



The Adult College of Barking and Dagenham

Service Self-Assessment Report 2023-2024



Barking & Dagenham



INVESTORS IN PEOPLE
We invest in people Gold



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Our Intent

At The Adult College of Barking and Dagenham, our aim is to empower individuals in our community through accessible, high-quality education and training. We are dedicated to transforming lives by providing opportunities for personal and professional growth, particularly for those facing unemployment and low educational attainment. Our college offers a supportive and inclusive environment where every learner can thrive.

Many Borough residents have low skills, are unemployed, in low paid work, and live in poverty. The Adult College's aim dovetails with the London Borough of Barking and Dagenham's Corporate Plan priorities for local learning and skills. By providing a curriculum that empowers learners to gain the skills and knowledge to improve their prospects of employment and support them through the current economic crisis.

We believe in the potential of each individual, where no-one is left behind, and are committed to:

1. **Providing Accessible Education:** We offer a range of courses designed to meet the needs of our community, from foundation skills and ESOL to vocational training and professional development. Our programmes are tailored to support learners at all levels and abilities, ensuring that education is within reach for everyone.
2. **Fostering Employability:** By partnering with local businesses and community organisations, we create pathways to employment and career advancement. Our curriculum is aligned with the demands of the job market, equipping learners with the skills and knowledge needed to secure meaningful employment.
3. **Supporting Personal Development:** We recognise that education is not just about academic achievement but also about personal growth. Our holistic approach includes additional curricular activities and knowledge that builds confidence, resilience, and a sense of community.



Learners with additional needs and disabilities

4. **Promoting Inclusivity and Diversity:** We celebrate the diverse backgrounds and experiences of our learners. Our college is a welcoming space where everyone is valued and respected, and where differences are seen as strengths.
5. **Engaging with the Community:** We are deeply rooted in our local community and strive to be a hub of learning and engagement. Through community learning, and collaborative projects, we aim to make a positive impact beyond our classrooms.



Family Learning Festival Awards July 2024

We are committed to breaking down barriers to education and creating a brighter future for our learners and the community.

Implementation: Our Curriculum Course offer 2023-2024

Digital Skills SSA 6	<p>Introduction to Digital Skills</p> <p>EDSQ (Essential Digital Skills Qualifications) Entry 3 and Level 1</p> <p>Digital Skills Level 2 Award</p> <p>Digital Skills for Over 50s</p> <p>Digital Skills for Life (beginners)</p> <p>Digital Skills workshops and online skills workshops</p>
English SSA 12 SSA 14	<p>GCSE English Language</p> <p>Get Ready for GCSE English Language</p> <p>Pre-Entry</p> <p>Functional Skills Entry 1–Level 2</p> <p>Get Ready for Functional Skills</p> <p>English for SEND: Conversation skills; Reading & Writing</p> <p>Creative Writing</p> <p>Skills Improvement Workshops</p> <p>Book Club</p> <p>Intensive Level 2 Writing</p>
ESOL SSA 14	<p>Pre-Entry/Foundation, Entry 1–Level 1</p> <p>Speaking & Listening, Reading, Writing including Job Skills and Citizenship.</p> <p>Short courses in Conversation Skills, Grammar, Spelling</p>
Family Learning, SSA 14	English, Maths, ESOL, Digital Inclusion
Maths SSA 3 SSA 14	<p>Step-Up Maths</p> <p>E1-L2 Maths Functional Skills</p> <p>Get Ready for Functional Skills Maths</p> <p>GCSE Maths</p> <p>Get Ready for GCSE Maths</p> <p>SEND Maths: Independent Living Skills</p> <p>Skills Improvement Workshops</p>
Multiply Project	<p>Intervention 1: First steps into Working with date and time, reading numbers, measurement, and shapes</p> <p>Intervention 2: Money wise, Money management, SEND managing your money</p> <p>Intervention 4: How Numeracy Can Affect You Finding Work</p> <p>Intervention 6: Family learning maths for parents</p> <p>Intervention 10: Numeracy for education related professions; Numeracy for health and social care professions</p>
Vocational & Employability SSA 1 SSA 13 SSA 15	<p>Vocational:</p> <p>Care work – Health and Social Care Introduction</p> <p>Level E3 and Level 1 Award in Health and Care</p> <p>Level 2 and Level 3 Certificate in Adult Social care</p> <p>Childcare</p> <p>Introductions</p> <p>Level E3 Award in Skills for Childcare</p> <p>Level 1 Award in Caring for Children</p> <p>Level 1 Certificate in Caring for Children</p> <p>Level 2 Diploma in Caring for Children</p> <p>Level 3 Diploma in Early Years</p> <p>Level 3 Award in Home based Childcare</p> <p>Employability: Vocational Next Steps; Employability Basics</p> <p>SEND: Preparing for Work</p> <p>Volunteering: Skills for Volunteering in the classroom (intro & main course)</p> <p>Food Hygiene: Levels 1 and 2</p> <p>Job Fairs: Health and Social Care; Childcare</p> <p>Employability Skills Workshops: Job Search, CV Writing, Personal Statements, and Interview Skills</p>
Wellbeing & Community Partnerships SSA 7	<p>Wellbeing courses</p> <p>SEND Health and Life Skills</p> <p>CPD Courses: Understanding 4 Areas of SEND; Dyslexia Awareness; Understanding Mental Health in Young People; Paediatric First Aid; Working with Autistic Spectrum Disorders; Mental Health Awareness; Working with Challenging Behaviour in Children.</p> <p>Wider Family Learning.</p>

QUALITY OF EDUCATION EIF Aligned	STRENGTHS	EVIDENCE
<p>The Quality of Education is good. The Curriculum is coherent and well-sequenced, with clear progression pathways to provide both mainstream and learners with additional needs and disabilities with skills and knowledge to support them towards employment opportunities.</p>	<p>The Curriculum is well designed to be inclusive for the community it serves, with opportunities for both mainstream and learners with additional needs and disabilities to establish transferable skills and knowledge for future employment.</p>	<ul style="list-style-type: none"> - The Curriculum ties in with the Mayor's Skills Roadmap for London and the Borough strategy to enable residents to gain qualifications, achieve greater independence, and develop skills that will prepare them for the next stage of education or employment. - Achievement data. - Retention data. - Attendance data. - Ethnicities data. <p>All the above data is the highest it has been for 6 years.</p> <ul style="list-style-type: none"> - AEB enrolment data shows that the number of learners enrolling on qualification courses has risen by 8% on 2022-2023 and the number of learners enrolling on multiple qualification course has risen on the previous year by 7%. - Case studies. - Progression data. 37% of Family Learning learners progressed onto mainstream courses at the College in 2023-2024. - EQA reports. - Concurrent CPD and Enrichment Programmes, e.g. Expansion of the English course offer in 2023-2024 included additional Skills Development courses: Phonics, Reading & Spelling, Mastering Grammar & Revision workshops to support the delivery of main programmes. This increased English enrolment numbers by 48%. - Ethnicities data. - Borough employment data e.g. Barking & Dagenham have the 10th highest unemployment rate in the country of 6.8%. In 2023-2024, 65% of learners enrolled at the College were unemployed. - Matrix Report March 2024: <i>The rigour of initial entry IAG across Skills is particularly effective, with staff adopting supportive and inclusive approaches to initial assessment and introductory workshops to inform</i>


		<p><i>realistic and relevant decision making. The impact of this initial IAG is evident in the high programme retention.</i></p> <p>- Learners with additional needs and disabilities embarked on a project for their Preparing for Work “pop up” Charity shop. This developed their skills in planning a project as well as managing and successfully completing the project. They raised £274.00 for their nominated charity (Parkinson’s UK) and gained valuable experience. 2 learners subsequently secured volunteer work within a local charity shop, and a further SEND learner has secured paid employment within a local café following their college programme.</p>
	Learners make sustained progress from their starting points and achieve well.	<p>- Retention data. - Achievement data. - Case studies. - EQA reports. - Progression data, e.g. 100% of Digital Skills Level 1 learners in 2023-2024 progressed to Level 2 for 2024-2025. - ILPs.</p> <p>Retention, Pass, and Achievement data are the highest they have been across 6 years with whole college Retention at 97.69% (up 0.6%), Pass rates at 97.26% (up 0.3%), and Achievement rates at 95.01% (up 0.9% on 2022-2023). AEB shows a considerable leap in achievement up from 86.87% in 2022-2023 to 90.41% in 2023-2024.</p>
	The curriculum is ambitious and appropriately relevant to local, regional and national employment opportunities. There is good collaboration with local employers, supporting learners with work placements on Vocational Programmes.	<p>- Collaboration with BD Works (Job Shops). Learners are well supported to understand the world of work and regularly refer to the Job Shop. A video recorded by Job Shop colleagues about the services they provide is shared with learners at induction.</p> <p>- Through collaborative work between the Vocational Curriculum Manager and Employer Engagement Manager at the Job Shop, there is up to date notifications of new job vacancies and skills required. There is also collaboration with hosting Job Fairs and employer visits to the college.</p>

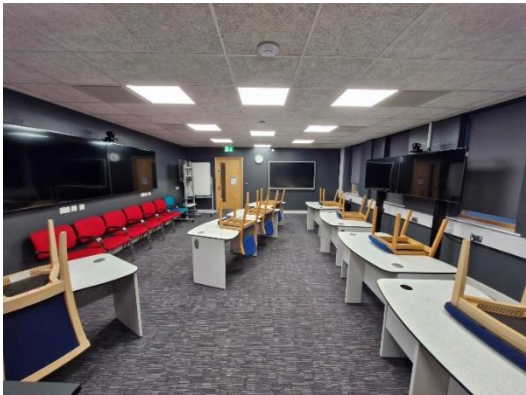
Poster designed by ESOL E2 learners showing their long-term goals

		<ul style="list-style-type: none"> - Good Partnership work with Care Providers' Voice (CPV), a network connecting care providers across London, helping to support learners looking at Care work as a career to gain employment and knowledge. CPV provide weekly updates on local job vacancies within the borough and have also supported a job fair at the college in which 6 employers attended. Over 94 learners and local residents attended, and 6 individuals gained employment. - The Multiply Project attracted 157 learners in 2023-2024, with 100% retention and 99.63% Achievement and Pass rates. Of these 157 learners, 77 (49%) proceeded onto mainstream courses at the College. - Ofsted Inspection Report Dec 2023: <i>...they make good use of their partnership work with Coventry University London. They have created pathways so that learners can move on from the college to Access to Higher Education courses at level 3.</i>
	Practical courses for Learners with additional needs and disabilities are offered to develop independent living skills, volunteering, and employability skills.	<ul style="list-style-type: none"> - Course Offer. - Learners with additional needs and disabilities feel more connected to the community by being involved in college initiatives such as the Charity pop-up shop and collecting Easter Eggs for the Borough food bank. - Charity Pop-Up Shop developed by Learners with additional needs and disabilities, selling clothes and pottery to learners and staff to raise money for the College nominated charity, Parkinsons UK. - Volunteering. - Learner records.
Tutors have high levels of expertise and experience in teaching their curricula.	All tutors are professionally, and subject specialist, qualified to at least one grade higher than the level they teach.	<ul style="list-style-type: none"> - Ofsted Inspection Report Dec 2023: <i>Learners enjoy working with tutors who are experts in their subjects. For instance, learners on childcare and on teaching assistant courses gain from their tutors' knowledge of working in these sectors. Staff contribute to this by ensuring that they maintain up-to-date knowledge of industry practices.</i> - CV records, selection and recruitment criteria, CPD records.

		<ul style="list-style-type: none"> - Continuing professional development and support with funding higher and/or additional professional qualifications. - Exemplary feedback has been given to tutors in IQA reports, EQA reports, and feedback from the Ofsted Inspection Dec 2023 area Deep Dive – tutors were commended for the inspirational example they provide to their learners, being role models, and for the quality of their feedback.
	Tutors have additional competencies in teaching across multiple subjects and many are qualified IQAs, Learning Support Assistants, Coaches and Mentors, and National Numeracy Champions.	<ul style="list-style-type: none"> - Coaching & Mentoring qualifications. - National Numeracy Champions CPD. - Observation records. - Ofsted Inspection Report Dec 2023. - Staff CVs. - CPD records. - OFSTED specifically praised the ESOL teaching methods as effective in supporting learner engagement and language development.
	Staff ethnicities reflect the community it serves, sharing their cultural heritage and multi-lingual skills.	<ul style="list-style-type: none"> - Staff records. - Borough demographics. - Ethnicities enrolment data shows that 73% of learner intake is from the BME community, reflecting the 67% Borough BME Population.
Marking and feedback is of high quality and learners benefit from written and verbal feedback which is detailed and progressive.	Tutors provide both written and verbal feedback to learners to support them on their learning journey.	<ul style="list-style-type: none"> - Learners' work/homework. - EQA reports. - ILPs. - Observation reports. - Learner feedback. - Brew Event feedback. - EQA reports: Learners say they find this feedback helpful and progressive. EQAs report marking and feedback is accurate and thorough and of good quality. Our tutor marking in Childcare has been used as exemplars for the awarding body national CPD events for 2 years in succession.

		<p>1. Is your work regularly marked?</p> <p><u>Yes</u></p> <p>2. Do you get helpful feedback on what you need to do to improve? This might be verbal or written feedback.</p> <p><u>Yes, I do. Feedback always helps me to improve and progress.</u></p> <p>3. How important is feedback for you? Please ✓ the stars. ★ = not important ★★★★★ = very important ✓</p> <p>★ ★ ★ ★ ★</p> <p>4. How do you use the feedback you receive?</p> <p><u>I try to work on my feedback and look for the areas of improvement.</u></p> <p>Is there anything else you would like to say about marking and feedback?</p> <p><u>I like the way it is.</u></p> <div style="border: 1px solid black; padding: 5px; text-align: center;"> <p><i>Learner feedback from the Brew Event on 6th March 2024.</i></p> </div>
<p>Tutors embed additional skills well into their curricula.</p>	<p>Maths, ESOL, English, Digital Skills, British Values, Employability, Safeguarding and Prevent are all embedded into mainstream and SEND curricula.</p>	<ul style="list-style-type: none"> - Schemes of Work. - Classroom Observation reports. - Learner feedback. - Volunteering opportunities: in 2023-24, there were 68 volunteers (mainstream and SEND) supporting at the Adult College. - Additional CPD/Enrichment courses running alongside main programmes, offering additional skills. E.g. The Digital Skills department offer includes workshops on <i>Digital Safety</i> to support all learners across the college. CM classroom visits include safeguarding checks with

		<p>learners and all responses demonstrated learner confidence and understanding of the topic. Learners spoke about issues such as grooming, County Lines, local and national tensions and personal safety. One learner summarised this as being, <i>“able to identify the need to be alert to protect the vulnerable and report any wider community concerns to the authorities.”</i></p> <p>- Matrix Standard Assessment Report March 2024: <i>“staff delivering Multiply described IAG approaches to remove maths anxiety as well as instil maths confidence and the language of maths and “its importance in the current cost of living challenges of our residents”.</i></p>
	<p>Reading skills are promoted College-wide.</p>  <p><i>World Book Day Display for learners March 2024</i></p>	<p>- Celebration of World Book Day to promote the benefits of reading in both English and other first languages.</p> <p>- College event where learners could explore reading materials, do poetry and book excerpt readings, and make bookmarks in crafting sessions.</p> <p>- Learners are given an opportunity to speak to a member of staff who has been published in Children’s literature and hear excerpts from her book.</p> <p>- Book swap available.</p> <p>- Quiet spaces for reading available to learners.</p> <p>- Learner feedback: <i>‘I enjoyed the poetry reading and it was interesting to hear poetry in other languages’</i></p>
Learners achieve well.	<p>A high proportion of learners achieve their qualifications and complete their course goals.</p>	<p>- ILPs.</p> <p>- EQA reports.</p> <p>- Achievement data: Achievement rate on Adult Education Budget courses rose by 3.54% on the previous year to 90.41%. Overall Achievement rose by 0.85% on last year to 95.01%. Community Learning achievement held steady at 98.49%.</p>

		<ul style="list-style-type: none"> - Learner of the Month. - Celebration of Achievement. - Progression data. - For example, Food Hygiene had 33 learners enrolled (21 at Level 1, 12 at Level 2) with 95% achievement for Level 1 and 92% achievement for Level 2. Feedback from community groups has been very positive, with many being able to offer cooking sessions and healthy eating programmes within their community. - The English and Maths department implemented an action plan including strategies to improve commitment to examinations and improvement in learner outcomes in Level 2 maths. This resulted in a 50% reduction in exam absences and an 83% increase in Level 2 exam passes on the previous year. - 1523 hours of Learning Support Assistant support was provided to 170 learners (mainstream and SEND), of whom 168 (99%) completed their course and achieved.
	<p>Tutors have a range of resources available to them to support their curriculum delivery.</p>  <p><i>The new Immersive Technology Suite at the Barking campus.</i></p>	<ul style="list-style-type: none"> - Staff CVs. - CPD records. - Observation reports. Overall achievement has improved to 98.22% this academic year, up from 97.22% in 2022-2023. - Laptops are available for loan to learners; 105 digital devices were loaned to learners in 2023-2024. 100% of these learners successfully completed their learning course and achieved a qualification. - Establishment of a new Immersive Technology Suite at the Barking campus. - TeacherMatic, and Tablet Academy licenses purchased for staff in June 2024. - Remote, blended and hybrid delivery on a range of courses to accommodate learners' life commitments.

	<p>Assessment is rigorous and developmental.</p>	<ul style="list-style-type: none"> - EQA reports in ESOL, Vocational programmes, Digital Skills and English. - Vocational staff assessments have been identified as ‘exemplary’ by the EQA and used as exemplars in nationwide training. - The Care Programme is fully aligned to National Occupational standards, using industry recognised qualifications to support learners to achieve the required skills and knowledge to enable them into sustained employment.
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	QUALITY OF EDUCATION Areas for Improvement	Evidence
1	Further development of partnerships with local businesses and employers, focusing on the skills employers seek for prospective employees.	<p>Closer liaison with BD Works and the Borough Inclusive Economy team.</p> <p>Wider skills Job Fairs.</p> <p>Improved communication between the Adult College and BD Works, with regular referral and sustained employment data.</p>
2	Bring the World of Work more centrally into the learner experience, making it a golden thread through all provision.	<p>Ofsted Inspection Report December 2023.</p> <p>Progression data.</p> <p>Employment data.</p> <p>Dedicated World of Work CPD for all staff at the January 2024 Staff Development Day and Middle Management meetings.</p>
3	Establish coaching and mentoring as the ‘go-to’ option for skills development, to utilise in-house expertise and experience, and continue the development of staff on limited resources.	<p>CPD records.</p> <p>CPD Budget.</p> <p>Observation records.</p> <p>Best practice database established.</p> <p>Trained Coaches and Mentors to Level 3.</p>

4	Ofsted identified consistency of feedback and marking was an area for improvement at Ofsted Inspection Dec 2023.	Ofsted Inspection report December 2023. CPD was offered to tutors through the Tutor Forum in March 2024, sharing best practice, with support and guidance from experienced staff. Observation reports, EQA reports and feedback from Brew Events now reflect improvement in this area.
5	Make best possible use of the technological resources available.	Staff attended training on Teacher Matic and Tablet Academy in 2024. Staff to attend training on use of the Immersive Technology Suite in 2024-2025.
6	To continue to improve learner outcomes in L1 and L2 Functional Skills English and Maths. Raise the profile of Functional Skills courses and examinations to set learners on the road to employment and skills development.	<ul style="list-style-type: none"> - 84% of learners achieved a functional skills maths qualification in 23-24 compared to 66% in 22-23, still leaving room for improvement. - Achievement data: 2023-2024 English Functional Skills results for our learners show that there has been a decrease in the number of passes for both Level 1 & Level 2 reading and Level 1 writing. Whilst there was a 5% increase in Level 2 writing passes, the number of passes overall is still significantly below expected outcomes. - Analysis of Level 2 Writing results for our learners shows that the average score for Composition was 61% whilst the average score for SPaG was 49%. This reflects data from Pearson's 'Lessons Learnt: Functional Skills English 2023-2024', which identifies SPaG as '<i>weaker than Composition for most learners</i>' <p>Interventions will be put in place for 2024-2025 to support a more cohesive approach to SPaG for learners across all levels, including the use of spelling books and additional support sessions.</p>
7	Improve preparing learners for their next steps on Adult Education Budget (AEB) courses.	Progression data: Only 15% of AEB learners contacted in the progression survey felt they were prepared well for their next steps. Although this is a rise on the previous 2 years (12% in 2022-2023 and 4% in 2021-2022), it is still very low at 15% for 2023-2024.
8	Ensure Tutor assessment is mindful of learners using AI to complete assignments.	<ul style="list-style-type: none"> - Tutors to use more in-class assessment/presentations to enable them to be familiar with learners' style of work and presentation which is not AI generated. - Learner induction to clearly clarify the acceptable use of acknowledged AI versus the inappropriate use of AI in assessments.

Behaviours & Attitudes	Strengths (EIF aligned)	Evidence
<p>The College boasts exemplary behaviour and attitudes of learners and staff. Leaders create a safe, disciplined and positive environment which influences the behaviours and attitudes of learners.</p>	<p>Teachers set high expectations for behaviour which help prepare learners for all aspects of life and work.</p> <p>The College offers a quiet and orderly environment conducive to learning with additional warm spaces where learners can access computers and reading materials.</p>	<ul style="list-style-type: none"> - Class contracts drawn up by learners. - Attendance data. - Learner Induction. - Strategies employed to combat repeated lateness or poor behaviour, e.g. learner development plans and ILP targets. - British Values promoted across sites. - Safeguarding and Prevent surveys. 98% of learners surveyed said they felt safe and comfortable at the College. 2% (2 learners) were not comfortable: 1 learner was not comfortable reading at college; the other learner did not feel happy. - Ofsted Inspection Report Dec 2023. - Matrix Standard Assessment March 2024. - Feedback from NCFE EQA: "learners are well supported & respected".
<p>Learners are provided with good role models which contribute to learners' positive attitudes to give them the greatest opportunity to achieve and progress.</p>	<p>Staff are well supported by senior leaders to role model appropriate behaviour and attitudes and create a safe, disciplined and positive environment for learning.</p>	<ul style="list-style-type: none"> - Tutor Forum shared best practice. - Staff Handbook incorporates information on the Council DRIVE values, staff code of practice, dress code, role modelling, timekeeping and absence. - Staff Development Days. - CPD: Professional boundaries. - Positive culture of respect, equalities and British Values where every learner matters, and no-one is left behind. - Fair implementation of policies and treatment of staff and learners. - EQA reports. - Observation reports. - Safeguarding Survey - The 2023 Ofsted report commented: "<i>Staff model the behaviours they expect to see in students well. Learners follow this positive example</i>". - Matrix Standard Assessment March 2024.

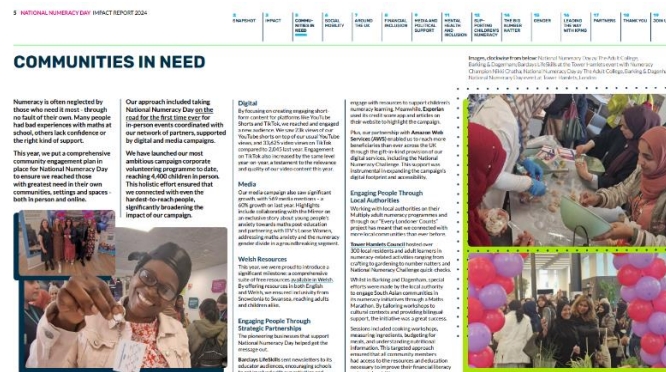


Cuppa with a Copper event attended by staff and learners.

- Cuppa with a Copper session, bringing the community together with the local Police in a positive space.

Learners are expected to commit and take responsibility for their own learning.

Learners are positive about their learning, show commitment, motivation, resilience and sustained improvement over time.





Our Learners at the National Numeracy Day Event in March 2024 were featured in the **National Numeracy Impact Report Oct 2024**

- Achievement data.
- Observation reports. E.g. learners from an ESOL Level 1 Reading with Job Skills course spoke of the significant positive impact their learning has had on their lives in aspects of employability (increasing job opportunities), socially (build stronger and wider social networks), and in a home-life context (understanding official documents and communicating with schools and doctors).
- Case studies.
- Brew Event feedback.
- Learner of the Month.
- Celebration of Achievement.
- Progression data.
- Attendance data.
- Retention data.
- Safeguarding referrals.
- ILP targets to show progress towards long term goals and development plans to address areas for improvement, such as persistent lateness.
- Volunteer recruitment.
- Ofsted Inspection Report Dec 2023.

		- Matrix Standard Assessment March 2024. The Matrix Assessor included learner feedback in the report: <i>"It took me two years to have the confidence to walk through the learning centre doors. And now I am a different person. The staff here are so encouraging, and I feel better about myself and my role as a citizen of Barking and Dagenham"</i> .
	Learners with high needs are expected to achieve well and are prepared well for the world of work and volunteering opportunities.	<ul style="list-style-type: none"> - SEND classes attendance data. - Progression data. - Pop-Up Shop experience. - Volunteer data. - 18 (33%) Learners with additional needs and disabilities are employed or volunteer in the community.

	AREAS FOR IMPROVEMENT Behaviours and Attitudes	Evidence
1	Notwithstanding good initial advice and guidance provided to learners so they can make informed choices on their pathways, retaining 97.69% of learners, further initial advice and guidance on course content is required to ensure lower-level learners do not enrol onto too many courses at the same time and are then unable to meet the demands and commitment to these courses.	<ul style="list-style-type: none"> - Tutor Forum – Tutor experiences with learners in this situation. - Pass rate data. - Achievement data. - Enrolment data shows that despite enrolments dropping by 12% on last year, learners were enrolling on 1% more courses per capita than in 2022-2023.

Personal Development	Strengths (EIF aligned)	Evidence
<p>Personal development of learners and staff is good with outstanding elements. Learners are well supported to develop their interests, talents and character, including resilience, confidence and independence.</p>	<p>Learners are offered additional opportunities for broader development alongside their curriculum subject.</p> <div data-bbox="566 379 1025 691">  </div> <p><i>Celebration of Achievement evening in July 2024: Volunteer of the Year with the Chair of the Work and Skills Advisory Board, and the Mayor of Barking & Dagenham.</i></p>	<ul style="list-style-type: none"> - CPD and Enrichment programmes. - Embedded English, Maths, Digital Skills, Safeguarding & Prevent. - Job Fairs. - Visiting industry specialists for Vocational Programmes. - Equalities and Cultural Calendar. - SEND charity pop-up shop. - Case Studies. - Clear and structured progression routes for learners across the curriculum – Learners can progress vertically to higher levels as well as horizontally across provision to develop their basic skills. - Celebrations within departments of learner achievements, e.g. Family Learning, Multiply, as well as College Celebration of Achievement annual event.
	<p>Learners behave well, are motivated and co-operate well with staff and peers.</p>	<ul style="list-style-type: none"> - Classroom contracts. - Ofsted Inspection Report Dec 2023. - Observation Reports. - Safeguarding log. - ILPs.
	<p>Learners develop confidence, resilience and knowledge and are supported to keep themselves mentally healthy.</p>	<ul style="list-style-type: none"> - The learner Wellbeing programme aligns with the Borough target for health and resilience. These courses support learners to improve their emotional, physical and mental wellbeing as well as increasing social interaction to reduce isolation. All Wellbeing courses have a strong focus on soft skills, personal management skills, and developing positive behaviours and attitudes. - Achievement data. - Brew Events. - Welfare Officer log.

		<ul style="list-style-type: none"> - Safeguarding log. - ILPs. - Learner of the Month. - Celebration of Achievement. - Case Studies.
	Learners are offered experience and contact with employers to understand what they need to do to in their chosen career.	<ul style="list-style-type: none"> - Job Fairs. - Visiting industry specialists for Vocational Programmes.
	<p>Learners are offered unbiased information about their potential next steps, enabling them to take informed decisions about continuing their journey to further or higher education, training, volunteering, or employment.</p>  <p><i>Health & Social Care Job Fair event, June 2024</i></p>	<ul style="list-style-type: none"> - Visiting industry specialists for Vocational Programmes. - Referrals to BD Works (Job Shops). - Tutor IAG. - Matrix Standard Assessment Report March 2024. - Clear progression pathways in the Prospectus and on the website. - Enrolment IAG. - Job Fairs. - IAG events with partner providers, e.g. Coventry University. - Case Studies.
Learners are well prepared for life in modern Britain and to positively contribute to society through an understanding and appreciation of British Values.	British Values are well embedded within all the curricula to promote an inclusive environment that meets the needs of learners.	<ul style="list-style-type: none"> - Schemes of Work. - Observation reports. - Brew Events. - Cuppa with a Copper. - Safeguarding log. - ILPs. - Site décor at the Barking campus is a gentle reminder to staff and learners as British Values are inscribed on building pillars throughout the ground floor.

	<p>Equality of opportunity and inclusivity is well promoted across the organisation, where differences are seen as positives and individual characteristics make people unique.</p>	<ul style="list-style-type: none"> - Equalities and Cultural Calendar. - Schemes of Work. - Zero tolerance of discrimination policy for staff and learners. - Celebration Event. - Learner of the Month. - Case studies. - Translation and language support available. - Flexibility for Faith practices, with considerations for Ramadan, Eid and Christian celebrations. - Council flag raising for all community celebrations such as Pride, national Independence Days, remembrance days. - Council support and social groups for minority community staff members, LGBTQIA+ Forum, STARE (Standing Against Racism and Exclusion) Network, Women's Network, Menopause Support Group and Neurodiversity Group. - Strong Equalities policy. - Quote from a Learner on a FEML Course: <i>“Meeting other people from other cultures and ethnicity and knowing each other and trying to help each other in improving the English language was enjoyable for me.”</i>
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	AREAS FOR IMPROVEMENT Personal Development	Evidence
1	Further promotion of healthy eating and exercise information for learners to be made available.	- Performance Review Board.
2	To re-engineer the Volunteer Programme with dedicated skills strands. To open the volunteering pathway to those who wish to volunteer in administrative roles as well as classroom support roles. To create entry requirements and introductory courses for certain volunteer positions to ensure standards are upheld and roles are clarified.	Matrix Report March 2024: <i>Tutors are especially proud of the volunteer programme and how this provision has grown beyond expectation. The assessment provided an opportunity to reflect upon this success and consider ways of designing a wraparound framework that could include volunteer role descriptors, training with defined boundaries and a supervision entitlement. Developing such a framework would have relevance (and potential passportability) to a future alumni project.</i>

Leadership and Management	Strengths (EIF aligned)	Evidence
<p>Leadership and Management is good, with outstanding Safeguarding. Leaders have a clear and ambitious vision for the provision of high-quality inclusive education and training</p>	<p>Leadership and Management ensure that the education and training delivered has a positive impact on mainstream and Learners with additional needs and disabilities.</p>	<ul style="list-style-type: none"> - Curriculum Offer. - Ofsted Inspection Report Dec 2023: <i>Leaders and managers have created a curriculum that meets the needs of residents very well. They focus very successfully on teaching courses to help those who struggle financially and who are new to the area. Leaders have responded well, for example, by increasing courses in English for speakers of other languages (ESOL) for people moving into the borough. They focus on teaching courses to help residents move into sustained employment.</i> - Staff Development, e.g. The Four Areas of SEND. - Retention data. - Progression data. - Achievement data. - Employment and qualification data. - Job Shop referrals, employment and sustained outcomes data. - Brew Event feedback from learners. - Safeguarding survey. -The inclusion of the Multiply Project has offered additional skills opportunities to learners who may not have opted to enrol on a low-level maths course. Progression data shows that 103 mainstream learners, and 20 Learners with additional needs and disabilities, progressed onto main curriculum programmes after the completion of the Multiply course. -The SEND programme provides practical courses for learners with additional needs to help them develop life and social skills, improve confidence, develop their self-care, and support them to lead healthier and more independent lives. Each WRT SEND course can be taken individually to focus on one area of personal development or taken as a group for a more holistic journey. Enrolment to these courses is supported by an Access Facilitator who meets with each learner to help them plan their priorities for the year. There is an increased focus on preparing and enabling Learners with additional needs and disabilities to volunteer and/or enter the world of work.

	<p>Leaders have high expectations of all learners, ensuring learners benefit from effective teaching in the classroom, online and in workplace settings, leading to better outcomes for learners and sustainable improvement.</p>	<ul style="list-style-type: none"> - Matrix Standard Assessment Report March 2024: <i>Learners highlighted an environment where “we are encouraged to fly and aim high; the staff believe in us and in turn I now believe in myself”.</i> - Attendance data. - Achievement data. - Learner induction and IAG. - ILPs for progress towards long-term goals and action plans to improve behaviour/performance. - Learner of the month and achievement certificates. - Observation and walk-through reports. - Classroom visits by leaders and external visitors. - Staff annual appraisals. - Management Performance Review Board. - Coaching and Mentoring. - Staff CPD. - Learner case studies.
<p>There are strong shared values, policies and practice. Leaders engage actively with staff and take into consideration the pressures on them and their workload.</p>	<p>Leaders consider staff wellbeing and workload, whilst developing the workforce.</p>	<ul style="list-style-type: none"> - Annual Staff Temperature Check: 60% of staff said their current wellbeing was good, with the option of a follow-up call if required: <i>“I have opportunities to discuss my wellbeing with my line manager on a regular basis.” (Staff Temperature Check, March 2024)</i> - <i>“Managers across Work and Skills place a high priority on the health and well-being of the workforce and the result is that staff feel valued, supported and developed.” (Matrix Standard assessment report March 2024).</i> - The Council offers a suite of wellbeing and mental health support to all staff with 24/7 online support if required. - Monthly One-to-one, and staff meetings with managers. - Fortnightly Team meetings for managers. - Termly Middle Management Meetings. - Weekly SLT meetings. - Staff development to enable tutors to teach across different curriculum areas, enabling cover provision in the event of tutor absence, and minimising disruption to learners.

		<p>- Tutor Forum: “<i>Staff place a high value on the tutor quality forums which are focused upon quality development</i>”. (Matrix Report March 2024.)</p> <p>- In May 2024, as part of Mental Health Awareness week, Talking Therapies held information stands at the College which were vital sources of support for our learners and staff. There were 11 learner referrals and 1 staff referral to Talking Therapies services.</p>
<p>Leaders ensure fair, equal and safe selection and recruitment of staff, ensuring all staff are well trained and have access to further professional development, so that their skills are built up and continue to improve over time.</p>	<p>CPD for staff is aligned to the curriculum, developing subject knowledge and pedagogical expertise.</p> <p>Staff were well prepared for Ofsted inspection.</p>	<p>- Matrix Standard Assessment Report March 2024: <i>Staff are benefiting from a broad range of continuous professional development opportunities and described how this training is impacting upon their confidence and competence.</i></p> <p>- CPD is offered through:</p> <ul style="list-style-type: none"> • A Coaching and Mentoring programme to improve and develop classroom management and delivery skills. • External expertise specialist training, e.g. Neurodiversity, Disabilities & Autism, Diversity & Inclusion, Cyber Security. • Staff Development Days: Trauma Informed Practice workshop. • Cascading conference information to other staff by attendee: County Lines, Safeguarding, AI. • Mandatory LBBD training: Equalities, Unconscious Bias, Health & Safety, Mental Health awareness, GDPR. • 92.5% of staff when surveyed, said they felt well prepared for inspection, with 39/40 staff who felt Inspection was a positive experience.
<p>Leaders actively seek and listen to the views and experiences of learners, staff, parents and carers, and address any concerns promptly.</p>	<p>Leaders engage with the learners, partners, employers, and the community, to support learners in their journey and meet their individual skills needs and the needs of the community.</p>	<p>- Brew Events.</p> <p>- Cuppa with a Copper events.</p> <p>- Learners with additional needs and disabilities Charity Pop-Up Shop.</p> <p>- Performance Review Boards.</p> <p>- Advisory Board Meetings.</p> <p>- Portfolio Holder meetings.</p> <p>- Partner engagement including BD Works (Job Shops).</p>

The Advisory Board Members understand their role and hold Leaders to account for the quality of education.	<p>The Advisory Board Members know the provider and understand its strengths and weaknesses. They support and strengthen the leadership and provide challenge, holding senior leaders to account for improving the quality of learning and the effectiveness of performance management systems.</p>	<ul style="list-style-type: none"> - Monthly Councillor Portfolio meetings with the Principal, where robust challenge and scrutiny of performance is undertaken. - Advisory Board Meeting minutes. - Principal and Advisory Board Chair monthly meetings. - Advisory Board engagement with Adult College events, e.g. classroom observations, attendance at the Celebration of Achievement, attendance at Performance Review Board.
	<p>The Advisory Board Members understand their responsibilities and ensure these are carried out appropriately.</p>	<ul style="list-style-type: none"> - Advisory Board Members undertake Governance training and CPD and are held to account by the Chair. - Advisory Board Meeting minutes. - CPD Certificates.

SAFEGUARDING	Strengths (EIF aligned)	Evidence
<p>Safeguarding is implemented in an outstanding way and is highly effective.</p> <p>Learners are robustly safeguarded with an attitude “It could happen here”.</p> <p>Leaders ensure there is appropriate support, guidance and signposting in place to help learners and refer</p>	<p>Staff act in the best interests of learners, protecting them on- and off-line.</p> <p>Staff are able to identify learners who are at risk of harm, or those who have been harmed, and signpost them to an appropriate Safeguarding Officer.</p> <p>Leaders protect staff and learners from harassment, bullying and discrimination.</p>	<ul style="list-style-type: none"> - The College was awarded 95% in its most recent Health and Safety Inspection in February 2024 – the highest rating across LBBD. - Ofsted Inspection in Dec 2023 found the arrangements for Safeguarding were effective. - Matrix Report March 2024: <i>Safeguarding and welfare related IAG is robust, with all learners confirming that they feel safe and welcomed at the centres, acknowledging the friendliness and warmth of volunteers and Learner Liaison Officers, whose visibility at the learning centre entrance sets the scene for a safe learner setting.</i> - 99% of 281 learners surveyed said they felt safe at the College. - 100% of learners visited in Pre-Entry and Entry level ESOL classes knew who to contact if they did not feel safe at college or in their communities. - 38 learners were supported by the Safeguarding Team, of whom 84% achieved their qualifications. - All staff are supported to undertake annual Safeguarding and Prevent training. Specialist trainers are sourced to deliver WRAP Prevent (LBBD

<p>them to the appropriate support agencies.</p> <p>The Advisory Board ensures the provider fulfils all its statutory obligations regarding equalities, Safeguarding, Prevent, and the welfare of learners.</p>		<p>specialist), County Lines (Leo Powell, Community Learning Educator) and Domestic Abuse training (Refuge), so staff and learners have the most up-to-date information. No staff, including volunteers, are permitted within classrooms unless they have attended Safeguarding training.</p> <ul style="list-style-type: none"> - Safeguarding is Quality-checked through observation reports when observers speak with learners and staff, at Curriculum Brew Events, and through Student Services' surveys. - A zero-tolerance policy and implementation is in place to guard against any form of bullying, discrimination or harassment. - Safeguarding log. - 6 Safeguarding Officers are specialist trained and identified to learners at induction and on noticeboards around sites. Regular revision on identifying Safeguarding Officers is an integral part of every curriculum. - Learners are advised of the alert phrase used in the College to ask staff to refer them to a safeguarding officer immediately. - Staff are trained to recognise safeguarding issues in online classes and how to deal with these. - The Advisory Board is annually trained/refreshed in Safeguarding and Prevent. - The Adult College Welfare Officer is also a Safeguarding Officer and is trained to signpost learners to appropriate support agencies. Specialist CPD is undertaken by the Adult College Welfare Officer to support learners with personal issues. This had a very positive impact for a learner: <i>"I followed what she (Welfare Officer) told me to do, and it was an excellent, amazing end. I gave her an 'A' for the advice and the way she talked me through it."</i>
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	AREAS FOR IMPROVEMENT	Evidence
	Safeguarding	
1	Key staff throughout the service to achieve Trauma Informed Practice status.	Matrix Assessment March 2024. Bronze awards to be achieved by the end of 2024-2025 for all Safeguarding Officers; full award for the Safeguarding Lead.

2	Significant online resources were lost at the start of the academic year leading to additional work for tutors. A lack of back-up systems was in place to prevent this loss.	Leadership has provided wellbeing and financial support for tutors for the necessary re-creation of essential resources. Staff show outstanding resilience and dedication in the face of this loss and continuance of business as usual. Additional back-up cloud systems initiated in October 2023 to prevent any future critical loss.
3	Move from 'Learner feedback' to 'Learner Involvement'	Brew events and surveys, alongside complaints and compliments contribute to the learner feedback received. The College now needs to take the next step to include learners more in the decisions and direction of the College (outcomes of PRB 2024). For example, Learner Forums, Learner Rep classroom observations, and greater contributions from Learner Advisory Board Members.
4	Financial constraints determine a culture of working smarter and leaner across the service, making best possible use of available resources.	A financial review of all departments, course offer, and services to determine where savings can be made, and limited resources best utilised.

Appendix A: Data Tables and QAR

Retention, Pass and Achievement Profile 2018-2024

Year	Whole College			AEB			Community Learning		
	Retention	Pass Rate	Achievement	AEB Retention	AEB Pass Rate	AEB Achievement	CL Retention	CL Pass Rate	CL Achievement
23/24	97.69	97.26	95.01	95.51	94.66	90.41	99.34	99.14	98.49
22/23	97.13	96.95	94.16	94.04	92.38	86.87	99.20	99.37	98.58
21/22	96.68	95.75	92.47	93.24	93.74	87.14	99.48	98.87	98.35
20/21	97.18	94.05	88.36	94.7	86.82	81.98	99.95	99.69	99.39
19/20 Covid TAGS	94.5	96.2	90.5	89.5	93	83.2	98.7	98.7	97.4
18/19 Pre Covid	94.95	95.17	90.36	91.05	91.23	83.06	98.82	98.76	97.59

Final Enrolment Numbers 2021-2024

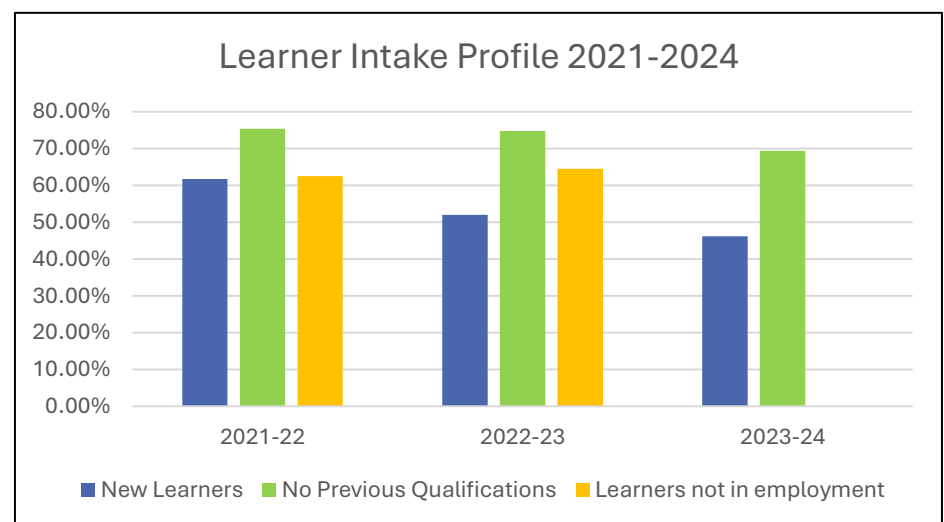
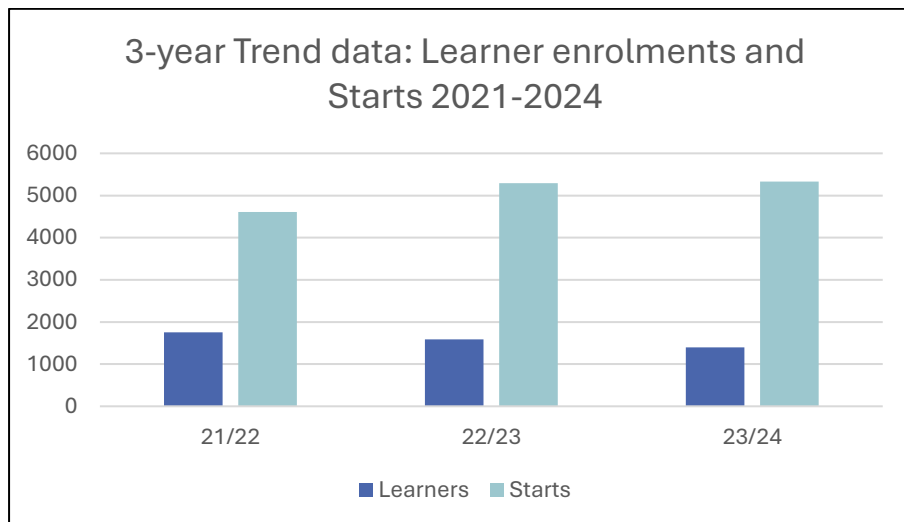
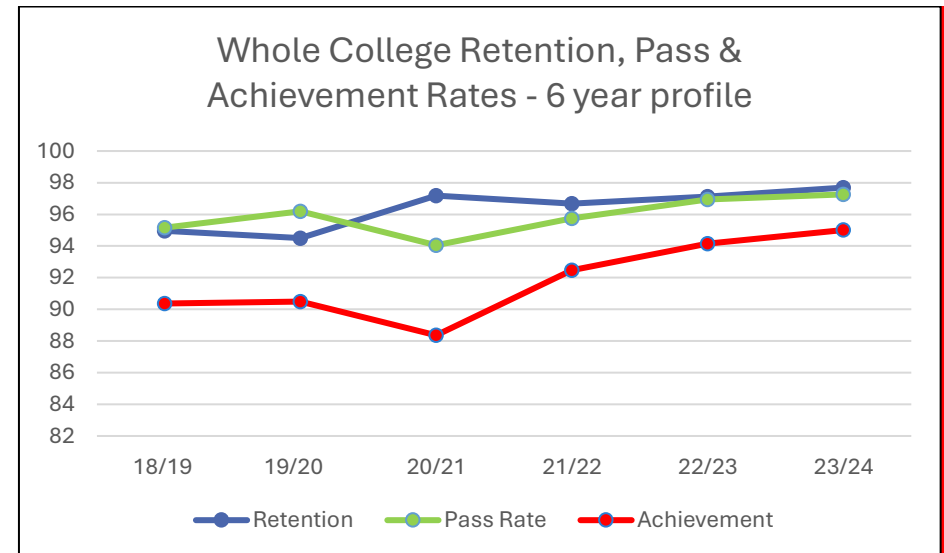
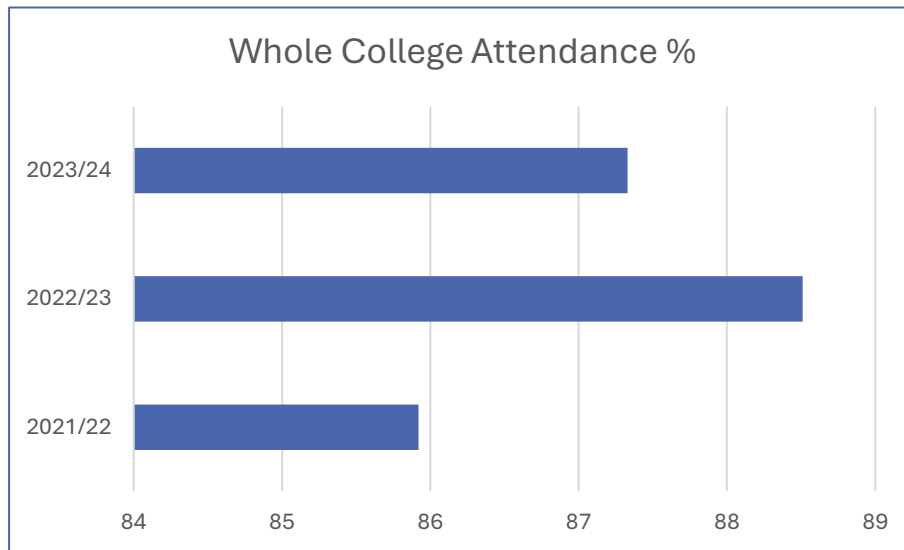
Year	All		AEB		CL	
	Learners	Starts	Learners	Starts	Learners	Starts
23/24	1396	5334	813	2294	1218	3040
22/23	1591	5292	751	1897	1421	3383
21/22	1754	4607	772	1820	1392	2672

Attendance Data 2021-24

Year	Whole College Attendance %
2023/24	87.33
2022/23	88.51
2021/22	85.92

Intake Profile 2021-2024

Year	New Learners	No Previous Qualifications	Learners not in employment
2023-24	645 (46.20%)	969 (69.41%)	907 (64.97%)
2022-23	828 (52.04%)	1190 (74.80%)	1026 (64.48%)
2021-22	1083 (61.74%)	1322 (75.37%)	1099 (62.5%)



Curriculum Departmental Overview Data 2023-2024

Dept	AEB				CL				Overall			
	Learners	Retention	Achievement	Pass	Learners	Retention	Achievement	Pass	Learners	Retention	Achievement	Pass
Digital Skills	108	98.33	90.00	91.53	307	100	100	100	310	99.73	98.36	98.63
English	282	92.29	86.34	93.55	252	94.59	94.02	99.40	384	93.17	89.26	95.81
ESOL	316	98.84	93.36	94.46	311	99.75	98.74	98.99	464	99.11	94.95	95.81
HCP	89	92.45	92.45	100	83	100	100	100	128	95.83	95.83	100
IBE	105	97.01	94.03	96.92	102	100	100	100	148	98.43	96.86	98.41
Maths	221	91.79	87.68	95.53	164	100	98.82	98.82	280	94.17	90.39	96.54
Wellbeing and CP					225	100	99.16	99.16	225	100	99.16	99.16
Employability					87	100	98.15	98.15	87	100	98.15	98.15
FL Eng					25	100	100	100	25	100	100	100
FL ESOL					140	100	96.97	96.97	140	100	96.97	96.97
FL Digital Skills					13	100	100	100	13	100	100	100
FL Maths					13	100	100	100	13	100	100	100
MUL					157	100	99.63	99.63	157	100	99.63	99.63
Wider FL					17	100	100	100	17	100	100	100

EFE and Multiply Projects Enrolment Data 2018-2024

	EFE Project			EFED Extension	Multiply project and EFE Legacy	Year 2
	2018/2019	2019/2020	2020/2021	2021/2022	2022-2023	2023/24
EFE	21/21	182	869	216/1619	126/184	No data
Multiply	Project not live				262/467	157/268

Achievement by qualification level 2023-2024

Level of qualification achieved 2023-24	No. of Learners
Entry	2861
Level 1	704
Level 2	366
Level 3	44

Destination Data

Year	No. of learners contacted	Prepared for next steps
2023-2024	379 (27%) AEB only	57 (15%)
2022-2023	347 (22%) AEB only	41 (11.8%)
2021-2022	518 (30%) AEB & CL	62 (11.9%)
2020-2021	649 (49%) AEB & CL	385 (59.3%)

Progression data 2023-2024

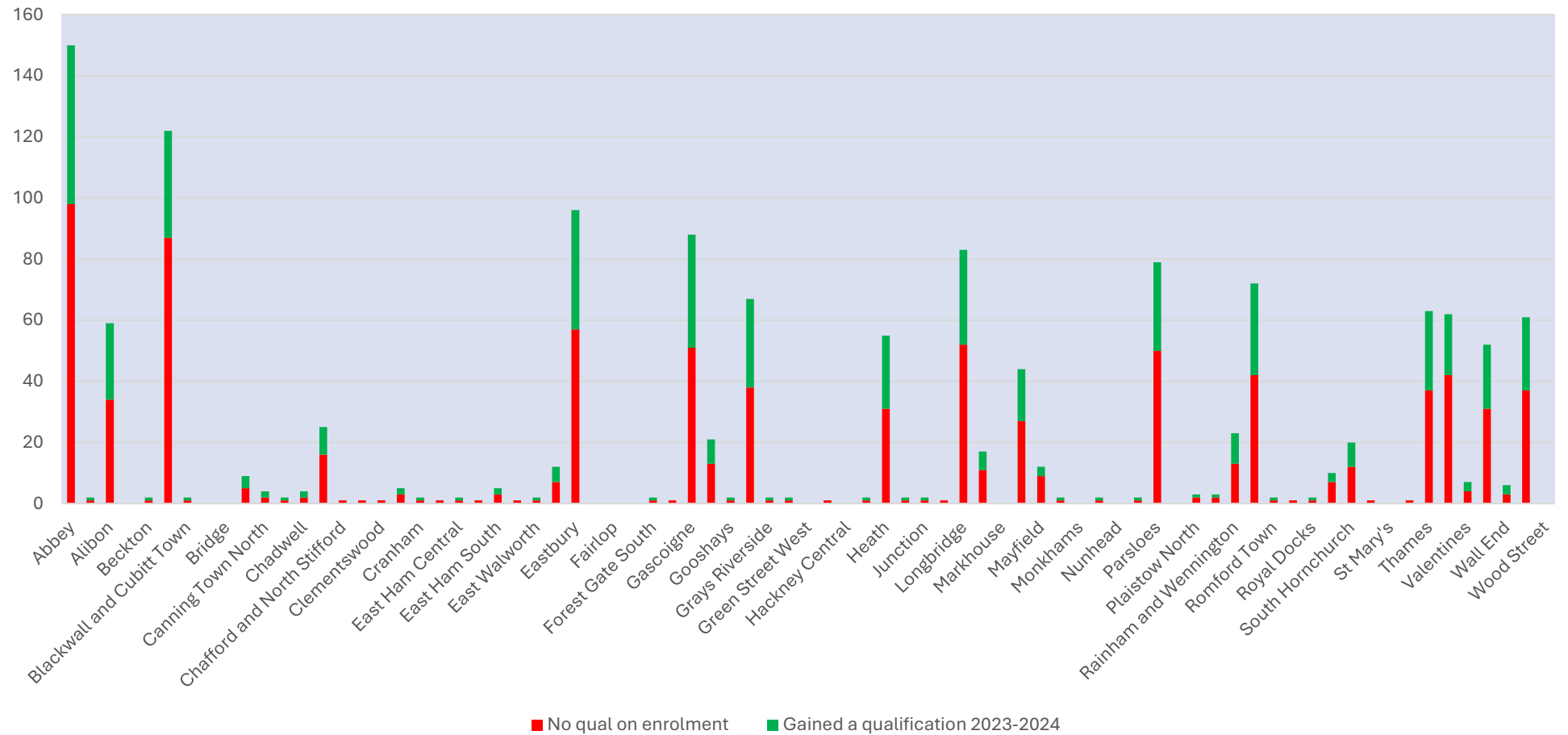
Academic Year	Number of learners enrolled	Number of AEB learners we were able to contact	Of which progressed into Further learning	Of which were in paid employment	Of which were volunteering at the end of their course	Number of learners unemployed and looking for work at the end of their courses	Number of learners unemployed and not looking for work	Other	Number of learners who stated that their courses prepared them for their next steps
2023-2024	1396	379 (27%)	238 (63%)	32 (8%)	1 (0.3%)	29 (8%)	7 (2%)	15 (4%)	57 (15%)
2022-2023	1591	347 (85%)	221 (64%)	61 (16%)	7 (2%)	33 (10%)	23 (7%)	2 (0.6%)	41 (12%)
2021-2022	1754	518 (30%)	184 (36%)	128 (10%)	33 (1.6%)	35 (2%)	15 (0.8%)	122 (7%)	62 (4%)
2020 - 2021	1309	649 (49%)	286 (22%)	183 (14%)	17 (2%)	67 (5%)	38 (3%)	58 (4%)	385 (29%)

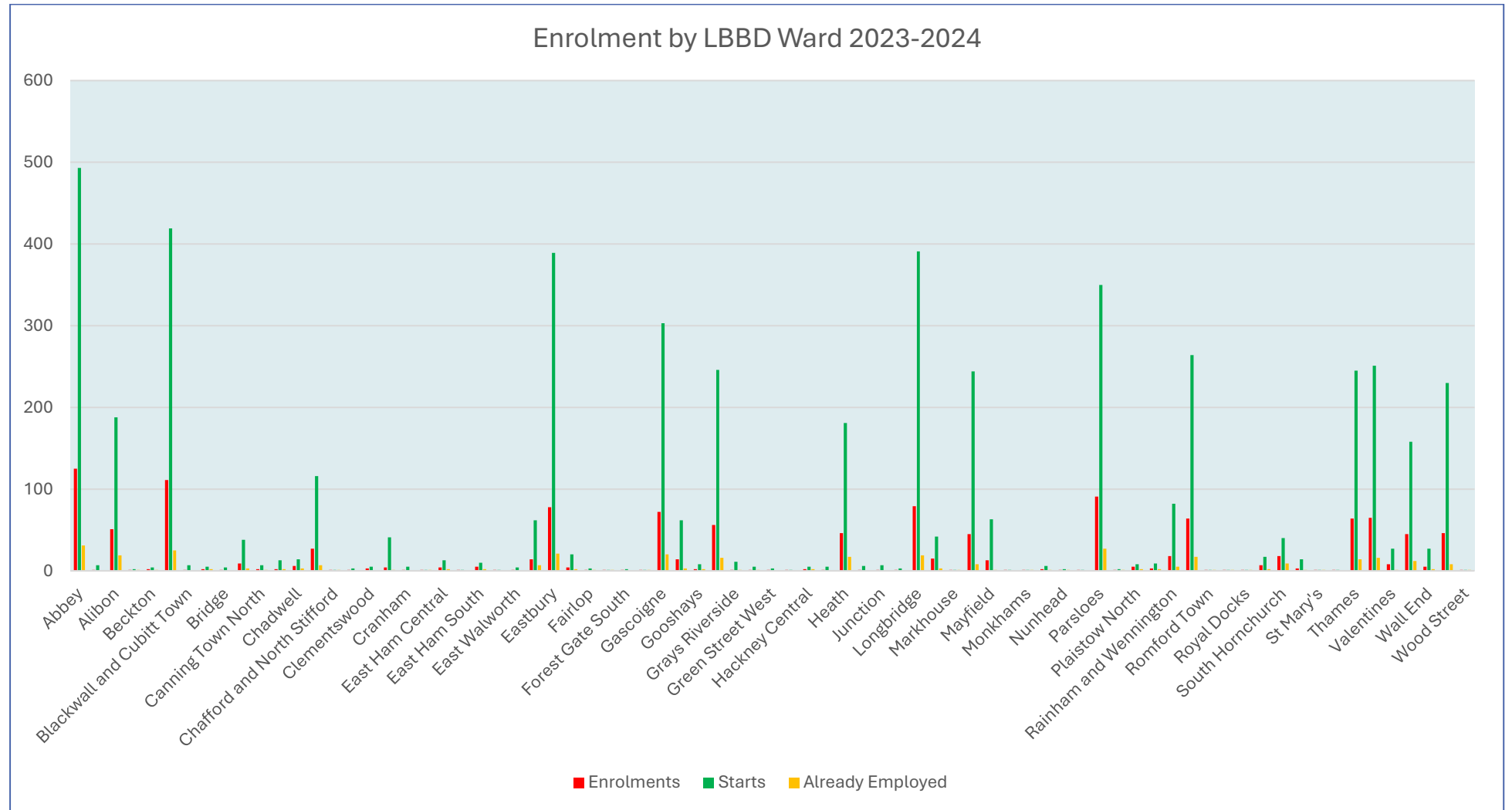
Ward Data 2023-2024

Ward Name	Enrolments	Starts	Already Employed	No qual on enrolment	Gained a qualification 2023-2024
Abbey	125	493	31	98	52
Aldborough	1	7	0	1	1
Alibon	51	188	19	34	25
Barkingside	1	2	1	0	0
Beckton	2	4	1	1	1
Becontree	111	419	25	87	35
Blackwall and Cubitt Town	1	7	0	1	1
Boleyn	2	5	2	0	0
Bridge	1	4	0	0	0
Brooklands	9	38	3	5	4
Canning Town North	2	7	1	2	2
Canning Town South	2	13	2	1	1
Chadwell	6	14	3	2	2
Chadwell Heath	27	116	7	16	9
Chafford and North Stifford	1	1	1	1	0
Chatham	1	3	0	1	0
Clementswood	3	5	0	1	0
Cranbrook	4	41	1	3	2
Cranham	1	5	0	1	1
Custom House	1	1	1	1	0
East Ham Central	4	13	2	1	1
East Ham North	1	1	0	1	0
East Ham South	5	10	2	3	2
East India and Lansbury	1	1	0	1	0
East Walworth	1	4	0	1	1
Eastbrook	14	62	7	7	5
Eastbury	78	389	21	57	39
Elm Park	4	20	2	0	0
Fairlop	1	3	1	0	0
Forest Gate North	1	1	1	0	0
Forest Gate South	1	2	0	1	1
Fullwell	1	1	1	1	0
Gascoigne	72	303	20	51	37
Goodmayes	14	62	3	13	8
Gooshays	2	8	2	1	1
Goresbrook	56	246	16	38	29
Grays Riverside	1	11	1	1	1
Green Street East	1	5	1	1	1
Green Street West	1	3	0	0	0
Grove Green	1	1	0	1	0
Hackney Central	2	5	2	0	0
Hainault	1	5	0	1	1
Heath	46	181	17	31	24

Hylands	1	6	0	1	1
Junction	1	7	0	1	1
Lea Bridge	1	3	0	1	0
Longbridge	79	391	19	52	31
Loxford	15	42	3	11	6
Markhouse	1	1	1	0	0
Mayesbrook	45	244	8	27	17
Mayfield	13	63	1	9	3
Mile End East	1	1	0	1	1
Monkhams	1	1	1	0	0
Newbury	2	6	1	1	1
Nunhead	1	2	1	0	0
Ockendon	1	1	0	1	1
Out of Borough	177	631	57	111	63
Parsloes	91	350	27	50	29
Peninsula	1	2	1	0	0
Plaistow North	5	8	2	2	1
Plaistow South	3	9	2	2	1
Rainham and Wennington	18	82	5	13	10
River	64	264	17	42	30
Romford Town	1	1	1	1	1
Rotherhithe	1	1	1	1	0
Royal Docks	1	1	1	1	1
Seven Kings	7	17	2	7	3
South Hornchurch	18	40	9	12	8
St Andrew's	3	14	1	1	0
St Mary's	1	1	1	0	0
Stratford and New Town	1	1	0	1	0
Thames	64	245	14	37	26
Valence	65	251	16	42	20
Valentines	8	27	1	4	3
Village	45	158	12	31	21
Wall End	5	27	2	3	3
Whalebone	46	230	8	37	24
Wood Street	1	1	1	0	0

Learners without qualifications on enrolment who gained a qualification in year 2023-2024
by LBBD Ward





Adult College Metrics 2021-2024

Source	Metric	21/22 Outturn	21/22 %	22/23 Target	22/23 Outturn	22/23 %	23/24 Target	GLA Delivery Plan	October R03	November R04	December R05	January R06	February R07	March R08	April R09	May R10	June R11	July R12	October R14
IG Delivery Plan/Metrics	Starts in the Adult College	4607	100%	4000	5292	4010	4090	2045	2717	2954	3418	3767	4554	4843	5204	5361	5532	5631	5334
	Number of learners in the Adult College:	1754	100%	1750	1591	1540	1540	846	1012	964	1120	1157	1311	1371	1381	1405	1459	1488	1396
	Learners on accredited courses							420	560	635	684	702	762	804	817	821	814	822	813
	Learners on non-accredited courses							340	513	651	828	882	1072	1157	1173	1206	1269	1304	1218
	New learners (not in previous 3 years)	1083	62%	1094 (62%)	828	55%		208	318	272	392	420	542	539	610	629	677	709	645
	Learners without qualification on enrolment	1322	75	1312 (75%)	1190	75%		596	694	659	393	796	911	969	978	998	1051	1069	993
	Starts from 5 most deprived wards (Abbey, Gascoigne, Longbridge, Thames, Whalebone)	1128	24	1080 (27%)	1699	35%		597	761	896	394	1126	1302	1392	1574	1599	1711	1761	1657
	Learners who are unemployed	1099	62.5	1111 (63.5%)	1034	66%		587	708	710	395	807	874	919	936	922	947	958	907
	Starts on employability courses*	526	11	12%	263	5%		7	8	3	396	31	55	62	67	95	102	102	108
	Starts on Community Learning and Wellbeing Engagement (non-accredited)	2672	58	60%	3383	68%		820	1218	1342	397	1932	2428	2626	2898	3039	3219	3287	3040
	BAME Learners (% of overall learners)	1365	78	80%	1136	75%	1030	611	747	797	398	869	946	995	1000	1012	1097	1107	1001
	Disabled Londoners Learners (% of overall learners)	159	9	12%	145	9%	165	88	99	105	399	114	121	126	126	126	132	134	125
	Older Londoner Learners aged 50+ (% of overall learners)	329	18	22%	346	25%	150	218	252	237	400	259	297	290	306	298	317	322	285
	Retention rate (baseline 94%) (courses)	96.68	97	97%	97.13%	97%	95%	100%	99.93%	99.76%	88.80%	99.68%	99.52%	99.30%	98.92%	98.32	97.9	97.8	97.69
	Number of unpaid opportunities secured for local people (volunteering, adult work experience, training placements e.g. teaching assistant placements)						N/A							82			64		
Projects	Multiply Learner Numbers	N/A	N/A	259					53	64	66	112	127	137	145	152	152	157	157
	Welfare Learners / Starts	N/A	N/A	450					45	75	80	89	140	140	138	146	140	140	138

Benchmarking data against other ACL providers 2023-2024 – **COMMUNITY LEARNING**

CRITERIA	ADULT COLLEGE	PROVIDER B	PROVIDER C	PROVIDER D
Total CL Grant funding	£848,300	£800,265	£896,334	£794,444
No. of Learners	1,155	2100	1943	1670
No. of Enrolments	2,777	3066	2860	2731
Retention %	99.30%	98%	96.70%	97%
Achievement %	98.50%	95.70%	96.60%	95.60%
Attendance %	89.08%	85.70%	87.70%	83.20%
% of Male learners	14.30%	33.20%	24.30%	24.30%
Learners with additional needs and disabilities %	4.80%	28%	17.80%	20.70%
Ethnic Minority Learners %	83.30%	58.90%	18.50%	18.40%
Learners over 65 %	3.20%	8%	13.40%	8%
Learners with low or no qualifications on enrolment %	84.80%	34.40%	7.90%	15%
Unemployed Learners %	64.90%	40.70%	50.80%	45.90%

Benchmarking data against other ACL providers 2023-2024 – **ADULT EDUCATION BUDGET**

	Adult College of B&D	Provider B	Provider C	Provider D	Provider E	Provider F	Provider G
Enrolments	2294	3781	5781	1815	1,569	2216	5702
Retention %	95.51%	95%	95%	95.70%	94.3%	94.9	91%
Pass %	94.66%	94%	98%	93.89%	94.9%	96.1	94%
Achievement %	90.41%	90%	92%	89.81%	90.8%	91.2	85%
Attendance %	83.53%	80%	85%	not provided	88.0%	92%	83%

Qualification Achievement Rates (QAR) 2023-2024

BARKING & DAGENHAM L...

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Summary

[Exclusions](#)

[Demographics](#)

[Subject Sector Area](#)

[Aims](#)

[Subcontractors](#)

[Campus](#)

This report page details a host of summary statistics for Qualification Achievement Rates (QAR).

Select Age Band

All

Select SSA

All

Select E&T Level

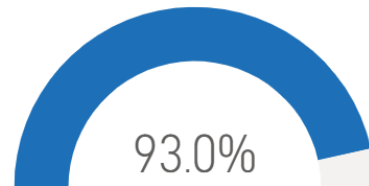
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Select Learning Aim Title

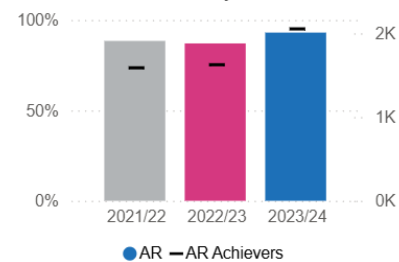
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Achievement Rate

Provider Achievement Rate

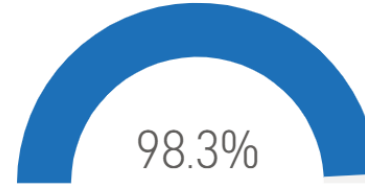


Achievement Rate by Academic Year

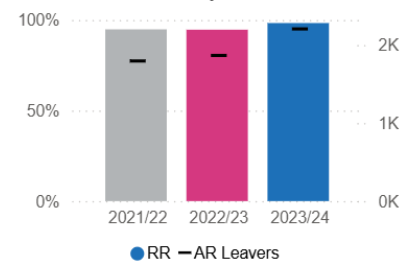


Retention Rate

Provider Retention Rate

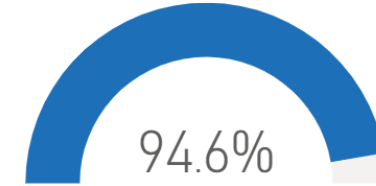


Retention Rate by Academic Year

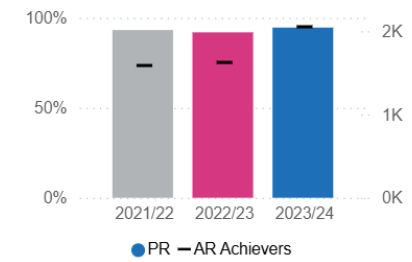


Pass Rate

Provider Pass Rate



Pass Rate by Academic Year



Departmental Data 3-year Trend – CL & AEB Combined

DIGITAL SKILLS

Year	Learners	Retention	Achievement	Pass
2023-2024	310	99.73	98.36	98.63
2022-2023	337	98.84	97.97	99.12
2021-2022	306	98.11	94.72	96.54
2020-2021	258	98.29	93.64	95.27

ENGLISH

Year	Learners	Retention	Achievement	Pass
2023-2024	384	93.17	89.26	95.81
2022-2023	300	97.44	90.40	92.78
2021-2022	302	97.69	92.59	94.79
2020-2021	261	98.87	92.08	93.29

ESOL

Year	Learners	Retention	Achievement	Pass
2023-2024	464	99.11	94.95	95.81
2022-2023	506	94.93	91.17	96.04
2021-2022	427	94.84	91.07	96.53
2020-2021	326	94.74	86.07	90.85

HCP

Year	Learners	Retention	Achievement	Pass
2023-2024	128	95.83	95.83	100
2022-2023	120	96.04	95.54	99.48
2021-2022	112	96.11	93.33	97.11
2020-2021	92	93.62	92.91	99.24

IBE

Year	Learners	Retention	Achievement	Pass
2023-2024	148	98.43	96.86	98.41
2022-2023	164	97.69	94.72	96.96
2021-2022	112	95.00	89.44	94.15
2020-2021	85	95.35	86.82	91.06

MATHS

Year	Learners	Retention	Achievement	Pass
2023-2024	280	94.17	90.91	96.54
2022-2023	223	95.15	88.19	92.68
2021-2022	229	97.05	90.72	93.48
2020-2021	238	97.47	86.80	89.05

WELLBEING and CPD

Year	Learners	Retention	Achievement	Pass
2023-2024	225	100	99.16	99.16
2022-2023	178	99.79	98.93	99.15
2021-2022	156	100	98.93	98.93
2020-2021	155	100	100	100

Departmental Data 3-year Trend – Community Learning

EMPLOYABILITY

Year	Learners	Retention	Achievement	Pass
2023-2024	87	100	98.15	98.15
2022-2023	195	100	100	100
2021-2022	313	97.59	97.19	99.59
2020-2021	282	98.76	94.63	96.83

FAMILY LEARNING DIGITAL SKILLS

Year	Learners	Retention	Achievement	Pass
2023-2024	13	100	100	100
2022-2023	n/a	n/a	n/a	n/a
2021-2022	n/a	n/a	n/a	n/a
2020-2021	n/a	n/a	n/a	n/a

FAMILY LEARNING ENGLISH

Year	Learners	Retention	Achievement	Pass
2023-2024	25	100	100	100
2022-2023	39	100	100	100
2021-2022	42	100	100	100
2020-2021	28	100	100	100

FAMILY LEARNING ESOL

Year	Learners	Retention	Achievement	Pass
2023-2024	140	100	96.97	96.97
2022-2023	69	100	100	100
2021-2022	73	100	100	100
2020-2021	25	100	97.62	97.62

FAMILY LEARNING MATHS

Year	Learners	Retention	Achievement	Pass
2023-2024	13	100	100	100
2022-2023	11	100	100	100
2021-2022	30	100	100	100
2020-2021	18	98.73	98.73	100

MULTIPLY

Year	Learners	Retention	Achievement	Pass
2023-2024	157	100	99.63	99.63
2022-2023	262	98.07	97.22	99.13
2021-2022	216	92%	n/a	92%
2020-2021	n/a	n/a	n/a	n/a

WIDER FAMILY LEARNING

Year	Learners	Retention	Achievement	Pass
2023-2024	17	100	100	100
2022-2023	20	100	100	100
2021-2022	85	100	99.30	99.30
2020-2021	11	100	100	100

APPENDIX B: Curriculum Departmental Self-Assessment Reports 2023-2024

Digital Skills 2023-2024

Term				Reporting Period		SAR due date		Please tick ü		
End of Term 3				Up to end July		Friday 26 July 2024				
SARs closure				End of year		Monday 21 Oct 2024		✓		
Manager Name		Donna Lomas			Number of staff		5			
Department and/or SSA ref.		SSA 6 Digital Skills			Names of staff		CM: <ul style="list-style-type: none"> • Donna Lomas Tutors: <ul style="list-style-type: none"> • Queenie Chow • Nicola Lane • Sandra Holdorf • Victoria Akiode 			
Data		No. of Enrolments		Current Retention Rate		Current Pass Rate		Current Achievement Rate		
		CL	611	CL	100%	CL	100%	CL	100%	
		AEB	120	AEB	98.33%	AEB	91.53%	AEB	90%	
1. Course offer										
<ul style="list-style-type: none"> • Qualification courses - enrolled via 'Introduction to Digital Skills' assessment courses offered each term: Essential Digital Skills Qualifications (EDSQ) at Entry 3 or Level 1. Digital Skills Level 2 Award. • Non qualification courses including short 6–8-week courses in Digital Skills for Over 50s and Digital Skills for Life for complete beginners – offering progression routes into qualifications above. • Single session workshops including Teams for online learning, Digital safety, Canva for Graphics and Digital First Steps (complete beginner single workshops in basic IT use, email, internet, smartphones) • Single online workshops in MS Office skills, such as Excel, PowerPoint, Word, Outlook. 										

2. Quality of Education

Strengths	Evidence
<ul style="list-style-type: none"> Progression pathways are effective at supporting and encouraging learners to build upon previous knowledge and gain, or improve, qualifications. Teachers use helpful, regular feedback to check understanding and encourage learners to reflect upon learning 	<ul style="list-style-type: none"> 40 learners progressed from Entry Level to Level 1 from 2022-23 to 2023-24 and a further 12 learners within the academic year of 2023-24. Thus, a total of 52 of our 90 (or 58%) of our Level 1 EDSQ this year were progression learners. Equally 14 out of 14 learners (100%), of the Level 2 learners progressed from the previous year's Level 1. Quote from a <i>Basic Digital Skills for Life</i> learner on completing her course: "A computer is the most important thing in our life. It is especially useful. Before I didn't know anything about computers but now, after doing this course, I have improved my basic skills. Now I think I am able to take the next course." During CM observations learners confirmed progression. E.g. one said that she felt more confident in her understanding compared to, "A few weeks ago, I didn't feel I could do anything". Learners mentioned using ILPs and homework to help them measure progress as well as remembering new learning by "writing it down, keep practicing and homework." One confirmed that, "I'm proud of myself." Another learner explained, "I so struggled with normal use before, but it is coming on. I may be able to do 3 out of 10 things but I am making progress." 119 learners questioned on course exit confirmed the feedback they had received from tutors on their courses as having been "good/helpful" or "excellent/really helpful" <p>CM lesson observation examples:</p> <ul style="list-style-type: none"> <i>Tutor 1:</i> Learners were prompted with useful Q&A at each point to engage and check understanding (e.g "Where do the files go when they are downloaded?", "What would make this look really nice?"). They were also effectively encouraged to consider the real-life implications of

<ul style="list-style-type: none"> Learners develop detailed knowledge and skills across the curriculum and, as a result, achieve well. 	<p>independent choices (e.g. “Why would you want to change the margins?”, “What sort of document would have borders?”)</p> <ul style="list-style-type: none"> <i>Tutor 2:</i> The tutor involved all learners through a combination of checking work via circulation, asking each person in turn for examples and eliciting a range of verbal, written and practical responses from all learners. For example, every learner was asked what they used for video calling (answers included Messenger, WhatsApp, Facebook). They were then asked which formal methods they had used (answers included Zoom and Teams). Learners were directed to show the application on their phones as the tutor quickly circulated. There was a task where learners needed to find rules via internet search for call etiquette (with each learner supplying one verbal example), followed by whole group discussion. <i>Tutor 3 (SEND):</i> Learners are supported to contribute through direct questioning and class discussion, with lessons utilizing games to encourage learners to collaboratively reflect upon learning and discover answers. Learners received face-to-face feedback on the answers they got wrong and topics they need to practice. E.g. One <i>Level 1 EDSQ</i> learner questioned during a CM observation explained, ‘When I came here last year, I really lacked the confidence, but I am learning so much. I use it for everything: to help my child with homework, to get a job, communication.’ Another learner on an <i>E3 EDSQ</i> course spoke of the level of detail in her learning, explaining, “I have learnt how to create, and editing, word processing, PowerPoint, inserting pictures.” while a <i>Level 2 Digital Skills</i> learner confirmed the impact of her course, saying “it has helped me to be more confident in typing job applications and generally exploring both Word and Excel is not intimidating anymore.” Exam outcomes are very good. February (Semester 1) <i>EDSQ</i> exam passes were as follows: E3 = 16/17 passes (1 at re-sit and 1 returning next year to consolidate learning first). L1 = 11/11 passes (1 at re-sit). Semester 2 <i>EDSQ</i> exam results were as follows: E3 = 17/18 passes. L1=
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	<p>39/47. Final EDSQ exam pass rate after re-sits <i>E3</i> = 32/34 (94%). <i>L1</i> = 55/58 (95%) resulting in a final combined EDSQ pass rate of 95%</p> <ul style="list-style-type: none"> Level 2 Digital and IT portfolio outcomes = 14/14 (100% pass rate)
<ul style="list-style-type: none"> Areas for Development 	Evidence
<ul style="list-style-type: none"> A return to qualification achievement is required for SEND pathways Exam re-sit opportunities need to be reduced and tailored more to fit in with exam board EQA result confirmation. 	<ul style="list-style-type: none"> None of the learners on tailored <i>SEND Digital Learning</i> pathways were ready for qualification this year. There was 100% achievement against CL funded provision, but AEB will be reintroduced next year. 5 planned <i>EDSQ</i> re-sit dates were not used as the exam board were unable to confirm results in time to schedule re-sits. All learners impacted were offered alternatives.
3. Behaviour and Attitudes	
Strengths	Evidence
<ul style="list-style-type: none"> Courses foster positive attitudes and behaviours in learners All learners encourage and appreciate a college culture that is respectful and safe 	<ul style="list-style-type: none"> 15 learners were nominated for Learner of the Month, with commendations for behaviours such as commitment and dedication to learning; overcoming barriers and positive attitude to learning; excellent attendance; excellent contribution to group work and creativity; excellent contributions to discussions; and good punctuality. 100% of learners questioned on the completion of their courses reported feeling that the college offered an inclusive learning environment which was fair, respectful and safe. The same percentage confirmed that they would recommend the college to a friend.
AfDs	Evidence
<ul style="list-style-type: none"> Punctuality needs continued monitoring 	<ul style="list-style-type: none"> A small percentage of learners were late during CM classroom observations. They did offer apologies and excuses, but punctuality will need to be reinforced.

4. Personal Development

Strengths	Evidence
<ul style="list-style-type: none"> All courses successfully embed employability – both directly through activity focus and indirectly through digital experience and confidence building. 	<p>CM observations captured classroom activities demonstrating employability. For instance, <i>entry level Learners with additional needs and disabilities</i> explored basic digital form filling, while mainstream <i>Level 1</i> classes included activities such as discussions around formal work requirements, email conventions, webcam etiquette and the use of appropriate borders in formal letters. Learner quotes during CM observations included the following: The course gives me, “a sense of wider purpose and provides more opportunities for jobs.” Wider quotes from other learners across different course levels are as follows:</p> <ul style="list-style-type: none"> <i>Over 50s</i>: (I have learned) “safety online, how to use emails, how register for emails, how to structure emails.” <i>Basic Digital Skills for Life</i>: (in the workplace) “I need to do lot of things on computer. Now I know how to use it.” <i>E3</i>: (I have used these skills) “searching for a job online, to fill out application forms and upload CV. Doing online shopping, buying air and train tickets” <i>L1</i>: “The knowledge I have gained has given me the confidence to work on my own and would also be beneficial for when I find work as a receptionist.” <i>L2</i>: “I can use Word to create a document and use Excel to household budget for my life and work”. CM observation and planning audits confirmed that on all <i>Digital Skills SEND</i> courses learners are actively involved in the college activities and feel more connected to the wider community through college initiatives e.g. collecting Easter Eggs for children at the food bank, or creating pop-up charity shop events, including digital marketing. Mainstream learners also speak of using learning in wider contexts, including safety. E.g. learners spoke of being able to help children or grandchildren with homework, learning to shop and sell online, as well as discovering, “How to protect yourself against hackers, how to use email safely, how to protect your computer.” and gaining an “awareness of the online scammers” Some <i>L1</i> learners were able to give examples of applying new skills to outside interests. For instance, one said, “I can now set up a worksheet and compare

<ul style="list-style-type: none"> • Courses successfully address the wider Digital skills needs to help learners to become contributing members of society and to keep learners safe 	<p>my times in running” and another spoke of learning how to create “presentations that I have done recently on Swim England London Swimming Open Water and to parents of the swimming club around competitions”</p> <ul style="list-style-type: none"> • A learner on an <i>Over 50s</i> course confirmed, “I feel I met my personal goals as well as the course goals. Improved my mental health and wellbeing.” while a <i>Basic Digital Skills</i> learner felt the course had made it possible to “study online courses”.
AfDs	Evidence
ESOL learners need greater support in digital pathways to have the best opportunities to succeed at qualification.	CM EDSQ exam moderation and IQA activity demonstrated that exam failure at EDSQ is often due to ESOL comprehension difficulties. A dedicated Digital Skills ESOL pathway will be introduced in 2024-2025.
5. Leadership and management of curriculum area Including SAFEGUARDING	
Strengths	Evidence
<p>The CM actively listens to learners in the college to best support their digital skills needs and bridge gaps in digital inequality</p> <p>Staff are listened to and well supported to deliver at their best</p>	<ul style="list-style-type: none"> • Following a learner ‘Brew’ event at the end of term 1, the CM noted from learner comments that there was a recurring need to supplement a digital safety workshop at one college location in term 2, with another at the second college location – resulting in 11 learners benefiting from an additional <i>Basic Digital Safety Workshop</i>, making a total of 33 learners who joined workshops in 2023-2024 to develop a better understanding of digital safety. • The CM acknowledged a need for further entry level spaces into programmes that was shared by tutors. 17 learners benefited from an additional <i>Basic Skills for Life</i> course. • 10 struggling learners on an <i>EDSQ L1</i> course were offered an extra support and revision session, allowing 80% of learners who were at risk of failure to go on to successfully pass exams. • The CM sends out regular Quick Workload and Feedback questions to tutors via MS Forms each term, ensuring any needs or concerns are addressed and mitigating barrier of being a part time CM with tutors in different locations and on different timetables. As a result, 2 tutors who wanted it were offered

<p>Safeguarding is well embedded across the curriculum</p>	<p>additional cover work this year and 2 others supported to manage or reduce workload.</p> <ul style="list-style-type: none"> • The CM was able to effectively support a tutor struggling with health after an accident, immediately reducing her workload. Effective communication led to another tutor in the team being able to cover immediately – ensuring 10 learners were not disadvantaged in their course offer. • CM audits provide checks and feedback supports tutors with regulating paperwork and delivery. These are also quality monitored to provide wider consistency with all college departments. • Course topics are standardized at staff meetings and all qualifications quality assessed via CM direction for consistency. A Level 2 qualification, that was only introduced this year, achieved Direct Claims Status because of effective team procedures and CM IQA support. • All staff update mandatory safeguarding training routinely, with tutor records monitored by the CM. • The Digital Skills department offer includes workshops on <i>Digital Safety</i> to support all learners across the college. • CM classroom visits include safeguarding checks with learners and all responses demonstrated learner confidence and understanding of the topic. Learners spoke about issues such as grooming, County Lines, local and national tensions and personal safety. One learner summarised this as being, “able to identify the need to be alert to protect the vulnerable and report any wider community concerns to the authorities.” • were equally able to name who to approach with concerns and were able to identify potentially dangerous situations.
AfDs	Evidence
<ul style="list-style-type: none"> • AI needs further review and development 	<ul style="list-style-type: none"> • AI is starting to feature more directly in portfolio assessment criteria and submission authenticity so rules and expectations for learners will need to be updated. • Staff and learners have a variable understanding of AI when questioned, which will need addressing to keep learners safe and to uphold the principles of the college.

Employability 2023-2024

Term				Reporting Period		SAR due date		Please tick ✓	
End of Term 3				Up to end July		Friday 26 July 2024			
SARs closure				End of year		Monday 21 Oct 2024		✓	
Manager Name		Carole Young			Number of staff		4		
Department and/or SSA ref.		EMPLOYABILITY			Names of staff		Carole Young (CM) Paramjit Cheema (CL/Tutor) Tina Manuel (Tutor/Assessor) Asvina Gokhool (Tutor, Assessor) Shomi Begum (Tutor, Assessor) Queenie Chow (Tutor) Nazrin Shaikh (Tutor/Assessor) Victoria Akiode (Tutor/Assessor) Veronika Stedronska (Tutor) Karen Yarnell (Tutor/Assessor)		
Data		No. of Enrolments		Current Retention Rate		Current Pass Rate		Current Achievement Rate	
		CL	108	CL	100%	CL	98.15%	CL	98.15%
		AEB	n/a	AEB	n/a	AEB	n/a	AEB	n/a
1. Course offer									
Course offer consists of the following: Employability Vocational Next Steps x8 Employability basics x2 SEND Preparing for work x1 VOLUNTEERING Skills for volunteering in classroom intro x1									

Skills for volunteering in classroom X1

Food Hygiene

Level 1/Level 2 x4

Job Fairs

HSC

Childcare

All courses are targeted to specific areas of employability. All vocational courses have the addition of a next steps session, where learners are provided with information about job vacancies, support to update their CV and apply for positions.

2. Quality of Education

Strengths	Evidence
<ul style="list-style-type: none"> • Good, structured programme offering a range of courses to suit learners' needs. • Employability is fully embedded within all vocational courses. • Teachers are highly qualified and experts within their vocational field, who impart their knowledge and experience willingly. • Excellent collaboration with local employers, supporting learners with work placements. • Job Fairs provide access to work placements • Effective SEND – preparing for work programme • Good Food hygiene programme • Excellent Retention 	<ul style="list-style-type: none"> • Programme planning – Vocational courses have next steps session planned at the end of their courses for level 2 and level 3. These sessions, provide targeted IAG on updating CV, locating job vacancies, and applying for jobs. Additional short courses are available for learners within other areas of the College. • Learners have access to a number of employment fairs, where they can meet employers who are actively recruiting. • 44 learners from vocational courses have secured employment or volunteering positions. • Learners with additional needs and disabilities successfully completed a “pop up” Charity shop project for their Preparing for Work course. This developed their skills in planning, managing and successfully completing the project. They raised £274.00 for their nominated charity and gained a huge amount of experience. 2 learners have gone on to secure volunteer work within a local charity shop. Another SEND learner has secured paid employment within a local café following this programme. • Retention for 23/24 is at 100% demonstrating that the programme is meeting the needs of the learners

	<ul style="list-style-type: none"> Food Hygiene had 33 learners enrol (21 at Level 1, 12 at Level 2) with 95% achievement for L1 and 92% achievement for Level 2. Feedback from community groups has been very positive, with many now able to offer cooking sessions and healthy eating programmes within their community as a result of completing the qualification.
Areas for Development	Evidence
<ul style="list-style-type: none"> A need for clear pathways to employment to be defined Develop more partnerships with local employers More structured volunteer programme. 	<ul style="list-style-type: none"> Ofsted recommendation – all areas of curriculum should promote and embed employability within their courses – need to create some visual displays, which shows clear pathways to the job market. Having more local employers involved will allow us to target the specific skills which learners require and we can tailor our delivery to support this outcome. Despite a strong volunteer presence within the college, a more robust programme is needed to manage the levels and skills of those who are interested in volunteering.
3. Behaviour and Attitudes	
Strengths	Evidence
<ul style="list-style-type: none"> Learners possess a strong sense of positivity and motivation towards their learning. Positive feedback during observations, Brew events and ILP C Excellent classroom behaviour – respectful with each other Excellent punctuality - learners arrive timely for their courses. Good attention to EDI across the programme area – embedding of safeguarding and prevent is robust. 	<ul style="list-style-type: none"> Feedback from learners via surveys and Learner journeys – we have seen positive feedback from learners with regards to their enjoyment and motivation that our tutors provide them with, encouraging them to continue. Our tutors are excellent role models who encourage and instil confidence with the learners. Classroom observations – All learners are positively active and fully engaged within the classrooms, both physical and online. ILP C – provides good examples of how learners felt about their study and being part of the college. <i>I use the skills to gain employment and use them daily"</i>
AfDs	Evidence
<ul style="list-style-type: none"> Improve enrolment and attendance for short employability workshops. 	

	<ul style="list-style-type: none"> 2 workshops closed this year due to low enrolments. Additional marketing is needed and better reach into other curriculum areas to emphasise the importance of employability skills gains for learners.
4. Personal Development	
Strengths	Evidence
<ul style="list-style-type: none"> Excellent employment opportunities – with employability fully embedded within all programmes. Strong employer involvement for childcare Strong development of wider skills to support the learners’ development Good links with CPV for Care work opportunities Good job outcomes 	<ul style="list-style-type: none"> Job Fairs- Recent fairs were well attended by employers and we have seen 4 learners gain employment, directly because of attending the fairs. We provide regular visits from employers into the classrooms, so they are able to share details of what it is like to work in the Care industries. In general, 14 learners have secured employment within the Care industry and 6 learners have secured employment within childcare. All 8 learners who achieved their level 3 EYE diploma are all currently working within a Nursery setting. (CRA data) Out of all vocational area we have seen 19 individuals find employment, 1 individual got a promotion at work and 23 individuals took up volunteering opportunities. Strong enrichment programme provides learners with additional skills and knowledge which they are able to use within their work setting, they are able to add these to their CV which will enable improved chances of gaining a job. BV, Prevent and Safeguarding are fully embedding within this area of the curriculum – Tutors have been observed embedding these subjects within their sessions. (Observations and Targeted Classroom visits) CPV provide weekly updates on local job vacancies within the borough and have also supported a job fair at the college in which 6 employers attended. Over 94 learners and local residents attended – aware of 6 individuals gaining employment through this. (CRA data)
AfDs	Evidence
	<ul style="list-style-type: none"> Ofsted recommendation that support learners understanding of the different routes into employment.

<ul style="list-style-type: none"> Improved partnership working to provide work experience placements and volunteering and employment opportunities for learners. 	
5. Leadership and management of curriculum area Including SAFEGUARDING	
Strengths	Evidence
<ul style="list-style-type: none"> Strong leadership of the curriculum area – CM works with employers and tutors to plan and deliver a coherent structured programme – which meets the Boroughs priorities as well as GLA and national priorities of supporting individuals to gain the right skills and knowledge to be able to gain sustainable employment. Clear and structured progression routes for learners across all programmes – with employability being at the heart of the area. Programme is fully aligned to National Occupational standards – we use industry recognised qualifications to support our learners being able to have to required skills and knowledge to enable sustained employment. All tutors and CM maintain industry CPD throughout the year, ensuring that their vocational expertise is current. Good collaboration with Job shop 	<ul style="list-style-type: none"> Curriculum manager (CM) has high expectations of her staff with a clear and structured vision for this vocational area. Which is conveyed to tutors via termly staff meetings and one-to-ones meetings. CM has a clear understanding of where the employability area sits within inclusive growth and the wider Borough’s strategies and relays this to the team. CM champions the collaborative working between all aspects of the borough, engaging with partners and providers to help support our delivery and the outcomes for the learners. Tutors are highly skilled and experienced, they are required to maintain their professional CPD and provide termly updates to ensure that their knowledge is current which is monitored by the CM Tutors PDPs are regularly updated and include actions which are timely and practical to help support tutors’ development. CM and CL regularly monitors learner progression and achievement to ensure that all learners are currently on target to achieve their qualifications. CM acts as IQA for some courses, the advantage of this role, means that the CM is able to monitor very closely the progression and feedback being provided by assessors and has been able to support develop and improve the quality of the delivery and assessing of the provision as feedback from EQA’s and Ofsted confirms. Through monthly meetings with employer engagement manager at the Job Shop – up to date notifications of any new job vacancies and updates on skills required. Collaboration with hosting Job Fairs and employer visits to the college. CM strongly supports tutors by actively checking in on classes using Teams, speaking to learners and tutors during, “Brew Days” walkthroughs. CM retains a “hands on” support role by being available and visible for learners and tutors for the duration of the courses, keeping all informed of the awarding body arrangements for certification and achievement.

	<ul style="list-style-type: none"> CM holds regular termly meetings with all tutors in vocational area, whereby ideas and best practice are shared. CM uses these ideas to support continuing development of the vocational area.
AfDs	Evidence
<ul style="list-style-type: none"> Develop closer partnerships with employers within the Care sector Improve marketing of our courses within B & D and wider borough 	<ul style="list-style-type: none"> Need to support learners to acquire work experience opportunities within various job sectors. Need for improved marketing strategy.

English 2023-2024

Term				Reporting Period		SAR due date		Please tick ü		
End of Term 3				Up to end July		Friday 26 July 2024				
SARs closure				End of year		Monday 21 Oct 2024		ü		
Manager Name		Janet Okebu-Stewart			Number of staff		9			
Department and/or SSA ref.		SSA 12 GCSE English SSA 14 English (not GCSE)			Names of staff		Ayesha Ahad (Course leader) Donna Lomas Samina Riaz Barbara Solomons Hasna Begum Gill Haskey Toni Williams Nasrin Sheikh (cover tutor)			
Data		No. of Enrolments		Current Retention Rate		Current Pass Rate		Current Achievement Rate		
		CL	351	CL	94.59%	CL	99.40%	CL	94.02%	
		AEB	571	AEB	92.29%	AEB	93.55%	AEB	86.34%	
21% of AEB and 39% of CL enrolments were new learners to the college which demonstrates that we are still reaching residents who have not been in learning with the college before.										
Of the total number of enrolments onto AEB courses 62% of learners identified as having no qualifications, 64% of learners who enrolled onto CL courses. This demonstrates that there is a high need in the borough where residents have no qualifications.										
The ethnicity data for learners enrolled in English classes is comparable to the demographics of the borough of Barking and Dagenham.										
1. Course offer										
<ul style="list-style-type: none">• Pre-Entry English• E1-L2 English Functional Skills										

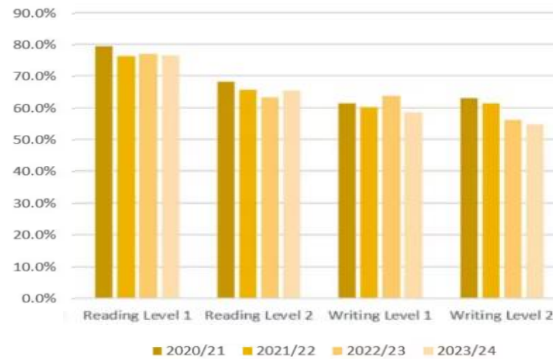
- GCSE English Language
- SEND Conversation Skills
- SEND Reading & Writing
- Creative Writing
- Skills Improvement Workshops
- Book Club
- Intensive L2 Writing Course

This programme of courses is offered to learners to:

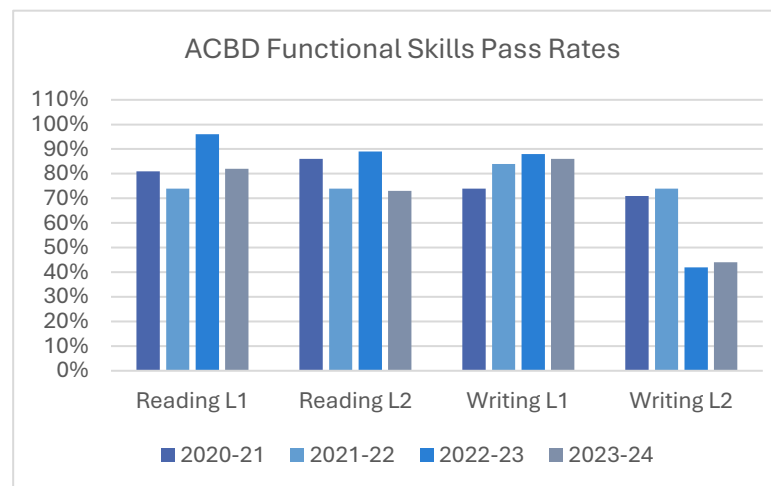
- build learner confidence and fluency in English.
- support learners to develop knowledge and skills at an appropriate level to read, write, speak, listen and communicate effectively in English
- enable learners to gain greater independence, apply these skills practically in the workplace and other real-life situations, and participate fully in their local community
- support learners to achieve qualifications that prepare them for further study or employment.

2. Quality of Education

Strengths	Evidence
Clearly structured and sequenced curriculum supports improvement in English skills and provides opportunities to gain qualifications.	Curriculum ties in with the Mayor's Skills Roadmap for London and the Borough strategy to enable residents to gain qualifications, achieve greater independence, and develop skills that will prepare them for the next stage of education or employment. Course offer from Pre-Entry to L2. Pre-Entry FS English not available at other local providers Learners can gain a Functional Skills or a GCSE qualification.
Clear progression routes	Expansion of course offer in 23-24 to include additional Skills Development courses: Phonics, Reading & Spelling, Mastering Grammar & Revision workshops supported delivery of main programmes. Increased enrolment numbers by 48%. Engagement with learners starts with an introduction course which allows for the identification of current levels of attainment and skills gaps, followed by progression onto a main Functional Skills and GCSE programme. 68% of learners who attended introduction courses progressed onto a main programme course
High standard of teaching and learning	100% of learners are impacted by good delivery. All observations were assessed as 'Good or Better' English tutors provide a challenging curriculum to support development of skills and learner achievement. <u>Learner feedback</u>

	<p><i>'I had already started creative writing elsewhere, but it was less educational as students were given a topic to write about but on this course, you have to develop and learn writing themes which is harder.'</i></p> <p>95% of learners who responded on the ILP Part C rated course planning as Good or Excellent</p> <p><u>Learner feedback</u> <i>'Constructive feedback/well planned lesson'</i></p> <p><i>'Our teacher explained well, I enjoyed the class and learnt a lot'</i></p> <p>Learners have made good progress from their starting point. Exam passes at Entry Level were excellent</p> <table><tr><th></th><th>Entry 1</th><th>Entry 2</th><th>Entry 3</th></tr><tr><td>Reading</td><td>87%</td><td>100%</td><td>100%</td></tr><tr><td>Writing</td><td>80%</td><td>93%</td><td>97%</td></tr></table> <p>Functional skills passes across all levels - Reading 85% Writing 77%</p> <p>33% of learners working towards a GCSE in English achieved a Grade 4 or above. 100% of learners achieved a Grade 3 or above.</p>		Entry 1	Entry 2	Entry 3	Reading	87%	100%	100%	Writing	80%	93%	97%													
	Entry 1	Entry 2	Entry 3																							
Reading	87%	100%	100%																							
Writing	80%	93%	97%																							
Areas for Development	Evidence																									
Improve learner outcomes in L1 &L2	<p>Pearson reports that <i>'there has been a generally positive trend in pass rates for English at L1, the trend for Writing at L2 is a little more disappointing'</i> (see chart below)</p> <div><p>Functional Skills Pass Rates By Year</p><table><caption>Functional Skills Pass Rates By Year (Estimated Data)</caption><thead><tr><th>Category</th><th>2020/21</th><th>2021/22</th><th>2022/23</th><th>2023/24</th></tr></thead><tbody><tr><td>Reading Level 1</td><td>80.0%</td><td>78.0%</td><td>78.0%</td><td>78.0%</td></tr><tr><td>Reading Level 2</td><td>68.0%</td><td>65.0%</td><td>65.0%</td><td>65.0%</td></tr><tr><td>Writing Level 1</td><td>62.0%</td><td>60.0%</td><td>65.0%</td><td>58.0%</td></tr><tr><td>Writing Level 2</td><td>62.0%</td><td>60.0%</td><td>55.0%</td><td>55.0%</td></tr></tbody></table></div>	Category	2020/21	2021/22	2022/23	2023/24	Reading Level 1	80.0%	78.0%	78.0%	78.0%	Reading Level 2	68.0%	65.0%	65.0%	65.0%	Writing Level 1	62.0%	60.0%	65.0%	58.0%	Writing Level 2	62.0%	60.0%	55.0%	55.0%
Category	2020/21	2021/22	2022/23	2023/24																						
Reading Level 1	80.0%	78.0%	78.0%	78.0%																						
Reading Level 2	68.0%	65.0%	65.0%	65.0%																						
Writing Level 1	62.0%	60.0%	65.0%	58.0%																						
Writing Level 2	62.0%	60.0%	55.0%	55.0%																						

23-24 results for our learners shows that there has been a decrease in the number of passes for both L1 & L2 reading and L1 writing. Whilst there was a 5% increase in L2 writing passes the number of passes is still significantly below expected outcomes



Analysis of L2 Writing results for our learners shows that the average score for Composition was 61% whilst the average score for SPaG was 49%. This reflects data from Pearson's 'Lessons Learnt: Functional Skills English 2023-24' which identifies SPaG as '*weaker than Composition for most learners*'. Interventions will be put in place for 24-25 to support a more cohesive approach to SPaG for learners across all levels. Including the use of spelling books and additional support sessions.

L1 & L2 results need to be improved. Tutors need to be supported to have a clear understanding of the requirements for L1 & L2 and delivery reviewed to promote improvement in learner outcomes.

3. Behaviour and Attitudes

Strengths	Evidence
Attending English courses has a meaningful impact on learners and their wider life	Learners are enthusiastic about their experience at the College. They feel that their tutors are very supportive of them, particularly at the start of the course when many learners feel nervous about returning to formal education.

Retention is excellent at 93%	<p>Learners' attitudes to learning are positive, they are eager to learn and concentrate well. Good working relationships have been observed during lesson observations, learners are respectful to both their tutors and peers.</p> <p><u>Learner feedback</u></p> <p><i>'I have been able to improve on my vocabulary. I confidently relate with my colleagues at work because I am no longer scared of making mistakes. Also, seeing other people in class makes me happy to know that I am not in this alone. It's awesome.'</i></p> <p><i>'Attending my course has improved my life in so many ways. I'm so glad I found this college'</i></p> <p>This is an impact of good delivery and a supportive environment and demonstrates learners' commitment to learning.</p> <p>Although there was a 5% decrease in retention from the 22-23 retention rate of 97.44% this is offset against a 48% increase in learner enrolments in 23-24.</p>
AfDs	Evidence
Punctuality to be reinforced	Punctuality was observed as an issue for some learners during session observations. These incidences were well managed by the tutor, but punctuality needs to be reinforced across the department to avoid disruption to learning and set good habits for working life.
4. Personal Development	
Strengths	Evidence
Outstanding learner support	<p>Regular ILP review meetings support learner development and provide an opportunity to evidence gains in confidence and soft skills as well as improvement in skills.</p> <p>40 learner of the month nominations submitted throughout the year demonstrates the English team's acknowledgment and celebration of learner achievement, improving learner motivation</p> <p>Laptops were loaned to 29 learners on English classes to support them to access online sessions, class and revision material.</p> <p>LSAs provided 25 hours of support per week to learners attending English sessions, supporting learners to achieve their potential.</p>

<p>Opportunities to participate in activities beyond the classroom</p>	<p>Introduction of ‘Coping with exam stress’ courses supported learners to identify strategies that could help them deal with exam stress and potentially achieve better exam outcomes.</p> <p><u>Learner feedback</u></p> <p><i>‘The teachers are so helpful and friendly that all the initial fears about not knowing how to cope disappeared’</i></p> <p><i>‘I received very good and helpful support from the teachers which helped me a lot to face the difficulties I was struggling with in life’</i></p> <p>The World Book Day event was well attended by learners from across the college and successfully introduced learners to a range of literacy activities and promoted the benefits of reading</p> <p><u>Learner feedback</u></p> <p><i>‘I loved all of the activities; it was a lot of fun’</i></p> <p><i>‘I enjoyed the poetry reading and it was interesting to hear poetry in other languages’</i></p> <p>Events such as ‘Brew’ and ‘Cuppa with a Copper’ events provided learners with the opportunity to meet outside of the classroom and get advice or give feedback on their experiences at the college and in the local community.</p> <p>Opportunities to connect outside of the classroom enriches the learning experience and allows learners to practice communication skills in a relaxed setting and build their confidence.</p>
<p>AfDs</p>	<p>Evidence</p>
<p>Improve embedding of employability and links to world of work in curriculum</p>	<p>Borough statistics indicate that 7% of residents are unemployed which is the 3rd highest in the country. For adult learners with limited prior formal education, it is important to embed employability and links to the world of work in the early stages of learning. This will prepare them for job opportunities and provide lifelong skills that will help them in an evolving job market.</p>

5. Leadership and management of curriculum area Including SAFEGUARDING	
Strengths	Evidence
Course offer	<p>Course offer includes daytime and evening options, onsite and online classes to increase opportunities to access learning</p> <p>Courses available from Pre-Entry to GCSE.</p> <p>Pre-Entry Functional Skills English is not available at other local providers.</p> <p>Learners can gain a Functional Skills or a GCSE qualification.</p> <p>Delivery of additional skills development courses such as Phonics, Reading & Spelling as well as Revision workshops support delivery of main programmes – See Appendix 1</p>
Safeguarding is effective	<p>Learner enrolments have increased by 48% in 23-24 which demonstrates that the course offer is meeting the needs of the local community</p>
Management of department is effective	<p>Safeguarding has been a regular agenda item at all staff meetings. As a result, tutors are more aware and more confident discussing safeguarding with their learners</p> <p>All staff receive Safeguarding and Prevent training and are aware of the relevant college policies and procedures regarding referrals</p> <p>Learners receive safeguarding awareness raising at induction presentation and safeguarding is embedded in SoW, incorporated into sessions, and reinforced in classes. Learners have been observed transferring safeguarding information learnt into class discussions such as a discussion on how to contact Safeguarding officers if learners have concerns.</p> <p>ILP Part A enables CM to check learners understanding of safeguarding. This information is used to promote safeguarding amongst learners where a need is identified.</p> <p>CM understands the mission of the College and borough strategies which are shared with teaching team at staff meetings. These strategies inform all areas of the provision which is regularly reviewed to ensure that it meets the needs of the local community. This is reflected in the 48% increase in learner enrolments in 23-24.</p> <p>CM continues to support professional development amongst all tutors. Tutors complete all mandatory CPD such as Prevent and Safeguarding. Professional development opportunities are promoted to encourage the development of teaching practice. The Course Leader has completed the L3 Coaching and Mentoring course.</p>

	A clear overview of the programme allows the CM to be flexible and respond to challenges in the department. Targeted support was provided for one tutor who found certain aspects of their role challenging. Course Leader provided mentoring support and CM held regular meetings with the tutor to discuss challenges and promote collaborative problem solving. Tutor successfully completed delivery of courses with a 91% achievement rate.
AfDs	Evidence
Recruiting qualified/experienced staff	Recruitment of staff was not successful resulting existing staff being stretched to cover the the programme. Placement of recruitment advertisement is restricted to ACBD and LBBD websites which potentially limits number of applications.
Wider skilling of staff	To ensure courses can be covered by relevantly trained staff and increase the potential to expand the programme.

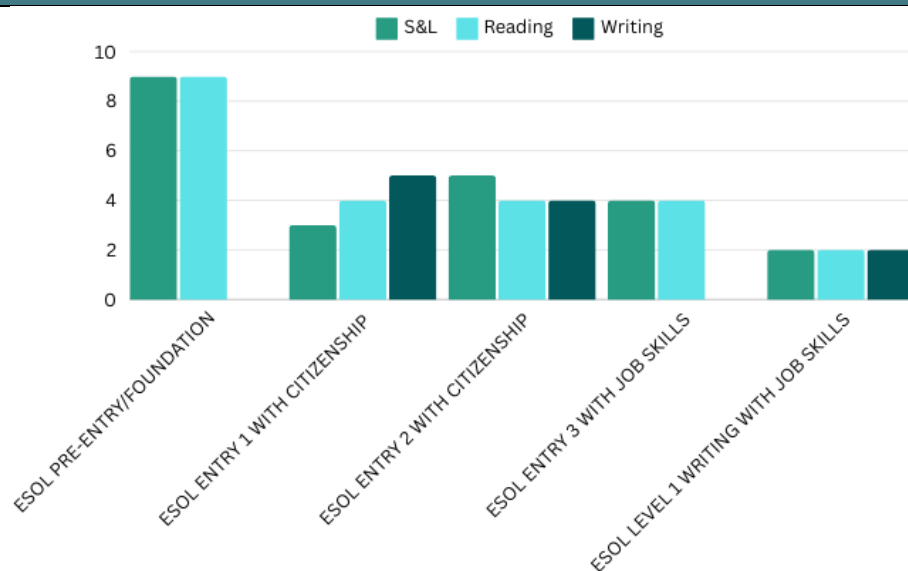
English Appendix 1

English Programme 23-24																			
Monday					Tuesday					Wednesday					Thursday				
RPL12	English Pre-Entry/E1				RPL12	English Level 1				RPL12	English Entry 1-2				PSL2	English Level 2			
4692	09.30 - 12.00				4499	09.30 - 12.00 16/04/24-09/07/24				4199	09.30 - 12.00				4592P	09.30 - 12.00			
PSL2	English Entry 3				PSL8	SEND English: Building Conversation Skills				JS2	English: Improving Skills				PSL8	SEND English A: Reading & Writing For Everyday Life			
4391P	09.30 - 12.00				4412	10.00 - 12.00				4795	09.30 - 12.00				4422	10.00 - 12.00			
					RPL8	GET READY FOR FS ENGLISH				PSL7	L1&L2 Writing Revision Workshop								
					4793	09.30 - 12.00				4719	10.00-12.00								
PSL2	English Entry 1-2				RPL12	English Level 2				RPL12	English Entry 3				PSL2	English Level 1			
4191P	12.30 - 15.00				4599	12.30 - 15.00				4399	12.30 - 15.00				4492P	12.30 - 15.00		ONLINE	English GCSE (Tue/Fri)
					RPL13	English GCSE Access (Tue/Fri)				RPLJS1	BOOK CLUB				RPL12	ESOL TO FUNCTIONAL SKILLS BRIDGING		RPL13	Get Ready for English GCSE
					4699B	12.30 - 15.00				4795CT	12.30 - 14.30				4797	12.30 - 15.00		4691P	12.30 - 15.00
					PSL2	Creative Writing				RPL13	DEVELOPING SKILLS: SPELLING								
					4792	15.15-16.45				4913	12.30 - 15.00								
					RPL8	Entry Level Writing Workshop				PSL4	GRAMMAR: Mastering Sentences								
					4711	12.30 - 2.00				4799	12.30 - 14.30								
					ONLINE	English Level 2				ONLINE	English Level 1								
					4591EO	18.30 - 21.00				4491EO	18.30 - 21.00								

English for Speakers of Other Languages (ESOL)

Term			Reporting Period			SAR due date			Please tick ü		
End of Term 3			Up to end July			Friday 26 July 2024					
SARs closure			End of year			Monday 21 Oct 2024			ü		
Manager Name		Saeda Almalkawi			Number of staff			9			
Department and/or SSA ref.		SSA 14 ESOL			Names of staff			<ul style="list-style-type: none">• Paola Philips-Libanori• Sultana Majid• Veronika Stedronska• Wajiha Khan• Mariana Gabor• Hana Alathamneh• Jothepriya Vinod• Toni William (cover tutor)• Asvina Gokhool (cover tutor)			
Data		No. of Enrolments		Current Retention Rate		Current Pass Rate		Current Achievement Rate			
		CL	1347	CL	99%	CL	95%	CL	96%		
		AEB	949	AEB	98%	AEB	93%	AEB	94%		

1. Course offer



ESOL CL COURSE OFFER 23-24

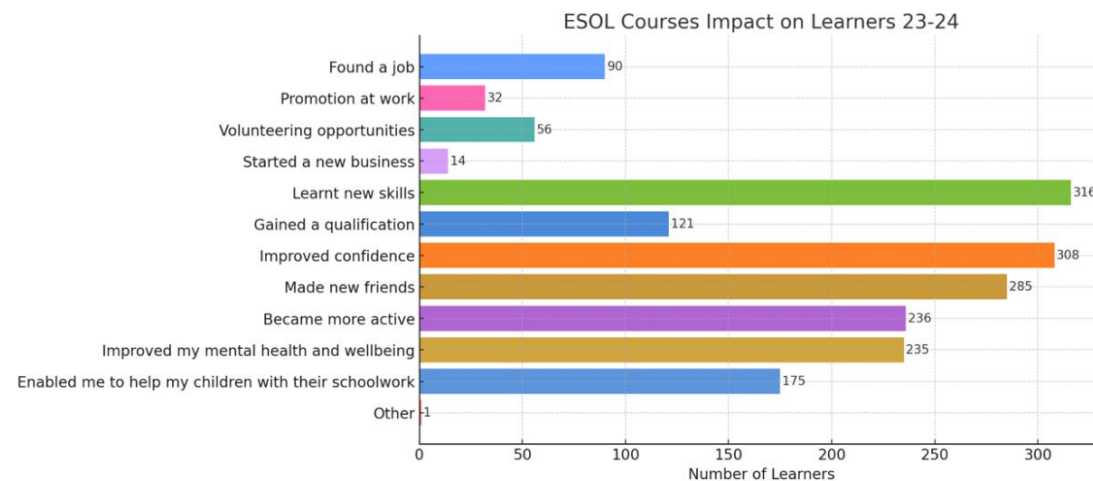
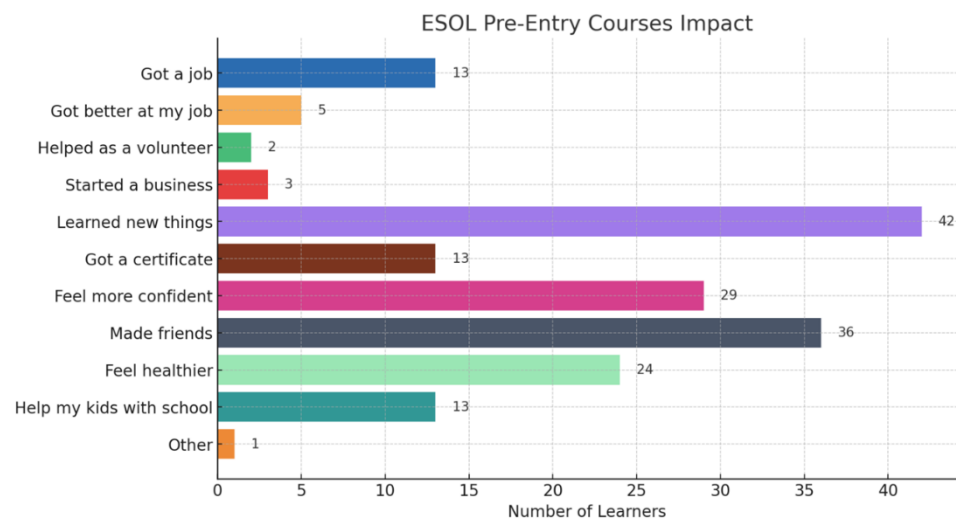


2. Quality of Education

Strengths	Evidence
<ul style="list-style-type: none"> High Retention and Achievement Rates Strong Pass Rates Innovative and Diverse Teaching Methods Collaborative and Knowledgeable Team 	<ul style="list-style-type: none"> The ESOL department has impressive retention and achievement rates, with 99% retention for CL and 98% for AEB courses, and achievement rates of 96% for CL and 94% for AEB. These high figures reflect the department's success in maintaining learner engagement and supporting them towards completion. Current pass rates are 95% for CL and 93% for AEB, showing that learners are well-prepared to meet assessment requirements and succeed in their studies. Tutors employ a range of engaging teaching methods, including pair work, role play, peer correction, and contextualised learning. OFSTED specifically praised these methods as effective in supporting learner engagement and language development,

	<p>demonstrating the department's commitment to diverse, learner-centred teaching practices.</p> <ul style="list-style-type: none"> The ESOL team works collaboratively and demonstrates a "forensic understanding of their area," as noted by OFSTED in 2023. This deep understanding and cohesive teamwork enable continuous improvements and ensure the highest educational standards. <p>"Now I can send an email correctly, take an appointment and I also speak confidently with people."</p> <p>"I used these skills on my volunteer work in teacher assistant position in primary school."</p> <p>"It helps me a lot with form filling, sending emails and also understand the letter from schools."</p>
Areas for Development	Evidence
<ul style="list-style-type: none"> Consistency in Individual Learning Plans (ILPs) Embedding Phonics Instruction 	<ul style="list-style-type: none"> The OFSTED feedback indicated that ILPs are used inconsistently, particularly in setting, monitoring, and focusing on specific learner targets. Ensuring consistent use of ILPs would improve targeted support and help track learner progress more effectively. While phonics instruction is already being implemented, OFSTED identified it as a key area for development, particularly for lower-level learners. The ESOL department recognises that phonics could be integrated more effectively in a structured and systematic way. Plans for the 2024-2025 curriculum include a more cohesive approach to phonics, enhancing foundational language support for entry-level learners.
3. Behaviour and Attitudes	
Strengths	Evidence
<ul style="list-style-type: none"> Positive Culture of Respect and Motivation Effective Attendance and Punctuality Monitoring Challenging Learners and Encouraging Growth 	<ul style="list-style-type: none"> The ESOL department fosters a respectful, positive, and safe learning environment. Learners exhibit high motivation and positive attitudes, encouraged by a culture that empowers them to shape their own learning experiences. (Learner feedback) A robust framework for monitoring attendance and punctuality is in place. Tutors proactively engage with learners who are absent and implement established protocols, which supports a structured and professional learning environment.

	<ul style="list-style-type: none"> Observations and impact statements confirm a calm, structured classroom environment where learners adhere to behavioural expectations. OFSTED's positive remarks further validate the effectiveness of the department's approach to behaviour management. Tutors assign learners roles that challenge them and encourage them to step out of their comfort zones, helping to build resilience and adaptability. (Attendance and Punctuality Records) Safeguarding and Prevent practices are consistently implemented, ensuring that the learning environment remains safe and supportive for all learners. (Learner feedback/observations). 				
AfDs	Evidence				
<ul style="list-style-type: none"> Refining Attendance Reporting: While effective attendance and punctuality monitoring is in place, the ESOL department recognises an opportunity to improve how early completers are recorded. Currently, early completers are marked as planned absences, which impacts our attendance figures. 	<p>Attendance Data</p> <table border="1"> <tr> <td>College Attendance Targets for 23/24</td><td>86%</td></tr> <tr> <td>ESOL Attendance for 23/24</td><td>82%</td></tr> </table> <p>At a college level, we are actively working to adjust the system for the 2024-2025 academic year, allowing tutors to mark early completions accurately. This refinement will help provide a true reflection of our attendance rates.</p>	College Attendance Targets for 23/24	86%	ESOL Attendance for 23/24	82%
College Attendance Targets for 23/24	86%				
ESOL Attendance for 23/24	82%				
4. Personal Development					
Strengths	Evidence				
<ul style="list-style-type: none"> Integration of Work Experience and Employability Skills Alignment with British Values and Safeguarding Structured Broader Curriculum High Learner Motivation and Commitment 	<p>Employability Skills in ILPs and Lesson Plans</p> <ul style="list-style-type: none"> Evidence in ILPs, schemes of work, and lesson plans shows explicit inclusion of employability skills, reinforced through Job Shop referrals. <p>British Values and Prevent Integration</p> <ul style="list-style-type: none"> Curriculum documents and lesson plans include FBV and Prevent, as well as attendance and punctuality records that build workplace habits. OFSTED praised this integration as effective and meaningful for learners. (observations, WTRs, Safeguarding Surveys) <p>Impact Statements and Retention Data</p> <ul style="list-style-type: none"> Retention figures and impact statements highlight high levels of learner commitment and satisfaction, with learners noting improvements in job prospects and personal growth. 				



AfDs

- Expanding Participation in Work Experience and Strengthening Employer Engagement

Evidence

- Increasing hands-on work experience opportunities and strengthening employer partnerships is a college-wide target and area for development. As the college builds stronger relationships with industry partners, the ESOL department will be better positioned to leverage these

	connections, enhancing employability skills for ESOL learners and supporting integration into the world of work.
5. Leadership and management of curriculum area Including SAFEGUARDING	
Strengths	Evidence
<ul style="list-style-type: none"> • Collaborative and Supportive Team Culture • Effective Management During Challenging Situations • Commitment to Professional Development and Career Advancement • Positive Team Rapport and Celebrations of Achievement 	<ul style="list-style-type: none"> • Successful Ofsted Inspection and Deep Dive : “ESOL team work collaboratively together and have a ‘forensic understanding of their area’”. Ofsted 2023 • The ESOL department is characterised by a collaborative, supportive culture that enhances both internal teamwork and cross-departmental connections. Team members actively engage with each other and with staff from other departments, fostering a unified approach to learner success and college-wide goals. This spirit of collaboration supports a cohesive working environment where challenges are addressed together, and successes are celebrated collectively. (Meetings, 1:1s, staff feedback, senior management feedback, other staff feedback) • The ESOL team exemplified resilience and professionalism during the recent Ofsted inspection, showcasing best practices under scrutiny. Throughout the deep dive, the team demonstrated openness, transparency, and a highly collaborative approach, both within the team and with inspectors. This experience underscored the department’s ability to manage high-stakes situations while maintaining the quality and integrity of their daily practices. • Leadership in the ESOL department actively encourages staff to aspire to advanced roles and take on new responsibilities. This year, several tutors were encouraged to take mentoring roles, which allows for both personal and professional growth within the team. The department’s leadership consistently fosters a culture of ambition, providing staff with opportunities to develop, whether within the ESOL programme or in new career paths.
AfDs	Evidence
<ul style="list-style-type: none"> • Strengthening External Partnerships for Holistic Learner Support 	While initial links with BD Works, Job Centre Plus, and other borough departments are already in place, there is an opportunity to make these connections stronger and more streamlined. Establishing clearer communication channels, such as a single point of contact for areas like homelessness, council tax, and other social services, would enable the ESOL department to better support learners facing complex issues beyond their studies. Strengthening these partnerships would provide a more comprehensive support network, helping learners overcome external barriers to success.

Family English and Maths Learning 2023-2024

Term		Reporting Period		SAR due date		Please tick ü		
End of Term 3		Up to end July		Friday 26 July 2024				
SARs closure		End of year		Monday 21 Oct 2024		ü		
Manager Name	Bahia Khalef		Number of staff		7			
Department and/or SSA ref.	SSA 14 English (not GCSE) SSA 14 Maths (not GCSE) SSA 14 ESOL		Names of staff		Gurjeet Sura, Gill Haskey, Hana Alathamneh, Hasna Begum, Jyothipriya Vinod and Kulwinder Gill and Bahia Khalef.			
Data	No. of Enrolments		Current Retention Rate		Current Pass Rate		Current Achievement Rate	
	CL	427	CL	100%	CL	99.97%%	CL	99.97%
	AEB		AEB		AEB		AEB	
1. Course offer								
<ul style="list-style-type: none"> The Family Learning Programme aims to engage and prepare parents to support their children's education. It also serves as an entry point for parents to re-engage in education by providing learning and growth opportunities and removing barriers to learning. We set out to have a positive and lasting impact on each family we work with in the following areas: education, community involvement, and employment. 								

- We tailor our FEML programmes to meet the specific needs of the schools and parents and to serve the community. ESOL for Parents courses have become our most widely offered courses, empowering non-native English-speaking parents to gain valuable skills, participate in their children's education, and engage more fully with their communities.
- We were also proud to offer 3 Family Learning Enrichment Events creating valuable opportunities for families to celebrate, connect and pursue further learning opportunities.
- All the tasters/courses were offered directly at the schools ensuring convenient access for parents and fostering stronger connections within the school community.

23-24	Tasters	Courses
FLE	16	16
FL	2	0
FLM	5	1
FLD	1	1

Schools	TERM 1				TERM 2				Term 3			
	FLE	FL	FLM	FLD	FLE	FL	FLM	FLD	FLE	FL	FLM	FLD
Becontree	1	0	0	1	1			1	1			
Manor Infant	1	1			1				1			
Manor Longridge	1											
Northburry					1		1		1			
Ripple School									1			
Thames view												
Gascoigne												
Thomas Arnold					1				1			
Henry Green					1				1			
Chadwell Heath CC					1				1			
<i>*Rush Green FEML ESOL IAG term 2</i>												
<i>*Goresbrook Coffee morning in term 2</i>												
<i>Trinity School interest (emailed wellbeing and FEML Programme)</i>												

2. Quality of Education

Strengths	Evidence							
<ul style="list-style-type: none">Expertise of staff: Them FEML dept has strong staff expertise which positively impacts 191 learners.Excellent retention, pass rate and achievement.								
	Current Retention Rate		Current Pass Rate		Current Achievement Rate		Attendance Rate	
	CL	100%	CL	99.97%	CL	99.97%	CL	86.55%
	College Targets for 23/24							

- The FEML programme provides excellent progression opportunities which meet the needs of the community with 36% of FEML learners being supported to enroll on skills courses at the College.

Retention	Achievement	AEB Achievement	CL Achievement	Attendance
97%	94.5%	87%	98.75%	86%

83 learners were surveyed:
 100% rated the course planning excellent or good.
 96% found the feedback from the tutor on their progress excellent.
 88% responded that they achieved the goal they set themselves at the start of the course.

Progression 23-24	ESOL	Maths	English	TA & CC	DS	Multiply	Total		Job Shop
Term 1	13	2	1	3	0	0	19		3
Term 2	11	0	1	1	1	5	19		11
Term 3	21	0	2	2	6	0	31		0
	45	2	4	6	7	5	69		14

Feedback from parents/carers:

"I started helping children with their homework, I can make doctor's appointments without my husband's help."

"Communication is very important in my work. Now I am more confident to communicate to others."

"The teacher is very understanding and supported us to succeed in learning."

All FEML tutors have a L4 teaching qualification as a minimum and each has expertise in their subject area. Tutors are committed and dedicated to improving their own practice to support the positive impact of the Family Learning courses on residents.

Two staff members gained additional qualification in 23-24 (L5 teaching qualification and CELTA) .

Capturing and tracking destinations successfully implemented during scheduled end of term events. As a department we offer guidance and information to the learners to join courses at the College.

The curriculum intent to prepare parents/carers to better support their children's education and wellbeing is well evidenced in tutors' schemes of work, which are scaffolded and clearly presented. Safeguarding is successfully embedded and focusses on issues that are relevant to parents/carers such as County Lines,

	prevent, H&S, E&D, and British Values. These topics are reviewed and recapped regularly to ensure engagement. Activities are differentiated effectively to include more challenging work for more able learners.
Areas for Development	Evidence
Digital Inclusion needs further growth	Tutors encourage learners to use Microsoft Teams (when possible) to support digital inclusion. Further monitoring of this is planned for 24/25 to gain a better understanding of how many FEML learners regularly use the College learning platform. We noted 7 enrolments/progression to a Digital Skills Introduction course.
3. Behaviour and Attitudes	
Strengths	Evidence
<ul style="list-style-type: none"> Teachers caring attitude helps to instil a respectful culture which creates a safe and welcoming environment for everyone. Attendance is good 86.55% in line with the college target. 	<p>Learners have a positive attitude. Learners' feedback taken from ILPC:</p> <p>"The most pleasant thing for me in this course was that I felt good, and I was not ashamed to speak even if I did not pronounce words correctly."</p> <p>"Teacher way of teaching helping us to clear our doubts and make us motivated and support in our learning and friendly environment "</p> <p>Teachers set clear expectations for behaviour which help prepare learners for all aspects of life and work. 2 sessions were lost to a planned absence due the reserved room at the school being unavailable. Unfortunately, CM and tutor were not informed early enough to enable alternative plans to be made. As a result, a short guide/agreement for schools will be shared with PSAs in September 24 to help ensure full attendance during the courses and reduce number of sessions cancelled at short notice.</p>
AfDs	Evidence
Develop FEML's support for parents/carers to encourage positive behaviour change of their children's behaviour through short workshops.	Develop and offer parenting workshops to improve financial literacy, positive discipline, and effective communication.

4. Personal Development

Strengths	Evidence																												
The FEML programme offers learners an ethnically diverse learning experience which fosters lifelong learning.	<p>“Meeting other people from other cultures and ethnicity and knowing each other and trying to help each other on improving the English language was enjoyable for me.”</p> <p>Parents/carers are well supported to understand the world of work and regularly referred to the Job Shop. A video recorded by Job Shop colleagues about the services they provide is shared with learners at induction. This year we recorded 14 Job Shop referrals.</p> <p>Learners are supported to make a swift transition to the next stage of education and/or employment.</p> <p>22.7% of people aged 16 years and over in Barking and Dagenham have no qualifications. We have attracted 60.5% more learners from this category in 23/24.</p> <p>From Term 2, and in agreement with the manager of the ESOL department, FEML learners are now assessed at the end of their FEML ESOL courses and enrolled directly onto the appropriate College ESOL course. This resulted in 69 enrolments onto mainstream courses.</p> <p>“This course helped me improve my confidence, speaking, listening. This is why I want to join the College and do more courses.”</p>																												
FEML courses have seen a significant increase in diversity.	<table><tr><td></td><td></td><td>22-23</td><td>23-24</td></tr><tr><td>40</td><td>Asian/Asian British Pakistani</td><td>32.0</td><td>33.3</td></tr><tr><td>41</td><td>Asian/Asian British Bangladesh</td><td>17.5</td><td>14.6</td></tr><tr><td>31</td><td>White/English/Welsh/Scottish</td><td>13.1</td><td>6.5</td></tr><tr><td>34</td><td>White/Other White Background</td><td>12.4</td><td>14.2</td></tr><tr><td>43</td><td>Asian/Asian British Other Asian</td><td>1.7</td><td>5.5</td></tr><tr><td>44</td><td>Black/Black British African</td><td>4.6</td><td>8.6</td></tr></table>			22-23	23-24	40	Asian/Asian British Pakistani	32.0	33.3	41	Asian/Asian British Bangladesh	17.5	14.6	31	White/English/Welsh/Scottish	13.1	6.5	34	White/Other White Background	12.4	14.2	43	Asian/Asian British Other Asian	1.7	5.5	44	Black/Black British African	4.6	8.6
		22-23	23-24																										
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43	Asian/Asian British Other Asian	1.7	5.5																										
44	Black/Black British African	4.6	8.6																										
FEML courses are more inclusive	<p>This ethnicity analysis shows the main groups we attract across FEML ESOL, Maths, English and Digital Skills. Demonstrating a rise in average percentage participation from under-represented ethnic groups.</p> <p>We have also experienced a rise in the number of male learners participating in FEML courses: 8% of our learners are male compared to 1% the previous academic year. This reflects our commitment to inclusive and accessible</p>																												

	education for all. We use gender-inclusive language in our marketing material (use of terms like: parents, guardians, carers ..)					
	British values are well promoted which ensure that the learning environment is inclusive. This year 13 learners were nominated for the learner of the month, and we collected 3 learners’ journeys showing the impact on FEML learners personal and professional life.					
AfDs	Evidence					
Improved communication and closer engagement with Jobshop colleagues	We aim to ensure that every learner receives relevant support tailored to provide employment readiness and maximise their career opportunities. Guidance will be shared with all the teachers to ensure that the team is aware of the criteria for job shop referrals.					
5. Leadership and management of curriculum area Including SAFEGUARDING						
Strengths	Evidence					
We exceeded our target in engaging with parents/carers		LEARNERS	ENROL	Target Enrol	New learners	without Qual
	22-23	119	249	257	92	105
	23-24	191	427	276	131	172
Safeguarding is effective	This year we engaged with 11 schools 3 of which are new partners to us. Rush Green School organised an FEML ESOL Taster in June with 10 learners attending. We also attended a coffee morning at Goresbrook School (combined Primary and Secondary) on the 24 th June.					
	All tutors are safeguarding aware and have completed all related training. OTLA and walkthroughs have been carried out in schools and include safeguarding checks. All learners demonstrated confidence and understanding of safeguarding.					
There is a good balance between delegation and support.	CM maintains a strong balance between delegation and support, empowering the team to take ownership while ensuring they have the guidance needed to succeed.					
	Outcomes meeting 27 th June 2024: Using the main teaching platform we now have a shared Team for ESOL, this will foster a more connected, innovative team environment to share best practice and collaborate more effectively.					
Target	276					
Enrolments	446					

<p>Use of technology to share good practice and work efficiently.</p> <p>The department is responsive, offering an adaptable and flexible program.</p>	<p>Our department includes highly qualified professional teachers with extensive industry experience. Their expertise has been instrumental in maintaining a high standard of education, reflected in our 99.97% course achievement rate.</p> <p>The family learning programme has seen a 71% increase in engagement over the past year, and 60.5% increase in parents/carers participation indicating its growing popularity and effectiveness in the community.</p> <p>We target all parents/carers, including those who are difficult to engage, whose children attend one of the schools in Barking and Dagenham</p> <p>Schools targeted/engaged are largely in the most deprived areas of the borough (although the borough is considered one of the most deprived in in the country)</p> <p>The borough has seen the greatest increase in ethnic diversity between 2011 and 2021 with the percentage of non-White British residents rising by 18.6 percentage points (justifying the ESOL rising demand)</p> <p>46,100 (62.4%) households in the borough have at least one measure of deprivation – the highest proportion in England and Wales.</p> <p>37,100 (22.7%) residents aged 16 and over had no qualifications – the highest proportion of all London boroughs.</p> <p>28% of Barking and Dagenham residents live below the poverty line.</p> <p>unemployment – 3rd highest in the country.</p> <p>In January 2024, Barking and Dagenham had the worst crime rate in London for violence and sexual offences, with 649 crimes reported and a crime rate of 3.8 per 1,000 daytime population.</p>
AfDs	Evidence
<p>Broadening teachers' skills to be able to deliver different courses within the department.</p> <p>Growing the programme</p>	<p>Training is needed to upskill existing tutors to deliver across all the subject areas. Alongside this, tutors will receive paid opportunities to observe a session in additional subject area classes.</p> <p>FEML ESOL tutors met on 27/6/24 to share best practice and discuss what changes needed to be made to provide the best learning experience for parents. Further CPD and sharing good practice to be explored.</p> <p>Further engagement is planned to reach diverse communities within schools to expand our programme offer to these often disempowered families to provide the encouragement and support to join the FEML programme and access skills and employment opportunities.</p>

Health Care Professions (HCP) 2023-2024

Term				Reporting Period		SAR due date		Please tick ✓	
End of Term 3				Up to end July		Friday 26 July 2024			
SARs closure				End of year		Monday 21 Oct 2024		✓	
Manager Name		Carole Young			Number of staff		4		
Department and/or SSA ref.		SSA 1 Childcare, HSC			Names of staff		Carole Young (CM) Tina Manuel (IQA) Asvina Gokhool (Tutor, Assessor) Shomi Begum (Tutor, Assessor, IQA)		
Data		No. of Enrolments		Current Retention Rate		Current Pass Rate		Current Achievement Rate	
		CL	83	CL	100%	CL	100%	CL	100%
		AEB	89	AEB	92.5%	AEB	100%	AEB	92.5%
Please complete the following template using bullet points only and no more than 3 x AfDs in each section. Thank you.									
1. Course offer									
<p>Course offer consists of the following:</p> <ul style="list-style-type: none"> Care work – Health and Social Care Introduction x 3 Level E3 Award in Health and Care x1 Level 1 Award in Health and Care x1 Level 2 Certificate in Adult Social care x1 Level 3 Certificate in Adult Social Care x1 Childcare Introductions x3 Level E3 Award in Skills for Childcare x1 Level 1 Award in Caring for Children x2 									

Level 1 Certificate in Caring for Children x 2
 Level 2 Diploma in Caring for Children x2
 Level 3 Diploma in Early Years x1
 Level 3 Award in Home based Childcare x2

There is a clear progression route for learners through the programme. Depending on learners' existing basic skills, some may follow a slower route as they develop their language skills alongside their vocational knowledge.

2. Quality of Education

Strengths	Evidence
<ul style="list-style-type: none"> Highly structured programme with clear cohesive progression routes enabling both vertical and horizontal progression Teachers are highly qualified experts within their vocational field, able to impart knowledge and experience with enthusiasm. High quality of work submitted evidences a good range of assessment methods used where learners demonstrate solid understanding and application. Employability is fully embedded within the entire programme Courses are clearly aligned to the occupational standards for the relevant vocational area and fully meet the qualification criteria from the awarding bodies. Learners make sustained progress from their starting point and achieve well. This is reflected in retention, achievement, progression and job outcomes. Teachers present information clearly, ensuring that knowledge is built on over time. Feedback is constructive and developmental in nature. Good support of learners' additional needs – enabling retention and achievement – provision of specific facilitated support sessions for learners to provide additional quality time at college to complete their work. 	<ul style="list-style-type: none"> Programme planning – learners are able to begin their vocational learning from quite early in their skills development with courses offered from Entry 3. This provision enables learners to combine their vocational studies at a level suited to their existing basic skills and develop their knowledge at pace alongside improving their other basic skills. Learners receive effective advice and guidance from tutors to encourage them to continue to develop their English and Maths skills. Achievement rate data – strong pass rate data, clearly showing that learners are placed on the correct level for their skills. Exemplar feedback has been given to tutors in IQA reports, EQA reports and feedback and with Ofsted feedback from deep dive – tutors were commended for the inspirational example they provide their learners, being role models and for the quality of their feedback. Learners have access to a number of employment fairs, where they meet employers who are actively seeking new recruits. Recent fairs have seen 4 learners gain employment directly as a result of attending the fairs. We provide regular visits from employers to classrooms, so they are able to share real life accounts of what it is like to work in the care sector. 14 learners have secured employment within the care industry and 6 learners have secured employment within childcare. All 8 learners who

<ul style="list-style-type: none"> Excellent programme of enrichment courses supports learners with additional knowledge, helping to support and enrich their CV's and job prospects. Excellent collaboration with local employers through Job Fairs and work placements supports learners to gain relevant experience and work exposure. 	<p>achieved their level 3 EYE diploma are all currently working within a nursery setting.</p>
Areas for Development	Evidence
<ul style="list-style-type: none"> Ensure assessment is mindful of learners using AI to complete assignments – plan to use more in class assessment/presentations to enable clear assessment of learners' own work. Improve retention for AS courses – provide clear advice and guidance on expectations, reminding learners of the learner agreement. 	<ul style="list-style-type: none"> Increased awareness of learners using AI to complete written assignments Retention is slightly below target this year. This is as a result of a more robust approach to learners who are not attending regularly attending and/or submitting their portfolio evidence on time. This has led to some learners being withdrawn. Our pass rate, however, remains good, evidencing that those who stay on programme, complete and achieve.
3. Behaviour and Attitudes	
Strengths	Evidence
<ul style="list-style-type: none"> Learners possess a strong sense of positivity and motivation towards their learning. Positive feedback during observations, Brew events and ILP C Excellent classroom behaviour – respectful with each other Excellent punctuality - learners arrive timely for their courses. Good attention to EDI across the programme area – embedding of safeguarding and prevent is robust. 	<ul style="list-style-type: none"> Feedback from learners via surveys and Learner Journeys is resoundingly positive, identifying their strong enjoyment of their courses and the inspirational and effective motivation provided by tutors. Ofsted identified that our tutors are excellent role models. Classroom observations – All learners are positively active and fully engaged within the classrooms, both onsite and online. ILP C – provides good examples of how learners felt about their studies and how they enjoy being part of the college.
AfDs	Evidence

4. Personal Development

Strengths	Evidence
<ul style="list-style-type: none"> • Excellent employment opportunities – with employability fully embedded within all programmes. • Strong employer involvement for Childcare • Strong development of wider skills to support the learners' development • Robust embedding of BV, prevent and safeguarding within this area. • Good Partnership work with CPV helping support learners looking to gain a career in carework. 	<ul style="list-style-type: none"> • Job Fairs- Recent fairs were well attended by employers and we have seen 4 learners gain employment, directly because of attending the fairs. We provide regular visits from employers into the classrooms, so they are able to share details of what it is like to work in the Care industries. In general, 14 learners have secured employment within the Care industry and 6 learners have secured employment within childcare. All 8 learners who achieved their level 3 EYE diploma are all currently working within a Nursery setting. (CRA data) • Strong enrichment programme provides learners with additional skills and knowledge which they are able to use within their work setting, they are able to add these to their CV improving their chances of gaining employment. • BV, Prevent and Safeguarding are fully embedding within this area of the curriculum – Tutors have been observed embedding these subjects within their sessions. (Observations and Targeted Classroom visits) • CPV provide weekly updates on local job vacancies within the borough and have also supported a Job Fair at the college with 6 employers attending. Over 94 learners and local residents attended – and 6 individuals gained employment as a direct result of the Fair. (CRA data)
AfDs	Evidence
<ul style="list-style-type: none"> • Clear progression routes for employment – need to develop clear progression routes for learners for employment with improved partnership work • Work placement opportunities within the Care sector for our learners. 	<ul style="list-style-type: none"> • Ofsted recommend us to better support learners' understanding of the different routes into employment within the care industry with visual displays of the various progression pathways. • Despite CPV involvement, we would benefit from more care sector employers offering work placement/experiences for our learners.

5. Leadership and management of curriculum area

Including SAFEGUARDING

Strengths	Evidence
<ul style="list-style-type: none"> • Strong leadership of the curriculum area – CM works with employers and tutors to plan and deliver a coherent structured programme – which meets the Borough’s priorities as well as GLA and national priorities of supporting individuals to gain the right skills and knowledge to be able to gain sustainable employment. • Clear and structured progression routes for learners across the programme. Learners can progress through levels as well as developing their basic skills to further progress on their vocational pathway. • Programme is fully aligned to National Occupational standards. We use industry recognised qualifications to support our learners to gain the required skills and knowledge to enable them to achieve sustainable employment. • All tutors and CM maintain their industry CPD throughout the year, ensuring that their vocational expertise is current. 	<ul style="list-style-type: none"> • Curriculum manager (CM) has high expectations of her staff with a clear and structured vision for this vocational area. This is conveyed to tutors via termly staff meetings and one-to-one meetings. CM has a clear understanding of where this area sits within Inclusive Growth and the wider Borough’s strategies and relays this to the team. • CM champions collaborative working between all aspects of the borough, engaging with partners and providers to help support our delivery and outcomes for learners. • Tutors are highly skilled and experienced and actively maintain their professional CPD, providing termly updates to ensure that their knowledge is current. This is monitored by the CM. Tutors PDPs are regularly updated and include practical actions to support tutors’ development. • CM and CL regularly monitor learners’ progression and achievement to ensure that all learners remain on target to achieve their qualifications. CM acts as IQA for some courses, enabling the close monitoring of the development and feedback provided by assessors. This has enabled greater support to develop and improve the quality of the delivery and assessment of the provision. This has been confirmed in feedback from EQAs and Ofsted.. • CM is highly conscious of staff well-being and encourages tutors to attend the many wellbeing workshops offered by the college as well as checking in with them regularly with specific welfare calls. • CM is also highly conscious of workload and has ensured that IQA duties are split between the relevant qualified assessors with CM support where necessary. • CM has put in place an audit calendar which ensures monitoring and reviewing of targets and progression of PDPs and QIP. Eg: Registers, Tracking, Retention, ILP’s , Sows , IQA progression and CPD. CM & CL use the results of these audits to drive quality improvement. Impact of this has been improved achievement. • CM strongly supports tutors by actively checking in on classes using Teams, speaking to learners and tutors during, ‘Brew Days” and walkthrough visits.

	<ul style="list-style-type: none"> • CM retains a “hands on” support role by being available and visible for learners and tutors for the duration of the courses, keeping all informed of the awarding body arrangements for certification and achievement. • CM holds regular termly meetings with all tutors in vocational areas, and supports the sharing of ideas and best practice. CM uses these ideas to support continuing development of the vocational area.
AfDs	Evidence
<ul style="list-style-type: none"> • Develop closer partnerships with employers within the Care sector 	

Business and Education (IBE) 2023-2024

Term				Reporting Period		SAR due date		Please tick ✓	
End of Term 3				Up to end July		Friday 26 July 2024			
SARs closure				End of year		Monday 21 Oct 2024		✓	
Manager Name		Carole Young			Number of staff		7		
Department and/or SSA ref.		SSA 13 Teaching Assistants SSA 15 Business Admin			Names of staff		Carole Young (CM) Tina Manuel (Tutor, Assessor, IQA) Victoria Akoide (Tutor, Assessor, IQA) Asvina Gokhool (Tutor, Assessor) Shomi Begum (IQA) Paramjit Cheema (CL, Tutor, Assessor) Nazrin Shaikh (Tutor, Assessor)		
Data		No. of Enrolments		Current Retention Rate		Current Pass Rate		Current Achievement Rate	
		CL	102	CL	100%	CL	100%	CL	100%
		AEB	105	AEB	97.01%	AEB	96.92%	AEB	94.03%
Please complete the following template using bullet points only and no more than 3 x AfDs in each section. Thank you.									
1. Course offer									
<p>Course offer consists of the following:</p> <ul style="list-style-type: none"> Teaching Assistants Introduction x 5 Level 1 Preparing to work in Schools x 5 Level 2 Award in Supporting in schools x 4 Level 2 Certificate in Supporting in Teaching and Learning x 3 Level 3 Diploma in Supporting in Teaching and Learning x1 Business Admin/Retail Introductions x2 									

Level E3 Certificate in Business and Retail x1
 Level 1 Certificate in Business and Retail x 2
 Education & Training
 E & T introduction x1
 Level 3 Award in Education and Training x1
 Coaching and Mentoring Introduction x1
 Level 3 Coaching and Mentoring x1

All programmes have a clear progression route.

2. Quality of Education

Strengths	Evidence
<ul style="list-style-type: none"> Highly structured programme with clear cohesive progression routes enabling both vertical and horizontal progression Teachers are highly qualified experts within their vocational field, able to impart knowledge and experience with enthusiasm. Learners make sustained progress from their starting points and achieve well. This is reflected in sound retention, achievement, progression and job outcomes. High quality of work being submitted, evidences a good range of assessment methods are used, with learners demonstrating solid understanding and application. Employability is fully embedded within the whole programme. 	<ul style="list-style-type: none"> Programme planning – clear cohesive progression routes enabling both vertical and horizontal progression. SOWs demonstrate a structured and sequenced plan. OTLA reports – all tutors within this area are judged as being good or better, feedback from learners. Teachers present information clearly, ensuring that knowledge is built up over time. Feedback is constructive and developmental in nature. Achievement rate data/Retention rate data – consistently above college targets. CL Achievement 1.5% above target, AS Achievement 7.3% above target. Retention overall 3.93% above target. IQA reports, EQA reports and feedback, Ofsted Feedback – “learners are producing good quality evidence which meets criteria” Gateway EQA Courses are clearly aligned to the occupational standards for the relevant vocational area and fully meet the qualification criteria from the awarding bodies.

<ul style="list-style-type: none"> • Excellent collaboration with local employers, supporting learners with work placements. Job Fairs and work placements • Good support of learners' additional needs – enabling retention and achievement – provision of specific facilitated support sessions for learners to provide additional quality time at college to complete their work. • Excellent programme of enrichment courses supports the learners with additional knowledge, which help support enriching their CV's and job prospects. 	<ul style="list-style-type: none"> • 2 dedicated job fairs have been held at the college for our learners, 2 additional fairs were held within the borough by B & D. 31% of learners on vocational courses have secured either paid work or volunteer positions following this academic year. A TA recruitment company has also attended the college to speak with TA learners. • EQA reports “learners are well supported & respected” NCFE EQA. Programme planning – CM responding to the needs of the learners, flexibility with programme. Retention & Achievement data – above college target. • Programme planning – good cross curricula involvement to plan a wider programme which supports the learners with value added learning.
Areas for Development	Evidence
<ul style="list-style-type: none"> • Ensure assessment is mindful of learners using AI to complete assignments – plan to use more in class assessment/presentations to enable clear assessment of learners' own work. 	<ul style="list-style-type: none"> • Increased awareness of learners using AI to complete written assignments
3. Behaviour and Attitudes	
Strengths	Evidence
<ul style="list-style-type: none"> • Learners possess a strong sense of positivity and motivation towards their learning. • Excellent classroom behaviour – respectful with each other • Excellent punctuality – learners arrive timely for their courses. • Good attention to EDI across the programme area – embedding of safeguarding and prevent is robust. 	<ul style="list-style-type: none"> • Positive feedback during observations, Brew events and ILPC • OTLA reports • Average attendance has been 89.3% across area, with overall achievement 96.86% • OTLA reports
AfDs	Evidence
<ul style="list-style-type: none"> • Timely submission of homework assignments 	

	<ul style="list-style-type: none"> • IQA reports – some learners are late with submissions and missing key sampling dates.
4. Personal Development	
Strengths	Evidence
<ul style="list-style-type: none"> • Excellent employment opportunities • Excellent work placement for TA learners across the borough within local schools. • Strong development of wider skills to support learners' development • Good opportunities to bring World of work into classroom/college 	<ul style="list-style-type: none"> • 4 learners from C&M have attained paid employment within college in LSA or tutor roles. 6 learners have secured paid P/T employment as Tas with 23 securing volunteering positions as Tas within local schools. 2 Learners have progressed to FE to complete higher level teaching qualifications. • Excellent programme of enrichment courses supports learners to gain additional knowledge, which enriches their CV's and job prospects. • Job Fairs (2), B&D referrals, visits from employers to provide classroom talks.
AfDs	Evidence
<ul style="list-style-type: none"> • Clear progression routes for employment – need to develop clear progression routes for learners for employment with improved partnership work 	<p>Need to develop more partnership work – liaise more with B & D to ascertain local vacancies and skills required.</p> <p>Establish more opportunities for work placements to enable learners to gain some work experience.</p>
5. Leadership and management of curriculum area Including SAFEGUARDING	
Strengths	Evidence
<ul style="list-style-type: none"> • Strong leadership of the curriculum area – CM works with employers and tutors to plan and deliver a coherent structured programme – which meets the Boroughs priorities as well as GLA and national priorities of supporting individuals to gain the right skills and knowledge to be able to gain sustainable employment. • Clear and structured progression routes for learners across the programme – Learners can progress up levels as well as horizontal progression by means of developing their basic skills, to further progress onto their vocational programme. • Programme is fully aligned to National Occupational standards – we use industry recognised qualifications to support our learners being 	<ul style="list-style-type: none"> • Curriculum manager (CM) has high expectations of her staff with a clear and structured vision for this vocational area which is conveyed to tutors via termly staff meetings and one-to-one meetings. CM has a clear understanding of where the area sits within Inclusive Growth and the wider Borough's strategies and relays this to the team. • CM champions the collaborative working between all aspects of the borough, engaging with partners and providers to help support our delivery and outcomes for the learners. • Tutors are highly skilled and experienced, they are required to maintain their professional CPD and provide termly updates to ensure that their knowledge is current which is monitored by the CM Tutors PDPs are regularly updated and

<p>able to have to required skills and knowledge to enable sustained employment.</p> <ul style="list-style-type: none"> • CM has a strong ambition to develop Learners with additional needs and disabilities with vocational qualifications – 3 Learners with additional needs and disabilities have attained Level 1 TA and Level 1 Business and Retail qualifications this academic year. • All tutors and CM maintain industry CPD throughout the year, ensuring that their vocational expertise is current. 	<p>include actions which are timely and practical to help support tutors' development.</p> <ul style="list-style-type: none"> • CM and CL regularly monitor learner progression and achievement to ensure that all learners are on target to achieve their qualifications. CM acts as IQA for some courses, enabling the CM to closely monitor the progression and feedback provided by assessors, and has been able to develop and improve the quality of the delivery and assessing of the provision. • CM is highly conscious of staff wellbeing and encourages tutors to attend the many wellbeing workshops offered by the college as well as checking in with them regularly with specific welfare calls. These have been well received. • CM is also highly conscious of workload, CM has ensured that IQA duties are split between the relevant qualified assessors and are supported by CM where necessary. • CM has put in place an audit calendar which ensures monitoring and reviewing of targets and progression of PDP's and QIP. Eg. Registers, Tracking, Retention, ILP's , Sows, IQA progression and CPD. CM & CL will use the results of these audits to drive quality improvement. Impact of this has been an improvement in retention and achievement. • CM strongly supports tutors by actively checking in on classes using Teams, speaking to learners and tutors during, "Brew Days" and at walkthrough visits. • CM retains a "hands on" support role by being available and visible for learners and tutors for the duration of the courses, keeping all informed of the awarding body arrangements for certification and achievement. • CM holds termly meetings with all tutors in vocational area, to exchange ideas and best practice. CM uses these ideas to support continuing development of the vocational area.
AfDs	Evidence
<ul style="list-style-type: none"> • Develop closer partnerships with schools and employers to support learners to secure work placements and employment. • Further support tutors and assessors to manage their workloads effectively 	<ul style="list-style-type: none"> • Team meetings

Maths 2023-2024

Term				Reporting Period		SAR due date		Please tick ü		
End of Term 3				Up to end July		Friday 26 July 2024				
SARs closure				End of year		Monday 21 Oct 2024		ü		
Manager Name		Janet Okebu-Stewart			Number of staff		8			
Department and/or SSA ref.		SSA 2 GCSE Maths SSA 14 Maths (not GCSE)			Names of staff		Ayesha Ahad (Course leader) Sharon Collier Hana Alathamneh Bahia Khalef Rejaul Islam Srilatha Kuchipudi Queenie Chow			
Data		No. of Enrolments		Current Retention Rate		Current Pass Rate		Current Achievement Rate		
		CL	169	CL	100%	CL	98.82%	CL	98.92%	
		AEB	414	AEB	91.79%	AEB	95.53%	AEB	87.68%	
1. Course offer										
<ul style="list-style-type: none"> • Step-Up Maths • E1-L2 Maths Functional Skills • Get Ready for Functional Skills Maths • GCSE Maths • Get Ready for GCSE Maths • SEND Maths: Independent Living Skills • Skills Improvement Workshops <p>The aim of the course offer is to:</p> <ul style="list-style-type: none"> • build learner confidence in maths. 										

- support learners to develop knowledge and skills to apply mathematical thinking to solve simple problems
- enable learners to gain greater independence, apply these skills practically in the workplace and other real-life situations, and participate fully in their local community.
- support learners to achieve qualifications that prepare them for further study or employment.

2. Quality of Education

Strengths	Evidence
Clearly structured and sequenced curriculum with clear progression routes	<p>The maths programme responds to local learning and skills priorities and reflects the borough strategy to enable residents to gain greater independence, qualifications, and develop skills that will prepare them for future life and work.</p> <p>Engagement with learners starts with an introduction course which is an important part of the learning journey. They support learners to identify their skills needs and progress to courses appropriate for their learning and qualification needs.</p> <p>73% of learners who attended introduction courses progressed onto a main programme course.</p>
High standard of teaching and learning	<p>100% of learners are impacted by good delivery. All observations were assessed as ‘Good or Better’</p> <p>Maths tutors have high expectations of their learners. Sessions contain a high level of challenge to support learners to realise their potential. Ofsted reported that <i>‘In mathematics lessons, tutors work well to dispel misconceptions and concerns that learners may have. This helps learners to build their self-esteem and confidence, allowing them to focus on their learning.’</i></p> <p>Tutors provide effective feedback to learners, helping them to understand new concepts which contributes to learners achieving well. Learners across all functional skills levels have made good progress from their starting point. They identify personal goals and successfully achieve these on their courses.</p> <p>84% of learners achieved a functional skills maths qualification in 23-24 compared to 66% in 22-23.</p> <p>50% of learners working towards a GCSE in Maths achieved a Grade 4 or above. 86% of learners achieved a Grade 3 or above</p> <p>100% of learners who responded on the ILP Part C rated course planning as Good or Excellent</p> <p><u>Learner feedback</u></p> <p><i>‘The class was good, every day I learnt new things’</i></p> <p><i>‘I enjoyed the class interactions and the friendly environment’.</i></p>

Areas for Development	Evidence
Continue to improve L2 results	<p>An action plan was put in place to improve L2 maths results in 23-24. This included a combination of additional support sessions, mentor support for developing tutors and additional standardisation meetings. An 83% increase in passes was achieved, but despite the improvement the L2 results are still below expected outcomes.</p> <p>The action plan will be reviewed, and interventions will be put in place to support continued improvement in 24/25.</p>
3. Behaviour and Attitudes	
Strengths	Evidence
Attending Maths courses has a meaningful impact on learners and their wider life	<p>Attending maths courses provides opportunities for learners to connect with others who may have had similar experiences and provides skills that are transferrable to all areas of their lives.</p> <p><i>'This course has helped me enormously to build my confidence while learning new things.'</i></p> <p><i>'Every day I use my skills with my grandchildren.'</i></p> <p><i>'I have been to many interviews; I've changed my job and improved in confidence. I am very happy'</i></p> <p>Information from the ILP Part C completed by learners at the end of the course demonstrates the impact that attending a maths course has had on learners.</p>

<p>Excellent retention</p>	<div data-bbox="840 183 1153 670"> <ul style="list-style-type: none"> Found a job 39 Promotion at work 7 Volunteering opportunities 33 Started a new business 4 Learnt new skills 145 Gained a qualification 81 Improved confidence 151 Made new friends 105 Became more active 104 Improved my mental health and... 92 Enabled me to help my children... 75 Other 3 </div> <div data-bbox="1317 268 1771 598"> <table border="1"> <caption>Achievement Data</caption> <thead> <tr> <th>Achievement</th> <th>Count</th> </tr> </thead> <tbody> <tr><td>Found a job</td><td>39</td></tr> <tr><td>Promotion at work</td><td>7</td></tr> <tr><td>Volunteering opportunities</td><td>33</td></tr> <tr><td>Started a new business</td><td>4</td></tr> <tr><td>Learnt new skills</td><td>145</td></tr> <tr><td>Gained a qualification</td><td>81</td></tr> <tr><td>Improved confidence</td><td>151</td></tr> <tr><td>Made new friends</td><td>105</td></tr> <tr><td>Became more active</td><td>104</td></tr> <tr><td>Improved my mental health and...</td><td>92</td></tr> <tr><td>Enabled me to help my children...</td><td>75</td></tr> <tr><td>Other</td><td>3</td></tr> </tbody> </table> </div> <p>Retention is excellent across the whole maths programme at 92% in AEB courses and 100% in CL courses. High levels of retention indicates that learners are engaged in their learning, that the programmes are living up to the learners' expectations, and have a positive impact on learner achievement.</p>	Achievement	Count	Found a job	39	Promotion at work	7	Volunteering opportunities	33	Started a new business	4	Learnt new skills	145	Gained a qualification	81	Improved confidence	151	Made new friends	105	Became more active	104	Improved my mental health and...	92	Enabled me to help my children...	75	Other	3
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Other	3																										
AfDs	Evidence																										
<p>Closer monitoring of punctuality</p>	<p>Punctuality was observed as an issue for some learners during session observations. These incidences were well managed by the tutor, however, the current e-reg system is not being used consistently across the department to record lateness and tutors are not highlighting issues with the CM. Punctuality needs to be monitored and reinforced across the department to avoid disruption to learning and set good habits for working life.</p>																										
<h2>4. Personal Development</h2>																											
Strengths	Evidence																										
<p>Outstanding learner support</p>	<p>Regular ILP review meetings support learner development and provide an opportunity to evidence gains in confidence and soft skills as well as improvement in skills.</p> <p>25 learner of the month nominations submitted throughout the year demonstrates the Maths team's acknowledgment and celebration of learner achievement, improving learner motivation.</p> <p>Laptops were loaned to 29 learners on Maths classes to support them to access online sessions, class and revision material.</p>																										

Opportunities to participate in activities beyond the classroom	<p>LSAs provided 20 hours of support per week to learners attending Maths sessions, supporting learners to achieve their potential.</p> <p>Introduction of 'Coping with exam stress' courses supported learners to identify strategies that could help them deal with exam stress and potentially achieve better exam outcomes.</p> <p>National Numeracy Day provided an opportunity for learners to have fun with maths and take part in a range of maths related puzzles and games. The event was well attended by learners at both sites and aimed to boost number confidence amongst learners and staff.</p> <p>Events such as 'Brew' and 'Cuppa with a Copper' provided learners with the opportunity to meet outside of the classroom and get advice or give feedback on their experiences at the college and in the local community. The opportunity to engage in these events enriches the learning experience and creates a supportive, inclusive environment, strengthening communication skills and building confidence.</p>
AfDs	Evidence
Improve embedding of employability and links to world of work in curriculum	Borough statistics indicate that 7% of residents are unemployed which is the 3 rd highest in the country. For adult learners with limited prior formal education, it is important to embed employability and links to the world of work in the early stages of learning. This will prepare them for job opportunities and provide lifelong skills that will help them in an evolving job market.
5. Leadership and management of curriculum area Including SAFEGUARDING	
Strengths	Evidence
Course offer	<p>Course offer includes daytime and evening options, onsite and online classes to increase opportunities to access learning.</p> <p>Courses available from Entry 1 to GCSE.</p> <p>Learners can gain a Functional Skills or a GCSE qualification.</p> <p>Additional revision workshops support delivery of main programmes.</p> <p>Learner enrolments have increased by 23% in 23-24 which demonstrates that the course offer is meeting the needs of the local community</p>
Safeguarding is effective	<p>Safeguarding has been a regular agenda item at all staff meetings. As a result, tutors are more aware and more confident discussing safeguarding with their learners</p> <p>All staff receive Safeguarding and Prevent training and are aware of the relevant college policies and procedures regarding referrals.</p>

Management of the department is effective	<p>Learners receive safeguarding awareness at their induction presentation and safeguarding is embedded in SoW, incorporated into sessions and reinforced in classes. Learners have been observed transferring safeguarding information learnt in class into discussions such as a discussion on how to contact Safeguarding officers if learners have concerns.</p> <p>ILP Part A enables CM to check learners understanding of safeguarding. This information is used to promote safeguarding amongst learners where a need is identified.</p> <p>100% of learners indicated in ILP Part C that they felt that the college provided a safe environment.</p> <p>CM understands the mission of the College and borough strategies which are shared with teaching team at staff meetings. These strategies inform all areas of the provision which is regularly reviewed to ensure that it meets the needs of the local community. This is reflected in the 23% increase in learner enrolments in 23-24.</p> <p>A clear overview of the programme allows the CM to be flexible and respond to changing needs of both learners and tutors. Supplementary learning opportunities, such as maths workshops were provided over the year to support the improvement in learner skills and improve achievement outcomes. Additional resit dates were provided to enable learners with work and family commitments to retake exams outside of scheduled exam dates. Cover was arranged wherever necessary to ensure that tutor absences did not negatively impact on learning.</p> <p>Action plan implemented by the CM included strategies to improve commitment to examinations and improvement in learner outcomes in L2 maths. This resulted in a 50% reduction in exam absences and an 83% increase in L2 exam passes.</p> <p>CM continues to support professional development amongst all tutors. Tutors complete all mandatory CPD such as Prevent and Safeguarding. Professional development opportunities are promoted to encourage the development of teaching practice. Two tutors have undertaken L5 GCSE training to develop their practice and provide the opportunity to expand the programme.</p> <p>CM is the Lead Internal Quality Assurer for the maths programmes. 68 entry level exam papers were verified and approved by the Edexcel Standards Verifier with no actions.</p>
AfDs	Evidence
Recruiting qualified/experienced staff	<p>Recruitment of staff was not successful resulting in existing staff being stretched to cover the whole programme, limiting opportunities for course expansion. Placement of recruitment advertisement is restricted to ACBD and LBBD websites which potentially limits number of applications received.</p>
Wider skilling of staff	<p>To ensure courses can be covered by relevantly trained tutors and provide potential to expand the maths programme.</p>

Multiply Project 2023-2024

Term		Reporting Period				SAR due date		Please tick ü		
End of Term 3		Up to end July				Friday 26 July 2024				
SARs closure		End of year				Monday 21 Oct 2024		ü		
Manager Name		Carolyn Lawson		Number of staff		5				
Department and/or SSA ref.		Multiply SSA 14		Names of staff		Nasrin Sheikh Queenie Chow Hasna Begum Gurjeet Sura Carolyn Lawson				
Data		No. of Enrolments		Current Retention Rate		Current Pass Rate		Current Achievement Rate		
		CL	268	CL	100%	CL	99.63%	CL	99.63%	
		AEB	0	AEB	0	AEB	0	AEB	0	
Please complete the following template using bullet points only and no more than 3 x AfDs in each section. Thank you.										
1. Course offer										
<p>We are offering courses under the following interventions set out by the Multiply Project:</p> <p>Intervention 1: Courses designed to increase confidence with numbers for those needing the first steps towards formal numeracy qualifications</p> <ul style="list-style-type: none"> • First steps into Working with date and time • First steps into reading numbers • First steps into measurement • First Steps into shapes <p>Intervention 2: Courses designed to help people use numeracy to manage their money</p> <ul style="list-style-type: none"> • Money wise 										

- Money management
- SEND managing your money

Intervention 4: Courses aimed at people who can't apply for certain jobs because of lack of numeracy skills and/or to encourage people to upskill in numeracy order to access a certain job/career

- How Numeracy Can Affect You Finding Work

Intervention 6: Courses for parents wanting to increase their numeracy skills in order to help their children, and help with their own progression

- Family learning maths for parents

Intervention 10: Additional relevant maths modules embedded into other vocational courses.

- Numeracy for education related professions
- Numeracy for health and social care professions

2. Quality of Education

Strengths	Evidence
<ol style="list-style-type: none"> 1. Learners who complete their course demonstrate significant progress from their initial starting points. 2. Tutors are exceptionally skilled in identifying each learner's level and are proactive in identifying and reporting any issues that may arise. 	<ol style="list-style-type: none"> 1. Overall achievement has improved to 98.22% this academic year, up from 97.22% in 2022/23. This progress is supported by 116 enrolments in substantive learning for Intervention 2, demonstrating both a high rate of success and active participation in targeted interventions. Learners who complete the 'First Steps into Reading and Writing Numbers' course effectively use these foundational skills when progressing to the 'Money Wise' programme. 2. Evidence from team meetings, CRA evaluations, and ILP assessments, combined with feedback from learners, highlight the effectiveness of tutors in understanding and addressing individual learner needs. <p>Total of 83 learners progressed to ESOL programmes this year. Intervention 1 tutors have been specifically trained in using the ESOL assessment tools, which will facilitate quicker progression for learners in the project's third year. This targeted training ensures that tutors can provide precise and effective support, enhancing learners' progress and satisfaction. During walkthroughs, learners consistently express their gratitude for the dedicated and supportive efforts of their teachers.</p>

3. Seamless curriculum sequencing for optimised learning progression.	3. Curriculum planning has ensured seamless transition and progression throughout Multiply interventions. Schemes of work and course planning are designed to ensure a progression of learning. These plans consider learners' current skills and developmental needs, ensuring that each stage of the course builds effectively on the previous one. This approach to progression supports a smooth transition between multiply interventions and other progression routes.
Areas for Development	Evidence
<p>1. Improve standardisation of course aims and learner targets.</p> <p>2. Enhanced Tracking of Learner Progress.</p>	<p>1. Audits of ILPs and CRAs have revealed inconsistencies in course aims when the same course is delivered by different tutors. To address this, the standardisation of course goals will be implemented by the next academic year, ensuring that course aims are consistent and reflected in both schemes of work and CRAs. Additionally, ILPs have been identified as lacking specific targets for learners with low levels of English. To address this gap, the ILP working group is discussing this issue to support both staff and learners in setting and achieving clear targets for the next academic year.</p> <p>2. While CRAs document the course aims achieved each week, there are opportunities to capture quantitative data from initial and final assessments which would provide a clearer picture of learner progress. Analysis of assessment outcomes will more effectively demonstrate the progress learners have made over the duration of the course.</p>
3. Behaviour and Attitudes	
Strengths	Evidence
1. High standards of attendance and punctuality	Attendance data is consistently monitored, and final attendance data is at 87.7% for 2023/24. Tutors seek advice and support for any attendance issues through one-to-one and team meetings. They promptly share lists of non-attending learners to ensure timely interventions or deletions from the course. Tutors actively seek

<ol style="list-style-type: none"> 2. Learners feel safe and supported by their tutors, fostering a positive and nurturing learning environment. 3. Learners actively support each other in the mixed-level classes, which fosters a collaborative environment and encourages peer learning. 	<p>support for learners experiencing continuous attendance issues, collaborating with support services when necessary.</p> <p>Learners have expressed their appreciation for the support they receive from their tutors during walk-throughs, in their ILPs, and at Multiply celebrations. They frequently use words such as 'kind' and 'helpful' to describe their tutors. This positive feedback highlights and showcases the tutors' ability to create a supportive and nurturing learning environment. Additionally, tutors have undergone Numeracy Champion training, enabling them to support learners in a non-judgmental and solution-focused manner.</p> <p>Six 'Learner of the Month' nominations throughout the year comment on the success of the supportive peer learning environment, recognising learners who excel and go above and beyond to achieve and help others. Learners attended events such as World Book Day and National Numeracy Week to engage in activities outside of their class time. This positive impact was further reflected in the Multiply Celebrations and Multiply Learner of the Year Award nominations, where students were acknowledged not only for their academic achievements but also for their contributions to the learning community. One learner who was praised for their support of their peers has started a TA course to develop these skills for future employment.</p>
AfDs	Evidence
<h2>4. Personal Development</h2>	
Strengths	Evidence
<ol style="list-style-type: none"> 1. Building confidence in numeracy through National Numeracy collaboration. 2. Engaging with external events to increase numeracy confidence of learners. 	<ol style="list-style-type: none"> 1. National Numeracy has bolstered Multiply delivery by providing Numeracy Champion training for staff and borough employees. This training has led to improved numeracy teaching practices, as evidenced by the increased confidence and effectiveness reported by participants. For instance, staff who completed the training have successfully applied new techniques in their teaching and supporting National Numeracy Day events. The college events have been included in the impact report for National Numeracy Day 2024. 2. The week-long Big Number Natter during National Numeracy Day, featuring numeracy games and activities at both sites, has significantly enhanced numeracy confidence amongst participants. During The Big Number Natter, learners' feedback

<p>3. Successfully bringing the world of work to the classroom.</p>	<p>and messages were collated and shared with staff, providing valuable insights into the event's impact. Additionally, learners were recognised and rewarded with prizes for their achievements in solving maths-related puzzles and games. This not only motivated participants but also highlighted their increased engagement and confidence in numeracy. Quote from Matrix Assessment Report <i>“staff delivering Multiply described IAG approaches to remove maths anxiety as well as instil maths confidence and the language of maths and “its importance in the current cost of living challenges of our residents”.</i>”</p> <p>3. SEND Managing Money course participated in a pop-up charity shop which embedded classroom knowledge and skills into a practical world of work experience. Learners from the SEND Managing Your Money programme actively participated in the pop-up charity shop event. Each learner took on a specific role within the shop, gaining hands-on experience in financial management. This involvement allowed them to apply their skills in a practical setting, supporting their learning with real-world applications. The event demonstrated their ability to handle different responsibilities, such as budgeting and pricing, and significantly contributed to building their confidence in managing money in a professional setting.</p> <p>Quotes from SEND Money Management learners <i>“I have learnt how to save money and plan for the future.”</i> <i>“I have learnt how to count and save money. Spending, saving and putting money in the bank.”</i></p>
AfDs	Evidence
<ol style="list-style-type: none"> 1. Intervention 4 fell short of its target in Year 2 and is behind target at the end of Quarter 1 in Year 3. 2. To enhance the impact of National Numeracy Champion training, there is a need to broaden participation and increase staff engagement. 3. Refine how learner goals and their progress in skills and confidence are recorded in ILPs. 	<ol style="list-style-type: none"> 1. Intervention 4 finished below target in Year 2 and remained behind target at the end of Quarter 1 in Year 3. Workshops will be redesigned and delivered to Adult College learners rather than community residents, in collaboration with Employment and Skills Brokers. 2. The course duration is being reduced from 6 hours to 4 hours to better accommodate staff availability and improve delivery effectiveness. This adjustment aims to make the courses more manageable for staff, potentially enhancing their ability to provide quality instruction and support to learners. 3. Audits of ILPs and tutor feedback indicate that learners with lower levels of English struggle to create and reflect on their goals effectively in the current format. To

	address this, the goal-setting and reflection process will be revised to provide clearer guidance and support for these learners by simplifying the language used in goal-setting materials and offering additional support to help learners engage more effectively with the goal-setting process.										
5. Leadership and management of curriculum area Including SAFEGUARDING											
Strengths	Evidence										
1. The curriculum is strategically aligned with Multiply interventions, featuring unique courses that distinguish it from the College's AEB offer.	<p>1. Course planning involves collaboration with other departments to ensure that our curriculum aligns with Multiply interventions and creates a clear pathway for ESOL learners to transition into mainstream courses. Higher level Multiply courses have led to progression in English, Maths and Vocational courses.</p> <table border="1"> <tr> <td>Vocational</td><td>15</td></tr> <tr> <td>ESOL</td><td>83</td></tr> <tr> <td>English</td><td>6</td></tr> <tr> <td>Maths</td><td>5</td></tr> <tr> <td>SEND</td><td>20</td></tr> </table>	Vocational	15	ESOL	83	English	6	Maths	5	SEND	20
Vocational	15										
ESOL	83										
English	6										
Maths	5										
SEND	20										
2. The project offers a community opportunity to engage with numeracy.	<p>2. The project delivers a wide range of support tailored to learners at various levels, from pre-entry ESOL and SEND to vocational Level 3. The project has engaged with residents and wards that are less likely to engage in learning such as parents with English as a second language in Chadwell Heath. Learner progression records demonstrate successful transitions to suitable next steps, including ESOL Introduction courses, mainstream programmes, vocational introductions, and Functional Skills Maths and English courses. Additionally, the support extends to other SEND provision, reflecting the project's commitment to addressing diverse learning needs and promoting continued educational development (See Progression Courses in Appendix).</p> <p>3. A total of 25 people in the council completed the training. Feedback from staff participating in the Numeracy Champion training has been overwhelmingly positive. Staff members have reported feeling more equipped to enhance numeracy confidence amongst their learners. The training has empowered staff with the skills and strategies needed to support and improve numeracy education across the borough.</p>										

<p>3. The Multiply Project has successfully implemented a borough-wide Continuing Professional Development (CPD) initiative, offering the opportunity to become a Numeracy Champion.</p> <p>4. Safeguarding is effective.</p> <p>5. Effective leadership and management of the project</p>	<p>4. Safeguarding and prevent resources were designed with the Pre-entry learners in focus which was evident when talking to learners during walkthrough and learners' journeys. <i>Learner quote "The Course is good. I have learnt British Values, new phrases and words and want to practice more."</i> Ofsted report <i>"The arrangements for safeguarding are effective."</i></p> <p>5. Curriculum manager has established a good relationship with the local ASDA to promote courses and the Multiply Open to residents. Community links made with Chadwell Heath Community Centre and Hunters Hill Primary School. Chadwell Heath Community Centre have continued to run Multiply and Family Learning courses with us in 24/25.</p> <p>Based on our strong performance in financial year 2 we were granted a 20% uplift in funding in March 2024 for the remaining of quarter 4. We also met the criteria of meeting over 95% of our learner targets to submit an expression of interest for additional funding for financial year 3. Delays in progression to ESOL Introductions had been resolved by collaborating with the ESOL team to upskill Multiply tutors in assessing their learners at the end of the Multiply courses. This has enabled us to streamline the progression of Multiply learners into mainstream ESOL courses.</p>
AfDs	Evidence
<p>1. Increasing the courses offered to community groups to be delivered in the community and in the college.</p> <p>2. Ensure that progression and learning journeys are recorded and reviewed on a more consistent basis.</p>	<p>1. There has been a low uptake of courses among community groups. Non-substantive workshops and events have not effectively translated into substantive enrolments. To address this issue, it is crucial to evaluate and enhance the strategies for engaging community groups. This may involve tailoring workshop content to better align with community needs, improving outreach and promotion efforts, and ensuring that events provide clear pathways to enrolment in substantive courses.</p> <p>2. Although at least one case study per intervention has been captured this year, these do not fully represent the impact of the project. Additionally, learners who are nominated for Learner of the Month (LOTM) are not consistently followed up to document and share their learning journeys. To better reflect the project's impact, it is essential to enhance the case study process and ensure that follow-ups are conducted for all LOTM nominations, providing a more comprehensive view of the project's success and its influence on the learner's experience.</p>

Multiply Project Appendix: Progression Courses

	Progression	Count
Vocational	Childcare E3	1
	Childcare Intro	2
	Childcare Level 1	1
	Childcare Level 2	1
	Childcare Level 3	2
	TA Level 2 Certificate	2
	Pre-entry ESOL	20
	ESOL Conversation club	1
	ESOL E1 E2 conversation club	1
	ESOL Entry 1	3
	ESOL Entry 2	1
	ESOL Entry 3	1
	ESOL Intro	51
	ESOL Pre-entry	2
	FEMLE ESOL for Parents	1
	Invited to enrol Pre-Entry	1
	Invited to enrol Pre-entry ESOL	1
English and Maths	Maths E3-L1 Bridging the Gap	1
	Maths Entry 3	1
	Maths Intro	1
	Maths Intro	1
	Maths Level 1	1
	English E2 E3 Access	1
	English E2/E3	1
	English E2/E3	1
	English Entry 3 Access	1
	English Intro	2
SEND	SEND MATHS: INDEPENDENT LIVING SKILLS	12
	SEND MATHS – SKILLS DEVELOPMENT	8

Work Related and Training (WRT) 2023-2024

Term				Reporting Period		SAR due date		Please tick ✓		
End of Term 3				Up to end July		Friday 26 July 2024				
SARs closure				End of year		Monday 21 Oct 2024		✓		
Manager Name		Karen Yarnell			Number of staff		7			
Department and/or SSA ref.		SSA 7 Wellbeing, LLDD life programmes			Names of staff		CM: <ul style="list-style-type: none"> • Karen Yarnell Tutors: <ul style="list-style-type: none"> • Martin Muriuki • Bahia Khalef • Kemi Oloyede • Nasrin Shaikh • Pam Cheema • Hasna Begum (cover) 			
Data		No. of Enrolments WRT		Current Retention Rate		Current Pass Rate		Current Achievement Rate		
		CL	478	CL	100%	CL	99.16%	CL	99.16%	
		AEB	0	AEB	0	AEB	0	AEB	0	
		No. of Enrolments WFL		Current Retention Rate		Current Pass Rate		Current Achievement Rate		
		CL	23	CL	100%	CL	100%	CL	100%	
Area		Wellbeing	CPD	SEND	WFL					
Courses delivered		27	8	16	5					

1. Course offer

- The Wellbeing programme aligns with the Borough target for health and resilience. These courses support learners to improve their emotional, physical and mental wellbeing as well as increasing social interaction to reduce isolation. All Wellbeing courses have a strong focus on soft skills, personal management skills, and developing positive behaviours and attitudes.
- The CPD programme aligns with the Borough target to enable residents to prosper from good education, skills development, and secure employment. Courses focus on enabling those in vocational careers to develop new skills and attitudes, and/or improve existing skills enabling them to become more valuable employees, improve their employment prospects and increase their earning potential to improve their economic wellbeing. These courses are targeted at residents who are training as well as those who are already employed in a vocational setting. Learners are able to choose the courses and pathway best suited to their needs and career path which is excellent preparation for the world of work
- The SEND programme provides higher need learners with courses to help them to develop life skills, gain social skills, improve interpersonal skills and confidence, develop their self-care, and support them to lead healthier and more independent lives. Each WRT SEND course can be taken individually to focus on one area of personal development or taken as a group for a more holistic journey. Enrolment to these courses is supported by an Access Facilitator who meets with each learner to help them plan their priorities for the year. There is an increased focus on preparing and enabling Learners with additional needs and disabilities to volunteer and/or enter the world of work.
- Wider Family Learning is offered alongside the Wellbeing and FEML provision, providing links between these and addressing health, wellbeing and development from a parent/child perspective. As well as supporting parent and child interaction and positive play, WFL aims to provide a soft entry point to adult education, enabling residents who may not otherwise consider attending college access to courses to experience adult education. The transferable interpersonal skills will also support parents who are returning to work.

2. Quality of Education

Strengths	Evidence
<ul style="list-style-type: none"> • Quality of teaching is a strength • Tutors on longer courses have a thorough understanding of their learners' starting points and support learners to set achievable personal goals. 	<p>Walkthroughs and OTLAs show:</p> <ul style="list-style-type: none"> • All teachers meet the standards with 100% of learners benefit from high quality delivery • Fluid embedding of the wider curriculum • Tutors take advantage of naturally occurring opportunities to embed the wider curriculum, enriching learning and developing aspirations • Frequent, rich and varied embedding of safeguarding on SEND courses enabled Learners with additional needs and disabilities to identify safe points of contact and knowledge who to reach out to • Course related ILP targets evidence that learners are able to identify the purpose a course has in their life and achieved their set goals. The difficulty Learners with additional needs and disabilities have in articulating why they are there has been well managed with learner specific ILP goals

<ul style="list-style-type: none"> • Learners develop personal aspirations, identifying the next step in their progression either as a new goal on their ILP or by enrolling in a relevant course. • Very short courses have a usable, positive impact on learners • Tutors sequence and present information in an engaging and effective way with student knowledge, skills and awareness building over time. • Increased explicit inclusion and embedding of work-related skills and attitudes and the development of transferable skills and responsibility • Excellent employability skills 	<ul style="list-style-type: none"> • Where goals and targets are broader or longer-term secondary targets the next steps to achieving that target are identified, supporting residents to develop reflective and analytical skills • Schemes of work are annotated with reference to specific learner goals and on SEND courses observational evidence is captured by the tutor • Learners share the new goals that they are setting for themselves on the completion of a short course “Stop procrastinating so much and actually get things done” “learn acupressure” • Learners are able to identify their own progression and development and plan for their next steps with 55% of WRT learners returning, demonstrating linear and lateral progression • Learner evaluations, self-assessments on progress, and plans for application of learning points on ILPs evidence the impact of courses on learners. • Anecdotal evidence suggests learning is both from tutor led activities and from peer-to-peer activities, fostering the sharing of good practice in the workplace. “Use visuals” “Use concrete language” (CPD: Understanding the 4 areas of SEND) • Learners achieve positive change: Yoga “has helped me become more flexible” (Yoga), “It helps my anxiety” (Yoga), “I am having less sweet things” , “I am having more vegetables” (SEND Practical Healthy Eating) “Role play builds my confidence” (SEND Drama), • SOW audits show sequencing • Observations and learner feedback capture effective presentation • Retention is 100% and achievement is 99.16% • Increased explicit inclusion and embedding of work-related skills and attitudes shown on SOWs • Soft skills for employment are richly embedded in all courses • Tutor feedback at staff meetings indicates an increase in punctuality • Increased advance notice from Learners with additional needs and disabilities of when they are unable to attend indicates they develop life and work skills and a sense of personal responsibility
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<ul style="list-style-type: none"> • EDI is richly embedded 	<ul style="list-style-type: none"> • Students share that they are “Listening and speaking more” “concentrating”, and “building confidence”. • Direct skills for employment are targeted in the CPD courses and courses with a stated employment focus, indirect employment and soft skills are embedded in all courses. • EDI is richly embedded and celebrated in a wide variety of ways including ethnic foods, cultural events, themed sessions, cultural approaches to life events, and learners sharing experiences. • SOW, OTLAs, tutor presentations, multicultural teaching materials, student displays, class activities all evidence and capture equality, diversity and inclusion • WRT has a multicultural and diverse teaching team as role models
Areas for Development	Evidence
<ul style="list-style-type: none"> • Develop a robust actionable marketing strategy to reach target groups that commit to attending 	<ul style="list-style-type: none"> • A high number of courses closed due to not meeting the minimum enrolment numbers • A number Learners enrol on very short WRT courses but do not attend; for ½ day courses ‘one and done’ this has a considerable negative impact on final numbers. • Saturday WFL did not get the uptake or attendance as in previous years despite promotion and marketing. • CM will trial alternative pathways to parents in 24/25 targeting courses at parents to support them to create interactive, learning holiday activities with their children
3. Behaviour and Attitudes	
Strengths	Evidence
<ul style="list-style-type: none"> • Clear expectations are set at the start of each course around punctuality, attendance, behaviours and attitudes and learners are both encouraged and challenged to meet these. 	<ul style="list-style-type: none"> • Induction, SOW, class agreements show clear expectation are set • Learners set targets around behaviours and attitudes relevant to them, such as punctuality and attendance as these are challenging for some learners who are long term unemployed and have health issues. • Attendance and punctuality are consistently monitored and a performance drop in either is followed up; attendance remains stable • Work related attitudes and behaviours, such as punctuality, are embedded. Lateness is challenged by tutors and learners are supported to create action plans to enable improved timekeeping. Reduced lateness indicates increased commitment to punctuality

<ul style="list-style-type: none"> • Ownership of group behaviours and attitudes is well facilitated. • Learners with additional needs and disabilities take pride in their learning • Learners feel safe and supported. 	<ul style="list-style-type: none"> • Through learners negotiating and agreeing the behaviours and attitudes they would like from themselves and their peers, learners are able to take personal responsibility in managing their own behaviours and attitudes as well as challenging that of their peers. • Walkthroughs have identified learners referring to their class agreements and actively supporting each other in class to change behaviours and attitudes • Learners are able to identify their changing behaviours and attitudes: “I’m trying to eat brown rice and bread because it’s healthy.” • Classroom displays of work and activities and showcase these on the class display board; Learners with additional needs and disabilities are confident in displaying their work • Learner feedback at OTLA, Brew events and safeguarding surveys indicate that they feel safe and like the ‘feel’ of the college
AfDs	Evidence
<ul style="list-style-type: none"> • Develop strategies to reduce non-attendance on very short courses 	<ul style="list-style-type: none"> • Courses are delivered when the minimum enrolment number has been met, but some learners do not attend, resulting in final course numbers being very low. • On Yoga courses some learners are known to have physical or mental ill health which impacts on their ability to attend • Short courses have a higher enrolment than attendance on the day; with ½ day courses ‘one and done’ this has a considerable negative impact on final numbers. • The vocational team is informed of non-attendance on the CPD courses. Feedback and any actions on non-attendance to be elicited from the vocational team. Persistent non-attenders on WRT courses are followed up. • WFL enrolment numbers were generally low and where enrolment is on target, attendance was low – having been negatively impacted by the child’s willingness to attend on the day.
4. Personal Development	
Strengths	Evidence
<ul style="list-style-type: none"> • An excellent CPD programme providing learners and staff with opportunities to own and curate their professional development pathway 	<ul style="list-style-type: none"> • The programme includes courses related to specific vocational areas as well as courses that focus on wider professional development areas • 100% of learners set new goals for themselves on completing a CPD course, demonstrating the skill of planning their own personal development and identifying areas for development

<ul style="list-style-type: none"> • Courses successfully embed the wider curriculum to develop learners • Staff are actively encouraged to engage in their own personal development 	<ul style="list-style-type: none"> • Learners are able to curate their own personal wellbeing journey, selecting the path of their personal development through the wellbeing programme and building confidence in their own choices and to grow themselves in the direction they are striving for • 27.6% of CPD learners were new • Personal and professional development opportunities are offered to staff, and they are supported to develop skills and awareness • British Values, Safeguarding and Prevent are included in all courses and embedded in longer courses, especially the SEND programme. • During walkthroughs, learners demonstrated their knowledge of British values, awareness of Prevent, and Learners with additional needs and disabilities were able to name our safeguarding officers. SOWs showed embedding of BV and safeguarding as well as inclusion of Prevent. • 45% of wellbeing learners were returning learners • 44% of WFL were new • All staff have access to in-house and external training • All Tutors attended Trauma Informed Training • Some tutors attended Staff: Tips For Managing Stress In The Moment • Staff engaged with external training to extend their knowledge • 1 member of the team being supported with coaching from the Quality team, 1 new tutor receiving additional support from the CM. • The CM has engaged with external personal and professional development and modelled personal development by cascading to the wider team
AfDs	Evidence
5. Leadership and management of curriculum area Including SAFEGUARDING	
Strengths	Evidence
<ul style="list-style-type: none"> • The curriculum manager (CM) has high expectations of her staff. 	<ul style="list-style-type: none"> • Excellent management role-modelling of setting and monitoring expectations • These expectations and the curriculum intent are shared at staff meetings, with meeting minutes, through walkthroughs, OTLAs and feedback.

<ul style="list-style-type: none"> • Changing Borough priorities are cascaded to staff and the curriculum programme continues to be aligned with Borough and GLA priorities • Effective development of ILP language and targets • Positive engagement with partners • WRT enrolment numbers continue to rise • Increased SEND aspirations for volunteering and work 	<ul style="list-style-type: none"> • The CM has a clear understanding of where wellbeing and community partnerships sit in relation to other curriculum areas and the wider borough priorities, and this is also shared in meetings • Diverse team representative of the learners we teach, in both ethnicity and gender • CM keeps up to date with local changes and sector priorities to ensure that tutors are current and have the relevant information to update their SOWs • Minutes of meetings, attendance at Staff Development Days, emails and use of Curriculum Teams. • Audit of term 2 and term 3 SOW and ILPs shows language is more measurable making achievement and progress more identifiable to learners. • CM has worked effectively with new tutor to develop measurable learning outcomes and learner targets • The BCET group provides a marketing outlet and opportunities to engage with community partners and increase community awareness of the CPD, Wellbeing, FEML and in-college courses. • New links made this year with Henry Green & St Vincents Primary Schools. Follow up resulted in FEML ESOL classes in Henry Green and a request for Online Safety for Parents • Meetings and discussions have resulted in increased collaboration between schools to increase the viability of wellbeing courses in schools with Becontree opening their Paediatric First Aid course to Henry Green and introducing more parents to the college. • CL enrolment numbers are up by 23% on 21/22 and by 6% on 22/23. • Classroom visits have observed learners linking class discussions and activities to voluntary work and jobs where identified skills could be used. • Class visits from the Supported Employment Work and Skills Broker increased awareness of support available and increased the aspirations of Learners with additional needs and disabilities to work.
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	<ul style="list-style-type: none"> • SOW evidence increased planning to include elements of the world of work and work-related skills. • 70 Learners with additional needs and disabilities volunteers over 23/24 • One identified theme of concern was the impact on benefits. The CM is seeking to connect with a specialist who can provide a class visit or drop-in session.
AfDs	Evidence
<ul style="list-style-type: none"> • Successful recruitment to enable recommencement of the delivery of the sewing programme • Identified the need to embed more world of work 	<ul style="list-style-type: none"> • 3 new tutors recruited, one subsequently withdrew prior to their start date, and the sewing tutor resigned at the end of her probationary period resulting in the suspension of the sewing suite of courses. This loss of specialist staff negatively impacted the programme offer and the ability to reach target numbers. Recruitment continues for this role as learner feedback from Brew events and conversations indicates this is still an area of learner interest and need. • Tutors have requested support with specific examples of work related soft and transferable skills beyond the obvious currently included skills.

APPENDIX C: Business Support Departmental Self-Assessment Report 2023-2024

Term		Reporting Period	SAR due date	Please tick ✓
End of Term 3		Up to end July	Friday 26 July 2024	
SARs closure		End of year	Monday 21 Oct 2024	✓
Manager Name	Yvonne Bennett	Number of staff	31 Staff	
Department	Business Support	Names of staff		
1. Areas of service which your department covers:				
<p>Administration & Facilities</p> <p>Finance</p> <p>Learner Liaison Services</p> <p>MIS and Exams</p> <p>Network Services</p> <p>Quality</p> <p>Student Services</p>				
2. Quality of Service provided to customers (learners and staff)				
Strengths		Evidence		
<ul style="list-style-type: none"> Information, Advice & Guidance services have proven to be highly effective. 		<ul style="list-style-type: none"> Initial advice and guidance enabled learners to make informed choices on their pathways which enabled the service to retain 97.69% of learners. Matrix noted 'the college has clearly defined IAG entitlement. Learner Liaison Officers (LLOs), work closely with curriculum managers and tutors to deliver pre-entry information and initial assessment activities to determine resident's, goals, aspirations, additional support needs and current skills levels.' 		

<ul style="list-style-type: none"> • Thorough and supportive preparation for Ofsted for all staff. • Improved observation process and reporting. 	<ul style="list-style-type: none"> • Observations evidence noted that all Learner Liaison Officers are working at good or better. • Staff were supported for Ofsted Inspection through the delivery of 6 workshops. 34 staff attended and 92.5% of staff, when surveyed, said they felt well prepared for inspection. <i>“Preparation for Ofsted was invaluable – made a difference.”</i> 39/40 staff said they felt inspection was a positive experience. <i>(Staff Temperature Check March 2024).</i> • Quality decision to request curriculum managers swap/co-observe delivery staff resulted in a very high standard of observation reporting compared to previous years. • 100% of tutors and LSAs are currently performing at Good or Better. 100% of observations have been Quality moderated to verify this outcome which also identified any areas for observer development. • The share/swap observation method ensures fresh performance evaluation where long-standing tutors have been observed by the same observer for several years. • Triangulated performance assessment of Learner Liaison Officers (LLOs) through Mystery Shopper exercises by a Staff Advisory Board Member and a partner provider, Quality observation of staff, and departmental survey results. All 3 methods concurred that LLOs were performing at good or better, consolidated by 4 individual compliment cards for staff from learners. One learner wrote an appreciative 5-verse poem praising the qualities of the front of house staff; here is an excerpt: <i>“The reception is a very good bunch. As all of the staff care so very much, They always worry and care, And so, what would the students do without you?”</i>
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<ul style="list-style-type: none"> • Effective processes to support learners to remain in learning and to achieve. • Soaring compliment rate in 2023-2024. 	<ul style="list-style-type: none"> • Strong and effective learning support system with LSAs playing a key role in supporting learners. 1523.2 hours of support was provided to 170 supported learners. Of the 170 learners supported by additional learning support, 168, (99%) achieved their qualifications. • Thirty-two (84%) of the thirty-eight learners supported via the safeguarding team and welfare officer achieved their qualifications. • 100% of the learners who loaned a digital device to remain on course, successfully completed their learning (105 learners). • Positive customer feedback continues to show an upward trend of compliments across the last 3 years, with an increase of 79% on last academic year. The re-introduction of feedback cards has made a significant difference in response, highlighting the digital poverty and lack of digital skills and digital confidence of the customer base. LBBB is currently ranked in the top third (101/317) of the most deprived Boroughs in England and Wales. Around 15,000 (7%) residents in Barking and Dagenham are not online, and 25% of residents do not have all the 'essential digital skills' for life. This is linked to poverty, age, social isolation, and disability (Census 2021). • 100% of compliments were for staff, commending them on their support, pleasant and welcoming attitude, and high-quality course delivery: <ul style="list-style-type: none"> ❖ 11 for Tutors, ❖ 1 for Learning Support Assistants, ❖ 4 for the Welfare Officer and Learner Liaison Officers (front of house),
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	<ul style="list-style-type: none"> ❖ 1 for Safeguarding Lead ❖ 2 for all staff.
Areas for Development (maximum 3)	Evidence
<ul style="list-style-type: none"> Increased participation of staff in Coaching and Mentoring. Increase the number of Learner Liaison Officers who hold L3 Information, Advice and Guidance qualifications. Move from Learner Voice to Learner Involvement. 	<ul style="list-style-type: none"> To engage staff on coaching and mentoring as an effective method of CPD across all departments through direct targeting and information sharing at staff development days and Tutor/Non-teaching staff Forums. Utilise the skills of 5 staff members who have now successfully qualified on the Level 3 Coaching and Mentoring programme to develop tutor skills. Encourage non-teaching staff to undertake the Level 3 Coaching and Mentoring course to support non-teaching colleagues. The LLO team are likely to benefit from IAG qualifications at level 3 and above so to extend their competency as recommended by Matrix. Develop robust process that enable learners to be involved in and lead on activities throughout the service, ensuring there are opportunities where they can share what they want and need from the college - recommended in November 2024 PRB cycle.
3. Behaviour and attitudes	
Strengths	Evidence
<ul style="list-style-type: none"> Clear parameters for staff behaviours and attitudes set out in the staff handbook. 	<ul style="list-style-type: none"> The Staff handbook incorporates information on the Council DRIVE values, staff code of practice, dress code, role modelling, timekeeping and absence. Our Ofsted report commented: <i>“Staff model the behaviours they expect to see in students well. Learners follow this positive example”</i>.

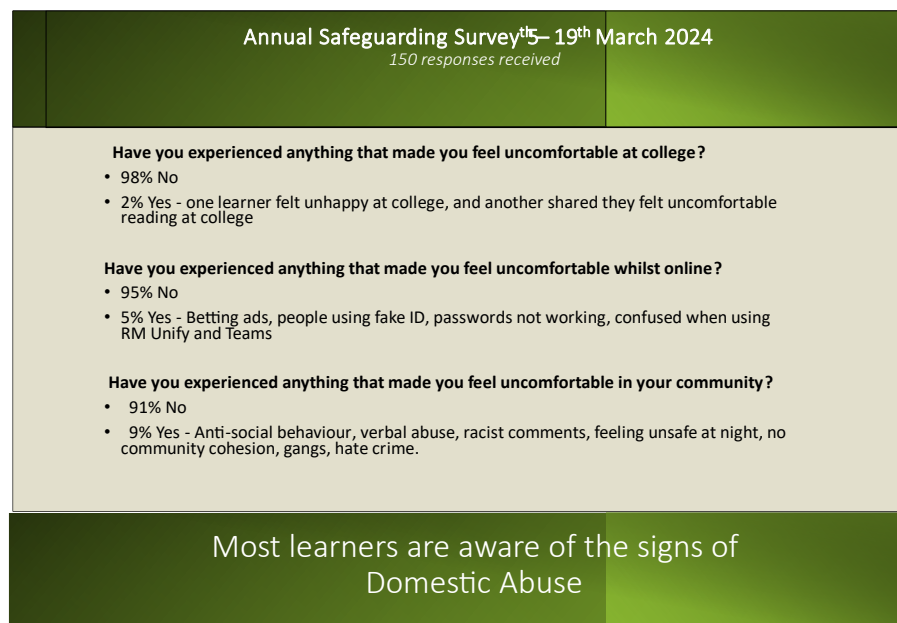
<ul style="list-style-type: none"> CPD offered to staff on behaviours and attitudes to support learners and colleagues. 	<ul style="list-style-type: none"> As recommended in the Matrix Standard assessment in March 2024, Trauma informed practice CPD delivered in April 2024 at the Staff Development Day. Safeguarding and mandatory equalities CPD courses offered to all staff on a rolling annual to 3-year refresher cycle. Specialist CPD undertaken by the AC Welfare Officer to support learners with personal issues. This had a very positive impact resulting in a learner compliment to the Welfare Officer: <i>"I followed what she (Welfare Officer) told me to do, and it was an excellent, amazing end. I gave her an 'A' for the advice and the way she talked me through it."</i> Resolution training facilitated for front line staff and duty manager staff in October 2024 following on from a basic introduction course on dealing with Conflict and Violence, offered earlier in the year.
AfDs	Evidence
4. Personal Development	
Strengths	Evidence
<ul style="list-style-type: none"> Outstanding wellbeing support for staff. 	<ul style="list-style-type: none"> Fortnightly Team Meetings, personal one-to-one meetings with line managers, and open-door policy ensure that staff are given space to speak about issues and concerns. Wellbeing is a standing item on these meeting agenda, and at the Tutor Forum. The Staff Temperature check gave staff the opportunity post-Ofsted inspection to comment on their wellbeing (60% of staff said their current wellbeing was good), with the option of a follow-up call if required. A programme of wellbeing courses is offered by the College and is open to all staff free of charge.

	<ul style="list-style-type: none"> The Council offers a suite of wellbeing and mental health support to all staff with 24/7 online support if required. <i>"I have opportunities to discuss my wellbeing with my line manager on a regular basis."</i> Staff Temperature Check March 2024. <i>"Managers across Work and Skills place a high priority on the health and well-being of the workforce and the result is that staff feel valued, supported and developed."</i> (Matrix Standard assessment report March 2024).
AfDs	Evidence
<ul style="list-style-type: none"> Key staff throughout the service to achieve Trauma Informed Practice status. 	<ul style="list-style-type: none"> Enable all staff across the service to develop a trauma sensitive approach to meeting the needs of learners.
5. Leadership and management of your Business Support Department Including SAFEGUARDING	
Strengths	Evidence
<ul style="list-style-type: none"> Effective procedures to safeguard learners and staff. Prompt roll-out and support for essential training. 	<ul style="list-style-type: none"> Outstanding achievement in Health and Safety Audit, achieving 95% on assessment – the highest score in LBBD. Ofsted found the arrangements for safeguarding are effective. 99% of 281 learners surveyed said they felt safe at the College. 100% of learners visited in pre-entry and entry level ESOL classes know who to contact if they did not feel safe at college or in their communities. (14 classes visited). All staff are supported to undertake annual Safeguarding and Prevent training. Payment is offered to part-time staff who complete these courses in their non-working hours. Specialist trainers are sourced to deliver WRAP Prevent (LBBD specialist), County Lines (Leo Powell, CL Educator, and the Adult College Quality Manager) and Domestic Abuse training (Refuge) so staff and learners have the most up-to-date information. No staff, including volunteers, are permitted within classrooms unless they have attended Safeguarding training.

<ul style="list-style-type: none"> Resilience of Network Services and teaching staff in the wake of a significant resource's loss at the start of the academic year. 	<ul style="list-style-type: none"> Safeguarding is Quality-checked through observation reports when observers speak with learners and staff, at Curriculum Brew Events, and through Student Services' surveys. The impact on teaching and learning was reduced as a result of the support from Network Services, which enabled staff to recover some resources. The efforts of staff to deliver to standards despite the loss, which they did and the support both financially and mental health wise was exceptional. Robust Cloud storage solutions were implemented swiftly.
AfDs	Evidence
<ul style="list-style-type: none"> Tutors to demonstrate that Safeguarding and Prevent are effectively embedded during observations of T&L. 	<ul style="list-style-type: none"> 73% of observations of T&L and ALS evidenced that safeguarding and Prevent was effectively embedded.

Appendix D: Survey Results 2023-2024

Safeguarding Survey Results 2023-2024



What is domestic abuse?

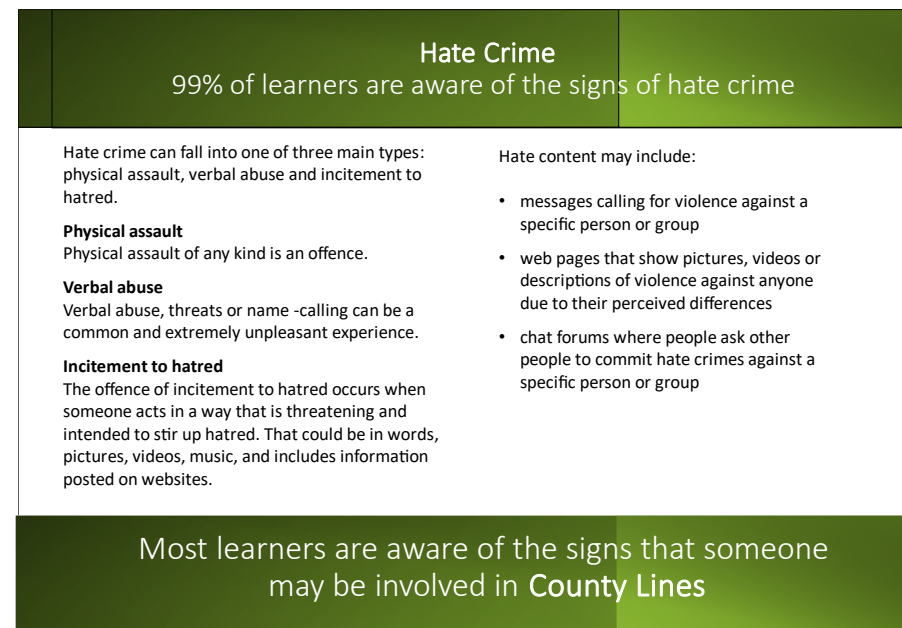
Domestic abuse (sometimes called 'domestic violence' or 'intimate partner violence') is an incident or a pattern of behaviour that is used by someone to control or obtain power over their partner or ex-partner.

It is never the fault of the person who is experiencing it, and it is a crime.

What forms can domestic abuse take?

A common myth is that it's only domestic abuse if it involves physical or sexual violence. In fact, many people experience domestic abuse without ever being physically harmed. Remember: non-physical forms of abuse can be as destructive and as undermining as physical violence. Domestic abuse could involve...

- Emotional abuse, including gaslighting
- Coercive control
- Physical abuse
- Tech abuse
- Economic abuse
- Sexual abuse



What does county lines mean?

County lines is a form of criminal exploitation.

It's where illegal drugs are transported from one area to another, often across police and local authority boundaries (although not exclusively), usually by children or vulnerable people who are coerced into it by gangs.

The 'County Line' is the mobile phone line used to take the orders of drugs. Importing areas (areas where the drugs are taken to) are reporting increased levels of violence and weapons-related crimes as a result of this trend.

Signs to look out for

There are several signs to look out for that may indicate someone is susceptible to or involved in county lines:

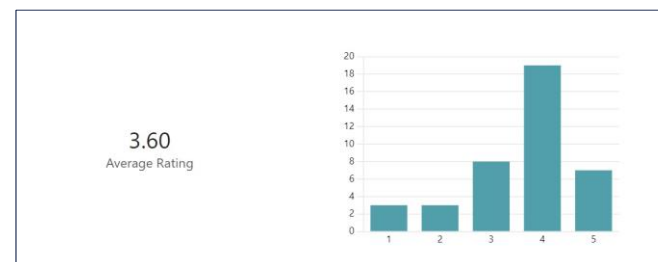
- Vulnerable adults repeatedly going missing from college or home and being found in other areas
- vulnerable adults having money, new clothes or electronic devices and they can't explain how they paid for them
- Vulnerable adults getting high numbers of texts or phone calls, being secretive about who they're speaking to
- decline in college or work performance
- significant changes in emotional or physical well-being

Adult College Staff Temperature Check Analysis February 2024

Post-Ofsted: How are you feeling now?

- ▶ Theme of Temperature Check: Staff Wellbeing post inspection, and the impact of inspection.
- ▶ Sent to all Adult College Staff (72)
- ▶ Open for 3 weeks
- ▶ Responses received: 40 (55.6%)
- ▶ Fewer responses than 2022-2023 (48 responses), but higher percentage (up 5.6%) due to lower staff numbers in 2023-24

Question 1: On a scale of 1-5, where 1 is Poor and 5 is Excellent, how would you rate your overall wellbeing at the moment?

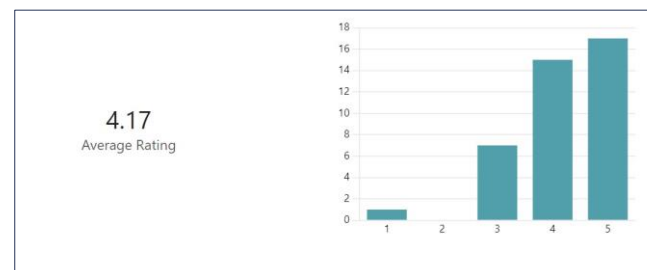


60% of staff who responded felt their current wellbeing rated Good or better.

Question 2: Are there any changes or improvements you would like to suggest as to how the College can support your health and wellbeing in a better way?

- ▶ Reduce the number of tasks and meetings; have gaps between meetings; shorter staff days.
- ▶ Staff awards and team building.
- ▶ Less on-site events and more online participation, including social time for staff get-togethers.
- ▶ Dedicated staff wellbeing courses at twilight, including exercise and yoga.
- ▶ Specialist career guidance staff to reduce workload impact on tutors.
- ▶ Longer ESOL courses.
- ▶ FOH staff released to attend meetings and training events.
- ▶ i-pads/tablets for curriculum staff to mark work "on the go" and for managers to complete observations.
- ▶ SLT on site more to interact with staff to see what is happening on the ground.

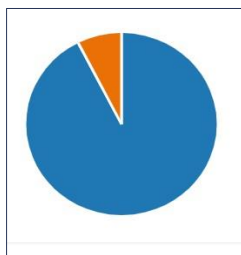
Question 3: Overall, on a scale of 1-5, where 1 is Negative and 5 is Positive, how would you rate your experience of the Ofsted Inspection?



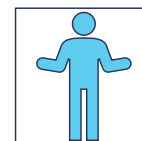
80% of staff who responded felt their experience of Ofsted was Good or Better.

Question 4: Did you feel adequately prepared for our Ofsted Inspection?

92.5% staff felt they were adequately prepared for Ofsted.



Question 5: If you answered No to question 4, please comment below on what additional support or resources would have been helpful



"Felt fine prior to Ofsted's arrival, then confused once they (inspectors) arrived."



"Felt prepared despite the short notice. Just felt lucky I taught on the first day and they didn't come into my classroom."

Question 6: Are there any lessons or insights you have gained from Inspection that you plan to incorporate into your working practice moving forward? If so, what?

40% of responses indicated they felt that paperwork (including ILPs) needed to be kept up-to-date at all times.	Leave sufficient time to provide constructive feedback on learners' work.	Involving learners more in community engagement projects and raise awareness of volunteering opportunities.
Planning clear progression pathways by being more aware of what other departments have on offer.	Better promotion of healthy living and wellbeing to learners.	Clear communication with learners and staff at all times.
Mindful of small oversights which can make a big difference.	Share resources with team-mates; managers to share more of their discussions and work impact with tutors.	Preparation for Ofsted was invaluable - made a difference.

Question 7: Reflecting on the Inspection, of which aspects of your work or the College's performance are you most proud?

Proud of the institution as a whole - a collaborative effort; the way everyone pulled together; teamwork; support of colleagues.	Safeguarding.	Learner engagement, positive attitude towards learning and the College; happy learners.
Ofsted said we make a difference to learners' lives; being recognised for the work I do.	How much confidence and support we give and the impact that makes on learners with mental health issues.	Additional learning support and the curriculum offer.
Supporting learners to reach their full potential.	Delivering an exemplary service to learners; high standards of quality and professionalism; role modelling of tutors.	Clear lines of sight to employment for learners - they are prepared for work.
SEND learners who made the inspectors feel so welcome.	Preparation and organisation prior to the arrival of inspectors.	

Question 8:
How do you think the experience of Ofsted Inspection has impacted on your professional growth and development?

- 30% of staff felt inspection had improved their confidence as professionals.
- 39/40 staff found inspection to be a positive experience.
- 80% of staff felt inspection had impacted positively on their professional growth and development.
- 20% of staff felt it had made no impact or were not sure.
- Key Comments:**
- Inspection was well organised and calm - helped to prevent stress and panic - very positive experience.
- Inspection served as a catalyst for my personal growth.
- I want to be a health and wellbeing role model for SEND learners
- Inspection feedback gave me clear guidance on what I need to do in my role to raise standards and enhance performance.
- Inspection provided a clearer picture on why we do certain things and keep certain records

Question 9: In what ways do you believe the outcome of Inspection will positively influence morale of College Staff, working practices, or the culture of the College?

- ▶ 82% feel inspection has boosted morale and encouraged staff to work towards outstanding.
- ▶ 11% feel nothing has really changed - we do a great job and will continue to do so.
- ▶ 3% are disappointed with not achieving an outstanding area.
- ▶ 3% don't know/not sure.

Key Comments:

- ▶ I think it helps everyone to take pride in what we do and that we have Ofsted as evidence for that.
- ▶ It has made us feel much more confident that we are giving a fantastic service both for staff and importantly the students.
- ▶ We waited a long time for the Ofsted visit, and the positive outcome will help reinforce the message both internally and externally that we provide an excellent service to borough residents. This perception should help give a boost to staff morale, reinforce the strong working practices, and help staff and learners feel recognised for their commitment and hard work.

Question 10: Looking forward, is there any particular wellbeing support the College could offer you and your colleagues post-inspection to ensure your continued wellbeing?

- ▶ 38% of staff did not feel they needed any additional wellbeing support.

Key Comments

- ▶ Review job roles/new roles to ensure staff can cope.
- ▶ Tutor Forums - best support for teaching staff.
- ▶ Pay tutors for marking/feedback/ILP updating.
- ▶ More empathy for file loss and flexibility to enable staff to attend events online.
- ▶ Be more realistic re the expected workload of part-time staff.
- ▶ More wellbeing for staff at twilight/staff development days/in lunch breaks: Mindfulness, breathing, mini beauty treatments, away days, stress management, counselling.
- ▶ Discounted gym membership from the Council.
- ▶ Change ESOL to year-long courses.
- ▶ Celebrating staff achievement more often.
- ▶ Better pre-Inspection planning.

Appendix E: About the College and the Borough

The Adult College

The Adult College is a medium-sized college with approximately 1750 learners, based across 2 main sites: in the centre of Barking, and in Parsloes Ward in Dagenham. In May 2022, the Adult College was moved from the Community Solutions (ComSol) Directorate to the Inclusive Economy, Employment and Skills, alongside the Economic Development team, whose principal function is to seek employment and development opportunities for residents.

The Inclusive Growth Directorate is Instrumental to the Council's objective of helping residents improve their life circumstances and fulfil their potential, delivering outcomes and creating opportunities for residents to thrive in the local and wider London economy, as well as their own neighbourhoods. It is committed to supporting residents through the cost-of-living crisis, protecting residents from falling into, or becoming entrenched, in deeper poverty and hardship, reducing inequalities, and furthering progress on socio-economic, health and wellbeing outcomes.

The Adult College's objectives dovetail with the Council's objectives of helping residents to improve their life circumstances and fulfil their potential, and are a key resource for the Borough in creating and supporting mental and physical health, education, and employment benefits. The Service has the Matrix accredited kitemark for Information, Advice and Guidance (2024), and the Investors in People Gold Award (2021) under the Council umbrella. At the last Ofsted inspection in 2023, the Adult College was judged to be a Good provider.

Following the retirement of the Principal in September 2022, and for an interim period of 12 months, the Curriculum Service Lead and the Business Support Service Lead were appointed Interim Co-Principals of the Adult College, until the current Principal and Head of Skills was appointed and took up office in August 2023.

In 2023-2024, the Adult College comprised 70 staff, of whom 33 staff were tutors.



The London Borough of Barking and Dagenham

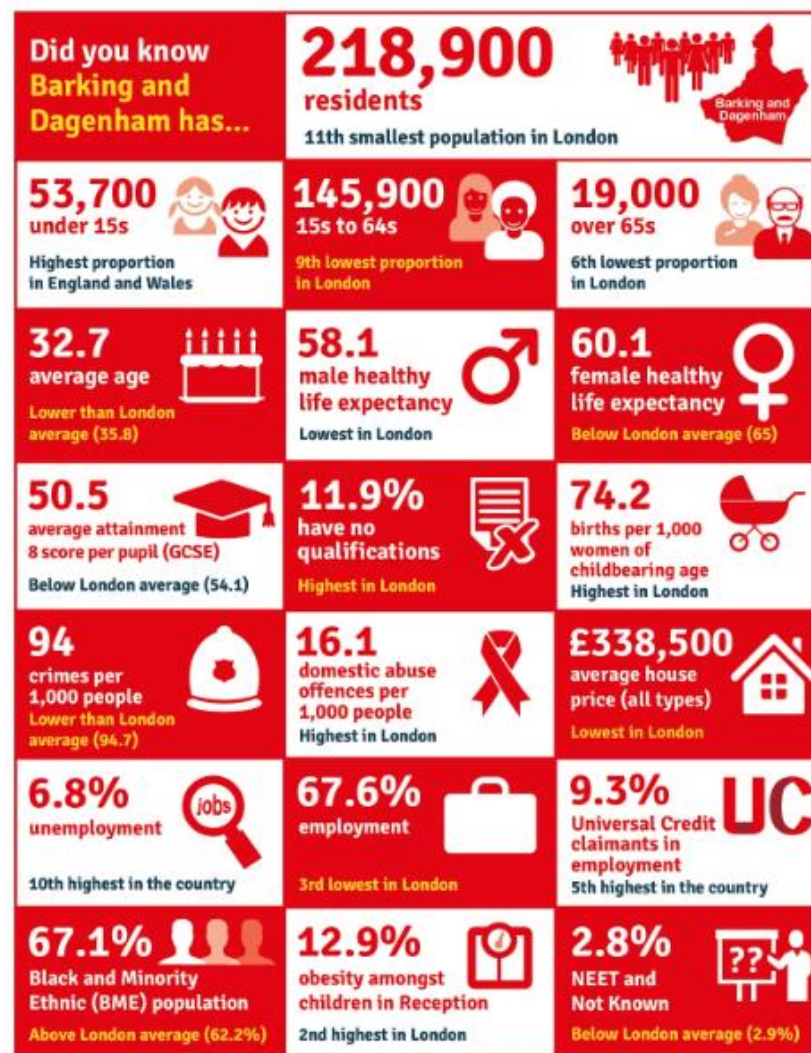
Barking and Dagenham has the seventh smallest population of London's 32 boroughs, with almost 220,000 residents. B&D has a very mobile population with less than 9% of residents in the borough in 2001 still living here in 2018.

The vision for Barking and Dagenham is **One Borough, One Community – No-one left behind.**

The London Borough of Barking and Dagenham has a proud working-class history, a heritage like no other London borough, and strong community bonds built over generations. It is the youngest borough in London and the population is growing rapidly. Barking and Dagenham boasts a history of enterprise, industry, and adventure. And now, as the fastest growing borough in London, not just in terms of population but also in terms of the amount of positive change taking place. With 50,000 new homes, 20,000 jobs and large-scale regeneration coming to the borough, it has become London's Growth Opportunity. The borough's proximity to the rest of London means it is ideally placed to exploit wider employment and investment opportunities.

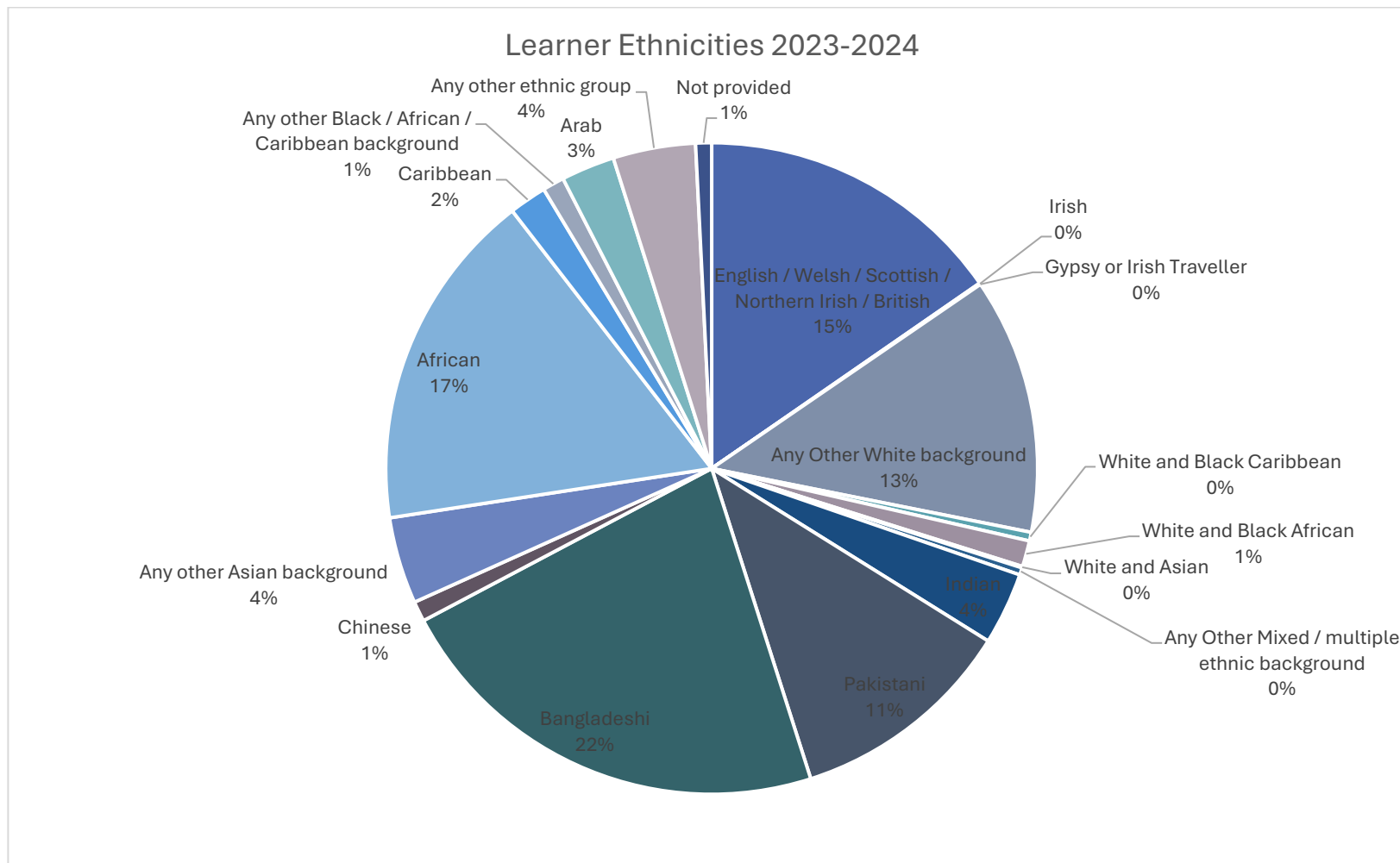
The **Barking and Dagenham Corporate Plan 2023-2026** identifies seven main priorities for residents, to tackle the outcomes of the 2021 Census:

1. Residents are supported through the cost-of-living crisis.
2. Residents are safe, protected and supported at their most vulnerable.
3. Residents live healthier, happier, independent lives for longer.
4. Residents prosper from good education, skills development, and secure employment.
5. Residents benefit from inclusive growth and regeneration.
6. Residents live in, and play their part in creating safer, cleaner and greener neighbourhoods.
7. Residents live in good housing and avoid becoming homeless.



Barking & Dagenham

Appendix F: Equalities and Diversity



Outcomes by Learning Disability 2023-2024

Row Labels	Learner Starts	Enrolment Starts	Proportion	Retention	Completers	Achievers	Achievement Rate	Pass Rate
Asperger's syndrome	1	11	0%	100.0%	11	11	100.0%	100.0%
Autism spectrum disorder	9	120	2%	99.2%	119	118	98.3%	99.2%
Disability affecting mobility	9	33	1%	97.0%	32	31	93.9%	96.9%
Dyscalculia	1	7	0%	100.0%	7	7	100.0%	100.0%
Dyslexia	12	55	1%	83.6%	46	44	80.0%	95.7%
Hearing impairment	4	7	0%	71.4%	5	5	71.4%	100.0%
Mental health difficulty	14	105	2%	98.1%	103	102	97.1%	99.0%
Moderate learning difficulty	31	286	5%	98.3%	281	275	96.2%	97.9%
Other disability	6	20	0%	95.0%	19	19	95.0%	100.0%
Other learning difficulty	5	33	1%	93.9%	31	30	90.9%	96.8%
Other medical condition (for example epilepsy, asthma, diabetes)	10	48	1%	87.5%	42	42	87.5%	100.0%
Other physical disability	1	3	0%	100.0%	3	3	100.0%	100.0%
Other specific learning difficulty (e.g. Dyspraxia)	1	1	0%	100.0%	1	1	100.0%	100.0%
Profound complex disabilities	3	21	0%	100.0%	21	21	100.0%	100.0%
Severe learning difficulty	6	30	1%	100.0%	30	28	93.3%	93.3%
Social and emotional difficulties	3	8	0%	87.5%	7	7	87.5%	100.0%
Temporary disability after illness (for example post- viral) or accident	2	6	0%	83.3%	5	4	66.7%	80.0%
Visual impairment	6	22	0%	86.4%	19	19	86.4%	100.0%
(blank)	1,317	5,081	86%	87.1%	4,424	4,281	84.3%	96.8%
Grand Total	1,441	5,897	100%	88.3%	5,206	5,048	85.6%	97.0%



Reference: AUD458

Audit Inspection Type: HSW Audit

Assessment Date: 31/10/2023

Assessed By: Melanie Jayne Brown

Completed Date:

Section	Risk Rating %
Policy – Planning – Monitoring	90
Communication – Consultation	100
Risk Assessment	83
Manual Handling	100
Work Equipment, Plant and Personal Protective Equipment	100
Fire Precautions	93
Duty Holder and Site Responsible Person (Appointed by the Building Duty Holder)	94
First Aid at Work	100
Accident / Incident Reporting	100
Personal Safety of Staff	100
Drug and Alcohol	100
Health, Safety and Wellbeing Training	100
Employee Wellbeing	83
Adviser Section – Questions not to be directly asked	100
Current risk rating for health, safety and wellbeing management	95.28%

Urgent action required	Significant action required	Action Required	Good - some action required
0-24	25-49	50-74	75-100
Equals to or more than 0 and equals to or less than 24	Equals to or more than 25 and equals to or less than 49	Equals to or more than 50 and equals to or less than 74	Equals to or more than 75 and equals to or less than 100



Appendix H: Ofsted Inspection Report December 2023 (published January 2024)

Further education and skills inspection report



Inspection of Adult College of Barking and Dagenham

Inspection dates: 4 to 7 December 2023

Overall effectiveness **Good**

The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Adult learning programmes	Good
Overall effectiveness at previous inspection	Good

Information about this provider

The Adult College Barking and Dagenham is based in the Inclusive Economy Employment and Skills department of Barking and Dagenham Borough Council. It provides education and training for residents and employees in the borough and its neighbouring local authorities. Most of its courses are taught from its main site in Barking town centre or its Dagenham centre, with some classes taught at community sites across the borough.

At the time of the inspection, around 1,500 learners were studying courses. Most learners complete accredited courses that lead to qualifications in areas such as English and mathematics, childcare and teaching assistant. A small number of learners enrol on courses that do not lead to qualifications. These courses are primarily aimed at learners with additional learning needs and provide support for employment or support learners to increase their confidence.



What is it like to be a learner with this provider?

Learners are enthusiastic about their experience at the college. They trust their tutors, who are very supportive of them. This is particularly the case at the start of the course when many learners feel nervous or anxious about returning to education.

Staff model the behaviours they expect to see in students well. Learners follow this positive example. They are eager to learn, concentrate well in lessons and respect their tutor and their peers.

Learners enjoy working with tutors who are experts in their subjects. For instance, learners on childcare and on teaching assistant courses gain from their tutors' knowledge of working in these sectors. Staff contribute to this by ensuring that they maintain up-to-date knowledge of industry practices.

Learners enjoy developing their information technology (IT) skills. Many learners have not used computers before and value the opportunity to become more confident in their use. Outside lessons, learners make good use of the computing facilities to complete homework. Staff provide good support to learners through the loan of laptops so that they can complete their coursework at home.

Learners with complex learning needs enjoy coming to the college and making new friends. They particularly enjoy the drama lessons, as the tutor makes these engaging and helps learners to improve their communication skills. Learners who become worried or anxious are confident to speak to a member of staff. They receive good support and guidance to become more confident with everyday tasks.

Learners have access to a range of free short courses. These include courses on understanding mental health and autism. Learners attending these courses benefit from a greater awareness of these topics and are more at ease around individuals who experience these additional needs.

Learners on the teaching assistant course enjoy their lessons and are excited about their forthcoming placements in schools. They are keen to apply what they have been taught in lessons to their placement school.

What does the provider do well and what does it need to do better?

Leaders and managers have created a curriculum that meets the needs of residents very well. They focus very successfully on teaching courses to help those who struggle financially and who are new to the area. Leaders have responded well, for example, by increasing courses in English for speakers of other languages (ESOL) for people moving into the borough. They focus on teaching courses to help residents move into sustained employment.

Inspection report: Adult College of Barking and Dagenham
4 to 7 December 2023

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Leaders and managers work well with local partners. For example, the move of London's fruit and vegetable markets to the borough has instigated the creation of a food school, in collaboration with the local further education college, to train residents who want to work in the hospitality sector. In addition, they make good use of their partnership work with Coventry University London. They have created pathways so that learners can move on from the college to Access to Higher Education courses at level 3.

Leaders and managers have developed a curriculum that is structured well and has a clear purpose. They have created vocational, technical and academic pathways that clearly map out individualised learning journeys for their learners. As a result, learners begin their courses with an appropriate line of sight to further education, training and work.

Skilled tutors teach their subjects with a clear purpose. They set an appropriate level of challenge and adapt their teaching strategies according to the needs of different learners. They provide highly effective one-to-one support to learners who need it. They use a range of strategies effectively, including group discussions, role play and demonstrations. This helps learners to develop their confidence and skills quickly and enables them to be more independent, particularly when talking to their children's teachers or in local shops and doctors' surgeries. In lessons, most tutors provide helpful feedback to learners. However, in a few cases, ESOL tutors do not make sure that learners adequately practise their pronunciation. In these instances, tutors do not enable learners to understand the nuances of grammatical structures. As a result, learners do not always hear, say and use language structures accurately.

Most tutors provide effective feedback to learners on their work. They routinely check learners' understanding and help them connect what they already know with new concepts. As a result, learners can correct their misconceptions and avoid repeating mistakes. Tutors prepare learners thoroughly for their final assessments. Tutors carefully identify and plan opportunities for examination practice, mock assessments, regular homework and classroom preparation time. This contributes to learners achieving well in their final assessments.

Tutors do not consistently set targets with learners that help them make progress. For example, on childcare courses, tutors set goals that are not developmental or challenging. They do not routinely review with learners the progress they make relative to their targets and their individual learning plans.

Most learners who start courses at the college achieve their qualifications and progress to higher levels of study or gain employment. However, too few learners on level 1 and level 2 mathematics qualifications achieve.

Staff are highly skilled in supporting learners who are returning to education. They create an environment that is both supportive and inclusive. In mathematics lessons, tutors work well to dispel misconceptions and concerns that learners may have. This helps learners to build their self-esteem and confidence, allowing them to focus on their learning.

Inspection report: Adult College of Barking and Dagenham
4 to 7 December 2023

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Staff help learners to stay mentally and physically healthy. For example, leaders place a high priority on giving information about combating domestic abuse. As a result, learners become confident in speaking out about potentially harmful behaviours.

Leaders and managers work well with Jobcentre Plus and the council's employability team to support learners to find paid employment. Staff have started to work more closely with local employers. However, this work is still in its infancy. This means that learners do not have enough opportunities to engage in useful, work-related experiences during their time at the college. Learners with additional learning needs do not have sufficient opportunities to access suitable employment at the end of their course.

Leaders and managers have a good understanding of the quality of provision offered at the college. They work effectively with another local authority to peer review the provision. They do this by visiting lessons and holding performance review boards in each other's settings. Consequently, staff have a good understanding of the provision and areas for improvement.

College governors and council executives work jointly to oversee the quality of provision. They provide effective challenges to leaders and managers on the provision offered. They frequently visit the college to speak to students and staff. Consequently, they understand the provision well and can support leaders and managers effectively.

Safeguarding



The arrangements for safeguarding are effective.

What does the provider need to do to improve?

- Develop links with employers further so that learners can take part in work-related activities that will help them move towards sustained employment.
- Tutors should make better use of individual learning plans, so that learners have a good understanding of the progress they are making and what they need to do to achieve their qualification.
- Increase the proportion of learners who achieve qualifications at level 1 and level 2 in mathematics.

Inspection report: Adult College of Barking and Dagenham
4 to 7 December 2023

4

<div>  </div>		<div>  </div>	
Provider details		Information about this inspection	
Unique reference number	53100	<p>The inspection team was assisted by the principal, as nominee. Inspectors took account of the provider's most recent self-assessment report and development plans and the previous inspection report. The inspection was carried out using the further education and skills inspection handbook and took into account all relevant provision at the provider. Inspectors collected a wide range of evidence to inform judgements, including visiting learning sessions, scrutinising learners' work, seeking the views of learners, staff and other stakeholders, and examining the provider's documentation and records.</p>	
Address	127 Ripple Road Barking IG11 7PB	Inspection team	
Contact number	0208 227 3234	Steve Lambert, lead inspector	His Majesty's Inspector
Website	https://adultcollege.lbdb.gov.uk	Andrea McMahon	His Majesty's Inspector
Principal	Simon Beer	Christina Christou	Ofsted Inspector
Provider type	Community learning and skills	Eileen O'Gara	Ofsted Inspector
Date of previous inspection	6 to 9 December 2016		
Main subcontractors	None		
<hr/> Inspection report: Adult College of Barking and Dagenham 4 to 7 December 2023		<hr/> Inspection report: Adult College of Barking and Dagenham 4 to 7 December 2023	
5		6	

Appendix I: The Matrix Standard Assessment Report March 2024



matrix
quality standard for information
advice and guidance services

Assessment Report

London Borough of Barking & Dagenham - Work and Skills

The matrix Standard is delivered by The Growth Company on behalf of the Department for Education
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ASSESSMENT INFORMATION	
Assessment Type	Accreditation Review
Assessor's Decision	Standard Met
Assessor's Name	Stuart McRill
Evidence Gathering/Assessment Date/s	12/03/2024 – 14/03/2024
Client ID and Assessment Reference	C15539 – PN202338
Accreditation Review to be conducted by	10/02/2027

METHODOLOGY	
Evidence gathering	A remote assessment with all staff interviews conducted by Microsoft Teams
Staff interviews	6 strategic and operational managers and 29 staff who coordinate/deliver the IAG service
Recipient interviews	15 clients from across the two services conducted by telephone/Microsoft Teams
Partner interviews	5 partner discussions conducted by telephone or through Microsoft Teams
Document review	A range of evidence from the two services including strategic positioning papers, job descriptions, client/learner records, monitoring and evaluation reports, various policies, promotional materials, performance data, and case studies.

About the organisation

'London Borough of Barking & Dagenham - Work and Skills' comprises two distinct services with the Council's Inclusive Economy, Employment and Skills service under the Inclusive Growth Directorate. With clearly defined remits for each of the two services there is an overarching key driver to work hand in glove and impact upon the six key priorities of the Inclusive Economy, Employment and Skills Service Plan.

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Senior managers clearly described how Work and Skills is integral to the realisation of the Borough's Corporate Plan 2023-2026 and its vision 'to make Barking and Dagenham a place where people are proud of and want to live, work, study and stay'. With a physical office presence in the two towns, staff reach out to residents, employers and an extensive network of partners and stakeholders to ensure that 'no one is left behind'.

The branding of 'Work and Skills' comprises an exciting portfolio of employment and skills provision that has at its core a resident centred Information, Advice and Guidance (IAG) service to enable individuals to realise their learning, work, career and/or life goals.

Work – two flagship Job Shops provide an IAG service that is centred upon helping adults overcome barriers to employment and working with residents to increase their job readiness. The Work service is tasked with striking the balance between meeting the needs of the individual residents alongside the talent needs of the employer. Here, IAG support continues beyond successful job placing in order to enable sustained outcomes for the resident and employer. A team of IAG qualified Job Brokers deliver the service. Alongside the Job Shop delivery approach is a Construction Lead specialist where the focus is upon relationship management with employers and translating their social value commitment into projects and opportunities for the community.

Skills - The Adult College of Barking & Dagenham (frequently referred to by staff and students as 'The Adult College') has an overarching guiding principle 'to provide lifelong learning opportunities for the community of Barking and Dagenham, to enable the development of knowledge, skills, and wellbeing throughout life'. The curriculum offer today includes English for Speakers of Other Languages (ESOL), English, Maths (including delivery of the Multiply initiative), Digital Skills and Special Educational Needs and Disabilities (SEND) provision. An expanding vocational curriculum offer includes some level 3 provision and is ever evolving to meet the skill shortage needs of key sectors such as health and social care and child care as well as equipping residents with the skills to succeed in expanding industries locally including film and creative industries, hospitality and food and construction.

Work and Skills last met the **matrix** Standard in 2021. Since the assessment the two services have continued to evolve, showing agility and responsiveness in adapting their provision to meet the changing needs of Barking and Dagenham. Quality approaches have been sustained, and in late 2023 the Adult College successfully achieved an Ofsted Good outcome which 'provided a real boost and extra validation that our delivery to residents is of a high standard'.

The Information, Advice and Guidance (IAG)

Each service has a clearly defined IAG entitlement that is known as the Resident Journey and is supported with an IAG policy, statement of service and framework for

delivery. All staff brought to life the IAG offer with much clarity, explaining how the service is an integral feature of their role.

Work IAG has a clear focus on helping those unemployed residents to gain job readiness skills. Eligibility though is much broader and today takes full account of those who are in employment and are wanting to change jobs, develop their career or, given the economic hardship of so many residents, get a better paid or second job. This approach is entirely in keeping with the 'no one is left behind' strapline of the Council.

IAG is delivered by Job Brokers in a hybrid approach although the majority of residents access the service face to face, with additional remote and phone support. The role of the employer engagement officers is imperative to Job Shops and, again, their IAG role is an empowering one where fine tuning of candidates' skills helps instil confidence to succeed at the job interview. Caseload management ensures that all residents are frequently contacted and, whilst the focus is upon gaining a job outcome, this is always within a wider context of the individual's circumstances, with IAG action planning helping to support and signpost residents to overcome wider barriers. Job Brokers described an IAG approach that is steeped in values of dignity and respect with a clear understanding of the boundaries of their role.

In work support is a high priority and continues to evolve 'to be much more than a phone call', with examples of how Job Brokers provide in depth support to their caseload in the evenings and weekends if needed. IAG delivery here has a focus upon effective transition and supporting individuals to manage change. This support is always recipient led.

Across Skills, the end to end learner journey takes the form of a well promoted Resident Journey 'IAG map' that commences with pre entry information and initial assessment activities to determine the resident's, goals, aspirations, additional support needs and current skills levels. This service is delivered by a team of Learner Liaison Officers (LLO) working closely with curriculum managers and their tutors. Strengthened pre entry support has been added since the last assessment, with a seamless link to an introductory module of learning where again the focus is upon IAG and informed decision making.

On programme IAG combines structured reviews at approximately six weekly intervals with naturally occurring IAG that is embedded across each workshop. Throughout the assessment the Skills team continually described ways of keeping IAG relevant to their learners with activities that seek to instil both employability and citizenship skills.

The Skills IAG offer is much broader than employment and career advice, taking full account of the economic and social climate locally and creating upbeat activities where IAG is often disguised. For instance, the ESOL for Construction Day and its focus upon empowering residents to understand more about this sector and also its employability terminology to help with job readiness. Elsewhere staff delivering Multiply described IAG approaches to remove maths anxiety as well as instil maths

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confidence and the language of maths and "its importance in the current cost of living challenges of our residents".

Safeguarding and welfare related IAG is robust, with all learners confirming that they feel safe and welcomed at the centres, acknowledging the friendliness and warmth of volunteers and LLOs whose visibility at the learning centre entrance sets the scene for a safe learner setting. Curriculum managers made a strong contribution to the assessment and described how they ensure all training rooms have Safeguarding visits. The welfare officer and access facilitator provided additional examples of students who have been supported to remain at college, with pastoral related IAG making a difference to helping students overcome challenges and barriers. Skilled Learning Support Assistants (LSAs) are integral to this Skills IAG provision and demonstrated how their specialist IAG is making a measurable impact upon learners' outcomes and in turn The Adult College's key performance indicators.

In delivering the IAG service, staff clearly described how they are providing a quality service that has at its core the Council's DRIVE values of: Delivering an outcome based service that is helping residents progress to realise their full potential; Responding to residents' needs, and in particular the cost of living crisis and its impact upon adults and families; Inspirational IAG that is about transforming what some staff described as "a poverty of aspiration" into self-belief and self-drive to grow and prosper; Valuing each resident as an individual and shaping plans of action with wrap around support and Engaging with residents in an accessible way that places the individual at the core of the service delivery.

The difference the IAG makes to recipients and the overall impact

Feedback from residents across both services clearly demonstrated that IAG is making a difference.

Across Skills, learners highlighted an environment where "we are encouraged to fly and aim high - the staff believe in us and in turn I now believe in myself".

In successfully reaching out to priority resident groups Skills is responding to a wide range of needs and is doing so impartially, confidentially and with a focus that is much broader than gaining a qualification but instead a resident who has a gained skills, attitudes and self-worth alongside the qualification.

Learners described:

"It took me two years to have the confidence to walk through the learning centre doors. And now I am a different person. The staff here are so encouraging and I feel better about myself and my role as a citizen of Barking and Dagenham";

"I really needed help with money management - my rent arrears was affecting my health. And now I still have money worries but thanks to my maths skills and help from the Adult College I have organisational skills and feel more in control";

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Whilst a Job shop client described a "team that works with you, in a way that other agencies don't. They are special and really care about me getting a job to improve my life".

Gained soft outcomes are monitored and recorded on individual learning plans and action plans and a sample review of these documents highlighted how IAG support has increased self-confidence, belief, employability skills, life skills and improved health and well-being outcomes.

Effective IAG approaches are central to realisation of funders' key performance indicators. Across Work the target registrations, gained job outcomes and sustained employment milestones for this 2023/24 financial year have already been surpassed, with February 2024 data highlighting 1,255 registrations, 1,035 gained job outcomes and currently over 40% of these are in sustained employment. These achievements are especially impressive given the current challenging economic climate

Across Skills the relationship between IAG and achievement and performance is well understood. Again, the data is very positive with overall retention in 2022/23 at 97.1% and achievement at 94.1%, with special projects such as Multiply supporting over 250 learners (against a target of 170).

Alongside resident feedback, partners were keen to highlight the impact of Work and Skills:

"Staff take time to understand our business needs and work with the candidates to get them ready to shine at interview";

"The Job Shops are our go to organisation for their quality and solution focused approach to recruitment"

At a broader level the staff brought to life the impact that Work and Skills is making in realising the Inclusive Economy, Employment and Skills team Service Plan. Senior managers and curriculum managers made a compelling case for how they are impacting upon the wider Service Plan Objective 6 and equipping adults with 'community resilience, health and wellbeing ... and wider social goals', whilst Work managers highlighted their impact upon Improving jobs and training pathways (Objective 2). Support low paid and out of work residents to upskill and move towards sustainable employment (Objective 3), and Supporting local businesses to grow and provide good jobs (Objective 4).

What is working particularly well

A number of strengths/areas that are working particularly well were identified during the assessment, which are detailed below. The numbers in brackets refer to the element and criteria of the matrix Standard.

- Across Work and Skills the full range of staff demonstrated how the Council's DRIVE values shape their IAG approach. IAG delivery is resident centred, with bespoke individual learning plans and action plans. Job brokers, LLOs, LSAs and

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tutors provide an IAG experience that ensures residents feel safe and are able to seek help with learning, work and health and well-being. (1.2, 1.3, 1.4)

- Managers across Work and Skills place a high priority on the health and well-being of the workforce and the result is that staff feel valued, supported and developed. Across the two services staff described how communication works well and that managers are accessible. Along with broader Council health and well-being initiatives and provision, Work and Skills ensures that there are frequent touch points especially during periods of peak service demand from residents. (1.4)
- A clear resident journey is at the heart of each IAG service, and this is understood by the full range of staff and also residents. The rigour of initial entry IAG across Skills is particularly effective, with staff adopting supportive and inclusive approaches to initial assessment and introductory workshops to inform realistic and relevant decision making. The impact of this initial IAG is evident in the high programme retention. (4.2, 4.3, 6.2)
- Throughout the assessment it was evident that staff embrace their role to reach out and make a difference to adults who are in greatest need of Work and Skills support. The IAG focus extends beyond progression into employment and firmly recognises the whole person and their support needs. With approaches to make a difference to loneliness and isolation, community cohesion and health and well-being this assessment showcased services that are significantly contributing to the Inclusive Growth priority of 'Supporting disadvantaged residents to access new opportunities'. (1.2)
- Each service works effectively with a broad range of partners to enrich service delivery. Across Work provision, the breadth of partnerships extends from school engagement to fostering robust social value working relationships with key employers. Here there is a key driver to cascade business skill needs (in an accessible way) to help young people and adults understand labour market information and growth sectors. Alongside Job Brokers' successes in placing residents into employment the team is successfully making a difference to wider work related activities such as industry visits, placements and work experience. (2.7, 4.7, 7.2)
- Quality and performance is robust across the two services, with managers especially adept at monitoring and interpreting data sets to ensure services realise the wide ranging targets of funders and stakeholders. Staff place a high value on the tutor quality forums which are focused upon quality development and observation of IAG delivery. (7.1, 7.2)

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Development suggestions

Development suggestions are offered in the spirit of continuous improvement and a way for an Assessor to add value e.g. where the service is of a high quality, development areas are offered to help the service be even better than it already is, or to give insight into practices seen elsewhere. There is no correlation between the number of strengths and development suggestions. Where development areas are greater in number this is not intended to indicate that the information, advice and guidance service is in any way lacking. These will form the basis for discussion at the Continuous Improvement Checks (CIC) conducted twelve and twenty-four months from the date of this Assessment, along with any other notable developments. The numbers in brackets refer to the element and criteria of the matrix Standard.

- In reaching out to identified target groups, the Skills service is successfully engaging and motivating new adult learners, many of whom have multiple needs. The creation of a welfare service has been a positive development, with adults presenting a range of IAG requests that require in depth advice and guidance. As the Adult College prepares for the coming academic year it is worth reviewing ways to expand this service from the current four hours of dedicated welfare support per week. Additionally, given the specialist nature of the role, it is appropriate to consider an investment in enhanced IAG training opportunities for the welfare postholder. (2.5, 2.6, 2.8)
- Tutors are especially proud of the volunteer programme and how this provision has grown beyond expectation. The assessment provided an opportunity to reflect upon this success and also consider ways of designing a wraparound framework that could include volunteer role descriptors, training with defined boundaries and a supervision entitlement. Developing such a framework would have relevance (and potential passportability) to a future alumni project. (7.2)
- Work and Skills is outcome focused, with the workforce making a real difference to residents' learning, work, career and life goals. Such is the breadth of the staff impact that gained qualifications and job outcomes tell only part of the story with broader soft outcomes monitored within client journey documentation. This recording could be enhanced to more fully celebrate the Work and Skills' impact. For instance, the 'Green' rating across Work's RAG job readiness measurement could celebrate a defined suite of employability outcomes that are in keeping with the Barking and Dagenham employer base. Whilst across Skills, the move to an e-ILP provides the opportunity to record, collate and evaluate gained soft outcomes more consistently. (5.2)
- Staff are benefiting from a broad range of continuous professional development opportunities and described how this training is impacting upon their confidence and competence. Across Skills, there was a request from the LSA team to access health and well-being training and development. This team, along with the LLOs are likely to also benefit from IAG qualifications at level 3 and above and so extend their competency. (2.5)
- Quality and Performance is a key priority for Work and Skills, with managers across the two services firmly demonstrating how IAG is an internal component of

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quality assurance approaches. Cross service approaches are working well. The assessment did identify an opportunity for development relating to action planning. Here the focus upon client led actions could extend, for instance, beyond the number of job applications to include ways of staying positive and resilient (when not getting the job outcome) and engaged with community as part of client health and well-being IAG. (4.6)

- Job Brokers feel very supported and are highly motivated to deliver IAG to their caseload of clients. They were, however, keen to highlight that they are working at full capacity. With vacant posts currently being recruited into, this caseload of staff to clients is temporary although managers are encouraged to maintain their effective monitoring of this situation. (2.6, 2.8)

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Holders of the **matrix** Standard Accreditation must:

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2. During the period of accreditation satisfy The Growth Company that the organisation continues to meet the requirements of the **matrix** Standard via the annual continuous improvement checks and the three-year accreditation review.
3. Complete annual continuous improvement checks in a timely way, it is expected these will be carried out annually by the accreditation anniversary date.
4. Inform The Growth Company or their Assessor if the key contact name/contact details change.
5. Submit their Booking Form for re-accreditation to the **matrix** Standard at least 3 months prior to the accreditation anniversary date ensuring all pre on-site activity is completed in a timely way including planning, payment and interview scheduling. Accreditation Reviews are due 3 years from the anniversary accreditation date; it is expected that organisations will be assessed by this date or will risk being de-accredited.
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Appendix J: Best Practice identified by External Quality Assurance reports

Practice identified by EQAs and external partners 2023-2024

Introduction

The Adult College of Barking and Dagenham delivers a range of programmes which are assessed using Assessors (Tutors), Internal Quality Assurers (IQAs), and Awarding Body External Quality Assurers (EQAs).

We are currently delivering externally assessed programmes through the following awarding bodies: Gateway, NCFE, Ascentis, and Pearson.

Visiting EQAs who verify our provision submit reports following their visit. This report is a summary of best practices identified during 2023-2024 by the visiting EQAs. Any actions for improvement are logged onto a dedicated action log, and progress is tracked by Curriculum Managers and Quality.

The College regularly receives comments from our partners organisations in the community on our former learners and their progress.

Best practice identified by EQAs

EQAs identified good and best practice in marking and feedback, both from assessors and IQAs; use of varied resources; examination storage safety and requirements; supportive teamwork; high standards of delivery and assessment; knowledgeable and confident learners; and good QA infrastructure.

Comments from EQAs:

- Good accurate marking and thorough IQA sampling (Gateway, L1 Digital Skills)
- Good practice – Good clear comments by both marker and IQA; suitable application of the mark scheme. (Gateway - Entry L3 Essential Digital Skills)
- IQAs have demonstrated good practice by correctly second marking in different coloured ink and closely following mark schemes (Pearson – Entry Level FS English and Maths)
- Learners receive regular feedback; each unit of assessed evidence is appropriately and methodically authenticated (NCFE – Health, Childcare, & Education programmes)
- There is a good range of assessment methods in place; the Centre (Adult College) takes appropriate steps to combat plagiarism. (NCFE – Health, Childcare, & Education programmes)
- Detailed and thorough feedback is given (to the learners) after each assessment activity, and learners feedback to assessors. (NCFE - Health, Childcare, & Education programmes)
- Learners who were interviewed by the EQA from the Level 2 STL course were able to speak confidently about their learning journey and were very knowledgeable. EQA: *“It is pleasing to see that the assessors and IQAs continue to support each other with learner feedback, and that high standards continue to be maintained.”* (NCFE - Health, Childcare, & Education programmes)
- There is a good mix of both formative and summative assessments. (Gateway – Vocational and Employability Courses)
- Good practice identified by the EQA in the quality of feedback to learners, providing both praise and development actions. (Gateway – Entry level award in Health and Care)

- Feedback to learners is of a very high standard and an example of good practice. It is personalised, motivational and developmental. It demonstrates a high level of knowledge regarding each individual learner. IQA records are very detailed and provide good feedback to the tutor. (Gateway – Level 1 Award in Health & Safety in a Construction Environment)
 - The Assessor has supported the learners very well throughout the programme and, as a result, the quality of assessment was completed to high standards, with accurate and consistent assessment decisions. Learners show very good understanding and underpinning knowledge for the Early Years sector. IQA reports contained detailed and constructive feedback to the Assessor. (Pearson – Children’s Learning and Development [Early Years Educator] L3 Diploma)
 - The Centre has a range of resources to meet the needs of individual learners, e.g., textbooks, BKSb assessments, MathsWatch. (Pearson – Entry Level FS Maths)
 - A safe and robust practice is in place with secure storage facilities, meeting all JCQ requirements. (Pearson – Entry Level FS English and Maths)
 - Excellent quality videos uploaded for the EQA, where learners spoke clearly and coherently. (Pearson – Entry Level FS English and Maths)
 - Each unit of assessed evidence is appropriately and methodically authenticated; there is accurate tracking of progress and achievement; there is a good range of assessment methods in place; internal and external administration is completed timely; the Centre takes appropriate steps to combat plagiarism. (NCFE - Health, Childcare, & Education programmes)
 - Thank you for letting me observe your ESOL assessments recently. I noted some points of good practice.. For the listening assessment, although the room was full, the candidates were seated appropriately, sitting side by side and were told not to look at each other’s work. There were two invigilators for most of the session and they were vigilant at all times. When asked about a question, they told the learner that they could not help. I noted that bags had been placed at the front and the assessor later confirmed that learners had been told to switch off their devices and place them inside. Water bottles did not have their labels on and learners were using pens, only. Suitable instructions were given to the learners about the assessment. (Ascentis – EQA Unannounced Visit – ESOL Entry 1 Tasks 1 & 3 assessments)
-

Well-respected Alumni:

“We have a previous student of yours, A, who is now in post as Centre Manager after completing her Health and Social Care certificate.

A was with us for several years as a volunteer both as an escort on our minibus (which we no longer operate sadly) and as a dementia support volunteer, A was an outstanding volunteer and decided to progress with a qualification at your college which we supported her with. A continued to volunteer with us during her studies and when she qualified, applied and was successful with a local authority position in a care home as an activity co-ordinator.

Our centre manager retired in April this year and A applied and was successful in her application and has settled into her role and is an asset to us.”

Deputy Director at Carers Centre SA Ltd., Dagenham

Exemplary Staff

“Having an EQA say that she would like to use your work as examples for when she is teaching new EQA’s is fabulous, this is the second time that our team has been used as exemplar with our awarding bodies. (We clearly are doing something right! 😊)”

Vocational and Employability Curriculum Manager, The Adult College

Email from a learner to the College staff:

I am student at the Adult College, Barking. I started studying here since 2022, first by enrolling in Childcare Introduction, then Childcare level 1 and now I am about to finish level 2.

The purpose of my email is to appreciate you and your tutor, Shomi Begum's effort, dedication and hard work in helping me achieve these certificates. I must say the college's help regarding concession in fees has really helped me in continuing to do more courses. I am really grateful for this favour and then I am really really lucky to have.. Shomi as my tutor. She has an exceptional personality and her dedication, commitment towards her students, way of teaching and conducting classes, her help regarding job search, reference and DBS is highly commendable and I really appreciate her for all this.

Today at the Childcare Job Fair, I was considered for a post in nursery and hopefully have high chances of being offered a job just because ..Shomi pointed me out to the nursery's director. I am more than obliged and grateful to her for doing such a huge favour for me. I truly believe that .. Shomi is an asset to your college, who should receive proper acceptance for her efforts in every way possible.

I am again very thankful for all the help and support that college provided in form of fee concessions, great tutor and job search.

Appendix K: Alumni – Case Studies

Amina Bano

Education and Training Level 3 Award

My learning journey at the Adult College started when I joined the Child Care qualification NVO level courses in 2014 and thanks to the amazing teaching we get at the college, I completed my CCL level 4 and then embarked on the Education and Training level 3 course in 2023. It has been a totally motivational experience for me and especially now as I near completion of my Education and Training level 3 course. It's been truly inspirational, it has made me realise my goals of becoming a tutor myself someday and has helped me to be more confident as an individual. It has been the most awe inspiring experience for me, specifically how we were constantly encouraged to take teamwork to another level, by supporting each other, task completion and the positive feedback we were given by the tutor and the way she encouraged us at every step to develop our skills and knowledge. I am truly grateful for it all. The Adult College has given me the opportunity to volunteer in the college as well, which has been a brilliant and enthralling live experience for me. During my Education and Training course I really enjoyed the experience of doing Presentations during my Micro Teach task. It is something I will cherish forever. I am now aiming to progress in my course to the next level, along with seeking employment.

"Learning is not attained by chance, it must be sought for with ardour and diligence."

Abigail Adams

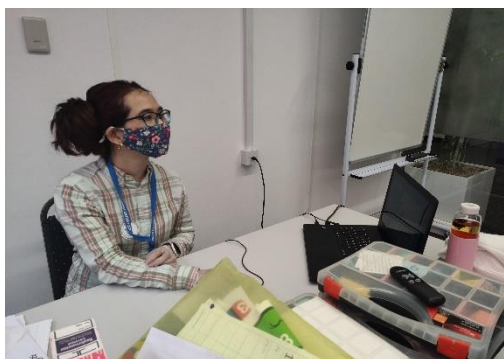
Tutor Pam Cheema



DOINITA'S STORY



My name is Doinita and I study ESOL at The Adult College. I am from Romania, and I came to live in London with my son. Now I don't work. When I came to London, I hardly knew a word in English. At first, I signed up for an English course for beginners. I learned the most common words, but my overall goal was to be able to communicate with people around me. In April 2020 I started to learn English at a lower level. The course was called English for Every Day. I progressed to Entry 1, Entry 2 and now I am at Entry level 3. Now I am able to go by myself to see my doctor, to do my shopping or to visit friends. I can listen to the news on TV and read the newspapers. In future, I hope to be able to speak, read and write English correctly and in two years' time, to have a job corresponding to my professional training.



My name is Lavender Fong. My sister and I started coming to the Adult College in 2017. Our first course at this college was IT. I realised that I could have a right to choose and understood I could do things by myself. I used to live with my parent. My sister and I were very close and did everything together. My parent loves us so much and did everything for us and we didn't need to decide and plan anything for our living.

After I did the course, I met lots of people and realised that I should be more independent because lots of my friends were living in the care home, but they were much more independent than me and could do things by themselves. Queenie always asked us to make decisions, but I couldn't choose and explain what I want. I stopped studying some courses with my sister, and I told my mum if I could live in a supportive living home.

I was very shy and a good follower but never asked anyone for help even I was in a difficult situation. After living in the Home and I continue doing lots of different courses on my own, such as English and Maths.

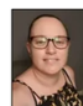
During the studying, I met my fiancé, and we want to get married but we need more living life skills, so we are doing lots of courses together. I have been working in Barnardo's in Dagenham Heathway for about 8 years, my job duties are hanging clothes and sorting out clothes. I love working there and I want to work as a cashier too, but I couldn't manage the money very well. My carers and parent used to take care of my money so Queenie suggested I do the Managing money course.

Since I did the money course, I have learnt how to count the money, understand how much I should pay, and budget my spending. Actually, I knew it already as I have been doing some Maths courses before, but I couldn't trust myself. Queenie also discovers I have more talents like using the computer, so she suggests that I should help other learners in the money course.

I use a computer to help others to count numbers, like online games and number songs. I enjoy coming to the college on Friday.

My confidence and communication skills have grown so much. I can make my own decision to choose things, go shopping with my fiancé alone, and can make my own meal. We are planning our wedding and start saving money for my wedding dress. At the moment, I am a volunteer, but I am hoping I can be a cashier soon and find paid work.

Comments from Sharon



I joined a maths class in 2009 with no confidence at all. My aim was to help my children and gain a qualification, as I had none from school. The late Chris Hartland was my tutor and what an amazing woman she was. She built my confidence in myself and my maths, resulting in the tutor that I am today.

When you come from nothing, it takes someone very special to show you what you are worth. She did that for me, and that's the journey that I now give to my learners. For them to see what they are worth. Being part of their journey is the most amazing and fulfilling experience of my life, and I love guiding them along the way.

Comments from Hana



I joined the Adult College in 2018. I was previously studying a Teaching Assistant level 3 course in Walthamstow when some of my friends recommended the Adult College to me. When I started my journey at the Adult College I didn't think I would teach or even get a teaching qualification I was just thinking about gaining an English qualification and volunteering. I just wanted to get to know other people and from there my goals and dreams got bigger and bigger. Even now I am thinking of things I can do in the future.

I enrolled on an English Level 1 course and the Grow Our Own programme and did the Education & Training level 3 qualification, which was free at the time.

It was the tutor for the course, Carole Young, who suggested to me that I was ready to be a tutor and that gave me encouragement and made me think about teaching.

I applied for a position at the college straight after the education and training course had finished. I was studying English level 2 when I got offered a position as a maths tutor. After I applied for a family learning position too.

Before I was due to start teaching my maths classes they got cancelled because of the pandemic. After the pandemic I got the chance to teach with the vocational team so I taught with them for 2 years delivering a Work Based Academy Workshop. This helped to build my confidence and encouraged me to do my level 5 qualification in education and training.

Another person at the Adult College who helped me a lot was Bahia (FEML Curriculum Manager and Maths Tutor) She supported me a lot especially after I had my observations and professional discussions. She always helped me to identify weaknesses and set goals for myself that really helped me to achieve my goals. One of her goals for me was to teach GCSE Maths and when I achieved this goal it was amazing for me.

The support at the Adult College is amazing. There is a very supportive environment. Carole Young (Curriculum Manager for Vocational Skills & Employability) and Bahia gave me lots of confidence, encouragement and advice. The feedback they gave was not only positive but constructive too.

I volunteered in 2018 whilst studying English and education and training. I volunteered with an ESOL class that Nasrin Shaikh (LSA and SEND tutor) was delivering. The experience gave me a lot of confidence too. Prior to volunteering I took part in an intensive volunteering training programme which helped me to learn how to do assessments for learners and how to teach ESOL and in particular pre-entry ESOL. It was really useful.

The advice I would give to people studying at the college is, "Don't give up – some people give up at the first stage but you have to carry on and work hard. Think about small steps not a big goal at once."

A Wellbeing Learner Journey - Jackie Roche

Jackie started doing wellbeing courses with us about 8 years ago and over that time has attended a range of courses that she feels she has really benefited from. So much so that she shares her learning with others and advocates our courses to her friends and acquaintances.

"I did aromatherapy with you and I still make up blends for myself, especially the one with lavender for sleeping. I still make the one for my daughter and use different blends in a spray around the house all the time."

"I did the Mental Health in Young People course and it made me really aware of how I was speaking to my grandson... Now I'm less negative. I walk away and calm down and then come back and talk to him about his behaviour rather than shouting at him. I'd say this has 99% worked. I have even told my friends at the WI about it."

She feels lots of things from the courses have helped her: "especially what we did about getting rid of toxic friends". "I step back more and don't interrupt as much. My husband and I actually talk now."

Jackie has noticed long term changes from attending the wellbeing courses: "I am a happier person. I used to be very inward focused and now I am outward focused"

Jackie really wanted to do some online courses but she was struggling with getting online at home. "I came into the college and they showed me how to do it but when I got home it wouldn't work." So she enrolled on Digital First Steps and progresses onto Digital Skills For The Over 50's courses to become more confident and competent. Jackie has said how much she has benefited from the pace and explanations on her Digital Skills For The Over 50s courses.

Jackie continues to challenge herself and is currently taking her Level 1 math qualification.



My name is Olumide Onabule. I was awarded the best Volunteer of the Year 2022, and it means a lot to me because my talent is improving. I expanded my comfort zone, and I am helping in some of the mainstream English courses within the ESOL department and assisting some other tutors in the work they do. I also make sure all poster information are accurate and looks nice.

I am feeling good and happy. I trust myself more in some things I couldn't do before, I can see myself doing most of it and now my favourite words are "Yes I can!". After the volunteering, my confidence has grown a lot, and I am planning to do a Teaching Assistant course to build up my assisting skills. Since I joined the volunteer program, I have plans for my life, and I feel that I am worthy and have value.

Appendix L: Our Partners

<ul style="list-style-type: none"> ○ Ab Phab youth Club – Evolve project to develop employment skills in 19-24 yr Learners with additional needs and disabilities ○ Barking and Dagenham Community Volunteering Service ○ Barking Enterprise Centre (BEC) ○ Barking and Dagenham People and Resilience Education Team ○ Barking and Dagenham Sheltered Housing ○ Barking Learning Centre ○ Becontree Primary School, Dagenham ○ BDACES partners (BDC, CU London, UEL, BDCVS, BEC, JCP, BD Collective) ○ BeFirst ○ Community Learning Network (<i>comprising Redbridge Institute of Adult education, Havering Adult College, Bromley Adult Education College, Waltham Forest Adult Learning Service, and Newham Adult Learning Service</i>) ○ Coventry University London (CU London) ○ Dorothy Barley School, Dagenham ○ Eastbury Primary School, Barking ○ EveryOne EveryDay ○ Future M.O.L.D.S Communities (FMC), Barking ○ GLA Quality Group – East London ○ Job Centre Plus ○ Leys Primary School, Dagenham ○ London Quality Peer Review & Development Group of providers ○ Manor Longbridge School, Barking ○ Monteagle Primary School, Dagenham ○ Northbury Primary School, Barking ○ North East London NHS Foundation Trust (NELFT) ○ North Star New School ○ Peer Review & Development Group (London ACL providers). ○ Redbridge Institute of Adult Education ○ Rush Green Primary School, Dagenham ○ Rwandese Abagimigambi – Rwandese carers into work ○ Salma Siddique – WFL Community archery Project 	<ul style="list-style-type: none"> ○ Shpresa Programme – Walk, Talk, Watch; adult learning history programme ○ Thames View Junior School, Barking ○ Thames Ward Community Project – ESOL for Parents ○ The Source (part of Barking Churches Unite) ○ UKON Careers ○ University of East London (UEL) ○ Waltham Forest Adult Learning Service
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Appendix M: Glossary

AC / ACBD	Adult College / Adult College of Barking and Dagenham
AFM	Admin and Facilities Manager
ASF	Adult Skills Fund (replaces AEB: Adult Education Budget)
ATS	Advanced Teacher Status
B and A	Behaviours and Attitudes
BA	Business Administration
BAME	Black and Minority Ethnic
BKSB	Basic and Key Skill Builder
BLC	Barking Learning Centre
BLM	Black Lives Matter
BRIC	Barking Riverside Innovation in Construction
BSO	Business Support Officer
BTEC	Business and Technology Education Council
BV	British Values
CCG	Care Commission Group
CELTA	Certificate In English Language Teaching to Adults
CM	Curriculum Manager
CPD	Continuous Professional Development
CRA	Class Record of Achievement
DBS	Disclosure and Barring Service
DWP	Department of Work and Pensions
E&S	Employment and Skills
EDI	Equality, Diversity & Inclusion
EFE	English for Everyday programme
EIF	Education Inspection Framework (Ofsted)
EQA	External Quality Assurer / Assurance
ESF	European Social Fund
ESFA	Education and Skills Funding Agency
ESOL	English for Speakers of Other Languages
ETF	Education and Training Foundation
FE	Further Education
FEML	Family English and Maths Learning
FGM	Female Genital Mutilation
FSF	Flexible Support Fund
GCSE	General Certificate of School Education
GDPR	General Data Protection Regulation
GLA	Greater London Authority
GLH	Guided Learning Hours
GOT Programme	Grow Our Talent Programme
HCP	Healthcare Professional
HE	Higher Education
HLH	Healthy Lifestyle Hub
HR	Human Resources
HRA	Housing Revenue Account
HSC	Health and Social Care
IAG	Information, Advice and Guidance
IAP	Inter Academy Partnership
IBE	Business Admin, Customer Service, Teaching Assistants, Grow Our Talent, and the Volunteering programme.

ICT	Information and Communication Technology
ILM	Institute of Leadership and Management
ILP	Individual Learning Plan
ILR	Individualised Learner Record
IPAF	International Powered Access Federation
IQA	Internal Quality Assurer / Assurance
ITQ	Information Technology Qualification
IWB	Interactive White Board
JCP	Job Centre Plus
JS	Job Shop
KPIs	Key Performance Indicators
L&M	Leadership and Management
L1 / L2 / L3	Learning level 1 / 2 / 3
LBBD	London Borough of Barking and Dagenham
LCD	Liquid Crystal Display
LLO	Learner Liaison Officer
LSA	Learning Support Assistant (for Adult Education)
LTM	Leadership Team Meeting
LWS	Learner Wellbeing Survey
MIS	Management Information Systems
NARTs	National Achievement Rate Tables
NCS	National Careers Service
NEET	Not in Education, Employment or Training
NELFT	North-East London Foundation Trust (NHS)
NOCN	National Open College Network
NS	Network Services
OFSTED	The Office for Standards in Education
ONS	Office of National Statistics
OTLA	Observation of Teaching, Learning, and Assessment
PDP	Personal Development Plan
PE / E1 / E2/ E3	Learning level Pre-Entry / Entry 1 / Entry 2 / Entry 3
PFDC Conversations	Performance, Feedback & Development Conversations
PGCE	Post Graduate Certificate in Education
PIAP	Post Inspection Action Plan
PLUS Hosting	Data Management Software programme
PRB	Performance Review Board
Q&A	Question and Answer
Q&P	Quality and Performance
Q&P	Quality and Performance
QA	Quality Assurance
QAR	Qualification Achievement Rates
QI	Quality Improvement
QIP	Quality Improvement Plan
QM	Quality Manager
QTLS	Qualified Teacher Learning and Skills
RA	Risk Assessment
RM Unify	Intelligent identity and access management IT programme for staff and learners
RR	Ripple Road Barking campus
SAR	Self-Assessment Report
SEND	Special Educational Needs and Disability (Learners with additional needs and disabilities)
SENDCO	Special Educational Needs and Disability Co-Ordinator (schools)
SFA	Skills Funding Agency

SfL	Skills for Life
SLA	Service Level Agreement
SLT	Senior Leadership Team
SMART	Specific, Measurable, Achievable, Realistic and Timebound
SoW	Scheme of Work
SSA	Subject Sector Area
SSO	Single Sign-on
STL	Supporting Teaching and Learning
SWAP	Civil Service Sector-Based Work Academy Programme
T1 / T2 / T3	Term 1 / Term 2 / Term 3
TA	Teaching Assistant (schools)
Tailored Learning	Non-qualification programmes (formerly CL: Community Learning)
TE Programme	Talk English Programme
TLA	Teaching, Learning, and Assessment
UBF	User Based Filtering
VSS	Vocational Support Service
WFL	Wider Family Learning
WPL	Workplace Learning
WRT	Work Related Training
