanding accurately. They plan effectively and set challenging tasks and promote independent learning, including outside of the classroom. Tutors motivate most learners to participate in a wide range of learning activities and use a range of resources, including ILT, effectively. However, for the less effective tutors improvements are needed in the planning and recording of personal outcomes derived from initial assessment. Development in this area will optimise assessment and differentiation which are also inconsistent. A Peer assessment Scheme was piloted during 12-13 where tutors visited each other's classes and observed specific aspects that require most development across the sector. The scheme was evaluated and adapted and used again during 13-14 to support development of learning outcomes, differentiation and spontaneous speaking by learners.

Learners mostly gain huge benefits from attending classes in this sector and many experiences are life-changing. Whilst many claim they attend for general interest and to gain a new skill they actually have quite specific and personal goals. They use their new skills in a variety of ways that makes a difference to

their lives, eg. Publishing written work, communicating with the Deaf in their community, improving job prospects, helping their own children to learn or prepare for exams etc. A high percentage of learners also indicate their confidence has been boosted as a result of attending their course. Learners enjoy the social aspects of their courses.

Some examples of students who have been particularly well supported to attend classes and overcome personal difficulties to achieve their goals:

- Italian Beginners student with Asperges in Broadstairs supported by a TA and has now progressed to Italian Beginners Plus.
- Adjustments made for a hearing impaired student on Spanish AS Level course – hearing loop, classroom adjustments, resources adjustments.
- Blind student supported in a French course in Maidstone – successfully completed the course.

Some quotes from learners to show their attainment and satisfaction:

- The Creative Writing group in Ashford covered Play Writing in Term 3. Once they had all created their own short play the students decided they would like to have a go at acting them out with an audience. For their last lesson of term they invited various members of the management team and other students to be their audience and they did an excellent job of acting out their plays. Very amusing and realised some acting talent amongst the group!
- A variety of Anthologies around the county have been produced combining all the work of Creative Writing Groups. Some were illustrated combining artistic talent and were displayed in exhibitions and sold to students as gifts for family members..
- 'If you're interested in writing, either for leisure or you might have harboured a dream to publish then enrol, Jacquie covers every aspect of creative writing' and 'provides opportunities to move out of my comfort zone.' (Creative Writing in Maidstone)
- 'I'm hoping to study Japanese at University. This course has given me confidence in setting the foundation to learn a new language" (Japanese Beginners -First Steps)
- The teacher is excellent and made every lesson extremely interesting and easy to follow and learn. (Russian Beginners – First Steps)
- It gives you confidence to speak the language more and is a very social, enjoyable time. (French Beginners)
- 'Many thanks indeed for a magical Italian Opera in A Day!' (Italian Student in Folkestone)
- "I now attempt conversation whilst in France and will happily speak to sales staff, which is an improvement for me". (French Beginner student)
- "It not only teaches you about the French language but also about French culture and customs". (French 7 Student)
- A French Student in Dartford had had a stroke and consequently had difficulty focussing and was prone to outbursts as she tried to process information. The group were very understanding and it was well managed by the tutor. The learner spontaneously said how much the course was helping her to regain control of her thought processes as she was able to use the learning of another language as a way of remembering and reawakening her ability to use words.

Learners end of course evaluation feedback indicates a very high level of satisfaction. Feedback via the Ofsted Learner View Survey (for CLS) stated that 96% of learners surveyed felt the course met their needs. 87% of learners stated that their course prepared them for their next chosen step (employment, another course, university, etc). Additionally, the FE Choices Survey indicates that 83% said the information was good when they were choosing their

course. 93% said the support was good and 93% said the teaching was good during the course. 86% said the course met their expectations and 89% said they would recommend their course. 49% of SSA 12 learners contributed to this survey.

Strengths and Areas for Improvements

All learners achieve and make progress relative to their starting points and learning goals

Key Strengths	**Supporting Evaluative Statements**
Very good Success across the ASL programme.	Retention, Achievement and Success for ASL are very good at 94% (3% increase), 96% and 90%. Retention across all subjects individually is extremely high. Success is particularly high for the less common languages. Learners greatly improve their confidence, social skills, self -esteem and develop good skills. Learners are well motivated and make good progress, often from different starting points.
Learners application of new skills is good.	Lipreading students re-enter the community with their new skills. BSL students use their new skills to support Deaf people at work, at home or in their local community MFL learners demonstrate good languages skills using the target language and many use their language skills outside the classroom. Creative Writing Students produce very high standards of work and are encouraged to publish work or enter competitions.

Areas for Improvement	**Supporting Evaluative Statements**
Level 1 BSL learners' Achievement is inconsistent and Success rate has dropped.	Award in BSL (Level 1) 47% Success Rate – reduction of 14% on 12/13 – due to poor achievement.
Some younger learners on accredited programmes (English GCSE and/or BSL L1) are less successful.	Data analysis shows that 19-24 years olds on ASB courses are not always well retained (63% - 32 learners)
Inconsistent recording of individual learning targets or personal goals.	Course outcomes are good and consistent but tutors and students do not always negotiate appropriate personal learning outcomes to support differentiation. Less effective tutors inconsistently review and record learners' ongoing progress towards achievement of their targets and goals.

Achievement Gaps are narrowing between different groups of learners

Key Strengths	Supporting Evaluative Statements
There are no significant gaps in achievement between disabled and BME groups.	The gap between able and disabled learners has been narrowing over recent years and is now comparative within the ASL programme for both ASL and ASB. Retention across all subjects individually is high.

Areas for Improvement	Supporting Evaluative Statements
BSL level 1 success is lower than that for BSL Level 2.	BSL L1 Success 47% - BSL L2 Success 90% - this is linked to poor achievement in some units of the Award. Success for older learners on ASL programmes is now very good and has increased from 77% (11-12) to 93%.
Younger learners succeed less than older learners in some accredited programmes.	Data analysis shows that 16-18 years olds are not always well retained in English GCSE. Success for 16-59 year olds in ASB programmes is 5-20% lower than other ages. 19-24 years group in ASB is particularly low and relates to English GCSE and/or BSL level 1 – some further investigation is required.

Learners develop personal, social and employability skills

Key Strengths	Supporting Evaluative Statements
Good evidence of extension activities outside of the classroom that reinforce classroom learning.	MFL learners attend self-organised trips and visits as a group, often instigated by the tutor. MFL learners use their language skills for helping children with their homework or communicating when on holiday or for business abroad. Creative Writing tutors encourage learners to enter writing competitions or send their work to be published. Lipreading learners interact in society more readily with increased confidence BSL learners are encouraged to attend Deaf Club or meet outside of class to practise their signing. Some BSL learners use their new skills to support the Deaf in their workplace or community groups, eg. church
Learners have improved health benefits	Lipreading learners have improved health and wellbeing through increased confidence and interaction with their local community.

Areas for Improvement	Supporting Evaluative Statements

Poor collection of destination of learners	Inconsistent method for analysing collected evidence regarding the destination of learners after completing a course. This is an organisational improvement required.

Learners progress to courses leading to higher-level qualifications and into jobs that meet local and national needs

Key Strengths	Supporting Evaluative Statements
Good progression routes for learners.	Modern foreign language learners can choose from a wide range of courses. There are good progression routes enabling learners to move forwards and good course information helps learners identify their next step. Continual reviewing of the accredited programme to ensure it meets career choices for learners, particularly for English GCSE and BSL programme. Good advice from BSL tutors about the Deaf community to inform career paths. 45-50% BSL learners progress from Level 1 to Level 2 32% of learners progressed to another course within the SSA during 12-13. 88% of learners felt that they were given good preparation for their next step.
Learners use their new skills in the local community.	Learners in this sector make good progress in developing a particularly wide range skills while gaining confidence to progress onto higher level courses, volunteering or employment opportunities. BSL Learners use their skills for supporting the Deaf at home, work or in their local community groups. Some MFL learners use their new skills to travel/liaise with colleagues abroad for business.

Areas for Improvement	Supporting Evaluative Statements
Reducing Achievement rates for BSL Level 1 is affecting learners' potential to progress to Level 2.	Success Rates have reduced from 62% to 47%. There is poor achievement for Units 102 and 103 particularly. This is a concerning and ongoing trend which is being investigated in detail.

QUALITY OF TEACHING, LEARNING AND ASSESSMENT

Strengths and Areas for Improvements

Learners benefit from high expectations, engagement, care, support and motivation from staff

Key Strengths	Supporting Evaluative Statements

Learner advice whilst on course and about next steps is good.	FE choices – results show that for SSA 12 93% of learners say they are well supported during their course 84% say they get good advice about what to do next. Ofsted Survey 12-13 – results for CLS overall - 96% say they agree or strongly agree that they are well supported 87% of learners say they are prepared for the next step. Learners receive good advice from BSL tutors about Deaf communities to help inform career choices.
Learners receive good care and learning support whilst on course which motivates learners.	Tutors monitor attendance well and contact absent students with missed activities and homework. Some tutors use Moodle to hold course resources which students can access outside the class hours. The good tutors systematically check learners' progress and performance during lessons and give very pertinent and encouraging verbal feedback. Learners receive satisfactory assessment and use feedback from their tutors to help them improve. MFL and BSL learners benefit from the focused use of the target language in lessons.

Areas for Improvement	**Supporting Evaluative Statements**
Differentiation is adequate but requires improvement with some of the less effective tutors (20%).	Differentiation in teaching and learning to support the variety of abilities within groups is inconsistent. The development of setting and reviewing personal learning outcomes by less effective tutors would support this improvement.

Staff use their skills and expertise to plan and deliver teaching, learning and support to meet each learner's needs

Key Strengths	**Supporting Evaluative Statements**
Teaching and learning are good.	Tutors are well qualified and experts in their field with most being native speakers, BSL users or published authors. FE Choices survey for SSA 12 specifically indicates that 93% said that teaching was good. Ofsted Survey 13-14 indicates that 96% of learners feel that their support needs are met 96% of tutors achieve good or better in OTLA observation. The use of the target language in MFL and BSL is well used to increase confidence and maximise practice

	of new skills. The good tutors plan effective lessons with challenging activities which allow all learners to participate and learn.
Curriculum Management is good.	Courses are well planned and meet customer needs. Data is used well to identify required improvements. GCSE English initial assessment reviewed as a result of identifying reducing retention rates. IA now based on past papers so that learners' comprehension is better assessed. Tutors have appropriate staff development opportunities. Management team is made up of experienced managers who understand the subjects well, ie linguists. Management teams within SSA 12 meet regularly or are directed well to ensure consistency across programmes. Language experts undertake OTLAs and inform the programme/tutor development. Management team consult learners well to inform the planning process. 16% more guided learning hours were delivered with fewer courses as a result of students requesting longer courses. Programme Managers support tutors well to improve.

Areas for Improvement	**Supporting Evaluative Statements**
Sharing of good practice requires improvement.	Although tutors share good practice at a local level, they have insufficient opportunities to share resources and initiatives across the whole subject area. Some new opportunities have been identified recently but there are still improvements to be made. o Moodle was created with and for tutors for MFL and BSL holding resources and useful websites. o Peer observation Scheme created in 12/13 was evaluated and reviewed and used again – tutors observed each other's lessons and evaluated how well what they saw met the standards required for 4 specific areas of teaching and learning.
Differentiation is inconsistent	OTLA analysis shows differentiation is still an area for development for some tutors as limited methods are used. In less effective lessons learners are not sufficiently engaged.
Assessment is satisfactory but requires improvement.	Some tutors use limited assessment methods. Learning outcomes are not always well shared or used with learners. Less effective tutors do not always sufficiently review and record learners' ongoing progress towards achievement of their targets and goals.

Staff initially assess learners' starting points and monitor their progress, set challenging tasks, and build on and extend learning for all learners

Key Strengths	Supporting Evaluative Statements
Learners are well supported to help identify their starting points and make progress.	Self assessment for students is available on the website and in centres. Programme Managers will support learners with interpretation of the results to ensure appropriate enrolment or transfer to another level when necessary. Good tutors make effective use of initial assessment to identify starting points. The best tutors monitor progress well and give good feedback on achievement against goals. Ofsted Learner Survey 13-14 indicates 94% of learners say they are assessed regularly. 96% said they received feedback to improve. Good tutors plan appropriate and challenging activities. Good tutors support learners with different abilities well. Tutors build on and extend learning. Continuation courses are negotiated with learners and learners are motivated and encouraged to enrol to improve skills.
Good tutors promote independent learning effectively.	Tutors encourage learners to use online materials, external websites for practising language. Some tutors have set up Moodle courses for their learners to access. Tutors set regular homework to reinforce in-class learning. Tutors routinely mark learners' homework and provide the learners with good feedback to help them correct any errors.

Areas for Improvement	Supporting Evaluative Statements
Inconsistent reviewing and recording of learners' ongoing progress towards achievement of their targets and goals.	Personal learning outcomes are not consistently well evidenced or reviewed. Quality monitoring of ILPs requires improvement.

Learners understand how to improve as a result of frequent, detailed and accurate feedback from staff following assessment of their learning

Key Strengths	Supporting Evaluative Statements
Feedback to support learners' development during classroom activities is good.	Learners are consistently and sensitively corrected throughout or at the end of activities to support improvement. Learners are given homework or links to websites to allow them to practice and extend skills at home. Homework is marked to encourage improvement. Creative Writing groups sensitively critique peers' work to improve own development.

Areas for Improvement	Supporting Evaluative Statements
Inconsistent reviewing and recording of learners' ongoing progress towards achievement of their targets and goals.	Personal learning outcomes are not always well evidenced or reviewed Quality monitoring of ILPs requires improvement.
Assessment methods employed by less effective tutors are limited	Missed opportunities for assessment can be seen by the less effective tutors.

Teaching and learning develop English, mathematics and functional skills, and support the achievement of learning goals and career aims

Key Strengths	Supporting Evaluative Statements
Learners on English GCSE and MFL courses improve their English as a result of their attendance. Naturally occurring maths and English are taught by tutors as appropriate.	English GCSE learners develop their English writing and comprehension skills as a result of the course English grammar is improved where naturally occurring for MFL learners. Tutors deliver maths and English where it is naturally occurring within lessons. Learners are sign-posted to Skills Plus Centres when significant and preventative gaps in knowledge are identified.

Appropriate and timely information, advice and guidance supports learning effectively

Key Strengths	Supporting Evaluative Statements
Learners receive good care, guidance and support.	A high percentage of learners' end of course evaluations indicate the support and advice they receive is very good. Learners have access to specialist support and funding to assist them in completing their studies. o One learner accessed specialist support in this SSA o 45 learners accessed funding support in this SSA o 1 learner accessed the Health Referral Scheme to access a discounted Creative Writing course FE Choices Survey shows that 93% of learners say they have good support on their course for SSA 12 specifically and 84% receive good advice regarding next steps. Ofsted learner Survey 13-14 indicates that 96% of learners say they have good support, 96% receive good feedback to improve and 87% say they are prepared for their next step. A high level of pastoral support is evident in BSL and Lipreading courses specifically which leads to learners

	discovering how to access specialist equipment and information about external groups to support their (or their families/colleagues) needs.

Areas for Improvement	Supporting Evaluative Statements
Differentiated support is inconsistent amongst the less effective tutors.	OTLA analysis shows differentiation is still an area for development for some tutors as only limited methods are used. In less effective lessons learners are not sufficiently engaged.

Equality and diversity are promoted through teaching and learning

Key Strengths	Supporting Evaluative Statements
Equality and diversity is well promoted and features in teaching and learning as a result.	Learners' needs are particularly well met through a culture of inclusivity. Tutors incorporate diversity well in their classes and learning activities. o Lipreading and BSL learners have a raised awareness about disability issues, giving them a greater understanding and sensitivity which they use in class and outside. o MFL sessions include the culture of the different countries speaking the foreign language. o Creative Writing and Literature subjects are culturally diverse.
There are no concerning gaps in achievement between differing groups of learners	

KAE - SSA 13 Education and training

OUTCOMES FOR LEARNERS

Outcomes for Learners	Overall Grade Good

Introduction

This provision is entirely qualification based providing courses at Level 1 (Introduction to Supporting Children's Learning) which is represented in ASL figures. Supporting Teaching and Learning courses at Level 2 and Level 3 are represented in ASB figures. The provision is graded as 'good' and supports the 'New Challenges, New Chances' objectives to widen participation and enable people to gain skills to prepare for training and employment. During 2013/14 240 learners enrolled on courses in this SSA of which 75% were new learners to Kent Adult Education.

The courses in these SSAs support the government's purpose for Community Learning with access to learning maximised for those who cannot afford to pay through the use of DLS and Access funds (19 learners in 13/14) with 10 learners accessing student loans.

Learners gain confidence and acquire new skills through very effective teaching and learning (100% of sessions observed graded as good or better in SSA13) to prepare them for employment which supports objectives in the BIS New Challenges, New Chances reform plan. Learners experience a pride in their learning with many continuing into further learning or finding employment improving their social and economic well-being. Learners gain confidence and acquire skills through very effective teaching and learning to prepare them for training and employment which supports objectives in the BIS New Challenges, New Chances reform plan. Community cohesion is encouraged through volunteering in schools.

This SSA fully supports the KCC and Government priorities to tackle disadvantage as well as promoting social and economic well-being through 'Response' courses such as Introduction to Supporting Children's Learning and PTTLs. The Response Programme is targeted to encourage relevant personal progression to further learning, volunteering, and paid employment for people who are low-waged and unwaged. Developed through the Neighbourhood Learning in Deprived Communities element of the Community Learning Budget, funding conditions restricted delivery to a defined geographical area until 2012-13 when the organisation committed funds to extend the programme. Feedback from a learner who attended the Response 'Introduction to Supporting Children's Learning' course:

> 'I loved every minute of this course. I always felt at ease and very comfortable asking questions. I feel I have learnt a great deal and now leave feeling much more confident' (Canterbury Road course)

The programme supports the national agenda of raising standards in the classroom using suitably qualified support staff. Supporting Teaching and Learning courses offer the foundation for those wishing to volunteer in classroom settings and enable them to gain employment. The benefits of the Supporting Teaching and Learning courses are endorsed by schools:

> 'She has developed a repertoire of skills and approaches suitable for supporting pupils and teachers. We have therefore offered her

a maternity TA cover role for the next academic year.‘ Bysing Wood Primary School

She has found it very useful. She has gained in confidence’. Bidborough Primary School

‘She has gained an insight into the work involved within a Unit environment. Putting theory into practice.’ Minterne Juniors

‘More confident in her ability – able to apply new ideas – keen to learn’. Richmond Primary School

Level 1 courses equip parents to support and encourage their children’s learning, a government objective highlighted in the government reform plan New Challenges, New Chances. The level 3 Award in Education and Training is an excellent course for developing personal, social and employability skills as the nature of the course is to build confidence, presentation skills and a greater self-awareness. These qualifications are required for an increasing range of training and development posts in industry. Learners holding the level 3 Aware in Education and Training are able to support new learners in a range of work based environments.

Learner success is high and the majority of learners attain or exceed their learning goals, gaining skills and qualifications for employment. This is endorsed through high success rates resulting from a well-qualified and experienced tutor team. The programme has been effectively planned to provide clear progression pathways to further support career development and employability. Quality improvement is driven through continual review and implementation of change; this work is done in close consultation with the tutor workforce through regular team events. A target at the moment is to improve the correction of literacy errors. Many learners have secured employment following study on the Supporting Teaching and Learning courses and several have applications pending which highlights the success of this provision.

Strengths and Areas for Improvements

All learners achieve and make progress relative to their starting points and learning goals

Key Strengths	Supporting Evaluative Statements
Consistently very high success rates indicate that learners achieve and make very good progress relative to their starting points and learning goals.	The ASB success rate is consistently high at 94% which is significantly above the national average 85%. The community learning success rate remains high at 93%.

Learners' work successfully meets or exceeds the requirements of the qualification.	Learners demonstrate knowledge, skills and understanding in both their portfolios and practical work in their placements. *Very positive feedback. All spoke highly of their assessors "going the extra mile" for them. They felt they had learned a great deal about how the school works because of these programmes and, in particular, one candidate spoke of her caution in returning to education after a long break. The team had immediately put her at ease and as a result her confidence had greatly increased. All felt that they were better at their jobs because of their improved understanding and knowledge*' OCR External Verifier Summer 2014 Particularly good learner feedback confirms the acquisition of skills and preparation for training and employment: *'It is fun, informative and has enabled me to build on skills I already have and develop new skills.'* Tonbridge learner

Achievement Gaps are narrowing between different groups of learners

Key Strengths	Supporting Evaluative Statements
Success rates for ASB provision across the SSAs were good with comparative performance for disabled learners, from ethnic minorities and across all the age groups.	Success rates are high for disabled learners. Success rates for BME learners are good at 89% (ASB) and 79% (CL), the latter representing 14 learners. The success rate for ASB provision for both males and females was over 92%. The community learning provision was well represented by a total of 98 females which is typical for this type of programme and success rates were 98%; the lower success rate for males can be attributed to just seven learners (86% success, 100% achievement). Success rates were high across all age ranges in both ASB and community learning provision. Success rates are very good for BME learners in ASB provision at 89%. Lower success rates amongst BME learners in Community Learning can be attributed to fourteen learners (79% success, 92% achievement)

Learners develop personal, social and employability skills

Key Strengths	Supporting Evaluative Statements
Very effective development of personal, social and employability skills	Good feedback from placement schools demonstrates the development of personal, social and employability skills on Supporting Teaching and Learning courses: *'She has developed a repertoire of skills and approaches…we have therefore offered her a maternity TA cover role.' Bysing Wood Primary School* Good feedback from students demonstrates the development of personal, social and employability skills on Supporting Teaching and Learning courses:

Functional skills are effectively evidenced in classes.	*'It's a great way to gain a qualification for work and helped me to gain confidence and feel ready to apply for jobs'. Tunbridge Wells learner* *'The candidates interviewed at today's meeting had thoroughly enjoyed their studies and were well able to describe the impact on their work with children. All spoke of the increase in confidence which they had gained and the raised profile within the teaching teams in schools*.' OCR External Verifier Summer 2014 Development of functional skills is an integral part of the course with learners pursuing individual learning goals to make improvements in these topics.

Learners progress to courses leading to higher-level qualifications and into jobs that meet local and national needs

Key Strengths	**Supporting Evaluative Statements**
Comprehensive and easily understood progression pathways lead to higher level qualifications and opportunities for continued professional development.	A well established and successful programme with a substantial number of learners progressing to higher levels and developing their skills. In 13/14, 22 level two learners continued to a course at a higher level with a 94% success rate. A high number of learners gained employment during or after the course in schools with others continuing as volunteers in the classroom. *'My teacher mentioned how much I had grown in confidence as a TA…Plus I am booked for two courses in regards to behaviour and emotional needs…so all your hard work and the gamble you took to allow me the opportunity to take the extra credits has really helped me on my journey'.* Ashford learner. *'I just wanted to let you know that I attended my first interview on Monday. I spent Sunday going through and practising the interview questions that you had given us, it really helped and I went in feeling well prepared. I really enjoyed the interview and session in the classroom, and felt that it all went really well. Last night I heard that I have got the job.*' Maidstone learner *A learner became interested in racism during her placement: 'I have had a few meetings with the police to try and tackle racism in schools and in our communities. They would like me to address them in a No Holds Barred question time. They have also introduced me to a few organisations already working along these lines.'* Maidstone STL learner

Areas for Improvement	**Supporting Evaluative Statements**
Tracking learner destinations requires improvement.	As learner tracking will become a condition of funding CLS are developing an organisational approach to this following pilots with SMS, phone calls etc to identify an effective methodology for this SSA.

Learners benefit from high expectations, engagement, care, support and motivation from staff

Key Strengths	**Supporting Evaluative Statements**
Learners benefit from very effective care, support and	Highly professional tutors provide support outside the classroom through the use of email and

motivation from staff.	tutorials, often giving freely of their own time at a time to suit the learner. *'Very positive feedback. All spoke highly of their assessors "going the extra mile" for them. They felt they had learned a great deal about how the school works because of these programmes and, in particular, one candidate spoke of her caution in returning to education after a long break. The team had immediately put her at ease and as a result her confidence had greatly increased. All felt that they were better at their jobs because of their improved understanding and knowledge.'* OCR External Verifier Summer 2014 Within the classroom learners benefit from effective individual support through practical observation, feedback and homework. *'Our tutor has been very supportive during my time on the course*.' Sheppy learner '*Our tutor was very informative, patient and supportive of all our needs*.' Tonbridge learner '…*a fantastic tutor who has plenty of time for you and happy to provide support even from home.'* Sittingbourne learner Learners are motivated and challenged to succeed by the use of very effective teaching methods and resources.

Staff use their skills and expertise to plan and deliver teaching, learning and support to meet each learner's needs

Key Strengths	**Supporting Evaluative Statements**
Learners' needs are met by very effective teaching and learning.	Learners' individual needs are met through well planned delivery of teaching and assessment of learning.
Learners benefit from effective teaching and learning from appropriately qualified and experienced staff who use their professional expertise.	Learners benefit from very good teaching and learning (100% grade 2 or above) which is delivered by appropriately qualified staff. Appropriate CPD is a requirement of the awarding body and checked at EV visits to ensure expertise is maintained. Learners benefit from knowledge and sharing of good practice at tutor meetings with regular updates of teaching resources being uploaded to Moodle. A newly developed formalised mentoring scheme is offered to all new tutors.
Learners benefit from very effective teaching, learning and assessment	Tutors meet regularly to complete a standardisation of assessment process to ensure consistency in the classroom. Learning is enhanced by effective use of technological resources including the use of YouTube, Teacher's TV and Powerpoint with a new e-portfolio system being piloted for 14/15. Learners' development needs are matched against the requirements of the qualification and assessment planning is regularly reviewed with the learner to support their progress. '*Assessment planning is good and candidates are set realistic, short term targets for achievement.*' OCR External Verifier Summer 2014 Learners felt that they were able to learn safely at all times in a sample of feedback forms.

Staff initially assess learners' starting points and monitor their progress, set challenging tasks, and build on and extend learning for all learners

Key Strengths	**Supporting Evaluative Statements**
Effective pre-course screening ensures that learners join the right course or are signposted to alternative learning.	Pre-course assessments and interviews are completed for all learners to identify suitability. Learners not achieving a specified level are offered additional support within the Skills Plus Centres or encouraged to attend a course at a lower level. Course outlines have been effectively updated to ensure that course requirements are made explicit at enrolment.
Learners benefit from effective assessment methods that build on previous knowledge and extend learning	Learners' progress is monitored through observation in the workplace and through homework tasks such as case studies and assignments. *'Assessment planning is good and candidates are set realistic, short term targets for achievement.'* OCR External Verifier Summer 2014
Very good internal verification and moderation procedures follow regulatory body requirements	Robust assessment and internal verification procedures meet regulatory body requirements and ensure a focus on continual improvement.
Areas for Improvement	**Supporting Evaluative Statements**
Improved recording of personal learning goals continues to be a focus for 14/15.	Effective monitoring of progress against qualification outcomes is recorded on awarding body paperwork and in learner portfolios; recording of personal learning goals has improved through the use of Personal Development Plans but continues to be a focus for 14/15.

Learners understand how to improve as a result of frequent, detailed and accurate feedback from staff following assessment of their learning

Key Strengths	**Supporting Evaluative Statements**
Learners are supported and challenged to improve through the use of effective and evaluative feedback from workplace observations.	Learners receive an individual report containing developmental feedback following practical observations in the workplace on Supporting Teaching and Learning courses. The effective use of feedback is reviewed during internal and external verification.
Assessment methods are continually being reviewed and improved for the STL course.	The effective use of practical evidence for assessment was acknowledged in the latest EV report: *'It was good to see that they had been encouraged to give live examples from their own practice which helped to confirm their understanding and set their knowledge into context. There were some excellent records of direct observation and these were annotated clearly with the criteria they represented.'* OCR External Verifier Summer 2014
Areas for Improvement	**Supporting Evaluative Statements**
Effective and motivational feedback that supports learners to progress has improved but is still a development focus.	Good verbal feedback supports students to improve with a focus on recording evaluative feedback consistently in 14/15.

Teaching and learning develop English, mathematics and functional skills, and support the achievement of learning goals and career aims

Key Strengths	Supporting Evaluative Statements
Effective teaching develops English, Maths and Functional Skills supporting learners to achieve.	An effective referral process is in place with Skills Plus colleagues where individual learners gain appropriate support to assist with portfolio work. Appropriate opportunities are given to learners to develop functional skills through online research, presentation and portfolio work. Learners benefit from using a variety of methods to solve Maths problems on the level 1 course. Learners develop English, Maths and functional skills which are an integral part of this SSA. E-portfolios are being piloted during 14/15. Learning is extended for many learners by the use of resources on Moodle.
Areas for Improvement	**Supporting Evaluative Statements**
Improved correction of spelling and grammar errors continues to be a development focus.	Whilst functional skills are an integral part of the course, consistent correction of spelling and grammatical errors on learners' work continues to be a development focus for 14/15.

Appropriate and timely information , advice and guidance supports learning effectively

Key Strengths	Supporting Evaluative Statements
Professional and sector specific information and advice is given as part of the pre-enrolment process.	Appropriately targeted course outlines and individual pre-course interviews explain the content and demands of the programme to learners. Pre-course assessments are used for all learners joining accredited courses to ensure suitability for the course. Learners not achieving a specified grade are offered additional support within the Skills Plus Centres and LSA support as appropriate. An effective induction programme introduces learners to the structure and demands of the programme to ensure they take responsibility for their learning from the start.
Appropriate signposting from tutors ensures learners are advised of suitable progression routes	Effective signposting ensures learners are aware of opportunities to develop skills and knowledge which assists in decisions to move on to further courses and employment.

Equality and diversity are promoted through teaching and learning

Key Strengths	Supporting Evaluative Statements
Effective promotion of equality and diversity is embedded in course provision through lesson planning, teaching and learning.	Well-prepared Equality and Diversity materials have been developed to support tutors at induction and during the course to ensure learners are effectively supported. Learners are given a variety of opportunities to disclose any need for additional support at enrolment either in person, through the Contact Centre or the website. Equality and Diversity is embedded within the teaching to ensure learners are able to promote

	equality and diversity in the workplace. Learners explore and evaluate Equality and Diversity in their placement school as part of their portfolio evidence.

KT&A SSA 13 Education and Teaching

OUTCOMES FOR LEARNERS

Overall Grade
2

SSA13 is currently working with 89 learners this includes Intermediate, Advanced Apprenticeships, Work Based Learning. Most learners are engaged in school environments both public funded and private as classroom teaching assistants. All staff are members of the SSA1.5 team.
SSA13 offers a variety of qualifications delivered as part of the SASE Apprenticeships frameworks. Work Based Learning, full cost and ESF funded provision (in partnership with East Kent College).

Qualifications include Level 2 Certificate in Supporting Teaching & Learning in Schools, Level 2 Certificate in Supporting in the Wider Curriculum in Schools, Level 3 Diploma in Specialist Support in Teaching and Learning in Schools, Employment Responsibilities and Rights PLTS - Personal Learning and Thinking Skills, Functional Skills level 1 and 2 in English, maths and ICT are delivered by the Functional Skills team. We have recently introduced the Level 3 Certificate in Assessing Vocational Achievement and the Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice.

The QSR Pro- Achieve at Period 14 indicates the overall success rate at 75%, with timely at 58.3%. This includes Intermediate Apprenticeships at 60% and Advanced Apprenticeships at 100%. The national success rate for 2012-13 was 78.1%.

WBL success rates at Period 14 were at an overall success rate of 100%. With timely success at 100%. The national success rate for 2012-13 was 87.8%. There has been an increase on KT&A's own success rate of 9.9%.

Learner responses to ' What was your positive experience with KT&A?', include:

'Support and encouragement from tutor'.

'Absolutely everything! Thanks to KT&A helping through my training, within weeks of finishing my course I was offered a full time job'.

'It has given me a better understanding of every aspect of how the school works. I am fully confident of my role in supporting and teaching in school'.
(Learner Exit Questionnaire Analysis October 2014).

Strengths and Areas for Improvements

All learners achieve and make progress relative to their starting points and learning goals

Key Strengths	Supporting Evaluative Statements
Good skill area related initial assessment and induction to ensure suitability of qualification and level, with clear expectations set for learners and employers.	High level of and comprehensive Tutor discussions enable excellent learner understanding, future expectations and targets. Good level of employer participation promotes understanding and supports the overall journey to achievement.
Excellent WBL success and timely success rate.	WBL success rates at Period 14 were at an overall success rate of 100%. With timely success at 100%. The national success rate for 2012-13 was 87.8%. There has been an increase on KT&A's own success rate of 9.9%.
Good monitoring and identification of progress with learner enables ownership and drive to achieve, resulting in higher levels of confidence to independently plan and produce their evidence	Tutors support tracking of progress and manage the planning for evidence well. Employers are highlighted the importance of their involvement in their learner's journey. Learner Progress reviews regularly informs levels of progress and achievements and contributes to ownership. SkillWise e-portfolio enables independency, ownership and progression through ability to reference and track own progress within their portfolio online at all times. Continuous feedback and advice provides momentum throughout the programme.

Areas for Improvement	Supporting Evaluative Statements
Low Intermediate Apprenticeship success rate.	There were 5 learners who participated in an Intermediate Apprenticeship and the success rate at Period 14 was 60%. 1 learner was 19-24 and achieved. There were 4 learners, who were16-18 of which 2 achieved, resulting in a significant impact on this success rate to 50%. Both non achieving learners left due to change in their career

	path.
Low timely Intermediate Apprenticeship success rate.	Period 14 data identifies only 5 leavers who were 16-18, against timely success of which 2 are identified as timely. This shows a 40% timely success.

Achievement Gaps are narrowing between different groups of learners

Key Strengths	Supporting Evaluative Statements
Good overall achievement across all groups of learners.	Achievement reflects good levels of successful participation, of all groups of learners, indicating a positive contribution to social mobility and economic competitiveness. Learner participation and achievement consisted of: Learner group / Participation / Achievement Female / 95% / 93% Male / 5% / 100% Disabled / 9% / 75% Able / 89% / 77% Did not disclose ability / 2% / 100% Ethnic / 9% / 100% White / 91% / 84% 2 learners identified in the female, white and able learner groups indicated their reason for leaving was due to selecting another career pathway. Other reasons indicate personal reasons.

Learners develop personal, social and employability skills

Key Strengths	Supporting Evaluative Statements
Good level of holistic planning and	Tutors maximise on naturally occurring opportunities from assessment opportunities, by highly considered

capture of assessment provides opportunities to support personal development.	planning that meets learning aims to include development of wider personal, social and employability skills. Learners are supported to identify access and engage in the range of functions of work with employer support. This is reinforced through clear targets on Learner Journey Records and monitoring through the learner review process, this contributes to successful achievement. Learners comments include: *'… I can manage my time effectively between work and training'.* *'Proving that I can learn new things for myself'.* *'Gaining additional training and confidence whilst working as a learning assistant'.* (Learner Exit Questionnaire Analysis – October 2014).

Learners progress to courses leading to higher-level qualifications and into jobs that meet local and national needs

Key Strengths	Supporting Evaluative Statements
Good progression on achievement into employment or further training.	69% of learners retained employment, gained a contract employment contract on achievement of their programme or enter further training i.e. Level 3, High Level Teaching Assistant – HTLA status, specialised support areas and progression to a foundation degree for teaching in schools. (31% indicated 'other'). (Learner Exit Questionnaire Analysis – October 2014).

QUALITY OF TEACHING, LEARNING AND ASSESSMENT

Quality of teaching, learning and assessment

The Moodle KT&A induction provides learners with timely general information about their programme, prior to the Tutor visit. English and maths initial assessment ensures the programme is at the right level for learners. Learners and employers are provided with the opportunity to specifically identify with the learning aims, which supports a plan for teaching and learning.

A very good range of assessment methods to involve employers are used to help learners develop skills, this provides a collaborative approach to training. Tutors and assessors provide good, individualised coaching and signposting to learning in the workplace, during regular visits to learners and give support

in between appointments via the e- portfolio, email and telephone. Tutors and assessors use high levels of experience and methods to enable the subsequent assessment requirements to meet the qualification.

The OTLA grade profile identifies 100% of teaching is good or better. The Quality Observation Grade profile is 2 tutors at Grade 1 and 2 tutors at Grade 2. Quality Observation grades for Planning. Assessment and Feedback are 2 Tutors at Grade 1. For Learner Progress Reviews 1 Tutor at Grade1 and 2 Tutors at Grade 2. For Initial Assessment 1 Tutor at Grade 2.

Functional Skills are delivered through a distance learning model. However, this has been challenging for some learners and a classroom based model has been introduced. This is proving to be successful. In addition to this learners now begin English, maths and ICT as relevant to support timely completion. Vocational Tutor's now realise the importance of and maintain close liaison with the Functional Skill team. Tutors are embedding English and maths, where relevant, within the vocational learning programme. Tutors now provide feedback to identify areas that require timely attention and provide support and signposting.

A highly effective Internal Quality Assurance process in place to support assessors providing formative and summative feedback to inform their assessment practice. This is positively recognised by awarding organisation EQA visits and through internal audit processes.

Strengths and Areas for Improvements

Learners benefit from high expectations, engagement, care, support and motivation from staff

Key Strengths	Supporting Evaluative Statements
Good diverse methods of communication provide continuous information, guidance and support.	Range of communication is maintained through e-portfolio, e-mail, phone and text as well as face to face contact. Good planning of assessment, review visits and contact following remote assessment ensures timely intervention as required. This has led to increased efficiency when providing support, avoiding delay, loss of time thus continuing progress.
Highly robust IQA feedback which provides challenge for assessors to maintain and or develop good assessment opportunities for learners.	A range of formative IQA activity underpins and provides the opportunity to support the development of good assessment planning, assessment practice and feedback. Learner Interviews, observations of assessment practice, interim sampling safeguard from negative results at the point of summative sampling. The IQA team are an established team that provide both thorough individual support to assessors and focus on standardisation to maintain consistency. Audits identify that this drives quality improvement and the management of performance of assessment practice.

Staff use their skills and expertise to plan and deliver teaching, learning and support to meet each learner's needs

Key Strengths	Supporting Evaluative Statements
Highly effective use of workplace learning in collaboration with the employer promotes independent learning providing tailored delivery meet to both learner and employer requirements.	Tutors work closely with learners, their employers and or allocated mentors to access the range of work activity to achieve core learning together with meeting the employer's business need.
Good use of technology to plan, deliver and assess learners, providing real time assessment decisions and feedback.	Internal Quality Assurers and Tutors have fully engaged in using the E-portfolio – SkillWise, delivering momentum to the learner's learning and assessment journey. This also provides 'just in time' formative feedback, thus creating efficient and positive summative assessment results. Microsoft Surface Tablets are used within the workplace to record performance evidence where Tutors are able to reference immediately thus enabling learner to have highly timely input on progress and achievement.

Staff initially assess learners' starting points and monitor their progress, set challenging tasks, and build on and extend learning for all learners

Key Strengths	Supporting Evaluative Statements
Good use of skill area initial assessment information that informs planning and ongoing assessment.	Tutors build on information gained from the initial visit with the learner and employer, sculpturing individual learning plans and tasks that are realistic but also provide challenge for the learner. This makes a significant positive impact on the development of new skills and continuous improvement by utilising these at work. Learner response to their positive experience at KT&A: *'….confidence, studying and applying knowledge at work'.* (Learner Exit Questionnaire analysis - October 2014).

Learners understand how to improve as a result of frequent, detailed and accurate feedback from staff following assessment of their learning

Key Strengths	Supporting Evaluative Statements
Good constructive feedback on	Detailed feedback is provided by Tutors on Learner Journey Records, following short and medium term target

assessment informs learners to make individual progress and improvement.	achievement. Tri-party Learner Progress reviews take place at regular intervals, which involves detailed discussion of progress, feedback, identification and signposting to support and learning in the workplace as part of target setting. *'96% of learners agreed or strongly agreed that they are given feedback that helped them improve'.* Ofsted Learner View Survey – March 2014.

Teaching and learning develop English, mathematics and functional skills, and support the achievement of learning goals and career aims

Key Strengths	Supporting Evaluative Statements
Good understanding and development amongst staff, regarding the importance and the requirement to embed English and maths into the vocational learning programme.	Staff continue to make improvements in identifying opportunities to embed E/M and work closely with specialist staff. As a result Tutors are undertaking their own development and are working to achieve English and maths Functional Skills. Vocational learning assessment provides feedback on E/M, providing upskilling using the context of the learners work. Glossaries and vocationally related tasks have been developed. Standardisation has also begun identifying further opportunities to embed E/M.

Appropriate and timely information , advice and guidance supports learning effectively

Key Strengths	Supporting Evaluative Statements
Timely and ongoing information and advice given to all learners throughout the entire learner journey.	24 hour access to a Moodle Induction, prior to the programme start date is provided to all learners. This introduces learners to a wide range of information, advice and to assist with the planning of progression. The Learner's Moodle Induction area is updated as required, new information is also shared with learners through SkillWise. These resources lead to increased autonomy and encourage a self- managed process where learners make informed decisions for themselves.

Equality and diversity are promoted through teaching and learning

Key Strengths	Supporting Evaluative Statements
Good level of equality and diversity is embedded in training and raising	E&D is an integral part of the NVQ/QCF mandatory units and embedded throughout the rest of the qualifications within the Apprenticeship framework. Apprenticeship learners work through an Employers Rights and

awareness in learning activities.	Responsibilities qualification/component to encourage their own research around their own work sector. The KT&A induction provides detailed information on policies. Employers are also issued with an Employer Guide cover inclusive practices and equality and diversity our policies and procedures. Promotion and awareness of equality and diversity is embedded well through a range of opportunities in the programme. This is raised mainly through learner induction/sign up. Learner Forums, teaching and assessment visits and Learner IQA interview. There are set questions learners can be asked at review, Tutors will often select issues/topics i.e. in the media to promote awareness. Learners are enabled to share their views through regular questionnaires, surveys and through contacts given at induction. Awarding organisation requirements are also met to provide an Appeals Process for learners to challenge assessment decisions, if required. The impact of this is learners that understand they have rights and protections, but also a role where they too are delivering services that reflect and meet equality and diversity. .

SKILLS PLUS - SSA 14 ESOL

OUTCOMES FOR LEARNERS

Outcomes for Learners	Overall Grade 2

Introduction

In the period Jan- Dec 2013, out of a resident population in Kent of 1,440,000, 129,000 were non UK born.(Office for National Statistics, 2014)
In 2012/13 there were a total of 9,951 new National Insurance numbers issued to migrant workers in Kent, 63.5% of these allocations (6,322 allocations) originated from workers from the EU, with Poland being by far the largest, Maidstone and Canterbury having the highest percentages of migrant workers, and 41.4% being aged 18-24.

As the largest single ESOL provider in Kent, CLS contributes significantly towards KCC's community cohesion agenda. The learner demographic varies depending on the geographical area with high levels of Pre-Entry and low entry level learners in coastal areas and marked higher levels elsewhere . Some of the Pre-Entry are illiterate in their own language, have never attended school or held a pen/pencil. Some have a learning difficulty which is very difficult to identify and diagnose without the learner having language skills.

In academic year 13/14, CLS ESOL delivered 2,569 aims to 1,326 learners.
Overall success rate for ESOL was 85%, Retention - 97%, Achievement – 88%.
There is minimal variation in success rates between different groups of learners which indicates good levels of support to bridge gaps where necessary.

The ESOL offer is flexible to meet learners' needs with morning, afternoon, Saturdays and evening courses on offer. Courses located in main CLS buildings but also in other satellite centres to reach learners: some Skills Plus centres, Gateways, charities, army barracks for Gurkhas, hospitals for staff, community halls, Gurdwara. Some IAs take place at job centres for ESOL mandation courses. Substantial daytime delivery responds to the large numbers of female learners who have childcare responsibilities and need to fit in with school times. We have arranged courses to work around variable shift patterns according to need. We have also offered ICT courses for ESOL learners to respond to feedback. Learners can enrol all year round and choose from a number of longer or shorter qualifications, making our offer very accessible to all.
An analysis of end of course evaluations demonstrated that learners rated the below as good or better:

- Course enjoyment (yes): 95.7%
- Information at start of course – 98%
- Variety and interest of lessons - 97.2%
- Materials and resources – 98.5%
- Support from tutor – 98.5%
- Information about on-course progress – 97%
- Views, values and identity respected by staff and other learners- 99.6%
- Learning in a safe environment – 99.5%

- Help with day-to-day life in UK – 98%
- Learning – 97%

Employability courses:

- Better able to look for work – 96.5%
- Better prepared for work – 95%

A very responsive ESOL offer has accommodated a changing learner demographic. There has been a growth in learners attending JCP mandated Skills Conditionality courses – 374 aims achieved by 302 learners - 211 aims achieved in 12/13. The majority of these learners were pre-entry level. 96.4 % stated that the course had helped them to look for work in their local area and 95.20% stated they were better prepared to find a job which supports the purposefulness of the conditionality provision..

There were 111 ESOL courses, 13 fewer than in 12/13, although more of these were intensive courses to meet government agendas (intensive JC+ conditionality courses with more days per week)

Distance travelled since 12/13 SAR – Outcomes for learners

- Student ownership of learning and reflection was an area for improvement: change in ILP design, support tools for the Learner Voice and more emphasis on ILP tutorial time have resulted in an increase in learners' input about their own learning (in and outside the classroom). This is clearly evidenced and tracked through ILP moderation sessions throughout the year. The challenge remains for Pre-Entry leaners.
- Insufficient tracking of learner progression was highlighted as an AfI: a more robust tracking system is now firmly in place to track destination electronically on a termly basis. This will help inform course design to take into account patterns and most effective delivery models for learners' success. Impact will be evaluated in 14/15.
- Although Sp/List exams success rates continue to be low compared to other exams, there has been a clear increase in E1 Sp/List (12/13: 74.1%; 13/14: 78%) and Entry 2 Sp/List (12/13 66.7%: 13/14 73%)

Strengths and Areas for Improvements

All learners achieve and make progress relative to their starting points and learning goals

Key Strengths	Supporting Evaluative Statements
Excellent retention rates, at 97%, and learner feedback demonstrate the highly effective provision design and delivery.	13/14 retention rate was 97% overall, a 2% increase on 12/13. Thorough screening, initial and diagnostic assessment, identify starting points, IAG and discussion with learners ensures appropriate contextualisation of materials and resources. Learners are involved in identifying long and short term aims and goals and in taking ownership of their learning journey. Learners were actively encouraged to work independently under supervision and to extend the development of skills learnt beyond the teaching sessions. This is a step towards supporting their

	development as life-long, self-motivated learners. ESOL learners need support to access opportunities and integrate into British society. To meet this need, development of personal, social and employability skills are embedded throughout the ESOL provision.
Very good progress of personal and language goals.	The vast majority of learners meet their personal and language goals as discussed at target setting and reviews. This is as a result of careful analysis of language needs through screening, Initial and Diagnostic assessment. A build up approach to individualised targets in a contextualised manner to suit learners' backgrounds and long term goals, ensures their achievement. Significant number of learners take and pass external exams, improving study, progression and employability outcomes. 60% of all aims were successful exams. "When I came to the UK I absolutely didn't speak English and I quickly realised if I wanted to work and life here I have to learn language. I passed my exam last year so I continued higher level. I can say I was successful"
Highly effective value added to learners' journey through inclusion of a good range of extra-curricular activities contribute to their achievement.	Visits from National Careers Service, visits to library, visits to recruitment agencies, extension of learning through Meet and Practise, an ESOL allotment, planned excursions, web app development with NHS, service improvement project with NHS England. Quotes from learners who took part in NHS web app design*:* "I found it very interesting and useful information. Now I am more aware how the NHS works and the most important what to do in a desperate situation about health or accidents" "I learnt a lot, it was really interesting and very helpful. I also learnt that A&E is not for minor accident. I now know the exact place to go whenever I am poorly."
Good range of aims/qualifications offered to learners to suit different learning circumstances contributes to their achievement.	Learners can enrol onto courses throughout the year and can choose between preparing for full qualifications offering all skills or specific language skills as identified in IA/DA. Furthermore, a variety of boards such as Trinity or City and Guilds or OCR (ICT) as well as different external assessment methods (exam/portfolio) accounts for learners' different starting points and pace of learning This makes our provision very accessible to all.
Areas for Improvement	**Supporting Evaluative Statements**
Inconsistent recording of evidence of learner ownership of their learning journey and 'learner voice' particularly for pre-entry level, with insufficient use made of alternatives to	Further work will continue with tutors around more innovative methods of capturing evidence eg video and MP3s, photographic evidence appropriate to learners' levels.

written evidence.	

Achievement Gaps are narrowing between different groups of learners

Key Strengths	Supporting Evaluative Statements
Good parity of achievement between groups of learners	2% achievement variance between learners with a disability and without. Non significant 10% achievement variance between different age groups, skewed slightly by 1% of the ESOL learners in 16-18yr age band (there will be no 16-18 yr old ESOL learners in 14-15). 5% difference excluding these. 3% achievement variance between genders. Pre-Entry learners (with profound literacy gaps) in ESOL mandated courses as well as in community based provision(Nepalese elders) achieving not only personal but also accredited aims: 24 Nepalese men and women took part in Tonbridge, Dover and Folkestone courses tailored to meet the literacy needs of the Nepalese community. Despite extremely low starting points, the majority successfully achieved E1 Reading and Writing City and Guilds units. Where gaps are identified, support is swiftly organised through TAs and volunteers (21 TAs and 8 volunteers) to ensure that those with a more disadvantaged starting point are able to achieve. "I understand reading easier. As I am deaf I cannot do the speaking and listening. My writing has improved"
Areas for Improvement	**Supporting Evaluative Statements**
Low success rates for Entry 1 & 2 S&L exams compared to higher level Sp/List ESOL exam success rates.	Success rates for E1 (78%), E2 (73%), E3 (89%) Speaking/Listening exams rate lower than the L1 (87%) and L2 (82%) Sp/List exams (K: drive- CLS Performance Report 13/14)

Learners develop personal, social and employability skills

Key Strengths	Supporting Evaluative Statements
Very good development of learners' personal and social skills to support community integration.	Personal, social and employability skills are embedded throughout courses in the ESOL provision. Tutors actively promote and support learners' acquisition and development of these skills which are essential to enable ESOL learners to access opportunities and to integrate into British society. One group of learners

	worked with the NHS to develop a web app, whilst another group of learners visited some recruitment agencies. In 3 areas of Kent we are supporting the Nepalese communities to have a voice in the shaping of NHS services. Large numbers of ESOL learners visit their local library as part of their ESOL courses as a means to become more familiarised with community facilities. Active promotion and collaboration with The Meet and Practise sessions delivered at a number of KCC libraries offer an extension of learning and development of social skills outside the classroom. Nepalese learners in Maidstone, Folkestone and Ashford took place in a pilot project to gather their feedback and suggestions on accessing local NHS services. Tonbridge female learners completed an ESOL course around the theme of accessing local Tonbridge services. In 14/15 they are progressing onto a healthy lifestyle course. Feedback from CLS partner: These classes have had an enormous positive impact on the women. Some of the women have been able to undertake an accredited course funded through Adult Ed which has improved confidence and self esteem. The Nepalese women are very much wanting to integrate with the wider community in Tonbridge, and the ESOL classes are a way to support this through language and helping with confidence to talk to people and be understood. It has also had the positive outcome of involving the wider Nepalese community as some of the younger women who speak better English have been volunteering in the groups. 1 other young Nepalese volunteer has started a dental nurse trainee position and has said that volunteering with the ESOL class has improved her confidence and enabled her to move on from her job working in a supermarket. In February, Platform51 took 51 women and their children to Madame Tussauds, including some of the women who have been attending ESOL classes. 5 of the women told us that they would not have had the confidence to go to London on a trip before attending ESOL classes at Mind ‘Meet and Practice English is going well around the county and it is a lovely activity for bringing together both those on ESOL courses, and others from the community, so I am pleased it is extending.’ N.B. Project Director, CSV. “I am very happy that I can independently g to the doctor’s, go shopping and talk to my children teacher. I can manage without my husband” “I am able to express my expectations and needs in work (before I was shy to speak). I am not afraid to call somewhere and speak in English as before” “When I started the course I couldn't speak or write any English. Now I can speak to the job centre without

	an interpreter. I didn't understand computers in Hungary. Now I do". "I started volunteering work" "I work as a taxi driver and I can now speak with the clients" "I didn't know anything about English language that's why I couldn't speak with my workmates and now I have some British friends and I understand more things than before"
Very good partnership working to ensure that employability skills courses are of very high quality and meet national and local agendas, thoroughly supporting development of, mainly pre-entry level, learners' employability skills.	There has been a massive growth in the demand for Skills Conditionality courses in some areas of the county which we have energetically responded to. These courses have been developed in conjunction with the Job Centre and adapted to meet the different requirements of local Job Centre Plus and local labour markets. They include visits to recruitment agencies, interview skills, maths, ICT, Health and Safety, support with producing CVs, job searches, Universal Job Match, IAG visits from National Careers Service and visits from employers and previous learners who have successfully found work. We have developed a brokerage spreadsheet matching available vacancies in local areas and tracking interviews, jobs obtained. ESOL conditionality course design, delivery modes and client feedback systems developed in partnership with JC+ Hi S, From what I've heard local managers are being very receptive to our needs and adding extra courses where required. Kind regards, R M , Maidstone JCP Hi R, Just wanted to say thank you again for letting myself and Jeff come down to see you today and to observe the course. Once again I would like to say how impressed we both were with how the course is run and how enthusiastic all the students seemed to be. I will as agreed with yourself be sending an email to our provision team in Maidstone to let them know how impressed we were with the course and for all the support you give us locally, making sure we are always fully updated with how are claimants are progressing and if they are not attending. K M, Dover JCP Survey feedback 96.4% stated they are better prepared to look for work in their area 95.2% better prepared to find a job. 89.2% they can now look for work on the Internet 98.8% would recommend this course to those looking for work.
Areas for Improvement	**Supporting Evaluative Statements**
Identify appropriate work shadow	A few learners have managed to find opportunities where tutors/managers have made links with employers,

opportunities that could be built into ESOL conditionality courses. .	however, research to be carried out to find out appropriate opportunities.

Learners progress to courses leading to higher-level qualifications and into jobs that meet local and national needs

Areas for Improvement	Supporting Evaluative Statements
Insufficiently developed tracking system for higher level qualifications/jobs. Now firmly in place for evaluation in 14/15.	ESOL total learners 1365 and ESOL new leaners 1083 so that would indicate: 21% of existing learners stayed with us but there is no data to indicate they actually progressed up.

QUALITY OF TEACHING, LEARNING AND ASSESSMENT

Quality of teaching, learning and assessment

We have a highly qualified, very experienced, motivated and passionate team of ESOL tutors, many of whom regularly go the extra mile to support learners.
84% of tutors have an OTL grade 2 or above, an increase of 11% from previous year and with a rigorous OTLA moderation system in place.
All staff go through a robust recruitment and selection process that involves a microteach with real ESOL learners and follow up interview as a way to stream highly skilled tutors .All staff have high expectations of learners which is evidenced by learners' high success rates (85%) and learner feedback/case studies.
The ESOL programme covers all levels from Pre-Entry to L2 and courses lead to qualifications in ESOL Skills for Life, which effectively support the learners' paths to obtaining citizenship, indefinite leave to remain and/or to equip them with the communication skills they need to integrate into British society, improve their personal and social skills/lives, work skills and career prospects.
Thorough and rigorous screening, IA and DA identify starting points and appropriate individual targets are set.
Courses, including bespoke courses and Skills Conditionality, are jointly designed with partners to meet learners' needs and include purposefully designed course materials and very effective utilisation of appropriate teaching strategies to address from Pre-Entry all the way to Level 2 in contexts as different as work based through community integration to employability..
Utilising the expertise of a consultant, we have carried out the first stages of an action research project into identifying Specific Learning Difficulties amongst the lowest level learners, to enable us to access appropriate support and to plan according to need.

Distance travelled since 12/13 SAR –TL&A

- **Further sharing of best practice** was identified as an area for improvement: a marked increase in the use of the ESOL Café forum has

enabled better communication and sharing of information, resources and CPD opportunities for all ESOL tutors (see Fig 1 below). A tutor led team was tasked with designing a county wide course model with associated resources. This model allowed for their resources and teaching approaches to be shared at county level. An ESOL Conditionality guide has been produced and shared with all tutors as a means of not only standardising this core provision but also sharing good practice.

- **Inconsistent quality of ILPs across ESOL**: An ESOL ILP guide has been produced and shared with all tutors to set the required standards across the county. ILP management in group settings sharing of ideas produced and circulated to all. A now well established Quality led team audit and moderate ESOL ILPs across the county on a regular basis. The actions are then reflected in tutors' action plans and it is one of the tutor appraisals criteria. Evaluation of impact in 14/15 when we will be able to compare 13/14 and 14/15 figures.
- **Insufficient Differentiation** was identified as an area for development: two county wide training sessions were offered with good feedback from tutors. Differentiated planning is more clearly reflected in lesson plans whose format has also been altered to highlight individualised differentiated outcomes.
- **Insufficient awareness of learning difficulties** was raised as an obstacle to learning: an action research project was commissioned to look into identifying learning difficulties that can be masked by poor language skills. Developmental tool to share with tutors in progress now.

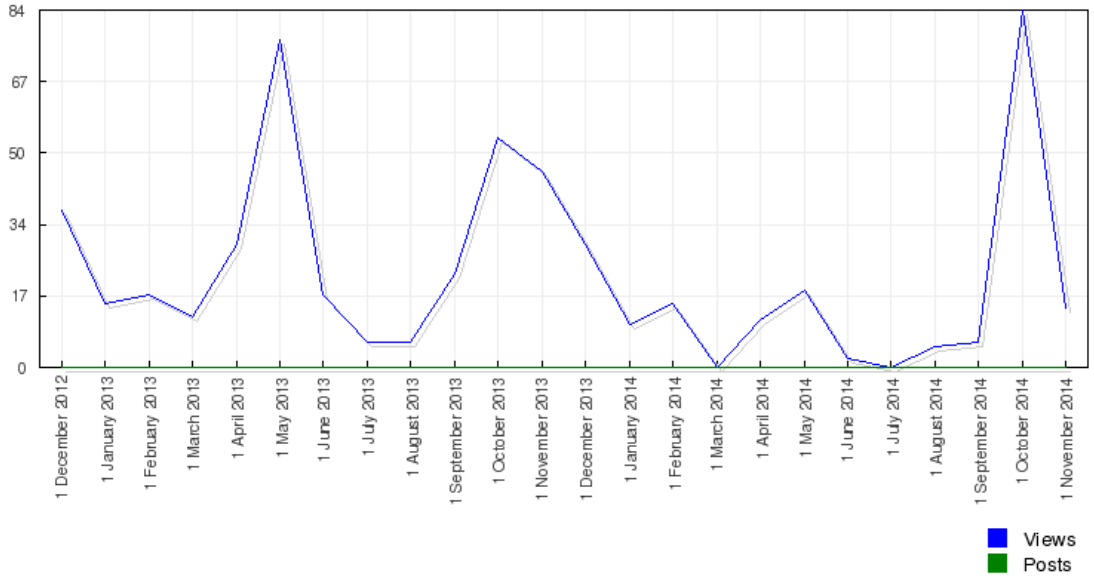


Fig 1: use of ESOL Cafe

Strengths and Areas for Improvements

Learners benefit from high expectations, engagement, care, support and motivation from staff

Key Strengths	Supporting Evaluative Statements
Highly committed and dedicated ESOL tutors, often 'go the extra mile' to support learners and help them improve and maximise success, offering excellent enrichment activities and motivating learners to succeed and increase attendance.	Many staff 'go the extra mile' to engage and support their learners, communicating with them after missed sessions, developing extra, individualised materials which are made available outside of sessions and arranging interesting activities and visits. A *tutor in Gravesend visited employment/recruitment agencies to identify what questions etc they would ask potential candidates. She arranged to take the Skills Conditionality learners there for a visit.* *A Christmas around the world event was organised by Sittingbourne tutor which celebrated food and religious traditions in different cultures. It was a real success with staff commenting on what an eye opener it had been.* Staff regularly refer learners to public sector/partner agencies to assist with, for example, benefit claims, housing, CAB, council services, health trainers. A dedicated factsheet with local information on benefits, NHS, job centre, housing, migrant support, etc is available to all ESOL learners. "The personal and teachers, was very good. They are very good profesionals and the students can to feel that the teachers love their job. They are very interested in our improvement. I was very happy with them" In Year summary retention report highlights 97.93% which backs up the good levels of support and encouragement by tutors .

Staff use their skills and expertise to plan and deliver teaching, learning and support to meet each learner's needs

Key Strengths	Supporting Evaluative Statements
Very well qualified and experienced staff delivering good quality teaching.	84% (27 of 31 tutors) received OTLAs that were graded good or better. The ESOL workforce is highly qualified with all tutors holding at least a Level 5 CELTA (Cambridge) or Cert TESOL (Trinity) qualification. Cert Ed/PGCE/PTTLs /DTLLs/ QTLS/ L5 subject specialism are some of the other teaching and subject specialisms they have. Employability courses have grown and highly skilled tutors have developed well designed content and high quality course materials, focusing on the needs of learners and local labour market opportunities. Good quality, Schemes of Work, lesson plans and resources are developed, quality checked and shared via Moodle to ensure that ALL tutors, especially new tutors, have access to appropriate 'starting points' to adapt to meet their own learners' needs. Teachers plan according to the learners' needs and aspirations through ILPs. The majority of

lessons are well planned and well taught. Tutors use imaginative and relevant activities to develop learners' skills and enthusiasm. In better lessons, all learners are well challenged.
A tutor needs analysis identified differentiation as an area where tutors themselves were requesting further support to address the spikier profile and changing profile of ESOL learners. Two training sessions were delivered across the county. Feedback on how useful it was below:
Please rate on a scale of 1 - 4 (1 least confident, 4 most confident) how you felt about differentiation:

	1	2	3	4	
Before the session	✓	✓✓✓✓	✓✓✓		
After the session		✓	✓✓✓✓	✓✓✓	100% improvement

.
"A well-organised and thoroughly enjoyable session. This is the first time I have been to a differentiation training session where differentiation was actually discussed"

Termly tutor meetings include developmental opportunities (for example ILP peer checking, ILP and group management support) , dissemination of new/innovative ideas and sharing examples of good practice.. Comprehensive induction is followed by support throughout the probation period to support achievement of a grade 2 OTLA. Good support in ESOL classes is also provided by 19 well qualified TAs and 8 volunteers, who were themselves encouraged to undertake CPD, attend training sessions and undertake appropriate qualifications to progress to become tutors if desired (J.C/ A.M). One Folkestone volunteer obtained a teaching job abroad as a result of the support received whilst supporting in ESOL and one volunteer in Tunbridge Wells progressed as a TA and to a tutor position. .Effective supportive observations supporting quality improvement.
Hello S

Thank you for agreeing to offer me a supportive observation 22nd September 2014.

The feedback you gave me before was very useful and, in particular, your 'hands on' (kinaesthetic) approach within the lesson proved to be invaluable. In the following session, this came to mind and I was able to 'step back' and observe that 'all learners were fully engaged.'

Part of the reason it was so helpful is because whilst worrying about things I may have missed, I cannot

	effectively address the issues I have anticipated. It is important for me to develop a sense of what is also 'going well' and I found your prompt enabled me to take stock and reduce the anxiety I felt. *I aim to prepare SOW/LPs in the next 2-3 weeks and I wonder if you will be available to discuss these before the supportive Observation.* *I am currently considering a change of day to teach on a Friday from September. Will this present any difficulty for you?* *Many thanks* L
Very timely and responsive offer to meet learners' and partners' needs	In response to requests from partners, we developed and delivered a range of bespoke courses and learning opportunities to meet the identified needs of particular groups of learners eg Gurkha courses, Harmony group at MIND, Meet and Practise sessions in conjunction with libraries. These courses have been planned by close partnership with community leaders, JCP area partnership managers and advisers. Courses have been delivered at Pembury hospital, around shift work, to support domestic staff to better engage with patients and other staff. Tailored courses for the Nepalese community in Folkestone and Tonbridge, mainly women, supported not only coverage of long standing literacy problem but also integration within the local communities, accessing health resources and community facilities. MIND supports girls and women as they take control of their lives. ESOL delivered Short courses at MIND Tonbridge to support women to become more independent when visiting their GP or making medical appointments. . Job Centre Plus courses have been redesigned to respond to national and local agendas and needs. *Unsolicited feedback from MIND* *I would like to take this opportunity to thank Adult Ed for their positive contribution to the Harmony group at Platform51. The group was set up to bring women together in the local area who speak English as a foreign language. It was clear from the outset that the women were looking to improve their language skills. We have worked closely with Adult Ed to provide ESOL classes to compliment the conversation classes run at the centre by staff and volunteers.* *It has also had the positive outcome of involving the wider Nepalese community as some of the younger women who speak better English have been volunteering in the groups. This in turn has improved their confidence at Platform51 and also within their community. For some it has also allowed them to have a voice in shaping services. The group has now moved to MIND in St Mary's Road and one Nepalese woman has become a volunteer for MIND. With Von and myself she attended a staff away day at MIND and as part of working groups*

acted as the "voice" of the ethnic minority groups in Tonbridge and spoke about the importance of ESOL classes for the women as lack of language skills impacts negatively on health and well-being in terms of isolation, access to important services such as GPs, employment opportunities, confidence and self esteem. 1 other young Nepalese volunteer has started a dental nurse trainee position and has said that volunteering with the ESOL class has improved her confidence and enabled her to move on from her job working in a supermarket.

There are currently 18 women being supported directly by ESOL classes run by Adult Ed at MIND, some funded by the college and others by Platform51. A additional 11 women are attending conversation classes being run by an ESOL trained volunteer. The attendance rates and enthusiasm of the women evidences the importance of these classes to the community. Staff and wider community members have commented on how their English has improved.

N C, who has been running the ESOL classes mostly has been an incredible tutor and the women have been engaged very positively with her. She has developed some very positive relationships with the women and her ability to be flexible and creating a fun learning environment has definitely contributed to the success of the ESOL classes run at Platform51. I have been assured by the women that Kremena is running high quality classes down at St Mary's too, which reflects the calibre of staff Adult Ed recruit.

Regards,
A W
(formally Programme & Finance Manager, Platform51)

ESOL for Nepalese community in Maidstone

Areas for Improvement	**Supporting Evaluative Statements**
Too few examples of excellent use of ICT to support learning – needs to become standard across the programme.	Whilst ILT is used in most sessions, its effective use to support learning in an innovative and engaging manner is not as common place. Best practice will be better shared and supported in 14-15, with appropriate actions set for individual support for tutors identified with needs in supportive obs. Sharing of Skills Plus centre facilities will also support this. Online CPD across the country for ESOL practitioners is now being disseminated. Purchase of more ICT resources (mainly IWBs) is planned for 14/15.
Insufficiently formalised collation of Strengths & Areas for Improvements from supportive observations to identify CPD and training needs and opportunities for targeted peer observations.	Skills to develop a system to collate supportive observation strengths and areas for improvements. To be added to the quality cycle and so normalised.

Staff initially assess learners' starting points and monitor their progress, set challenging tasks, and build on and extend learning for all learners

Key Strengths	**Supporting Evaluative Statements**
Good identification of starting points from which relevant targets are set and expectations stimulate high standards of work and support progression of learning.	New standardised ESOL IA was redesigned and standardised to mirror the evolving student profile. This thorough and rigorous initial assessment identifies needs, interests and learning context of individual learners. A Pre-Entry version was designed to take account of the changing demographic. Its accuracy is evidenced by minimum levels of transfers between courses at different levels. Programmes are planned to meet individual learner's needs supported by diagnostic assessment which informs short term learning goals and links to the learner's ILP targets. Planned differentiation with adapted materials for individual contexts and needs are rigorously monitored in supportive observations , OTLAs and ILP checks.. All this contributes to tutors' heightened awareness and expectations of standards. Learners' feedback: 97% stated they had learned a lot since the start of the course. In better lessons, high levels of challenge are built into learning from the start of courses with learners working towards a level above their spiky profile levels to ensure that existing skills are built, thus progressing learning. Appropriate materials and teaching methods are used to engage learners, and to scaffold and support their learning. Learning is reviewed regularly through tutorial sessions, with comments being recorded in ILPs. Learning takes place not only in the classroom but also outside the classroom through tasks designed to enhance the ILP goals and set by the tutor in the form of self study. Homework is differentiated according to learners' needs. Learners work towards externally accredited exams or portfolios in a relatively short period of time (compared to more intensive FE provision) with 68% of learners expressing their intention to progress onto another ESOL course the following year.
Areas for Improvement	**Supporting Evaluative Statements**

Inconsistent quality of level of challenge in targets set.	Some targets set in ILPs evidence consistenly high levels of tutor expectation and appropriate individual levels of challenge. This needs to become standard practice across provision.

Learners understand how to improve as a result of frequent, detailed and accurate feedback from staff following assessment of their learning

Key Strengths	Supporting Evaluative Statements
Good use of detailed, constructive feedback to inform learners' journeys, appropriate to learners' levels.	The well qualified, experienced ESOL tutors are trained to provide constructive feedback through group and/or individualised discussion with learners, comments on homework, marked self study, in tutorials, one to one exam prep and through comments in ILPs. They ensure learners have a realistic understanding of their progress and expectations regarding their learning steps, targets and goals, appropriate to learners' level. Tutors make best use of tutorials used to provide learners with time to discuss progress on a one-to-one basis. Before and after lessons, very often tutors stay behind to clarify feedback with learners. Learners are encouraged and supported to reflect on their own learning and to record comments on their ILPs and sometimes using diaries. Continuous assessment and evaluation of work and tasks identifies learning and informs future planning. Marked evidence is audited regularly in ILP moderation sessions.

Teaching and learning develop English, mathematics and functional skills, and support the achievement of learning goals and career aims

Key Strengths	Supporting Evaluative Statements
Very good teaching and learning identifies gaps in functional skills and supports achievement of learners' personal targets needed for integration and employability.	Speaking and Listening, Reading and Writing skills are embedded throughout the provision. Examples of maths in real life situations are embedded where appropriate and in particular in Skills Conditionality courses with an emphasis on the subskills needed to increase employability such as understanding payslips, rotas or managing one's budget, for example. Likewise, ESOL courses aiming at integration particularly with Pre-Entry learners have a specific remit on functional skills such as shopping independently using British currency, understanding numerical information on timetables, time around workshifts, etc. ESOL learners are referred to maths courses (SPlus/GCSEs) where this need/ ambition is identified ESOL learners also undertake maths courses within GCSE, Skills Plus and Family Programmes offers
Areas for Improvement	**Supporting Evaluative Statements**
Insufficient tracking of ESOL learners progressing onto accredited GCSE/Functional Skills Maths to evaluate if higher level maths need to be promoted further.	ESOL learners progress onto Level 1 and Level 2 maths. However, this is not being sufficiently tracked, which does not allow us to evaluate if further promotion is needed to support a more ambitious offer for ESOL learners.

Appropriate and timely information, advice and guidance supports learning effectively

Key Strengths	Supporting Evaluative Statements
Very effective and timely IAG support provided for learners.	Prior to/at initial assessment, appropriate information and advice is offered re the suitability and relevance of the possible courses learners could join to meet their needs, including also information on fees, help to pay for courses, identification of other support needed (learning difficulty, disability) re other providers' offers if it was considered that we didn't have an appropriate course to offer. The vast majority of L1 & L2 ESOL courses, and some E3, received IAG from the National Careers Service (NCS) during their courses. Feedback from tutors was that learners 'all had positive comments' and 'found it very helpful'. All learners receive information and advice re a range of appropriate progression opportunities from their tutor at the end of courses. This is documented in the reenrolment slip that each learner is given after discussion with the tutor. Learners are encouraged and supported to make individual appointments with NCS if they need further advice and guidance. Further information and advice is offered on re-enrolment. One Tonbridge learner was encouraged to volunteer and, as a result, secured a nursery assistant job. IAG at Open Day

Equality and diversity are promoted through teaching and learning

Key Strengths	Supporting Evaluative Statements
Excellent promotion of E&D embedded throughout T&L, provision and delivery.	99% of learners completing ESOL surveys stated that they felt their views, values and identity were respected by staff and other learners. 100% of learners completing ESOL end of course survey stated that they felt they were learning in a safe environment. We have undertaken the first stages of an action research project to identiy appropriate assessment of learners' specific learning difficulties that can be masked by low levels of language. From screening stage, through IA to ESOL induction identification and highlighting of E&D issues, and expectations

are included and ground rules are set in relation to these.
Information is translated (Learner Voice, ILR, payment info, accreditation board info) and adapted (ESOL induction, for example for mainstream and conditionality courses) including simplified versions and visual prompts to reach all.
Classes are offered at different times of day and weekends to meet learners' needs. We also delivered in venues where learners feel most at ease, as a stepping stone before venturing onto a centre.
Managers and tutors promoted equality and diversity well, including within lessons including using positive, inclusive images in resources, ensuring examples use positive images representing minority groups and not re-enforcing stereotypes etc. Where E&D issues have been raised, a quick response has been sought for.
Data demonstrates that there is no appreciable difference in success rates across different groups of learners eg those with a disability or from particular ethnic backgrounds.
Adjustments are applied for with exam boards to ensure disabled learners are given a fair chance of passing exams.
Different exams are used to enable access and achievement for different groups of learners, including portfolio.

LSF & ALSF are used to support individual learner's needs and to overcome barriers to learning. ALSF funded 20 TAs to support learners/classes over the academic year. This has included funding signers and other individual support workers as appropriate.
122 DLS applications for ESOL courses were made and approved for ESOL learners to ensure that financial difficulties would not be a barrier to learning
Managers liaise with specialist departments (such as KCC deaf services) to coordinate additional support for learners

A Christmas event was organised by a tutor where all learners brought typical food, dressed in traditional costume and explained how this festivity is celebrated in their countries. This was open to all members of staff: it had fantastic feedback.:

"A great idea and it brought people together. I learned a lot and I would welcome another day like this. Please can we have the recipes for the lovely foods?"
Amanda – LJO

	Learners of any sexual orientation are equally welcome. An LGTB survey, open to all staff and learners was part of a study by the British Council through an ESOL tutor. Resources are adapted and equipment modified if appropriate to promote inclusion of all learners and enable appropriate access to learning opportunities. All members of staff, including tutors, undertake safeguarding training. Safeguarding forms part of the learner induction.

SKILLS PLUS - SSA 14 Independent Living Skills

Outcomes for Learners

Overall Grade 2

The Independent Living skills (ILS) provision caters for adults who have learning disabilities and difficulties. Also those with mental health difficulties and anyone who feels that they need a bit of extra support.

The provision changed significantly in 13/14. This was as a result of consultation with learners and changes to funding. The SAR and QIP from 12/13 identified that the programme needed to include a wider variety of subjects with the option of accreditation for those who wanted it. We consulted 203 learners internally and externally as well as other key stakeholders. The consultation also took into account affordability so that realistic options were offered.

In 13/14 174 learners undertook 287 aims. The provision consisted of City and Guilds English and maths and OCR Life and living. The size of qualifications ranged from individual, 1 credit units to full certificates giving students a wider offer to meet their needs. Overall success rates were satisfactory for this first year of the offer.

A total of 23 courses were offered, 11 English Pre-entry to Entry 3, 4 maths Pre-entry to Entry 3 and 8 Life and Living Entry 1 – Entry 3. This was the first year that subjects have been offered separately. This gave students more time to develop their skills and focus on particular areas.

Learners have progressed within their courses this year to achieve higher level qualifications. The majority of learners had not had this opportunity before so that there is now parity across the provision and evidence of new skills and learning. This has been taken a step further by the inclusion of ILS into the Skills Plus brand.

Learners continued to develop their personal, social and employability skills through the accredited curriculum, their ILPs and added value activities. Success rates on ILPs remained good.

All learners achieve and make progress relative to their starting points and learning goals

Key Strengths	Supporting Evaluative Statements
Learners' achievement in maths is very good. Learners' achievement in Life and Living is very good. Learners' ILP achievement is very good.	91% of learners achieved their City and Guilds maths qualification. 94% of learners achieved their OCR Life and Living qualification. 89% of learners achieved their ILPs.
Areas for Improvement	
Insufficient understanding of qualification structure	54% of learners achieved their English qualification. The structure of the qualification is complicated and this was also emphasised at the EQA visit, this resulted in unrealistic expectations when planning. It was hoped that the majority of students would be able to complete the full certificate but this was not the case in the time given. 172 learners studied from a range of 25 aims. Those that did not achieve the full certificate did achieve either a single or themed award. All learners' had a sense of achievement. The EQA feedback was positive however on how we had tackled the implementation of this accreditation. **"The Centre were very thoroughly prepared for this first, formal EQA visit after qualification approval. All assessments, completed and incomplete, from all sites were available to sample…. There were detailed records of meetings which included standardisation activities; evidence of CPD activity for assessors; IQA feedback to assessors** **and a spread sheet showing learners progress.…The** **Centre requested an advisory remote monitoring to support the development of these complex qualifications."**

Achievement Gaps are narrowing between different groups of learners

Key Strengths	Supporting Evaluative Statements
Successful bespoke course for learners' who have Korsakoff's syndrome	100% of learners progressed from the 12/13 pilot course to the 13/14 long course. The majority of learners achieved a unit of the C and G English. Feedback from the partner organisation was very positive: **Hi,** **I didn't get the chance to organise an end of term farewell for you and your team.**

	I would just like to say how grateful we are for the support and the hard work you have given our clients, thank you. **We have noticed reading the clients reports how valuable your service is to them, it also gives us information about things you have managed to get them to achieve that we would never have known.** **I look forward to hearing from you about next term.** **Best Wishes,** **L Activity coordinator**
Areas for Improvement	**Supporting Evaluative Statements**
In 13/14 there were differences in the level of achievement between different groups of learners.	Overall achievement - Able 93%. Disabled 83% however this was caused by the factors listed above and not because of groups being treated differently. Achievement in 19 – 24 was 69% this is because the younger students are harder to retain and tend to move on to other opportunities.

Learners develop personal, social and employability skills

Key Strengths	**Supporting Evaluative Statements**
Highly effective provision that enables learners to develop personal, social and employability skills this has been enhanced further through the introduction of Life and Living accreditation.	Personal, social and employability skills are embedded throughout the Independent Living Skills curriculum. This is because it is truly individualised and the curriculum is negotiated by the learners enabling them to become instigators of their learning. The Life and living curriculum offers over 50 modules which students choose from as a group and are differentiated to their level. Tutors actively seek opportunities to provide "added value" to the curriculum and to use real life opportunities: for example 159 learners across Skills and in partnership with Libraries and Archives, participated in the Six Book challenge and jointly the organisation gained a Gold Award from the Reading Agency. One English tutor said: **"V has been learning to read for a couple of years and this year has made a huge improvement…..Using these new skills V was keen to attempt the libraries Six Book Challenge….V successfully read six pieces including short stories and a recipe and therefore achieved the challenge."** Learners are enabled to access community facilities and broaden their opportunities to ensure personal growth and independence. One Life and Living tutor said: **"Miss X had gained so much confidence from coming to class and taking part in activities that it inspired her to set up her own company. She makes different varieties of candles, sells them and then the**

	proceeds go to charity." These skills were learnt whilst completing the creative modules of Life and Living. Another commented on the personal growth that she had seen within a student: **"When A began his course he was arriving late and wearing inappropriate clothing for the weather. ILP targets were set for him to arrive on time and to wear clothing that matches the weather. With ongoing encouragement he has achieved this."** Tutors have also been using a new tool to set and track soft outcomes for learners.
Areas for Improvement	**Supporting Evaluative Statements**
Insufficient quantitative tracking of learners' soft outcomes	In 13/14 the data changes form was introduced to track outcomes as well as these being recorded on the ILP. However there is still not a sufficient method to quantify these.

Learners progress to courses leading to higher-level qualifications and into jobs that meet local and national needs

Key Strengths	Supporting Evaluative Statements
Good progression of learners onto higher level qualifications	As previously mentioned a wider accredited offer has been available this year allowing students to work on Units, awards and Certificates and prepare them for the following year and also as steps towards Functional skills. Many students engage in voluntary work. **"MR has worked on completion of application forms and communication skills – this has resulted in him getting a job."** **"One student volunteers for the RSPCA. She has been doing well and has had her hours extended to cover an extra day."**

Quality of teaching, learning and assessment

All tutors either hold a relevant qualification or are undertaking one. 2 tutors have QTLS. Staff are supportive of each other and ensure that good practice is shared. Team meetings concentrate on professional development as opposed to just information sharing. One TA is DTLLS qualified. 1 tutor is at end of year 2 DTLLS. 1 tutor the end of year 1. Managers act as mentors to ensure that staff are fully supported.
All staff have high expectations of learners. There is strong emphasis on individualised learning and flexibility allowing learners to design a course that meets their needs.
Staff are fully involved in initial assessments and this helps them to build effective working relationships with the learner right from the start. A new tool has been developed to streamline to process and tutors also shadow other tutors/managers before assessing.

All tutors include Equality and Diversity in their learner induction and in the content of the course ensuring that all learners are treated with respect and as

individuals. Equality and Diversity is promoted by dealing with current affairs and studying different festivals. Learners' are also supported to improve their tolerance of their peers and acceptable behaviour. An example of this was the Healthy relationships course which we delivered in partnership with the Learning disability nurse team.

72% of tutors (6 out of 8) were observed and graded as delivering good or better sessions in 13/14. One tutor was observed as satisfactory in ESOL gained a Grade 1 in ILS prior to this. One new tutor gained a Grade 3 and is responding well to her action plan. Tutors receive substantial support to ensure continuous improvement. This involves supportive observations, peer observation and attendance at tutor development meetings. The C and G EQA report stated:

"What was exceptional practice was the quality and level of support tutors and assessors receive from the two IQAs. This was seen in IQA records and also in a 360 individual tutor file."

Learners benefit from high expectations, engagement, care, support and motivation from staff

Key Strengths	Supporting Evaluative Statements
Highly individualised provision that insists on high expectation of all learners	Curriculum is relevant and meets individual contexts so ensures engagement . Regular verbal reviews are held to plan new learning and to prevent disengagement for those who may be at risk. There are clear expectations for appropriate behaviour and tutors promote a calm, supportive environment. Learners have been challenged more this year through the introduction of accreditation and the belief that they can achieve.

Excellent support from staff for pastoral needs and safeguarding which enables learners to succeed.	All staff report concerns in a timely manner ensuring that all issues are addressed appropriately. All staff promote the wellbeing of learners and are happy to address minor issues using their own initiative. Tutors and TAs also work with support staff to create the link between home and the course to ensure that concerns and needs are addressed effectively. CLS staff work holistically in centres to ensure that learners feel safe and well supported. Staff who work in a variety of roles and levels are confident to report any concerns no matter how small. They work together to ensure the smooth running of courses and communicate well with learners, tutors and managers. One tutor said: **"At the beginning of term I discuss what safeguarding is with my learners. They all know that if they have any issues or concerns the can approach me for advice or support."** 24 concerns were raised regarding ILS learners in 13/14. 25% were referred to social services, 75% were resolved through classroom management/monitoring/signposting. These figures reflect the ongoing commitment of staff to promoting the safety and wellbeing of learners. 1 learner has accessed an advocate through Advocacy for all this year for support in a parental responsibility case. For another learner their quality of life and support services have improved significantly since raising an adult protection concern because he was starving himself.

Staff use their skills and expertise to plan and deliver teaching, learning and support to meet each learner's needs

Key Strengths	**Supporting Evaluative Statements**
Wide range of methods of teaching and learning that promote inclusion and participation by all.	Teaching and learning methods are interactive and multi-sensory to promote inclusion, motivation and independent learning. Tutors regularly reflect on learning activities and their effectiveness and will discuss with peers or line management ways in which they can develop their methods for teaching and learning to ensure good practice. Staff development has focussed on the delivery of accreditation to ensure that it is practical, stimulating and not too paper based.

Very good support in the classroom from TAs and support workers	Every class has at least one Teaching Assistant to support the tutor and learners. The TAs regularly feedback to the tutors about learner progress. Independence is further promoted by the gradual removal of support workers where appropriate. Interpreters are provided for those with sensory impairments where needed. Tutors and managers liaise effectively with learners, parents, support workers and other relevant professionals to ensure excellent provision and support. Interpreters are used where needed and form part of the teaching team. Tutors are aware of their TAs strengths and use these effectively.
Very good level of management support that has enabled tutors to reflect on practice and improve delivery.	All tutors have a relevant teaching qualification and manager act as mentors when they are working towards these. 2 have QTLS as well as 1 TA. Permanent TAs undergo in-house development and one gained employment as a tutor this year. Tutors are very supportive of each other in sharing ideas through tutor meetings and email to improve practice as well as submitting items to Moodle. Tutors benefit from supportive observations and peer observations and action feedback. In return they openly give feedback to managers on how provision could be improved.
Areas for Improvement	**Supporting Evaluative Statements**
Further development is needed to ensure effective planning for success.	Some tutors were over ambitious in terms of the accreditation that students could achieve in 13/14. Clearer learning pathways are needed to set the learning journey from early on.

Staff initially assess learners' starting points and monitor their progress, set challenging tasks, and build on and extend learning for all learners

Key Strengths	**Supporting Evaluative Statements**
Highly effective Initial Assessment that ensures that tutors and TAs have a clear understanding of learners starting points and needs.	All students were re-assessed this year ready for the new provision. The assessment is holistic and looks at learning and personal needs to ensure that individual planning and support is based on informed data. Some are offered tasters if they are not able to complete the full initial assessment. Every year existing learners' skills are reviewed and ideas for next steps transferred into their ILPs. A new tool was implemented this year and staff shadowed each other before carrying out assessments.
Areas for Improvement	**Supporting Evaluative Statements**
Inconsistent quality of ILPs across the ILS provision	This has been measured this year through tighter moderation. Tutors are given timely feedback and ILPs are a standing development item at tutor meetings. Mid year the ILP was revised to make it more accessible to students and user friendly. However the quality still needs to be more consistent across tutors.

Learners understand how to improve as a result of frequent, detailed and accurate feedback from staff following assessment of their learning

Key Strengths	Supporting Evaluative Statements
Good annotation on learners' accredited work to support improvement	OCR and C and G EQA both commented on the high quality of feedback given on learners' accredited work by tutors so that learner's know what they need to do to improve further and what they have done well.
Areas for Improvement	**Supporting Evaluative Statements**
Insufficient detail contained in learner reviews to affect improvement	Although improvements have been made in ILPs there still needs to be clearer links between assessment and goal setting and detailed reviews including the learner voice.

Teaching and learning develop English, mathematics and functional skills, and support the achievement of learning goals and career aims

Key Strengths	Supporting Evaluative Statements
Good provision where English, maths and life skills are embedded across subjects.	Learners identify the English and maths skills and soft outcomes that they need to get along in their daily life and these form the basis of their ILPs. Examples include: -Telling the time in the order to catch the right bus -Using the right coins to make purchases -Budgeting -Reading bills -Maps and directions All tutors and a high proportion of TAs have attended CPD on the new accreditation.

Appropriate and timely information, advice and guidance supports learning effectively

Key Strengths	Supporting Evaluative Statements
Very good, differentiated pre course information and initial assessment that supports individuals to make appropriate choices and supports learning effectively.	Students were consulted prior to changes to check suitability and affordability. Pre-course information is provided in three formats, an easy read leaflet, an easy read poster and longer information for parents, partners and supporters. 44% of learners in 13/14 were new compared to 42% in 12/13. The initial assessment process includes guidance and learners are signposted to other opportunities. To support learning effectively learners are not only placed by their abilities in English and maths but also by their hopes and aspirations.

Wide variety of effective information and advice given to learners to direct them to opportunities outside the classroom.	Tutors signpost learners and professionals to other opportunities and support services such as drop in centres, sports tasters, social activities in the local areas and voluntary work. Progression opportunities are explored with individual learners throughout and at the end of the course.

Equality and diversity are promoted through teaching and learning

Key Strengths	**Supporting Evaluative Statements**
Highly effective and appropriate Equality and Diversity themes are consistently embedded in the delivery of ILS classes and inappropriate behaviour and language is always challenged.	At induction learners see and discuss the service E and D power point which increases their awareness of different groups in society. One tutor said: **"Equality and diversity has been promoted effectively this year as some students are quit outspoken and have strong opinions on certain issues. I know that through teaching and discussion these issues have been resolved and dealt with."**
Tutors employ very creative and flexible methods to ensure that learners are included within classes.	The cohort of learners who engage in ILS is very diverse. Alongside traditional methods of initial assessment tutors use what ever means is possible to ensure that learners feel welcome and are catered for. Learners have good access to adapted resources/technology and/or interpreters as appropriate. Tutors have a good awareness of learner's individual needs and liaise well with their support agencies to ensure that these are met. Tutors communicate these needs to their managers and TAs to ensure that learners are well supported. One tutor said: **"A new student this academic year is profoundly deaf and needs an interpreter. The student found it difficult to communicate and mix with the group but by getting her to create a Powerpoint presentation about herself she started to communicate with them."**
Learners' voices are heard through advocacy and speaking up projects such as Getting on Board.	Getting on Board was funded by CLIF in 12/13 and has managed to be sustained in 13/14 and continues to provide opportunities for students to have an impact on their local community. The materials from the project are available on free licence and used by the Avenues Trust, District Partnership Boards and Skillnet as well as ILS tutors. An additional course took place in Deal (funded by Response). The project received an award from Niace in the category of "Learning in Families and Communities National Project Award Winner"
Areas for Improvement	**Supporting Evaluative Statements**
Inconsistent engagement of learners in peer to peer discussion particularly	Whilst learners benefit from a structured, well supported environment more work is needed to enable learners to develop independent thinking and for those with a sensory impairment particularly to engage in communication

those with a sensory impairment	with their peers. This has improved this year with more pair and small group work observed. Tutors are thinking more about seating and who works with who to improve interaction. This could still be developed further to give learners' more ownership.

SKILLS PLUS - SSA 14 Skills Plus

OUTCOMES FOR LEARNERS

Outcomes for Learners

Overall Grade 2

In 2013/14, Skills Plus learners **continued** to **benefit** from a **well qualified, enthusiastic, professional teaching team**. They had the **advantage** of learning in **groups** as well as working on their own **individual learning** plans, which meant they developed the important social aspect of peer learning whilst progressing at their own pace. Cambridge Progression awards were introduced as part of the delivery. These awards were designed to support the skills needed to achieve the FS qualification. The use of **CP awards** was popular and **successful in supporting** needed areas of focus. It enabled those who were not ready for a full FS to **gain small steps of accredited achievement**.

Outcomes for learners were **functional and practical**. **Successful exam results facilitated access** to other courses and career paths (**90.3%** of learners who responded to the EOY evaluation survey); whilst individually targeted development in 'soft skills' produced more confident and able individuals (evidenced from learner feedback).

Closer working partnerships internally meant that Skills Plus was able to offer **value added delivery**. For example 31 learners were able to access 1st Aid or Food Hygiene courses with RESPONSE. Learners also used Skills Plus for **support in other curriculum areas** such as Health and Beauty, massage, TA, GCSE and KT&A apprenticeships. External partnerships included the NHS, the Kent and Medway Health Service, Job Centre Plus, Smurfit Kappa, Platform 51, Babcock, Kennedy Scott, Avanta, Surestart and Thanet and Canterbury schools. Skills Plus was used **successfully** to help some of these partners to **up skill** their **workforce** to be **more efficient and facilitate application for promotional opportunities.**

In many cases, the **functional** nature of the FS qualification had developed to **extremely effective application** outside the classroom. Through newly learned practical English skills, one learner **achieved a lifelong ambition** of relocating her family to Blackpool. Another group of learners were able to apply their functional skills to build bird tables to sell in order to raise money for a local charity. In the end of year course evaluation, learners were asked if they used what they had learnt on their course in **everyday or working life. 96.96%** said **often or sometimes**.

13/14 was an **innovative and developmental** year for Skills Plus. ESOL and ILS became part of the Skills Plus brand in 12/13 and this year focussed on working together to offer a more **holistic service** to the learners. There was a sharing of **good practice** and up skilling amongst tutors where shared areas and team meetings were taken forwards. Future plans include more ESOL learners taking FS and GCSE aims to improve their work and life **opportunities.**

All learners achieve and make progress relative to their starting points and learning goals

Key Strengths	Supporting Evaluative Statements
Very high learner satisfaction rate for personal progress, which empowered learners to gain the skills and/or qualifications to apply for work and further education opportunities.	There were **robust** Go Learn **initial assessments** and OCR **diagnostics** in place in order to establish the learner's starting point and skills gaps. A **thorough interview** for each individual ensured that personal needs were recognised and catered for. Individual learning plans as well as group tuition meant that learners got a **well rounded** educational experience gained from peer working and individual study. **Constant reviews** (6 weekly formally and more frequent ad hoc occasions) enabled the tutor and learner to **stay focussed** on the **learner's goals** and aims in order for them to meet their personal and academic objectives. The RAS rates for courses were 95%, 78% and 75% respectively. This is a drop in success rate from last year. However, 13/14 did **not** include ILP achievement and whilst the CP awards were very useful, some of the lower level learners found it hard to achieve accreditation. End of year learner feedback showed that **97.8% were satisfied to very satisfied** about the information given at the beginning of the course; **96.4%** rated the information given about their **progress** from the tutor, **as good to excellent**. **96%** rated the help given by the tutor as **good to excellent**. <u>Some learner comments:</u> *I am **very satisfied** with the information provided to me.* *I am **more than happy** with my progress, so I expected nothing more.* ***Brilliant advice** put me in touch with the right people to start my course.* *I did not know what to expect. The tutors and the course was well organised and supported.* *G is a magnificent teacher and is the best Maths teacher I have had throughout my life. She is always clear and concise at explaining really complex Maths. She makes you **feel amazing and boosts every one of her students with confidence**. Thank you G. HA*
Areas for Improvement	**Supporting Evaluative Statements**
Further development of tracking learner progress in order to accurately analyse all outcomes for learners.	There was a **great improvement** in tracking learner progress with the **use of newly introduced data changes forms.** This meant that tracking initial progress was effective. However, it was not always easy to track after a few weeks of a learner leaving. There is a need to further improve on the process.

Achievement Gaps are narrowing between different groups of learners

Key Strengths	Supporting Evaluative Statements
Innovative, creative courses and ILPS which help to provide equal access.	**Effective** initial assessments and diagnostics meant that learners were put into groups of a suitable level. This coupled with differentiation meant that learners had **equal access** to **attaining** positive outcomes. Regular review **facilitated the opportunity** for learners to progress to higher levels of achievement. The introduction of CP awards meant that low level learners had the **opportunity** of **attaining accreditations** in smaller more manageable chunks. This attainable achievement proved to be very **motivational** for learners. Eight learners from a JC+ course in Gravesend took 2 CP units as part of their study programme and were so happy to get qualifications that they returned to SP to continue their studies at E1. SP worked more closely with Independent Living Skills to progress learners and **successfully integrate** them into English and maths FS classes. In Margate and Canterbury, 5 ILS learners joined main stream entry level classes and 4 achieved a qualification. **SP and ESOL successfully worked together** to support learners more holistically. Maidstone SPC had a class **dedicated** to non-native speakers whose skills were such they would benefit from FS English rather than ESOL (i.e. L2). For much of 13/14, they had the **added benefit** of a bilingual volunteer who had direct experience with the challenges of learning a foreign language. Skills Plus also employed a TA who had worked as an ESOL tutor and therefore had the same skills and experience to support the learners with any difficulties faced solely by non-native speakers. **Sharing of good practice** through peer mentoring, regular workshops, supported observations and effective action planning resulted in performance grades narrowing between tutors which ensured that learners were not disadvantaged in terms of quality of teaching opportunity.

Learners develop personal, social and employability skills

Key Strengths	Supporting Evaluative Statements
Excellent development of learners' skills to support personal development and achievement of individual goals	Functional Skills courses were designed for learners to achieve real skills that they could use in everyday life or the workplace. Confidence and effective communication are vital skills as they go a long way towards a learner achieving their long term aim and succeeding in life. **Engaging, effective** teaching methodology and **creative**

(including career development and employability).	lesson planning allowed the learner to develop these soft skills. Regular feedback and tutorials **maximised opportunities** for teachers and learners to examine learning and development in a positive way. **Learner feedback** was **extremely positive** in 13/14. It showed that learners had become more **confident and motivated**; which was really valuable for their personal development. ***Student Feedback – Gravesend SPC*** *I started the Skills Plus course for English with much trepidation. I was highly nervous at the assessment, but immediately **put at ease** by the lady (Angela) who was organising it. From that first day**, I felt welcome** and started to lose my fear of failing, which has been with me since my school days.* *I did not enjoy my secondary school education at all, but have enjoyed greatly coming to the weekly classes to brush up and learn new skills I am now happy to sit in a group and feel comfortable conversing in a group situation. The teacher and teaching assistants have been excellent and I would recommend anyone who has a lack of confidence in their English skills to do this course. **You leave feeling empowered and positive**. **JC** – 28/03/14* *I feel that since starting my maths and English at Adult Education, **I have gained** a lot more **confidenc**e, especially with speaking and listening and standing up in front of people.* *My adult education experience has been a lot more enjoyable than when I was at school. I feel the experience is more rewarding than when at school as you feel that you are actually achieving your goal whereas when at school I felt I never achieved my goal. **BH** - 28/03/14* *"At the start of my plan I could not: Speak in public or stay calm under stress.Now I can: The way I discovered how to calm down for my math's exam, I can use in any other stressful situation. Really pleased about this! Doing my presentation made it possible for me to speak in public. I gave a reading in a public place**." IB** 17/06/14* *"My name is D and in December 2012 I made a very big decision in my life – I resigned from my retail manager's job, which I had done for 14 years. I had worked in retail for more than 20 years and while resigning from a job may not sound that dramatic, to me it did, especially as I had no job to go to. I had simply had enough of retail and believed that I was worth more. At that time I was in a fortunate position where I was able to take a year out to pursue other avenues. However, this was always going to be a decision that would have a serious impact on*

	my finances. *So what do you do when you are tired of one job, believing that there is something better out there? Also your knowledge and experience lies only in one area, for me this was retail, it was all I had ever done. After seeking advice on courses I could do, colleges I could attend and even Open University courses available to me, I went along to the Gravesend Adult Education Centre, who were from the start very helpful, going through what courses I could do and there process. In January 2013 I started a Maths and English FS classes, with two really great teachers, who were so helpful to me and everybody in the class. I found both classes extremely enjoyable and before long was ready to start taking the exams.* *At the same time as doing my classes I started volunteering at Eleanor Lions Hospice in their finance department, this would give me a better chance with future jobs, as everywhere you look will always ask for a minimum amount of experience. I thoroughly enjoyed working in finance, thinking this was the route I was now going to go down. But this all changed when I received an email out of the blue from NKWA, who had me on record as looking for volunteer work. I attended an interview, was taken on and started doing 2-3 days a week in one of their hostels, which housed homeless young people aged between 16 and 24. I quickly realised that maybe finance wasn't for me after all and maybe this was the line of work I wanted to do, as you are helping people, making a difference in someone's life, helping them to move onto independent living, supporting and assisting them through all the bad times, to eventually only good times and a better future.* *I had now completed my exams for both English and Maths and passed both, which was a* ***great sense of achievement****. Now I had enrolled on Maths course at GCSE level through Gravesend Adult Education Centre, which I did every Wednesday evening. Better news was to come, a position become available at the hostel where I volunteered – I attended the interview and even though I gave a good interview, I always believed that someone with more experience would snap up the job. This was not the case, as I was given the position and as I am writing this letter I am sitting in the office of the hostel, where I have the position of Support Worker – I key work 5 young people at present and very much looking forward to helping them in their future.* *I guess my message, if I have one, is that it doesn't matter if you hate your job, or your boss is an idiot, there is always something else out there. People may argue I just got lucky, but you know what maybe I was lucky and you make your own luck, I took a chance and it worked for me. Volunteering is definitely the way to go as it can and will open doors – it did for me."* ***DB 14.11.2014*** Learner **progression routes** included continuation of studies at the next level, employment and access to college or university **(90.36%).** Skills Plus also worked with organisations to up skill their current work force in order to ensure **quality practice** and **facilitate opportunity for promotion**. In 13/14, Skills Plus **continued** to **successfully** deliver maths and English to the NHS at Kent & Canterbury, the QEQM Hospital at Margate and the William Harvey Hospital at

	Ashford. The William Harvey course was **tailor made** for clinical staff who needed to improve their skills in the area of volume and weight for medications. There was a **100% FS accreditation success** rate as well as job role up skilling. <u>Feedback email from NHS Foundation Trust</u> *Good afternoon,* *The current cohort finishes next week, with the exams booked for the afternoon of Tuesday May 14th.* *Once again thank you for your **continued support** - helping **equip our staff** with **sound functional skills and confidence to do their jobs well**. We are planning a new training session to start 18th September.* *However, here in the meantime, is an attachment evidencing feedback / evaluation from the current set of learners. It is good to see that one of the team has already started to use their newly acquired knowledge to befit the workplace and potentially service offered to our patients too.* *With best regards* *CR* *Lifelong Learning Advisor* East Kent Hospitals University NHS Foundation Trust This **fantastic partnership** working was also **successful** for Smurfitt Kappa with 26 out of 27 passes for FS English and maths at L1/2. Some of their employees will be going on to study for GCSEs next year. Centre Manager of Platform 51, sent an **email of thanks** for the work Skills Plus did: "*This **positive outcome** I believe is the result of the time, encouragement and support you have provided. You have both **really listened** to the learners and taken their needs into consideration, addressed their anxieties and have shown great flexibility in meeting their practical needs."* P & O Ferries featured Skills Plus in their newsletter (issue 125) and website in 2014. The learning and development advisor at P & O put some of the crew in contact with Skills Plus as they needed support with their English and maths, in order to develop their careers. Speaking of one of the employees that achieved success with Skills Plus, he said, "***His Journey has been remarkable and he now has the confidence and belief that he can achieve anything he puts his mind to."***

	Skills Plus **continued** to work **successfully** with JC+ at Dover into 13/14. The Skills Plus conditionality course was delivered with the aim of **equipping** learners with the skills to gain employment. Most of the learners tended to be low level and had a wide range of additional needs. From 114 FS and CP aims, there was a **95% success rate**. Gravesend Centre trialled a JC+ course and achieved a **90%** success rate for CP aims, with 30% of learners returning to study for full FS awards. 13/14 was a **successfu**l year for library partnership working. The Lucy Steggals' Art Project was a good example of learners gaining value added delivery which helped learners with their motivation and soft skills. <u>Lucy Steggals' Art Project – Tutor Feedback</u> *Hello A.* *I would like to thank you for the opportunity for my Skills Plus Entry level Functional Skills English group to be involved with Lucy Steggals' art project 'Record: an account of something' at Folkestone Library.* *Everyone concerned found this a very **valuable and enjoyable experience**. The learners who participated in the project practiced listening and speaking skills during Lucy's presentation and the subsequent discussion as a real-life situation. They were then **enthused** to write stories to fulfil the requirements of the project, practicing all their writing skills and in several cases prompting them to write far more than they usually manage in response to some of the perhaps less creative tasks presented to them by the Functional Skills syllabus.* *As you will see from the attached photos, they used drawing to develop and crystallize their ideas (enjoying the opportunity to use the range of exciting art materials provided by Lucy), practiced dictionary use to ensure their spelling was correct, and, in one notable case, patiently re-drafted work three times in an effort to achieve perfect spelling, punctuation and sentence construction!* *The brief was to write a short (approximately 50 word) story. Several learners initially wrote beautiful, long, descriptive and imaginative stories - being inspired to try out vocabulary they would normally shy away from attempting to spell - but then used these to practice the important skill of summarising, condensing their stories into four sentences.* *A **significant outcome** which I observed was the **pride** that the learners evidenced in the work that they produced, even those who were a little unsure at the outset. Lucy's non-selective enthusiasm for everyone's ideas and effort certainly contributed to this. As such, the confidence of these often struggling learners received a **vital boost.***

	Aside from these obvious benefits to the learning of the participants, we all thoroughly enjoyed the creative challenge, opportunity to allow imagination free rein and fun presented by involvement in the project. *Many thanks again.* ***LG*** The **Six Book Challenge collaboration** with the Library Service was very **successfu**l. The partnership achieved a **gold adult reading award** for helping 159 readers complete the 2014 Six Book Challenge reading and adult literacy programme. The Six Book Challenge is increasingly recognised as a key intervention using reading for pleasure to help tackle this country's continuing skills deficit and will be on offer again in 2015. Feedback from two Skills Plus Students when asked what they most liked about the Challenge: *"Fantastic as you don't realise how much you read in the hours of the day. The difference of knowledge and pleasure books is so different. This helps you find how books help as well as shows you the enjoyment of reading.'"* *"I like reading in bed and how my mind winds down. And also there is so much choice to read in our library."* 18 learners from Dartford SPC entered and 5 completed within the set timeframe. The challenge was very successful in its larger goal of getting learners to read. One learner, SW, not only read his first book from cover to cover but now regularly reads novels. He passed his E3 reading qualification and feels that it is due to his belief that he no longer finds reading daunting. The competition element of it worked well. There were charts to see who read the most. Learners' thoughts and ratings were displayed, which encouraged others to try books. Dartford |SPC would definitely do it again because it was successful and gave students a SMART reading goal.
Areas for Improvement	**Supporting Evaluative Statements**
Investigation into the development of work shadow opportunities to maximise the learning experience.	Whilst Skills Plus developed a jobs database for learners to access as well as improve tracking progression methodology; the next logical step is to organise work shadow opportunities to help learners to be more work ready.

Learners progress to courses leading to higher-level qualifications and into jobs that meet local and national needs

Key Strengths	Supporting Evaluative Statements
Strong internal partnerships ensured that learners were provided with opportunities to realise their potential.	**Regular progress reviews** highlighted opportunities for referral to higher or alternative courses of study. Programme managers liaised with Skills Plus on a local level to discuss learner needs and routes of progression. If learners needed particular qualifications for a job, for example to work as a TA, then SP offered a support course alongside their other qualification. Many individuals wanted to gain qualifications to keep skills up to date or enhance promotion prospects within their current jobs. Some wanted to up skill to access chosen fields of work. Skills Plus was **successful in helping individuals** to achieve their work goals. Skills Plus Business Managers also kept in contact with local job centres to gain an insight into local job markets. This helped in an advisory capacity if learners were unsure of direction. Many learners at level1/2 progressed to do GCSE, ITEC or TA qualifications and then some of those went on to work in their newly qualified field (especially typical for TAs). Other learners progressed to FE or HE. An **innovative example** of internal and external partnership working successfully was with Kennedy Scott in Maidstone. The learners' aims were to attend a hospitality course that gave them vital knowledge and support for their workplace literacy needs; improved use of language in a customer service environment; improved English for their job searches; and the chance to achieve two certificates in an industry-related area. To this end, the Skills Plus team worked with RESPONSE to establish a two-week, 50-hour course that answered these needs. The course retained all learners who started the course and **success rate was 100%**. In addition to the English side of the course, the learners achieved the CIEH Food Safety Certificates at both levels 1 and 2. The tutor, KH, collated the following feedback (a sample only, and edited): *K: "It [this course] has made me **more confident** in learning new things and the confidence in using them in the workplace and learning about other people's cultures and **respecting** their ways. All the things I have learnt I can put into practice at home or at the work place… [I] also learnt a lot in how I spell things and using grammar overall. I feel more confident in what I have achieved…I hope to put them into practice for future jobs. I would also **recommend this course** to others wanting to do it."* *V: "Since joining this course I have learnt more about health and hygiene, know more about safety at home and in the work place. Also on this course I have learnt more about customer services and how I would approach customer complaints. I have gained a more confident approach when working in a group. I have*

	gained respect *for others while working in this group. I have done two exams which I hope to have achieved a high mark to pass, which was my main goal when I joined the course."* *H: "**I have learnt**… a lot about customer service in the hospitality industry, plus **diversity and other people's culture and respecting their beliefs**…I have taken in more of the knowledge provided than on the last…course I did [not done through SPC] because the tutor Kelly involved you more in the discussions and put it in a way I understood. She also helped anyone with their writing, spelling and layout of letters."* *L: "…we used the computer to set up a new e-mail address so that I can apply for jobs more easily and make job searching easier."* *S: "…in the English part of things it has helped me in lots of ways. I can use punctuation properly and my spelling has improved, and the structure and layout of a letter. I want to thank my tutor in helping me improve my knowledge, punctuation, spelling and confidence. She has really helped me a lot so thank you, Kelly."* F: "I also re-built my confidence a bit. The course **gave me skills and knowledge**. I start to be writing and using connecting words.
Areas for Improvement Development of useful evaluation of progress tracking reports.	**Supporting Evaluative Statements** Skills Plus developed a data changes form and progress tracking process in 13/14. In the next year, work needs to be done to ensure that the reports are evaluated effectively. This will help to spot trends and inform delivery.

QUALITY OF TEACHING, LEARNING AND ASSESSMENT

Quality of teaching, learning and assessment

There is an **effective OTLA system** in place which is made up of a team of trained observers. It ensures **quality** in provision and adherence to OFSTED and SFA guidelines. There is an organisational expectation for all tutors to keep their practice up to date. 13/14 **continued to see an improvement** in OTLA which began with a positive change in OTLA practice in 12/13 in so far as it was driven by the SPBM team who are subject specific experts. This led to **insightful** feedback and **practical** action planning. There were **regular training** events and workshops to ensure that **good practice** was shared and a **support network** was in place. Regular supported observations were used to capture training and support needs early on and inform action planning.

Teaching, learning and assessment was **learner centric** and individual learning plans were in place for all learners. This allowed tutors the flexibility to design courses around learner needs, which ensured **successful goal achievements**. **Rigorous assessment** and ongoing feedback was always evident in 'good' and 'outstanding' observations and discussion with learners showed this to be an essential part of the learner's understanding of his/her personal learning goals.

OTLA standards significantly improved from 57% grade 2 and above in 12/13 to **76% grade 2 and above** in 13/14

Learners benefit from high expectations, engagement, care, support and motivation from staff

Key Strengths	Supporting Evaluative Statements
Knowledgeable, conscientious and often **innovative** staff worked with a holistic approach to ensure learner centric provision.	**Well qualified** staff benefitted from ongoing training. There were regular cluster meetings and workshops to keep people up to date with current practice, CLS requirements and expectations for learner delivery. Staff were briefed on organisational matters and invited to attend forums for their input. Some of the tutors took part in an **OFSTED training event** which was commissioned to ensure staff were doing as much as they could to deliver a **quality service**. **A 360 file** (so called as it reflects the nature of the holistic delivery) was introduced to keep **evidence** of **good practice** as well as up to date information about service delivery. . Standards verifier, CT, from Edexcel, Visited Canterbury SPC after which she wrote a **very positive** and **complimentary report** about SP assessment standards for FS L1/2 S&L. Comments included: *"I viewed a (practice) formal discussion at L1 and 2 (live) presentations and a (practice) discussion at L2. All were **assessed carefully** and thoughtfully according to **national standards**. It was apparent that **assessors** and LIV were very **experienced** and took great care in undertaking detailed and **helpful analysis** of learners' performance, not only for assessment purposes but also for feedback purposes**. Learners were encouraged to reflect themselves** on their own performance and that of their classmates, in a mutually supportive atmosphere, resulting in **high levels of achievement and progress**. Learners were well-prepared for the assessments and aware in advance of what would be expected and when."*
Very good support from staff for pastoral needs and Safeguarding, providing a holistic wrap around service, which enabled learners to succeed.	There was **very good pastoral support** from the teaching teams. The initial interview process was very **effective** in **identifying additional learner needs** and informing **risk assessments** and **PEEPS**. Tutors were **conscientiously engaged** with learners' care workers to discuss additional support outside the classroom. This included working with learners' soft skills to **encourage independence**. Teaching staff communicated with admin staff from the wider team to ensure that **appropriate care** was in place. There were regular meetings with appropriate staff members regarding **holistic learner provision** and Safeguarding. Tutors often went the **'extra mile'** to help learners. For example, a learner with learning and dependency difficulties was gradually taught to catch the bus by himself. His tutor started off by walking him to the bus stop after class and then waiting with him. She reduced this to leaving him by the bus stop, then watching him walk to the stop from the window so

	that he could see her. Eventually he completed the whole process by himself and now travels independently. This was a **massive achievement** from this individual who had initially always travelled everywhere with his mother.
Very good use of tutor additional skills provided an engaging and motivational provision.	Skills Plus was **very good** at making the most of the skills of their teaching pool. For example, a tutor with other qualifications or expertise would be able to embed this **talent** within a Functional Skills context to create a more useful and **enriching** learning experience. For example, one of the tutors also has psychology qualifications. She delivered a **very successful** speaking and listening FS CPA to mental health patients and **embedded** this knowledge to expand on soft outcomes for learners. She also taught a **dynamic** study skills/memory course in which learners learned psychological strategies coupled with communication to develop their functional skills. Another tutor **innovatively** used her ICT skills and worked in partnership with the local library to introduce IT for beginners and show learners how to use the library computers for every day, functional tasks. Tutors with employability skills experience wrote and delivered comprehensive courses for Job Centre Plus and effectively trained job seekers to use Universal Job Match.
Areas for improvement	
Further development of robust action planning training to accelerate improvement where needed.	Even though there is a tight performance management model in place, further development of action planning is needed to accelerate and maximise the end result.

Staff use their skills and expertise to plan and deliver teaching, learning and support to meet each learner's needs

Key Strengths	**Supporting Evaluative Statements**
Very good support in classroom from TAs and volunteers helped to maximise the learning experience for learners and helped to provide equal access for all.	Tutors were given **support in classroom management** to make the most of the TA human resource at their disposal. TAs were given support to help them be effective. They were also taught to gradually remove support in order for learners to gain independence. Lesson briefings and debriefings were particularly good and beneficial for the overall learner experience. **Training** was set up for TAs for September 14/15 to **enhance their practice and assessment** methodology in the classroom. A volunteer project was trialled at Dartford SPC.A team of six volunteers was taken on to help with the smooth running and **efficiency** of the delivery. They were assigned different tasks ranging from clerical and administrative to direct learner support. The idea was for the volunteers to use their skills in exchange for experience. This worked very well and meant that teaching and TA staff could focus more on delivery

	preparation. Two of the volunteers went on to take up permanent jobs as a direct result of the recent experience they were able to put on their CVs.
Areas for Improvement	**Supporting Evaluative Statements**
Further development of TAs to assist in effective assessment.	Supportive observations uncovered a need for the development of assessment strategies for TAs to use in order for them to become even more effective.

Staff initially assess learners' starting points and monitor their progress, set challenging tasks, and build on and extend learning for all learners

Key Strengths	**Supporting Evaluative Statements**
Challenging tasks set in order to motivate learners to achieve.	After assessment, **individual learning plans** were **negotiated** between tutors and learners to ensure a **realistic** and **valuable** learning plan was put in place. Diagnostic assessments were used comprehensively across all SP centres for the first time in order to inform targets on the ILP. Monthly **ILP audits** by SPBM were introduced to **quality check** the working documents. Learners were set tasks that were relevant and challenging in order to maintain motivation and **retention (95%).**
Excellent continual assessment and progress monitoring to ensure learners were on target with their goals and were able to take ownership of their learning	Ongoing assessment monitored progress (this took place as a formative process during sessions, at the end of sessions and end of course evaluations). Assessment also highlighted learning styles favoured by the learner which was taken into account in differentiation in planning.
Areas for Improvement	**Supporting Evaluative Statements**
There needs to be a bigger moderation sample for evaluation, to make sure there is a consistency in the use of the ILP as a working document.	A formal monitoring and moderation process for ILPs was put in place for 13/14. According to the July 14 moderation event, there had been an improvement in the standard of ILPs within SP and an increase in the accuracy of auditing. However, there are still inconsistencies with individuals which are being action planned at local level.

Learners understand how to improve as a result of frequent, detailed and accurate feedback from staff following assessment of their learning

Key Strengths	**Supporting Evaluative Statements**
Highly effective focus on supporting keen learner ownership of ILP meant that learners were able to demonstrate their understanding of how they learnt and what they could do to improve.	Learners were **encouraged to take ownership** of their learning and use the ILP as a **learning tool**. It was common practice for learners to pick up their ILPs on classroom entry and study personal notes. Learner feedback often indicated that they found it useful to give and receive feedback. It also **demonstrated an insight** into the learning taking place – often with **independent study** taking place outside the classroom. Regular assessment, feedback and reviews were useful forums for learner self assessment and communication

	between tutor and learner regarding improvement and progress.

Teaching and learning develop English, mathematics and functional skills, and support the achievement of learning goals and career aims

Key Strengths	Supporting Evaluative Statements
Excellent provision of functional skills to facilitate real life aims	English and maths were taught **embedded** in a **contextualised** way which was useful for the learner in real terms. This is evident throughout the SAR report. Examples included: Using Universal Job Match Working out medicine doses for a trainee nurses Up skilling the workforce Report writing for a social worker Budgeting for everyday life Reading for comprehension to help children with homework

Appropriate and timely information, advice and guidance support learning effectively

Key Strengths	Supporting Evaluative Statements
Very effective signposting to opportunities outside the classroom meant that learners were given a valuable wider learning experience.	Skills Plus primarily worked with CXK, Babcock and the National Careers Service to **signpost** learners to other **opportunities**. Typically, organisations would visit Skills Plus centres once a month where learners could book advice sessions with them for free. **300 + learners** took the **opportunity** to take this **advice**. Fourteen of twenty learners that went to a National Careers Service workshop at Dartford completed feedback forms. **All learners either strongly agreed or agreed that they were satisfied with the service they received.** All students apart from one either strongly agreed or agreed that they felt more **positive and motivated** after the group session. All students with one exception wrote an action plan to take away with them. Feedback quotes from learners:

	<u>Tell us what you like about the session</u> *Time to discuss our queries.* *Very good facts about finding a job* *Provided lots of **useful information*** *I feel **motivated and positive*** *It was very interactive which is better than being lectured* *The whole job and CV Presentation* *Advice given and how to lay out a CV as my current CV is out of date* *The CV discussion* *The CV being talked through* *It was a relaxed friendly atmosphere and Pat was very helpful.* *Friendly and helpful* *I liked how we went through the presentation together and had a discussion about it and how to write a CV and prepared for an interview which helped me a lot.* ***Very informative gave ideas and suggestions for further steps.*** *Very informative* This referral process was ongoing throughout the courses. DKJ from Babcock International wrote to tell us of a client she saw and referred to Skills Plus. This learner completed her English and studied maths with SP and has **continued to move forward** with her career idea of working in a bank. To this end, she is going to attend college in January 2015. This is a **typical demonstration** of the **successful two way** referral process between SP and IAG agents.

Equality and diversity are promoted through teaching and learning

Key Strengths	Supporting Evaluative Statements
Very good promotion of E&D, embedded throughout Skills Plus teaching and learning which provided	Skills Plus had a multi-cultural and diverse learner profile. Learners were **encouraged to share** their life experiences and often gave presentations on their interests. Tutors made a point of **celebrating** religions, dress and cultural differences in their sessions. For example, a class in Gravesend went out of the classroom to visit

enrichment of learning experience as well as equality.	the local Gudwara to **experience an alternative culture**. It was very well received by all the learners who felt it was a **very inspiring** trip which compelled them to write some good pieces after the event. The same group wrote pieces about traditional weddings from their own cultures and presented to their peers, using the SMART board and realia for demonstration. **Common practice** cross the county was to **use the Global Calendar** in order to **recognise, learn about and celebrate** cultural events Initial assessment, interview and diagnostics highlighted individual learner need. Tutors supplied any day to day resources and communicated any special needs to the manager, who organised support. **Excellent support resources** included LSAs, interpreters, special chairs, hearing loops, special key boards, coloured paper/ transparencies, tactile equipment and internet access to cultural information and resources. Part of tutor and learner **induction** is to **promote E&D**. Learners were encouraged to study equality and present their findings to develop self discovery. There is also an equality and diversity PowerPoint presentation on the desktops for learners to study on induction.

SSA 14 KT&A Foundation Learning – Work Ready

OUTCOMES FOR LEARNERS

Outcomes for Learners

Overall Grade
2

The learner centred and highly individualised Work Ready Extra programme was developed and introduced in the 2013/14 academic year. The extension of the already successful Work Ready programme was informed through feedback from, and in consultation with, Employers, Learners, Stakeholders and staff and allows all learners to follow a Programme of Study that meets their needs and applies stretch to their learning. The evaluation from a multi-faceted viewpoint allowed for a holistic review from both a programme content and delivery model perspective, aligning the programme to learner and employer need and expectation. Other information was also utilised to inform the development of programme e.g. Local Labour Market information, local demographics, existing provision by geographical location, NEET and unemployment statistics and levels of social deprivation. The review identified how the existing programme could be enhanced and be made more effective in terms of engagement, achievement and progression by giving more depth, breadth and individualised opportunity within the offer. To accommodate the aforementioned the programme was extended allowing for a full time rather than part time Study Programme, thus enabling learners to acquire broader skills, national accredited qualifications, measurable outcomes and extensive work placements, all of which are aligned to local labour market opportunity. The development also considered and is in context with national policy and strategy e.g. the extension of RPA and the central government ambition regarding English and maths delivery/achievement.

The programme achieved a total of 337 starts across the 2013/14 academic year, with an average of 400 GLH per learner delivered across an individualised programme offer that consisted of English and maths, City & Guilds Customer Service L1 or L2 qualification, work experience and non-accredited enrichment activities consisting of employability skills e.g. CV/application writing, employer expectations, interview skills and pastoral support. Programme delivery locations and scheduled intakes were designed to meet localised demand.

Retention and achievement rates for accredited qualifications are lower than anticipated and target(s) set, however the rate of achievement has to be considered in conjunction with those learners who left the programme early due to positive progression and therefore did not complete the whole programme and all of their learning aims. Of the 314 leavers, 232 (74%) left early, of the 232 who left early 185 (80%) progressed positively.

Progression rates at the time of writing the SAR are at 78% (243/314 leavers) of which 44% (137) progressed into full, part time or voluntary work, 27% (85) progressed to Further Education, Higher Education or Full Time Education and Training and 7% (21) progressed to an Apprenticeship. A further 10% (32) of learners are still being tracked, giving a potential maximum of an 80%positive progression rate.

Overall success rates were good with 1,454 out of 1,990 learning aims recorded achieved giving a success rate of 71% with a retention rate of 75% against which 97% achievement was attained.

Success rates for NVQ Qualifications are recorded at 54% (L1 – 55% and L2 - 54%).

Functional Skills maths achievement across all levels is 64% (65/101). Functional Skills English achievement across all levels is at 45% (46/97). Despite the achievement rates for both English and Maths being below expectation due to early progression, achievement rates for those who were registered and sat English and maths exams were considerably higher. In total 54 English exams were sat, 46 exams were passed, giving a success rate of 83% (compared to 12/13 of only 65% for L1 and 47% for Entry Level). For maths a total of 63 exams were taken, 56 exams were passed, giving an achievement rate of 89% (compared to 12/13 of only 66% for Entry Level and comparable 89% for L1).

Male / Female parity regards aims 531 / 547, retention 76% / 71%, achievement 98% / 97% and success 73% / 69% was very good during the year, building upon the previous year's improvement in male recruitment due to the improved curriculum offer of Work Ready Extra.

The Work Ready Extra curriculum and extracurricular activities (visits to job fairs and real life work experiences) has provided learners with a range of learning and development opportunities with an emphasis on the world of work, leading to good personal development regarding learners' economic and social well-being.

Our Engagement and Progression Officers (EPOs) continue to provide pastoral and careers information and advice throughout the learners' journey, whilst also sourcing suitable and relevant work placements that are aligned to local labour market opportunities and learner aspiration.

The staff who deliver to young people attending the Work Ready Extra programme positively engage in CPD activities to ensure their skills and knowledge are up to date, aligned to current requirements and enable the delivery of an appropriate, relevant and effective programme which meets local education and labour market need. Within the academic year CPD undertaken has been comprehensive and diverse e.g. TAQA, IAG, FS, IQA, GCSE maths CETTs, Safeguarding, Information Governance and DTLLs. The continuous development of staff supports high staff retention, which benefits learners due to the continuity of staffing; the same can be said for employers engaged in offering work placements.

Through the attendance at key meetings delivery staff and managers also ensure stakeholders and relevant organisations are aware of the CLS offer, such meetings include Progression and Participation meetings (NEET to EET), Strategy Groups, District Datapack, Local Forums, Employers, CXK/KIASS/MYT/KIASS meetings – partnerships, school linked delivery – Oasis IoSA FS, Thanet Skills Studio FS, First Service 18 in Swale and 14 – 19 ALPSE sub group. These meetings also provide the opportunity to support progression and the signposting of young people to other organisations.

Learners' progress is managed at a local level through case conferences attended by all of the team who support learners; the case conferences also provide the opportunity for prompt intervention and decision making to support learner retention, achievement and progression.

The highly individualised programme enables effective and positive relations to be established between staff and learners; this enables effective communication and the breaking down of barriers to engagement, achievement and progression that young people may experience. The positive relationship also allows for effective learner tracking post programme delivery.

The embedding of Functional skills continues to be developed across all aspects of the programme, assuring a "team approach" to teaching maths and English. The embedding of Functional Skills has facilitated learner engagement in these subject areas and provides opportunities to give stretch to

learners learning.

The knowledge of Local Labour Markets is intelligence led and informed, with relations with local employers being extensive and productive. Learners are very well supported in their work placement by both the employer and their EPOs. A comprehensive Risk Assessment is undertaken on all employer activity and learners are fully inducted into the work place through which they acquire a comprehensive understanding of, and how to manage, potential risks to their health, safety and well-being. EPOs keep in regular contact with the employer and learner to ensure the ongoing Health, Safety and Wellbeing of learners and to enable the co-ordination of activities of all parties. Tutors visit learners in work placement regularly to undertake assessment of their learning, complete reviews and set SMART targets so learners achieve work placement objectives and outcomes.

Learners undertaking classroom activities are supported by a Foundation Learning Team who provides excellent face to face support with progress and well-being tracked and monitored through regular reviews and highly effective management led Case Conferences. The effective support infrastructure available to learners ensures that learners' progress personally, academically and socially.

Specialist advice and guidance is provided at the start of the programme and the Foundation Team are responsive to the changing aspirations and circumstance of individual learners and revisit learning plans to enable a readjustment in focus.

Strengths and Areas for Improvements

All learners achieve and make progress relative to their starting points and learning goals

Key Strengths	**Supporting Evaluative Statements**
Excellent positive progression rate of 78%	Progression rates at the time of writing the SAR are at an unprecedented 78% (243/314 leavers) of which 44% (137) progressed into full, part time or voluntary work, 27% (85) progressed to Further Education, Higher Education or Full Time Education and Training and 7% (21) progressed to an Apprenticeship. A further 10% (32) of learners are still being tracked, giving a potential maximum of an 80%positive progression rate.
Good achievement of qualifications for examinations taken.	Functional Skills maths achievement across all levels is 64% (65/101). Functional Skills English achievement across all levels is at 45% (46/97).Achievement rates for those who were registered and sat English and maths exams were considerably higher. In total 54 English exams were sat, 45 exams were passed, giving a success rate of 83% (compared to 12/13 of only 65% for L1 and 47% for Entry Level). For maths a total of 63 exams were taken, 56 exams were passed, giving an achievement rate of 89% (compared to 12/13 of only 66% for Entry Level and comparable 89% for L1). Success rates for NVQ Qualifications are recorded at 54% (L1 – 55% and L2 - 54%).
Very good programme design provides excellent progression opportunities both on and after the programme of learning.	Individualised programmes with clear and seamless progression routes, which meet learner and employer expectations and contribute to good outcomes for learners and progression to next level of learning, employment, Apprenticeships or FE.

	Dependent upon prior attainment, personal aspirations and work readiness Learners' are placed on NVQ L1 or L2 programmes of learning or Work Experience only (with a non-accredited workbook to capture learning). Individualised programmes are aligned to the Initial Assessment of learners and relative to their starting point.
Work placements are meaningful, fit for purpose and aligned to learner aspiration.	Work placements facilitated by CLS/KT&A and driven by employers are substantial and fit for purpose. All work placements have a relevant job description and learners undertake real work activities that contribute to the productivity of the employers' business. All placements are comprehensively assessed for suitability and risk. Learners are fully inducted into the work place and regularly reviewed against progress. Completion of an accredited NVQ which is recognised and valued by employers is undertaken and assessed in the work place setting by qualified and experienced tutors. Work placements are aligned to local labour market opportunities and learner career choice.

Very effective local management of learner progressions and outcomes and excellent tracking of learners' progression outcomes.	Learner progression, achievement and destinations are tracked on programme and analysed to ensure each learner is moving towards their progression aim with appropriate actions identified for staff and learners and reviewed during case conferences. In depth case conferences held regularly at local level enable managers to lead their team effectively and determine remedial actions to assure positive outcomes for learners regarding achievement, retention and progression. The highly individualised programme enables effective and positive relations to be established between staff and learners; this enables effective communication which allows for effective learner tracking post programme delivery.
Areas for Improvement	**Supporting Evaluative Statements**
Improve achievement by promoting continuation of learning post progression	Whilst positive progression rates are high learners leaving early impacts on the retention of learners. Further development of the programme offer will need to consider how both aspects are balanced off. Employers and learners to develop further appreciation of how important completion of qualifications is alongside a positive destination into employment.

Achievement Gaps are narrowing between different groups of learners

Key Strengths	**Supporting Evaluative Statements**
Very good BME engagement and participation. Parity in male/female split of learners. Good engagement and support of learners who declared themselves to have a disability.	22% of learners engaged were from a BME group compared to Kent population as a whole (based on 2011 Census) of 6.3% which demonstrates very good engagement with local partners and community groups. Good parity demonstrated between BME and non-BME learners regards achievement 97% vs 98%, retention 75% vs 73% and success 72% vs v 71%. Redesign of programme and contextualisation to a wide variety of occupations has seen greater parity in participation leading to 49% male, 51% female.

	25% of learners declared a disability compared to Kent population as a whole (based on 2011 Census) of 17.6% demonstrating level of engagement and support offered to individuals. Out of a total of 1,078 aims registered 212 were for learners who declared themselves as having a disability with disabled learners having a 99% achievement rate against 97% for those without a disability demonstrating the high level of support given to all learners on WRE, whilst parity was achieved regards 71% vs 75% for retention and 70% vs 72% for success.

Good teaching and learning of E&D in relation to career choice and aspirations	The flexibility and work related emphasis of the Work Ready Extra programme provides learners with multiple opportunities to explore careers across a variety of occupational sectors. The broad opportunities allow learners to consider discrimination in and outside of the work environment. The reinforcement of E&D throughout the curriculum and effective non-discriminatory gender/sector career guidance provides learners with a rounded view of employment opportunities, self-development and social stereotyping.
Learning is personalised to individual learners including, work placement, level of learning, pastoral support, learning location and programme content.	The learner centric programme has been developed to offer flexibility, individualisation and designed to meet learner need. Employers have also influenced the content of the programme and were consulted on their requirements. Learners are very well supported and constant and consistent information and advice is given so informed choices and decisions are made.
Staff experienced in supporting wide range of learner needs	All staff are understanding and empathetic regarding learner support needs, Staff are trained in the identification of conditions that can present barriers to learning and progression e.g. dyslexia, autism, dyspraxia, ADHD. Specialist support is also secured where expertise are required. Learners with personal disposition(s) such as low self-esteem, negative motivation, low confidence, financial hardship, substance dependency etc. are also very well supported internally or through signposting to specialist support agencies.
Areas for Improvement	**Supporting Evaluative Statements**
Consistent knowledge and resources across all centres to ensure good practice is shared across team.	Whilst regular team meetings are held and the moderation of all aspects of provision is undertaken the sharing of good practice is partially compromised due to the dispersed nature of the provision.

Learners develop personal, social and employability skills

Key Strengths	**Supporting Evaluative Statements**
Excellent pastoral support and teaching for PSD needs, and a confidential support service.	Learners are assigned a personal EPO from Initial contact through to progression. The Foundation team as a whole work closely together and with partner organisations to

	overcome barriers to learning and progression i.e. debt, housing agencies. Learners have the opportunity to contact all members of staff at any stage during their programme for confidential information, advice and support. The team meet informally and formally to support the learners' needs. On a daily basis tutors deal quickly and effectively with poor time-keeping, absenteeism and challenge inappropriate behaviours, attitudes and negative perceptions. The units of the curriculum cover PSD elements and, if appropriate, learners are set specific PSD targets in order to achieve and progress.

Very good and very well-planed individualised employability learning that meets career aspirations and local labour market opportunities.	Employability skills are embedded in the NVQ delivery to enable learners to progress towards their chosen destination aim e.g. employment with training, Apprenticeship or further education. Good, effective support is given in areas such as interview preparation, CV / application form writing, personal presentation skills, employer expectations and the work environment. Learning is contextualised according to career objectives.
Very good links with partner agencies.	Local links built between delivery teams and KIASS, KCC, CXK, MYT, JCP, KATO, other providers and FE Colleges ensure that referral, signposting and support networks are maintained. 1:1 support of career progression from EPOs and/or tutors to ensure learners aware of all progression opportunities and supported with application.
Very good employer links provide productive and supportive work placements.	Employers are vetted to ensure a safe, healthy and purposeful work placement environment is provided. Employers are encouraged to take a pro-active interest in the learner's development and progress whilst also providing opportunities to stretch the learner's capabilities, skills and knowledge.
Redesigned ILP allows for all team support/participation and a co-ordinated approach to learner progression	The recently redesigned and implemented ILP has enabled a co-ordinated approach to the development of the individualisation of a learners' programme. The co-ordinated approach requires input from all staff provides, thus providing a holistic overview regarding the progress of learners and allows early intervention when slow progress or potential disengagement is identified.
Areas for Improvement	**Supporting Evaluative Statements**
Need improved tracking system of learners to increase achievement and monitor attendance.	Learner tracking requires a more sophisticated approach to ensure all learner destinations are captured in a timely fashion, with the need for more effective data sharing between agencies identified.

Learners progress to courses leading to higher-level qualifications and into jobs that meet local and national needs

Key Strengths	**Supporting Evaluative Statements**
Excellent progression rate 78% including onto HE learning	Effective vetting of employers and aligning learner aspiration, labour market opportunity and employer need ensures a positive and meaningful experience for learners which enables

	positive progression. Due to the personalised programme of learning 6 learners have progressed from the Study Programme to Higher Education. This is an unprecedented achievement and CLS/KT&A aspire to build upon this progression pathway.
Areas for Improvement	**Supporting Evaluative Statements**
Further development of tracking and data capture	Although 27% (85) progressed to Further Education, Higher Education or Full Time Education and Training and 7% (21) progressed to an Apprenticeship more sophisticated tracking is required to ascertain the exact level of learning to which the learner progressed to.

QUALITY OF TEACHING, LEARNING AND ASSESSMENT

Quality of teaching, learning and assessment

All tutors have minimum of PTTLS qualifications with the vast majority having completed DTLLs or Cert Ed and assessor qualifications.
All tutors who had OTLA or supported observation were grade 2 or above, 4 tutors from Foundation Team had OTLA in 13/14 of which 1 achieved grade 1 and 3 all were awarded a grade 2.
All quality observations which are conducted against 3 main areas of activity: Information Sessions, Review and Planning/Assessment/feedback in the workplace were grade 2 or better. 10 observations were carried out in the year with 3 being assessed as grade 1. The grading and judgements made are moderated regularly and this process has upheld the grades awarded.
Rehearsal Ofsted feedback recognised the 'developmental journey' of the programme and noted the flexibilities within the funding were being utilised to enable a highly individualised programme to be delivered. The HMI who lead the inspection of the Study Programme was very positive and complimentary of the provision.
The EFA visited provision at Medway in July, the visit comprising of observing classroom based activity, interview with learners and visiting employer placements. An evaluative report has been received in which the narrative reflects a positive view of the provision.
EQA visit C&G feedback has been very positive and recognises the quality of provision and assessment/IQA practices, which has resulted in direct claims status being awarded.

Across the team, tutors have additional knowledge and skills that support the learners' development and progress e.g. Sexual Health, drug awareness, Asperger's, Safeguarding, E&D etc.. This expertise is also used in the development of SOW and Session Plans.
One member of staff is IAG qualified with another 3 undertaking NVQ 3 in Advice and Guidance from March 2014.
The Foundation 'Team Approach' to Initial Assessment enables tutors to make very good use of the results to plan individual programmes of learning and develop pathways tailored to each learner's academic, personal and social and employability needs. The programme design provides excellent seamless support and assessment from learner enrolment through to progression.
A good standard of verbal and written assessment feedback from tutors encourages learners to achieve their qualifications and aspire to the next level.
The curriculum is varied depending on learner and group needs and local tutors have the autonomy and skills to interchange and develop sessions according to emerging news and events, learners occupational career goals and localised needs. This provides good opportunities for the development of independent learning.

Strengths and Areas for Improvements

Learners benefit from high expectations, engagement, care, support and motivation from staff

Key Strengths	Supporting Evaluative Statements
Highly individualised programme with multiple entry points attracts and engages with a wide range of learners from the local communities.	Information and assessment days held regularly throughout the year which are open to all young people aged 16-18 regardless of prior entry levels. These provided information and advice. Learners are signposted to relevant KT&A programmes or to other providers or specialist agencies that would serve individual learner need(s) more appropriately.
Motivational Engagement and Progression Officers provide seamless support service, from engagement to achievement and progression.	Excellent learner support is provided through the EPO's who engaged with learners on an individual basis from first contact at Information Session, engaged with them again at Welcome Week and onwards throughout programme, this provides continuity and also assures learners' achievement and progression. Learners have the contact name and number of their EPO who is available to them throughout their engagement with the programme. EPO's are readily available to offer on-going pastoral support and information/advice regards progression and employment opportunities and encourages learners to raise their aspirations. This individualised approach gives consistent support throughout the learners' journey and where emerging issues are identified EPOs signpost to external agencies where appropriate support can be accessed i.e. financial, housing, benefits and counselling. The EPOs' knowledge of the learner and the relationship enables very effective support regarding the learners' preferred progression destination and enables EPO's to effectively match learners to employers or FE choice. EPOs support learners at placement interviews and take them to colleges' open days.
Very good Initial assessment and programme planning	IA conducted through Welcome Week informs the ILP to ensure learners start on the appropriate path within the programme. Use of 1:1 reviews by tutor/EPO and on-going feedback during Welcome Week is effectively used to inspire learners to achieve goals and acquire skills required that increase the probability of positive progression.
Highly motivational programme design sets high aspirations and encourages progression	The Innovative Work Ready Extra programme designed to meet learner need and inspire them to make good progress and work toward their aspired goals. Regular progress monitoring through reviews and case conferences target both staff and learners to move forward in both academic and non-academic activities.
Good additional learner support provided through use of internal staff including additional support for exams	LSAs work alongside EPOs and tutors to provide additional support to learners in lessons and pastoral support for Personal and Social development. LSAs are effectively engaged in programme design, session planning and delivery. Very effective communication regarding individual learner need is maintained between LSAs, EPOs and tutors to enable a cohesive programme of support. Where appropriate dispensation e.g. readers, additional time is applied for through the Awarding Body.

Very effective employer engagement.	EPOs are employed across the county to engage with employers and occupational sectors within local communities. EPOs are well versed with the sector types and effectively engage with employers that are available locally. The productive relationship that is established with local employers provides learners with access to information regarding differing occupational sectors and purposeful work placement experiences.
Areas for Improvement	**Supporting Evaluative Statements**
Learning walks – further development and deployment to improve curriculum	It has been identified that additional monitoring of the third/received curriculum has the potential to influence the further development of the programme. The programme is to introduce 'Learning Walks' which will provide real time feedback on the learners' experience. Intelligence gathered through 'Learning Walks' will be used to further enhance and enrich the learner experience.

Staff use their skills and expertise to plan and deliver teaching, learning and support to meet each learner's needs

Key Strengths	**Supporting Evaluative Statements**
Very effective use of information gathered during Initial Assessment and probation period to build informative differentiation registers	The knowledge and understanding of learner need(s) both academically and pastorally is very good and available to all members of the team involved in the learner journey. The need(s) of individual learners are regularly reviewed during case conferences.
Very Good Teaching and Learning – with good individualised planning of learning	During the year 100% of Observations of Teaching and Learning and Quality were graded as 2 or above. The Foundation team work together to plan the most appropriate pathway for each learner. If learner is on the NVQ pathway the level of units are planned that best match the learners' ability either at L1 or L2. Learning is highly personalised and contextualised for learners with very specific goals. The Foundation team have a wide range of knowledge, skills and expertise which is used to enhance learning and to support individual learner goals. Staff can call on vocational staff from other internal departments to provide further information and advice regarding career choices.
Work placements individualised to learners – career aim, aspirations, abilities and personal situation travel/access - choices	EPOs have an informed knowledge of local business mix and productive relations with local employers. Through the knowledge and partnerships with local employers supportive work placement opportunities are available to cater for a range of learner need, circumstance and aspiration. Early into the programme learners identify realistic goals regarding future employment opportunities against which EPOs source and secure relevant and meaningful work placement opportunities. EPOs broker the introduction between learners and employers ensuring 'the fit' is appropriate to both parties. Learners have the opportunity to try work activity in various occupational sectors should they be undecided or unfamiliar with specific occupations. Support for both the learner and the employer is continued throughout the duration of the placement.

Staff initially assess learners' starting points and monitor their progress, set challenging tasks, and build on and extend learning for all learners

Key Strengths	Supporting Evaluative Statements
Good and well organised Information and induction week - enrolment sessions	These events are designed to fully inform learners about the programme(s) on offer and also undertake a detailed 1:1 to ensuring the offer was suitable for them. EPOs deliver sessions using informative power point presentations with thorough IA paperwork to support detailed 1:1 interviews designed to ensure each learner is on the right programme.
Good initial, formative and summative assessment of learning and targets used to increase the reliability of a successful learning and progression outcome.	Learners are consistently re-assessed throughout their programme and where new learning or PSD needs are identified formal and informal assessment and re-assessment enable FL staff to evaluate learners' emerging needs.
Very Effective use of probation period with tracking form to support informed decision making and signposting.	It is recognised that it is of the uttermost importance that the programme can meet the individual need(s) of all learners, as such it is vital that both parties are provided with the opportunity to reflect, evaluate and given the opportunity to discuss the appropriateness of the programme. The 4 week applied probation period allows for informed decision making, appropriate signposting, expectations to be managed and support needs to be identified. The aforementioned is critical to the retention, achievement and progression of learners.
Areas for Improvement	**Supporting Evaluative Statements**
Inconsistent Recording of SMART targets for learners on ILP and at reviews	Learners receive on-going verbal and written feedback and assessment during training sessions and in their portfolios but the recording of all of their overarching objectives and achievements is inconsistent in ILPs.
Raise achievement of qualifications post progression – once employed raise continued participation to enable qualification achievement.	Due to early positive progression the achievement of accredited qualifications is below expectation. There is an ambition to increase qualification success rates through the continuance of learning post progression. To achieve this ambition both learners and employers need to be encouraged to continue engagement through raising awareness of the benefits to both the learner and the employer.

Learners understand how to improve as a result of frequent, detailed and accurate feedback from staff following assessment of their learning

Key Strengths	Supporting Evaluative Statements
Highly personalised and good standard of verbal and written feedback to support their targets and career goals	Learners understand how to improve competencies and confidence, extend knowledge and increase workplace skills through regular and detailed reviews, observations, professional discussions, Q&A, witness testimony and personal evidence.

	The pro-active approach to standardisation, support from IQAs and awarding body on-going feedback, coupled with training has supported tutors to improve standards pertaining to their assessment practice and feedback, which has resulting in learners receiving very effective feedback, leading to positive outcomes for learners.
Good use of non-teaching staff to provide employability feedback	Non- teaching staff (EPOs and LSAs) provide informal learning opportunities through 1-1 job coaching sessions and support with job applications. EPOs engage with learners from day one and provide regular and on-going support and feedback to improve the learners' approach to planned work experience, job applications and interviews. Where necessary EPOs challenge learners' unrealistic career aspirations, and support an informed refocus and introduce a concept of short, medium and long term goals/ambition.
Good experiential learning opportunities	The curriculum provides under-pining knowledge of the skills required in a classroom based setting to assure a progression to work placement, employment and apprenticeships. Highly personalised feedback is given in portfolios and on practical activities. Learners attend mock interviews and receive supportive feedback (frequently from internal managers) which improves the learners' performance in actual interviews. This opportunity has contributed to successful progression of learners. Each learner receives individual feedback from interviews and is then re-interviewed to measure improvements, Video recordings are captured and used, so learners understand the improvements required, Encouragement is consistent throughout and good practice identified in other learners is shared to peer groups. Guest speakers are invited in to raise awareness and give advice on employer expectation during the interview process.

Teaching and learning develop English, mathematics and functional skills, and support the achievement of learning goals and career aims

Key Strengths	Supporting Evaluative Statements
Good embedding of Functional Skills delivery provided additional support to learners throughout the programme towards their progression goals and apprenticeships.	The embedding of Functional Skills English and maths into Foundation NVQ delivery has taken place. The outcome of this in conjunction with case conferences and effective use of IA resulted in consistent support within the classroom and good achievement rates for Functional Skills for those who sat exams. The embedding of Functional Skills ensures that English and maths delivery is seen as a core part of the programme and not as a stand-alone element. The embedding has improved attendance at FS and FL classes providing learners with the maximum opportunity to progress and achieve across all learning aims. The whole team supported the writing and development of CVs, and gave support for both paper and on-line job applications. Learning plans for FS are aligned to learners intended/preferred progression pathway, building their maths and English levels to meet the entry requirements of FE and apprenticeships. In addition, Foundation tutors and EPOs help learners to apply their maths and English learning to different practical situations which equips them with the skills they need to apply for apprenticeships, college and

	work.
Increase in tutor ability and capacity to deliver English and maths	It is recognised that to provide stretch to learners' the organisational capacity to deliver GCSE qualifications needed to be increased. Functional Skill tutors engaged with CETTs for GCSE Maths and are currently waiting to engage in English through the same route. Internal support from SPC colleagues regards the embedding of FS has also been secured to maximise the effectiveness of delivery.
Areas for Improvement	**Supporting Evaluative Statements**
Further upskilling of FST and FT roles towards GCSE delivery	Further tutor and organisational development is required to ensure the required capacity to deliver GCSE qualifications.

Appropriate and timely information, advice and guidance support learning effectively

Key Strengths	**Supporting Evaluative Statements**
Good use of referral agencies and partner organisations to widen opportunities for learners	Attendance at NEET to EET meetings by EPOs and /or Team Leaders (where organised by local authorities) provided a source of potential referrals and opportunity to support/signpost those on programme to more appropriate provision. Local contacts between EPOs, other providers, schools and colleges ensure that all partners are clearly aware of the KT&A offer and could refer young people appropriately. Very strong partnerships with external organisations are established to source referrals and to signpost leavers. Good regular information/enrolment sessions at local centres ensure learners were fully informed about the programme(s) on offer and they were then signposted to most appropriate provision either with KT&A or elsewhere.
Very effective and appropriate information and advice supports learners destinations – either signposting to other providers or progression to apprenticeships, employment or FE	EPOs undertake a detailed 1:1 interview at information session after providing overview of KT&A's offer(s). Learners who require additional support over and above that which KT&A could offer are signposted to partner organisations who could better meet their needs. For those learners who join Work Ready Extra an in depth assessment is undertaken during the probation period and used to signpost and guide learners to appropriate next steps including external support services to secure learner progression.
Areas for Improvement	**Supporting Evaluative Statements**
Further develop employer involvement via introduction of industry trips	Learners could be further supported by having greater exposure and interface with industry through field trips to local businesses.

Equality and diversity are promoted through teaching and learning

Key Strengths	**Supporting Evaluative Statements**
Good promotion of Equality and Diversity	Achievement gaps are narrowing and an emphasis of cultural awareness in the classroom. E&D is covered at all stages of learner journey, throughout delivery, during reviews and at exit.

	Good promotion of Equality and Diversity commences from induction at start of Welcome Week and is reinforcement throughout delivery and information materials on display in centres. Tutors encourage learners to contribute aspects from their own communities, making all feel welcome with relevant information available around centres recognising the different cultures, traditions and festivals. Inappropriate behaviours and attitudes are challenged immediately and learners' and appropriate action/education is applied.

SSA 16 KAE Family Programmes

OUTCOMES FOR LEARNERS

Outcomes for Learners

Overall Grade 2

Community Learning and Skills delivers Family Learning courses across Kent with an aim to provide learning in areas of greatest need. We do this in partnership with staff from Schools, Children Centres, Housing Associations and other Community groups.

To ensure our programme remains of high quality, meeting the needs of both partners and learners, we apply a range of measures, all referred to within this report:

- End Of Course (EOC) evaluations – these are completed by all learners and reviewed by Programme managers. 1,243 (of 2,246) responses included in a randomised sample for data purposes
- LTG (Learner tracking group) – randomly selected learners complete a telephone interview 3 to 6 months after learning with us - 100 responses
- Partner Feedback survey – New this year, an on-line survey sent to all partners - 44 responses
- E and D (equality and diversity) tutor self assessment – self assessment tool to assess skills and inform delivery - 18 responses (of 25)
- Email and other written feedback from learners and partners

The programme has grown in adult participation this year with 2,506 learners, 411 more than 2013/14. We have seen an increase in the number of learners declaring a disability and growth in representation of learners from a BME background. This supports the impact of more robust partnership working to engage with targeted families within a locality. The number of partner organisations we have worked with has increased by 27, resulting in a growth in the number of courses delivered to 383 (52 more than the previous year).

Partners' reasons for running family learning courses were found to be varied – see table below.

Why did you want to run a Family Learning course?

Answer Options	Response Percent	Response Count
Family Learning courses are part of our running programme	36.4%	16
Family Learning courses are offered free to us	59.1%	26
We have run successful courses in the past	72.7%	32
In order to include hard to reach families	65.9%	29
To meet specific needs of our families	79.5%	35
Other	6.8%	3

Partner's reasons for engaging with our Family Learning programme are varied but, the highest at 79.5% was 'to meet specific needs of our families' (Partner feedback survey)

Courses are designed and delivered to meet needs locally - as identified through the relationship with the partner organisation. We aim to deliver at a

time and day most suitable to targeted families or groups.

The learning journey for a group may begin with engagement courses based on a topic which supports themes, interests, initiatives or needs such as arts, crafts, parenting, food or health. It may also begin with curriculum focused activity based on supporting children's attainment prior to starting school or supporting achievement for children already in school. In some cases, where learning is an embedded activity within the partner setting, courses may begin with a shared focus on both the children's and the adults' English, maths or language skills, often leading to accredited opportunities.

"My daughter has come on in leaps and bounds since joining the course and we have used the flashcards that we made on the course. My daughter is now starting nursery in September and I feel that she is ready for it now." LTG

Outcomes for learners are varied and deeply relevant to the individual. These range hugely starting with very short, fun, topic based aims focused on families working together. Many learners achieve personal aims focused on 'softer skills' such as interpersonal, communication, confidence etc. The ILP is the critical tool used to enable learners to recognise and record outcomes. These softer skills can result in life changing outcomes for some individuals.

One learner wrote that **after taking a parenting course she gained the confidence to walk into her son's school and speak to the teacher** (LTG)

A community involvement worker contacted us to say that one of the learners in the Family Language course was able to escape from domestic violence, **"The course gave her the opportunity to improve her language skills and meet other mothers. Hence she was confident to make a decision and accept support. Presently she is in a secure location".**

79% of partner organisations recognise that parents have shown increased confidence and/or communication skills as a result of our courses with 64% judging parents to be more able to support their children with their learning and 69% have seen greater engagement with their venue (Partner feedback survey)

'Many thanks for your continued support with supporting our parents in developing their skills. I know from many testimonials here and at Callis Grange that parents absolutely love their learning journey, mainly due to the teaching styles of your highly intuitive tutors' (Partner Feedback email)

We see progress to more formal learning aims linked to Functional Skills where learners aim to achieve qualifications. Within a FEML course groups consist of learners working towards a variety of personal aims both 'soft' and curriculum/accredited focused.

FEML Programme Combinations in 2013/14

Data based on ILR file for 13/14

Learners on Single Programme

Languages	Combined	English	Maths
217	76	368	238

Learners on 2 Programmes

Languages & Combined	Languages & English	Languages & Maths	Combined & English	Combined & Maths	English & Maths
0	13	1	9	7	139

Learners on 3 Programmes

Languages & English & Maths	Combined & English & Maths	Languages & Combined & Maths
1	3	0

Within FEML, high numbers of learners continue to participate in aims across a number of curricular areas to suit their individual needs. 173 learners have continued to learn within FEML and progressed from one strand to another – in 4 cases this progression has been significant with language learners participating in 3 subject areas.The trend within FEML is for learners to progress within one subject area across a number of aims: assessment aims, ILP aims and accredited aims. Outcomes for parents and children are recognised and reported by our partners as below:

Parents have demonstrated greater engagement with our venue	69.0%
Parents have volunteered at our venue	38.1%
Parents have shown increased confidence and/or communication skills	76.2%
Parents have found new/better employment as a result of taking the course	26.2%
Parents are more able to support their child/ren with their schoolwork	64.3%
Parents have continued learning with us/at other venues	52.4%
There has been little or no positive impact on the parents	2.4%

The child performs better at school	26.2%
The child's behaviour at school has changed for the better	28.6%
The child's attendance has improved	16.7%
The child's attitude towards learning has improved	50.0%
The child appears happier at school	33.3%
There has been little or no positive impact on the child	21.4%

The NIACE inquiry into Family Learning suggests that outcomes for children, whilst seen to be limited immediately following a course, begin to present up to 6 to 24 months later. The progressive impact of increased parental involvement coupled with the time required for improvements such as children's attitude and attendance to begin to show impact, are both contributing factors.

Achievements (RAS) has remained high at 93% to 100%. Robust management and improved processes have resulted in a 100% return of documentation and paperwork (for all areas of the programme) resulting in an improved ILR return (99% and 100%).

Learners and partners report achievements to be varied and often personally relevant to the individual.

"The tutor gave me and the other learners lots of confidence and skills and as a result I have started volunteering at my child's school (something I thought I could never do). As a single mother I felt nurtured in the group and felt supported by the rest of the group. After doing the course, and volunteering, it has now inspired me to look into studying for a TA course, to fit a career I would like to do around my children." LTG

2013/14 Accreditation results

Full Functional Skills English (3 units)	61	English Units	49
Full ESOL (2 units)	9	ESOL Units	14
Full Functional Skills maths (1 unit)	73		
Total	143		63

Total Accredited units	337

Accreditation results remain high. Learners do not generally engage with family learning to achieve an accredited aim but, the highly skilled and nurturing tutors are able to assist individuals to realise this aspiration when and if relevant accreditations enable learners to access work focused courses or further learning. Many learners are encouraged to continue learning, either within learning opportunities available to them at the partner venue or with other local community support groups.

26% of our learners (LTG) declared that as a result of participation they had secured improved or new employment. The Partner Feedback Survey also demonstrated that 26% of their families had secured employment as a result of improved skills or new qualifications.

'I reiterate again; it has been brilliant working with you. I know that we have helped a lot of parents on their way to employment, by improving their self- esteem and scaffolding them to believe in themselves' **(**Partner feedback email)

Partner organisations are keen to keep up momentum often requesting highly skilled/efficient tutors to return and continue teaching. Learners have benefited with having this consistency and have developed strong working relationships with tutors.

The quality of teaching and learning based upon OTLA grades is at 84% good or outstanding and is measured regularly throughout the academic year (this in line with CLS organisational processes). This profile fluctuates throughout the academic year due to a variety of reasons, (such as) new grades, new tutors, tutor attrition etc. We have 8 tutors currently in their probationary period and our primary focus is to support and develop these to achieve a good OTLA grade.

2013/14 has seen a focused programme of quality assurance monitoring and measuring, in-line with OFSTED standards. This has enabled us to identify where our quality activities are effective or less so. It ensured that all CPD was focused on identified areas for development and this has been evidenced in our improved OTLA profile. We have introduced a structured measure for tutors' use of ILPs, Functional Skills moderation and E and D self evaluation. This has identified one area for concern (consistently good use of ILPs) which will be a focus for the QIP.

As a result of our findings, we have worked with tutors to evaluate the effectiveness of our documentation and have introduced a 'group' ILP for WFL, Parenting and creative introductory courses.

This collective way of working has been well received by learners; children particularly enjoy the collaborative sharing of achievements.

Summary of profile	%good or above	%good or above
WFL	20%	25%
PAR	50%	50%
FEML	44%	69%
Tutor	Jul-14	Sep-14

Following the success of the pilot last academic year, we have engaged with the Arts Mark to deliver an Arts Award Project. This has been delivered in five schools across Maidstone, Ashford and Thanet, engaging 46 families. Two of these schools requested another course due to positive feedback from parents on the playground. We have delivered the two additional courses as requested which have both been successful.

This project has seen 52 children achieve the Discovery Arts Award and these achievements will be celebrated at an event in December. Adults and children worked together to create pieces of art to meet the accredited brief and we were able to embed a one day visit to Maidstone Museum or Stour Valley Arts to provide a broader experience for all learners.

As part of the project, we have measured families' engagement with creative activities, events and venues both pre and post participation with follow up monitoring to measure impact planned.

Follow-on courses have been put in place for the adults who took part in the Arts Award courses, providing opportunity to continue their learner journey. We hope to see adults engaged in continued learning through participation in this very creative learning opportunity.

'We will miss this time. Hope to carry on spending time with my son doing creative activities'. Arts Award Parent end of course evaluation.

'Many thanks for your continued support with supporting our parents in developing their skills. I know from many testimonials here and at Callis Grange that parents absolutely love their learning journeys, mainly due to the teaching styles of your highly intuitive tutors' (Partner feedback email)

All learners achieve and make progress relative to their starting points and learning goals

Key Strengths	Supporting Evaluative Statements
Good learner retention, achievement and success rates	WFL RAS remains excellent at 99%, on par with previous years Parenting RAS is excellent at 100% - an increase of 12% on last year (see paperwork comments) FEML RAS is very high at 93% - an increase of 5% on last year 98% of learners (EOC evaluations) agreed 'I have learned a lot on the course' 337 accredited units achieved across English, maths and language

ILPs enable learners to capture their achievements. This, supported by EOC evaluations and other learner feedback processes, enable managers to effectively capture learners' achievements.	Where ILP use is good or outstanding – learners evidence they are achieving their goals; this is further supported by excellent use of the learner diary for long ILPs. 98% of learners (EOC evaluations) agreed ' I have gained more confidence because of the course' 94% of learners (LTG) declared they had 'increased ability to support children's learning and development 50% of learners (LTG) reported progressing to higher level learning High level of learners achieve 'soft' outcomes and are able to recognise these on their ILPs

Areas for Improvement	**Supporting Evaluative Statements**
Lack of consistently good or excellent use of ILPs by all tutors	Robust monitoring of ILP's indicates 25% of Wider Family Learning tutors are good or outstanding, 50% ofParenting tutors are good or outstanding, 69% of FEML tutors are good or outstanding – Target for 2014 – 15: 75% of all tutors good or outstanding.

Achievement Gaps are narrowing between different groups of learners

Key Strengths	**Supporting Evaluative Statements**
Outcomes for learners from identified groups are mostly high.	Outcomes for BME learners is excellent at 91% to 100% - FEML has increased to 91% which has further narrowed the gap to 3% (from 15% 2010/11, 11% 2011/12, 5% 2012/13) Male and female learners achieve similarly with no significant gaps between the groups.
Programme targeted at disadvantaged communities in line with 'new Challenges, New Chances'.	Participation in the programme by learners from a variety of backgrounds is increasing: Participation by BME learners has increased on last year: WFL – 10% to 18%, FEML – 28% to 37%, Parenting – 15% to 17% Participation by learners declaring a disability has increased on last year: WFL – 5% to 9%, FEML – 9 to13%, Parenting 8% to13% Programme embedded in community venues ensures it is more accessible to a wider range of learners Partnership working to identify local need and to engage with learners whom are not reached through

	mainstream programming

Areas for Improvement	Supporting Evaluative Statements
Adult learners aged 16 – 18 yrs achieve less well than older learners.	Adult learners on FEML programmes aged 16 – 18 yrs achieve less well than all other learners at 73% FEML learners declaring a disability have a success rate of 91% showing a decrease on last year and evidencing a gap of 2%

Learners develop personal, social and employability skill

Key Strengths	Supporting Evaluative Statements
Learners achieve outcomes which support: an increase in volunteering, good communication, improved confidence leading to better or new employment.	Partner feedback quote 'Family learning courses are an effective part of the learner's journey, impacting on confidence, self esteem and therefore supporting them towards employment' 94% of learners (LTG) recorded an increased personal progression i.e. confidence / decision making 98% of learners (LTG) expressed an ability to stay safe in daily life 76% of parents have shown increased confidence and/or communication skills as a result of learning with us (Partner Survey) 38% of parents have volunteered at the venue as a result of taking the course (Partner Survey) 69% of venues recorded that 'parents have demonstrated greater engagement with our venue (Partner Survey)
Adult's learning has a positive impact on the child's achievement in school.	The Partner Survey indicated that 64% of parents are more able to support their child/ren with their schoolwork and the learners backed this us as 93% claimed that the course had helped them support their child better at school. 50% of children have demonstrated an improved attitude towards learning (Partner Survey)

Areas for Improvement	Supporting Evaluative Statements
Improved structure to collect and collate	Lack of progression tracking from programme to programme within the organisation limits the collation of the

all outcomes for learners across the organisation required	achieved outcomes for learners

Learners progress to courses leading to higher-level qualifications and into jobs that meet local and national needs

Key Strengths	Supporting Evaluative Statements
Learners and partners recognise that attending Family Learning has a direct and positive impact on securing improved or new employment	26% of learners (LTG) have secured new or improved employment 26% of parents have progressed to better or new employment as a result of the course (Partner Feedback) 143 learners achieved a full language or functional skills qualification
Good progression routes enables learners to progress to further or higher learning	Language (ESOL) learners who have attended FP programmes have developed underpinning language skills and have progressed onto mainstream Skills Plus courses. 97% of learners (LTG) have progressed to further Family Learning 50% of learners (LTG) progressed to higher level learning 52% of learners have progressed to further learning with us at other venues (Partner Feedback)
Strong partnership links across FP and Response programme enables learners to progress between programmes	Particularly strong partnership with Amicus Horizon where Response learners have progressed into Family Programmes to enhance their learning

Areas for Improvement	Supporting Evaluative Statements
Improved processes and information sharing with CCs to ensure Family Learning has maximum impact for identified groups and localities	Collaborative planning to ensure collective resource has maximum impact for learners Responsive delivery to meet the specific need of a locality or group of learners District plan and improved communication at multi level to target learning opportunities where needed most and ensure decisions are supported at all levels

	Delivery to be scheduled to meet the needs identified in the district plans not on a 'first come first served' basis Critical data to be identified and a multi team approach applied to systematic collecting and sharing

Learners benefit from high expectations, engagement, care, support and motivation from staff

Key Strengths	Supporting Evaluative Statements
Learners benefit from high expectations and tutors support effectively to ensure these are achieved	Where teaching is good or better, tutors have high expectations evidenced in planning and teaching (observations, line management processes) Learners are motivated to set high expectations for themselves. Achievement leads to continued learning at the same or higher level Tutors are positive role models and develop a positive approach to learning for adults and children – (Partner Survey) Tutors meet learners' individual needs providing tailored delivery and individual support (Partner Survey / EOC / LTG) Tutors motivate learners to participate in further learning, volunteering, school activities and other opportunities outside of Family Learning (LTG, Partner Survey)
Outcomes for learners reflect the diverse and challenging groups they come from	Learners comment very positively about our courses. 99% of learners indicate that they have received the help and support needed to achieve their learning goals and that the tutor has made the course motivating and enjoyable (LTG, EOC evaluations) Following our courses, learners are able to continue learning and GLO outcomes support them to do this Good partnership working encourages learners to participate and achieve (see increased participation information)

Staff use their skills and expertise to plan and deliver teaching, learning and support to meet each learner's needs

Key Strengths	Supporting Evaluative Statements
84% of tutors are good or better anddeliver effective sessions which meet all learners' needs	84 % of tutors hold a grade 2 or higher at OTLA. Where a good session is delivered, differentiation is well planned and inclusive, learning activities are relevant and support learning and planning reflects the needs of all learners in the group In good sessions, a wide range of teaching styles ensure all learners participate and learn Highly intuitive tutors use their expertise to deliver effectively 95% of our partners consider the quality of our courses to be good or excellent (Partner Feedback) In good sessions SMART targets are used to effectively stretch learning for all learners relevant to their starting points and overall aims
Managers support tutors' to increase their skills and expertise through effective line management processes and CPD opportunities	Lesson plans and evaluations are monitored and feedback given by line managers via 1-1s Regular supportive observations are completed by managers giving feedback and directing tutors to CPD opportunities as appropriate Tutor team meetings support development and sharing of good practice
New tutors are inducted and supported to ensure internal quality standards are met	New tutors are well supported by managers and colleagues and the use of peer support is in place Standardised induction processes are applied to all new tutors Best practice sharing (tutor or managers) is used to best support new members of the team

Areas for Improvement	Supporting Evaluative Statements
Tutor profile to remain high at 85% good or outstanding	Tutors with a grade 3 at OTLA have identified areas for improvement including SMART objectives, assessment and differentiation Un-graded tutors who teach less than 28 hrs to be assessed through informal observation and quality assured through robust line management 8 tutors on probation identified as a risk to current OTLA profile

Staff initially assess learners' starting points and monitor their progress, set challenging tasks, and build on and extend learning for all learners

Key Strengths	Supporting Evaluative Statements
Effective use of assessment identifies starting points and informs planning.	Tutors' E and D self-assessment indicates that they consistently assess learners and plan activities to improve self-esteem and confidence 89% of tutors use a range of assessment methods to enable all learners to review their own learning (E ad D self assessment) Where good, the use of ILPs assesses learners and clearly links to planning to extend and challenge all learners Learners are able to assess their own achievements with effective support and recognition from the tutors – 98% of learners (EOC evaluations) agreed or strongly agreed ' I feel I have learned a lot on the course' and 99% of learners (EOC evaluations) agreed or strongly agreed ' the tutor has given me help and support to achieve my learning goals. Qualified and experienced tutors demonstrate relevant skills in assessment Peer mentoring and support for new and developing tutors is in place to embed assessment as a model of best practice

Areas for Improvement	Supporting Evaluative Statements
Use of assessment is not good in all sessions	Where assessment is not specific and/or detailed there is no link to planning Course aims and learner aims are not clearly supporting cohesive achievement Learners are not motivated or it is not clear that they are able to assess their own progress and achievement Some missed opportunities to assess learning throughout the session observed at both OTLA and supportive observations

Learners understand how to improve as a result of frequent, detailed and accurate feedback from staff following assessment of their learning

Key Strengths	Supporting Evaluative Statements
Assessment in good sessions is evidenced in effective use of ILPs to capture achievements and inform learners of their next steps	69% of tutors identified as good or outstanding in their use of ILPs Effective dialogue with the learner is recorded in the ILP Learner diaries are recognised as best practice for capturing learner responses to feedback and discussion Tutors mark work and include comments which celebrate success as well as identify areas to develop as next learning goals Honest, open and constructive feedback is given in a supportive manner so that learners feel safe and encouraged to continue learning (Tutor E and D self-assessment) On-going robust monitoring and moderation of ILPs (Individual learner plans) demonstrate reflection of practice and assessment to enhance delivery and to stretch learners to meet their potential

Areas for Improvement	Supporting Evaluative Statements
Use of assessment tools to inform learners, provide detailed and accurate feedback and support continued learning in all sessions is not good	Less than good use of ILPs by all tutors (See ILP monitoring data) ILP monitoring has highlighted the need for tutors' feedback to be more developmental and constructive in nature

Teaching and learning develop English, mathematics and functional skills, and support the achievement of learning goals and career aims

Key Strengths	Supporting Evaluative Statements
Good levels of effective teaching of English, Maths and Functional Skills	Focused planning and teaching to develop adult English, Maths and language skills The programme has delivered 143 full qualifications and in addition 63 partial units in English, maths and language Overall the programme has delivered 337 units In good sessions, lesson plans and delivery have appropriate levels of embedded English and maths

	Focused developmental feedback is given directly to tutors at line management meetings to enhance quality 94% of learners (LTG) agreed they have 'an increased ability to support their children's learning and development' 85% of learners (LTG) reported an improvement in their child/children's achievement at school Good practice examples available to tutors on Moodle
As a result of taking part in Family Learning a large proportion of learners feel more able to support their child/children's learning	98% of learners reported on their end-of-course evaluations feeling more able to support/help their child 64% of partners state they have noticed that learners are more able to support their child with school work

Areas for Improvement	**Supporting Evaluative Statements**
Increased evidence of effective embedding of English and maths in all WFL and Parenting planned sessions.	Maintain support of tutors to embed and enhance Maths and English within their lessons Continued monitoring by Line Managers to identify areas for development and direct tutors to relevant CPD or good practice examples

Appropriate and timely information, advice and guidance support learning effectively

Key Strengths	**Supporting Evaluative Statements**
Tutors support learners to progress into further and/or higher learning	99.7% of learners (EOC evaluations) expressed their intention to attend another Family Learning course Learners are able to continue learning with the same tutor within a given subject and benefit from the strong links between learner and tutor (Partner Feedback) Continuity of having the same tutor was a really positive experience for the families involved (Partner Feedback)

Areas for Improvement	**Supporting Evaluative Statements**
Inconsistent and relevant IAG offered to	Some tutors require further development to provide relevant and helpful support to learners

all learners on all programmes	Limited access to IAG provided to learners engaging on long courses

Equality and diversity are promoted through teaching and learning

Key Strengths	Supporting Evaluative Statements
Tutors consistently create an atmosphere of mutual trust where each learner feels safe, respected and valued regardless of background, identity or personal circumstances	All tutors indicated in their E and D self assessment that they create a learning environment which is inclusive of all learners and they ensure that all learners feel respected and valued OTLA reports consistently list as a strength that tutors create a warm, supportive and inclusive learning environment to ensure learners feel safe Tutors consider social and emotional aspects to enhance learning (E and D self assessment) Tutors challenge all inappropriate behaviours 98% of learners (EOC evaluations) reported that their confidence increased as a result of taking a course 99% of learners (EOC evaluations) agree or strongly agree with the statement 'I felt save on this course' 98% of learners (LTG) expressed an increased ability to stay safe in daily life e.g. make own choices/discuss/debate/make opinion as a result of the course
Tutors use a variety of strategies to ensure all learners are able to participate regardless of their individual differences	94% of tutors indicated in their E and D self-assessment that they adopt a range of techniques (such as active listening, skilful questioning, group and pair work, supportive feedback) to ensure each learner is enabled to learn
Equality and Diversity are embedded in organisational processes and behaviours	Organisational structures and processes support tutors to manage challenging behaviours Support mechanisms in place to support all learners to access learning equally

Areas for Improvement	Supporting Evaluative Statements
Multimedia resources and alternative formats of materials to be readily available to tutors	Range of multimedia resources to support teaching and learning Different formats of materials available to tutors/learners to meet specific needs

Improved tracking of the embedding of E and D in planning and delivery to collate and share good practice	Good examples of E and D explicitly embedded into planning, shared with all tutors Management tracking and recording of good practice – E and D to be judged in OTLA and supportive observations

End of Course Evaluations
Summary by Question 2013 - 14 Enrolments

Statement	Strongly agree or agree	Strongly disagree or disagree
THE COURSE WAS AS GOOD AS OR BETTER THAN I EXPECTED	99%	1%
I FEEL I HAVE LEARNED A LOT ON THE COURSE	98%	2%
I HAVE GAINED MORE CONFIDENCE BECAUSE OF THE COURSE	98%	2%
I FELT SAFE ON THIS COURSE	99%	1%
THE TUTOR HAS GIVEN ME HELP AND SUPPORT TO ACHIEVE MY LEARNING GOALS	99%	1%
THE TUTOR HAS MADE THE COURSE MOTIVATING AND ENJOYABLE	99%	1%
THE COURSE HAS ENCOURAGED ME TO KEEP ON LEARNING	99%	1%
I AM HAPPY TO RECOMMEND THE COURSE TO OTHERS	99%	1%

I WOULD ATTEND ANOTHER FAMILY LEARNING COURSE IF AVAILABLE TO ME	99%	1%
I FEEL MORE ABLE TO SUPPORT/HELP MY CHILD	98%	2%

* Sample consists of 1243 randomly selected EOC evaluations from WFL, PAR and FEML learners

2013-14 Learner Tracking Survey

96% female 4% male

	Yes	No
Progress within Family Learning	97%	3%
Increased progression to higher level learning	50%	50%
Increased involvement in voluntary and community activities	31%	69%
Progression into new or improved employment	26%	84%
Increased personal progression e.g. confidence	94%	6%
increased ability to support children's learning and development	94%	6%
improvement in child/children's achievement in school	85%	15%
Ability to stay safe in daily life e.g. make own choices/discuss/debate own opinion	98%	2%

Sample Golden Threads:

It was a really positive experience. My children used to come out of school and I didn't really know what they had been learning but now I feel that I can talk to them and help them through with their tests.

As a result of doing the maths course, the learner has decided to further her maths education and she has taken a maths assessment and is hoping to start on a Functional skills/ GCSE maths course.

It was a brilliant course and it was lovely to be able to work alongside my son and then help him further at home.

Learner has secured herself a job as a lecturer and will be doing the DTTLS course during her future employment.

Looking at college courses to see what is available - given her confidence and the skills to progress onto a Book-Keeping course. Tutor amazing - made her feel confident enough to ask any question, never made to feel silly.

Achieved Entry Level 3 Qualification in Writing - going onto do Level 1 in September. Course enabled her to have the confidence to volunteer in a Gallery, with her friend, who she also met on the same course.

Helps in a local gallery - would never have volunteered to have done this before this course. Very good tutor - the skills learnt has enabled her to live a 'normal' life!

Learnt new skills in origami and presentation giving. Would have never been able to have stood up in front of a group of people and spoken before. Course gave her confidence to do this and consider a new career in teaching,

The tutor gave her and the other learners lots of confidence and skills and as a result R started volunteering at her child's school (something she thought she could never do). As a single mother she felt nurtured in the group and felt supported by the rest of the group. After doing the course and volunteering it has now inspired R to look into studying for a TA course, to fit a career she would like to do around her children.

My daughter has come on leaps and bounds since joining the course and we have used the flashcards that we made on the course. My daughter is now starting nursery in September and I feel that she is ready for it now.

Volunteer at school supporting children - courses have given her confidence and skills to do this. Achieved level 2 in both English and Maths and inspired to start TA course with us next.

Course gave her the skills and confidence to become the Treasurer of - The Friends of the North Thanet Children Centre's. She now organises events to run free family days out.

Types of courses most recently atten

English	48%
Maths	32%
Language	6%
Early Years	14%

Number of GLH

20-30	64%
31-40	6%
40+	30%

2013-14 Partnership Survey Summaries

(Response from 44 Partners)

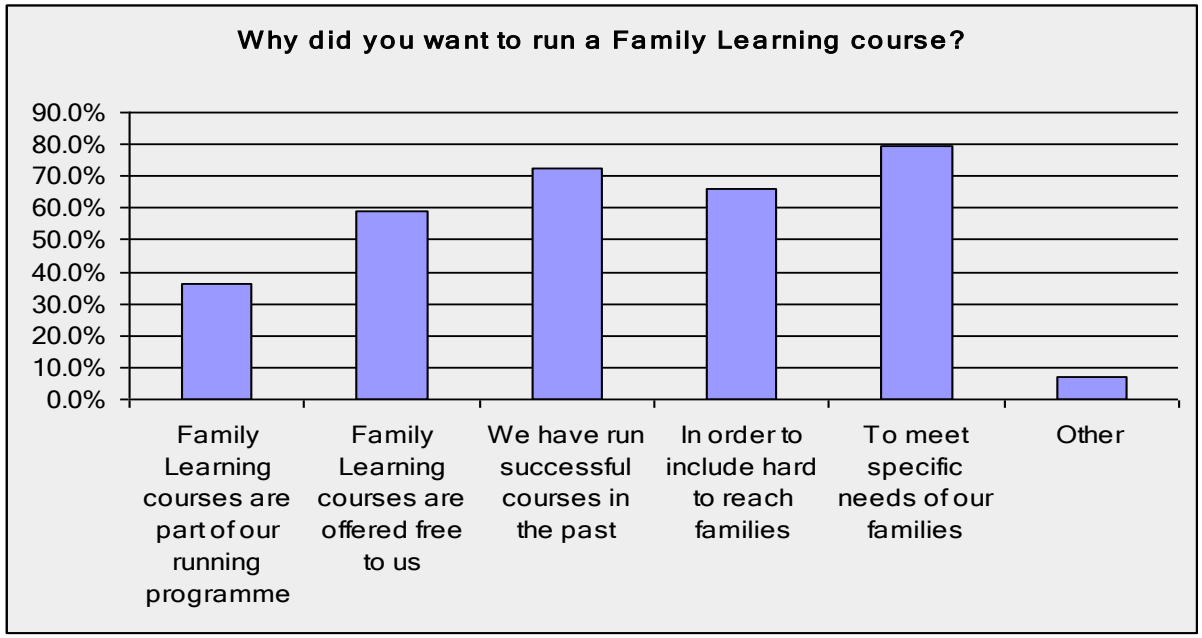
1. The survey asked if Kent Adult Education Family Leaning (KAE FL) were able to meet our partners' requirements:

- **91% of partners indicate that we were able to meet their requirements and 9% said we met their requirements in part.**

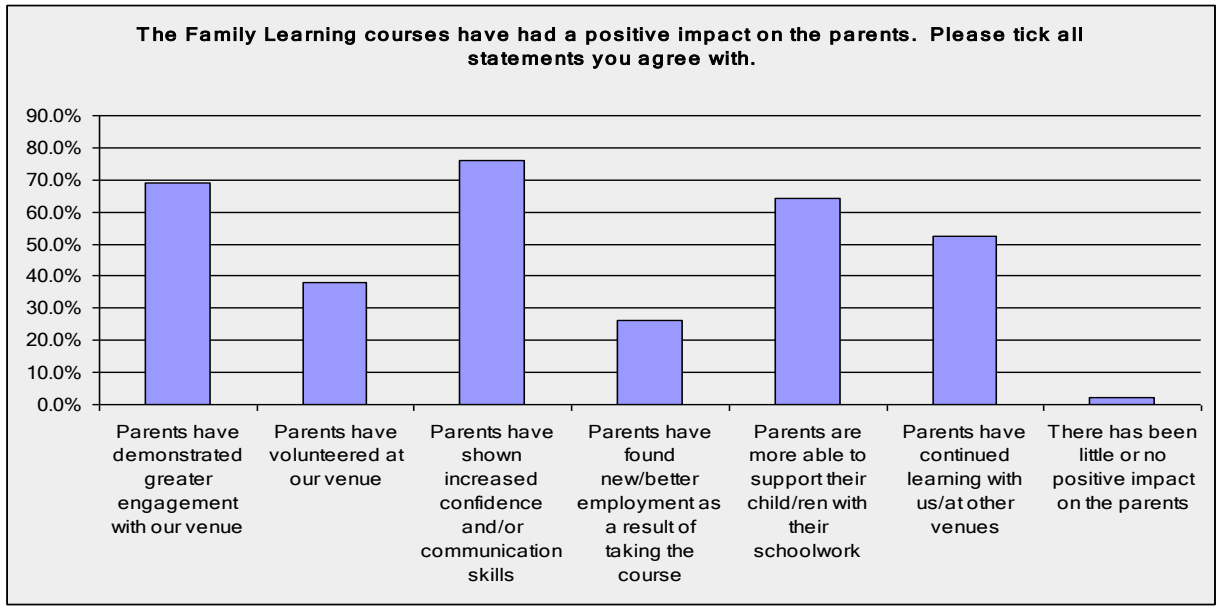
2. The survey asked how partners rate the quality of FL courses:

- **95% of partners consider our courses excellent or good quality.**

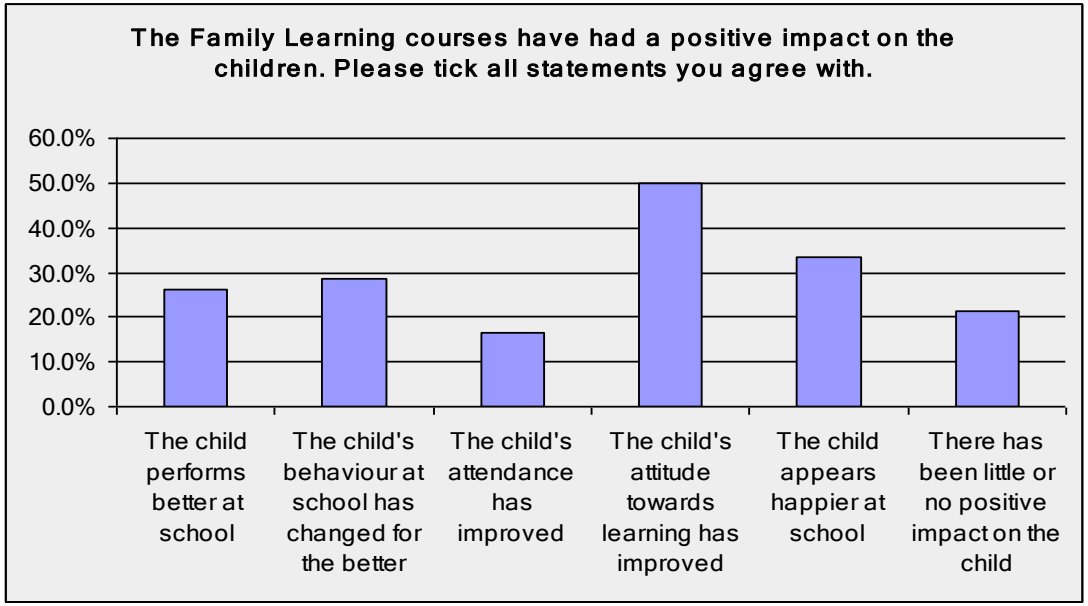
3. The Survey asked about the reasons for running a FL course:


Why did you want to run a Family Learning course?
90.0%
80.0%
70.0%
60.0%
50.0%
40.0%
30.0%
20.0%
10.0%
0.0%
Family Learning courses are part of our running programme
Family Learning courses are offered free to us
We have run successful courses in the past
In order to include hard to reach families
To meet specific needs of our families
Other

4. The survey asked about the impact of the FL course on the parents:



5. The survey asked about the impact of the FL course on the children:



Sample Comments:

Family Learning courses are often a way to engage our harder to reach families - they are a fun way of inviting them into school where otherwise they might be too reticent to approach us. The courses can give these parents the chance to build a relationship with me as the Family Liaison Officer and are also a good social opportunity for children and adults to get to meet with other people in school. They can be a springboard on to other learning more formal opportunities that they may not have had access to before.

(They are) also tailored specifically to meet our parents' needs which has had a huge impact in the longer term for some of our parents re parenting.

It is always good for our children to see their parent/carers engaging in learning activities as it demonstrates that learning has value and importance. We have seen in the past how there can be direct links with parental engagement and improved pupil achievement. Parents often comment on how much better they may have achieved when they were at school if learning had been as accessible as this. Finally, I am always pleased to see how much smiling goes on during Family Learning courses!

The children are aware of a connection between school and their parents.

The parents have been very happy to attend the courses we have offered, and become disappointed when the courses come to an end. It has created a better bond between the school and them, which can have a ripple effect for the school.

Parents have also had the opportunity to establish networks. More recently it has been noticeable that those who have shared courses have then stepped up to support each other during difficult times. Often to the surprise and pleasure of the recipient but also a valuable validating experience for the helper too.

Family Learning courses are a valuable way to offer services to our parents that they may otherwise not be able to access.

Children are very keen to share learning opportunities with their parents.

KAE involvement in our transition programme definitely helped the children to settle in more quickly.

Tutor Self-Assessment Summary

Materials and resources:
67% of tutors frequently use positive images of diversity in materials and resources.
60% of tutors do not have alternative resources readily available to meet all learners' individual needs.
Only 17% of tutors regularly use multimedia resources to support teaching and learning.
Assessment
90% of tutors use a range of assessment methods.
100% report to giving honest and constructive feedback in a respectful and supportive manner.
94% of tutors use assessments to improve confidence.
Social and Emotional Aspects to Learning (SEAL)
72% of tutors report that they actively encourage learners to be interested in each other, show empathy and learn from each others' differences.
90% of learners frequently listen to each other's view and work collaboratively.

Materials and resources:
Teaching and learning methods
83% of tutors frequently encourage learners to influence teaching methods, allowing individual life experiences to enhance learning for all.
75% of tutors consistently ensure teaching methods are inclusive and cater for the individual as well as the group.
Management of the environment
80% of tutors consistently manage groups to ensure all learners feel respected, included and safe.
The tutor as role model
All tutors report that they create an atmosphere of mutual trust where each learner feels valued regardless of background, identity or personal circumstances.
80% of tutors consistently set high expectations of their learners.
All tutors report to fostering a supportive and harmonious atmosphere of mutual trust and respect.

SSA16 KAE – Response Programme

The Response Programme is a targeted programme funded from the Neighbourhood Learning in Deprived Communities element of the Community Budget. The aim is to encourage relevant personal progression to further learning, volunteering, and paid employment for people who are low-waged and unwaged. The Programme is designed and delivered in partnership with organizations from all sectors responding to local circumstances, needs and opportunities.

During 2013-14, the organization increased the share of the Community budget allocated to NLDC and the Programme is now offered to the most disadvantaged communities in 10 of the 12 District Council areas in Kent and, by exception, in the remaining 2. The programme developed further options for direct progression to courses offered through PCDL funding and more extended learning was also made available through partner organizations paying the full direct cost of delivery of follow-on courses.

Management of the quality of teaching and learning is shared with SSA leads and for SAR purposes is contained in reports for the SSA. This report focuses solely on the specific context of this community-based delivery.

1318 individual learners participated in the Response programme compared with 755 in 2012-13 and 1953 Learning Aims were achieved compared with 1033 in 2012-13.

Overall, male participation increased to 32% after a drop to 20% in 2012-13. 48 % of learners in Ashford, 46% in Maidstone and 41 % in Shepway were men. Swale again had the lowest participation by men at 21%. This partly reflects that Response is delivered here as part of a wider partnership with greater participation by men in other strands of the programme. Learners declaring a disability increased to 31% overall compared with 20% in 2011-12. Participation at 49% in Gravesham, 48% in Maidstone and 43% in Dartford reflects success in working with partner groups offering specific support to people with multiple disadvantages in these areas new to the programme in 2013-14.

Overall participation by people from Black, Asian and Minority Ethnic communities at 13% is double the representation in the general population across most District council areas at the 2011 Census. In Dartford the overall representation in the community in 2011 was 12.4% and 31.1% of Response learners were from these groups. 17.3% of the Gravesham community were from BAME groups in 2011 and 10.6 % of Response learners were from these groups. The Response is newly established in the area, active for only 6 months of 2013-14 and a large cohort of learners in the first months came from one partner. Links are now established with a wider range of organisations and the Programme is working towards

reflecting the diverse nature of the local community.

Learners are equally successful in achieving their learning goals across all defined characteristics and all geographical areas with RAS at 99%-100% throughout the programme..

End of course evaluations show strongly that learners enjoy their courses, achieve their objectives, feel they gain confidence and are motivated to continue learning. They are very positive about the tutors – 99% agreeing or strongly agreeing that "the tutor has made the course motivating and enjoyable".

Of learners who responded to a survey carried out by phone, email and hard copy questionnaire 6-12 months after completing their course, 24% had started volunteering and 41% had achieved their personal goal of paid employment.

Some learners enrol on single day, standalone Response courses designed to boost their confidence and achieving a vocational Certificate relevant to local employment or volunteering opportunities – such as Health and Safety Certificates. Partner organisations provide vital local information to programme design, provide accessible information and advice to the local community and frequently a "wrap round" service supporting learners before, during and after the Response course. Agreements to provide this initial learner support have been piloted with new partner organisations during 2013-14 which has extended the reach of learner referral and this will be further developed during 2014-15.

Response also works with individual partner organizations to provide bespoke packages – eg working with a Healthy Living Centre to develop skills and confidence for volunteer Healthy Eating Champions.

A consistent learner experience is maintained through use of CLS ILPs, Learner Agreements and evaluation paperwork. During 2013-14, a programme of supportive observation and CPD for partner organisations was piloted to supplement previous PtTLLS training and integrate more closely with CLS quality processes to further support a consistent high quality learning experience for all learners . Tutors from all delivery partners have taken part and this will continue to grow during 2014-15.