

# Self-Assessment Report

2021/22



**Southend Adult Community College**

## Contents

Section number	Section	Page
1	College context - vision and mission	3
2	Executive Summary	11
3	Quality of Education	12
4	Behaviours and Attitudes	14
5	Personal Development	15
6	Leadership and Management	17
7	Outcomes for learners	20-26

## **Section 1 College context, vision and mission**

### **Context**

Our three-year strategy was developed alongside our partners, council departments, local businesses, staff and learners. What they told us is that we were unique in our offer and our identity and it was our responsiveness to need and our caring approach that made us stand out as Southend's community college. We designed our curriculum purpose around what local people told us they needed which was a provision that kept them active, supported them into work and further learning, and ultimately supported them to be confident and independent for longer.

As part of Southend-on-Sea City Council we are proud to have aligned our curriculum to the Southend 2050 ambitions in support of outcomes agreed in consultation with Southend residents. Therefore, our overall aim is to create a nurturing environment that is a community asset for local people to fulfil their potential.

We have adapted our programmes of learning in the context of the pandemic. During 2020/21 the college was one of the few adult education services to remain open during the pandemic. The college moved learning on-line, prepared and delivered resources for learners where access to digital resources and the internet prohibited on-line learning. The college was then re-purposed and with our volunteer staff we prepared and delivered food for the homeless and families in need as part of our wider commitment to improve outcomes for local people. Although it was a challenging year in which staff and learner mental health, progress and business continuity was negatively impacted, the college provided a much-needed lifeline and demonstrated its commitment to community need beyond its remit of learning and skills.

During 2019/20 the college spent time developing its three-year strategy ensuring its curriculum offer was supporting local people to make progress in learning and work. During academic year 2020/2021 the strategic focus was to rebalance poor financial performance and undertake an audit of all provision. The college also reviewed and revised its leadership and governance structure. In 2020/21 the college governing body was disbanded, and governance was repositioned within the council which is accountable for challenging and supporting the leadership and management of the college. In 2021/22 the advisory board was trialled and later disbanded. The college then focussed on quality improvement following a service redesign to better align functions to a more contemporary college that was looking to transform its curriculum and its quality. The college worked hard to develop and implement the journey of personal progress for staff and learners to ensure there are positive outcomes for local people recovering from the impact of the pandemic. The college realigned resource where it is needed most and implemented new and effective processes and systems to secure efficient working practices going forward. Despite these efforts, financial pressures have continued and so the new interim Principal (appointed September 2022) is focussing on increasing income and learner numbers in 2023/24. The college has made good progress and further work in 2022/23 will improve college performance further.

## Our Vision

To create the home of learning where everyone fulfils their full potential

## Our Mission

To attract local people into learning and skills that changes their lives for the better

## Our Values

The infographic features a pink border. At the top center is the logo for Southend Adult Community College, which includes the text 'southend adult community college' and a circular icon with three concentric lines. Below the logo is a light blue horizontal bar containing the text 'THE HOME OF LEARNING WHERE EVERYONE ACHIEVES THEIR FULL POTENTIAL'. Underneath this bar are five vertical, rounded rectangular boxes, each with a different color and containing a value statement.

**southend** adult  
community college

THE HOME OF LEARNING WHERE EVERYONE  
ACHIEVES THEIR FULL POTENTIAL

- 1**  
**Inclusive**  
We are respectful & put people at the heart of all we do
- 2**  
**Collaborative**  
We work together to achieve the right outcomes for everyone
- 3**  
**Honest**  
We are honest, fair & accountable for our decisions & actions
- 4**  
**Proud**  
We are proud of all we do
- 5**  
**Agile**  
We are flexible & responsive to needs of learners, partners & employers

## **Our priorities in 2021-2022 were to:**

### **Improve financial performance to optimise funds, reduce costs and secure a sustainable future**

- Good progress has been made in this area. Governance board members challenge senior leaders regularly and provide mentor support to accelerate progress. The restructuring work carried out in 2021/22 has had a significant impact on realigning expenditure and optimising roles that match the key priority areas across Southend. College enrolment has recovered well after the pandemic and plans are now in place to increase recruitment and expand the curriculum offer in 2023/24.

### **Improve planning to ensure the curriculum celebrates diversity, achieves growth, meets local need, employer demand, individual and community aspirations**

- Good progress has been made in this area. The college has responded well to changing local landscape and the needs of local people and employers. The Study Programme cohort for vulnerable 16-19 year olds has made significant progress and now provides a relevant curriculum of project based sequenced learning to priority groups. This includes the development of the Special Educational Needs (SEN) Study Programme and an English Speakers of Other Languages (ESOL) Study Programme for Afghan and Ukrainian citizens. Progress has been made in data reporting and is used to inform planning. Good progress has been made in aligning provision to Southend City Council ambitions with the aim of improving outcomes for local residents.

### **Implement process and systems that improve the learner journey from initial contact to destination providing high quality information, advice and guidance that informs learner choice, support and next steps**

- Good progress has been made to implement systems and process that improve the learner journey including effective, independent Information Advice & Guidance (IAG) embedded across the curriculum and in particular within the study programme to support young people to make informed choices about their next steps. Good progress has been made in tracking and recording learner points of contact through telephone, social media and face to face interventions this is enabling the college to focus their resource on areas that need to improve for example call answer rate.

### **Invest in marketing and communication to raise our profile reaching new and diverse learners, securing effective partnerships and improving our reach**

- Good progress has been made in focussing on outreach to raise our profile through reaching out to community partners, employers and local people through the improvement of digital media that has resulted in

increased enrolments. Plans are in place to expand partnership provision and offer more world of work opportunities to our learners.

**Improve our pedagogy across all areas to secure high quality teaching, learning and assessment to raise standards ensuring learners attend, progress and achieve their full potential**

- Good progress has been made to secure targeted interventions that are focussed on personal progress. The skills matrix has been rolled out to all tutors and this will be used to inform training and development and sharing best practice. Good progress has been made in monitoring teaching and learning sessions through learning walks which inform 121's with tutors and identification of areas to improve. The continuation of this work continues to be a priority of the College.

**Improve our processes and systems to become agile, environmentally sustainable, responsive and focussed on positive outcomes for all learners**

- Good progress has been made after a slow start. Processes are now being implemented that are leading to more effective practices across all aspects of college life. Data reporting tools are now gaining pace and will be used more effectively to improve planning and inform decisions in the year ahead. There is a recognition that processes may not be the same for each learner group or for individual learners and tutors are implementing innovative methods of ensuring learner outcomes are positive and that processes enhance the learner experience and prevent barriers to participation. For example, in ESOL a separate area has been dedicated to learners to digitally record their progress from their starting points which also improves their speaking and confidence. Good practice examples also exist in community learning where learners are making videos to reflect their learning and the impact this has had on their lives both personally and professionally. Significant progress has been made in study programme provision with the introduction of Review, Action and Progress (RAP) weeks where learner journeys are reviewed and targeted interventions are put in place. Significant progress has been made in Study Programme provision with the introduction of a process for work experience that is involving learners in community groups and partnerships with Garons Park CIC providing meaningful work experience. Good progress has been made in a project-based approach to the achievement of three core college wide priorities focussed on sustainable living, learning and working that are engaging underrepresented groups, SEN learners and study programme groups.

**Our top ten college wide priorities for the year ahead are to:**

1. Improve financial performance to optimise funds, reduce costs and secure a sustainable future

2. Improve timely and accurate collection, reporting, analysis and dissemination of data to inform planning and decision making
3. Improve our curriculum planning to ensure the purpose of all provision is clean and inclusive, achieves growth, meets local need, employer demand, individual and community aspirations
4. Ensure the learner experience is excellent from initial contact to destination and ensure all learners have access to high quality information, advice and guidance that informs learner choice
5. Improve our marketing ensuring it is inclusive and raises our profile across Southend reaching new and diverse audiences
6. Improve our communication to ensure staff and learner voice is heard and responded to and ensure the dissemination of timely feedback and information throughout the year
7. Create high quality teaching, learning and assessment environments focussed on good pedagogy to raise standards ensuring learners attend, make progress from their starting points and achieve their full potential
8. Create inclusive work and learning environments where staff and learners feel included, safe, valued and empowered
9. Improve the way we work to become efficient, aware of our environment, responsive and focussed on positive outcomes for learners
10. Monitor and audit the impact of all aspects of our work and learning

## **Our College Sites and Provision**

The Education & Skills Funding Agency (ESFA) funds the college for Adult Skills, Community Learning, Apprenticeships, delivery of Study Programmes and learning for High Needs learners across Southend and further afield where need is not being met in their local area.

There are three main sites (Southchurch, Belfairs and Westcliff). Other venues are utilised including local schools and community settings. Our work with community groups and settings has gained pace this year which was part of our recovery plan following the pandemic. Last year we operated out of local hotels and churches to accommodate learning, development and support for Afghan refugees arriving in Southend. Our high needs learners have re-started their use of the College mini bus to enable movement between sites this academic year to support their development and transition.

We have implemented a new on-line learning platform (Skills Network) that enables a greater cohort of people to learn in their own time.

## **Provision**

### **Adult Skills and Employability**

The college offers a wide range of **accredited provision**, including maths and English Functional Skills and GCSE, English for Speakers of Other Languages (ESOL), and vocational qualifications from Entry Level 1 – Level 4. Learners on accredited courses are empowered to achieve beyond the qualification to maximise

employability opportunities, enrich their lives and engage with others. Apprenticeships provision has now ceased as the college was recruiting very small numbers to provision that is duplicated close by. Apprentices nearing completion are remaining on programme to avoid disruption in learning and achievement. Apprentices with end dates beyond November 2022 have been transferred to suitable providers. Work to ensure a smooth transition has been taking place alongside the ESFA.

**Community learning** consists of non-accredited provision along with Community Outreach and Family Learning for hard-to-reach families. Community learning courses have a positive impact on the lives of individuals and the outcomes for community groups. We work with a range of community partners offering tailored, flexible courses. These include learning opportunities with the homeless, mental health groups (including Trust links & Stars) and refugee groups. This year the college has responded rapidly to the needs of Afghan and Ukrainian citizens. The college opened its kitchen and café to Afghan families to cook a traditional meal together, take part in a range of learning opportunities and then eat together which celebrated the college as a community asset.

Special Educational Needs (**SEN**) provision for adult learners with learning difficulties and disabilities is designed to promote independence and the development of life skills. This year they have undertaken more learning linked to employability skills and have been offered a more diverse range of courses to extend their options and opportunities. Plans are in place to expand this area of provision in the years ahead.

### **Provision for learners with high needs**

Provision for learners with profound and multiple disabilities and difficulties takes place at our specialist centre in Westcliff, for adults aged 19-24. Learners enhance and develop their academic, personal and social skills to enable them to develop independent living skills.

A structured programme has been developed to provide clear progression pathways embedding and developing maths, English and employability skills for learners with learning difficulties and disabilities.

### **Study Programmes for young people**

Our curriculum offer for vulnerable people age 16-19 comprises a Study Programme offering a range of vocational subjects based on local need and priorities. The package includes English, Maths, work experience opportunities and enrichment activities. A Special Educational Needs (SEN) Study Programme for young people with learning difficulties comprises of English, maths and enrichment activities that have included work with the railway station and catering for a visit from the mayor of Southend. In addition, this year the college developed an ESOL Study Programme for Afghan and Ukrainian refugees who have also made traditional costumes and items for resale, catering with traditional dishes for the college, their social workers and the virtual school team.



The college ceased provision of 14-16 supplementary provision and the interim tuition service last year. A decision was taken not to apply to become an alternative provision provider to enable us to focus on local need in supporting our refugee community.

### 2021-22 Types of provision and numbers of learners

Area	Learners 2021-22	Learners 2020-21	Learners 2019-20
Adult Skills	998	854	944
High Needs profound and complex needs/ Bespoke	32 (Westcliff) 78 (Bespoke)	34	36
Community Learning	835	635	1118
16-19 Study Programme	34	52	48
ESOL Study Programme	20		
SEN Study Programme	7	7	
14+ learners	0	16	16
Apprenticeships	34	51	40
<b>Total learners</b>	<b>2038</b>	<b>1649</b>	<b>2202</b>

### Achievement, Retention & Attendance (4 year trend)

	2021-2022	2020/2021	2019/2020	2018/19
<b>Achievement</b>	95.66%	95.93%	99.28%	92.9%
<b>Retention</b>	98.11%	97.67%	99.28%	96.1%
<b>Attendance</b>	80.48%	80.35%	81.09%	78.0%

Overall achievement remains in line with 2020/21 at 96% and is above pre-covid levels. Young people's achievement had improved from 54% in 2019/20, to 79% in 2020-21, dropping to 72% in 2021/22. Overall retention is above national average and has increased slightly on the previous year. Attendance is good but still remains below college targets of 95% for 19+ and 85% for Young People. Most vocational courses achieved attendance rates above 90% but attendance for the vulnerable 16-19 year old cohort remains low at 67%.

## **Governance**

The college revised governance structures during 2020/21 to align the accountabilities, support and challenge within Southend-on-Sea City Council. The college is a part of the council, and the new governance structure performs its role in challenging underperformance and supporting continued improvement in that context.

From 2021, the new Governance group comprised of Interim Executive Director – Growth and Housing, two Directors with education and skills responsibilities, the Senior Finance Business Partner and Head of Economic Inclusion.

Governance group have a clear insight into college purpose, intent and its performance with a good overview of the challenges it faces. The governance structure is now an embedded part of the leadership and management of the college. It is providing contextualised challenge and support for the college holding leaders to account for college performance. Since the Advisory Board was disbanded, the college has aligned senior leaders with a specialist 'buddy' governor from the council to enable in-depth conversation and enhance the rationale behind Senior Leadership Team (SLT) decisions.

## Section 2 Executive Summary

The grades awarded reflect the 2021/22 position. Throughout last year, the college prioritised new ways of working emerging from the pandemic and providing a responsive offer to its local community. The college has recognised, through the restructure, the talent in its tutors who have demonstrated their passion, energy and enthusiasm to ensure that every learner makes progress and achieves their potential. This work is ongoing.

### Grades

<b>Overall effectiveness:</b> Good	<b>Study Programmes:</b> Requires Improvement
<b>Quality of education:</b> Good	<b>Adult Learning:</b> Good
<b>Behaviour and attitudes:</b> Good	<b>Apprenticeships:</b> Good
<b>Personal development:</b> Good	<b>Provision for learners with high needs:</b> Good
<b>Leadership and management:</b> Good	

### Safeguarding

Safeguarding is effective. Staff and students know where and how to report concerns through the successful introduction of the safeguarding hand icon. There were 184 concerns in 2021/22, two of which involved close contact with outside agencies. Trend data has shown a decrease in instances of aggressive behaviour and an increase in mental health, self-harm and sexual abuse concerns although much of these can be attributed to a small number of learners.

We have increased our Safeguarding Officers team to reflect the post Covid increase in cases. Safeguarding is embedded into our curriculum in a manner that is appropriate to the range of groups, enabling staff to highlight risks for learners and raise their awareness in ways that work for those learners.

We have been able to use outside agencies to support our delivery with Southend Rape Crisis doing work on learner voice. An art therapist from Southend City Council Netparks delivers sessions to our Unaccompanied Asylum Seeking Children.

Staff received Unconscious Bias training to help them to recognise any unconscious judgements which has resulted in an environment where bias can be gently recognised. Relevant staff also received an awareness session on the Immigration process from the Citizens Advice Bureau.

## Quality of Education

### Key strengths

- Leaders and managers use local and national demographic data in the form of the index of multiple deprivation, South East Local Enterprise Partnership (SELEP) data and enrolment maps, to clarify intent and inform planning to enable servicing of Southend's nine wards that are within the top 10% of most deprivation in the UK.
- Programmes focus on digital inclusion, building possibilities to increase financial stability and community cohesion with the college wide curriculum aligned to Southend City Council's 2050 ambitions.
- The College has been agile in its response to Afghan and Ukrainian refugees enrolling 120 refugees. This has resulted in developed and refreshed personal skills to encourage interaction and reduced isolation. Learners are well prepared to progress onto mainstream ESOL classes.
- A specific Study Programme for ESOL young people was developed in response to community need. The college has supported 17 learners including refugees, Unaccompanied Asylum Seeking Children (USAC) and asylum seekers.
- Leaders and managers planned an engaging and stimulating curriculum for learners with High needs at the Westcliff Centre which provides effective progression in preparing for adulthood and next steps.
- The curriculum for Study Programmes has been re-designed so that learners work on a series of vocational projects which embed English, maths, digital and employability skills which prepares learners for life and work.
- Employability was embedded into maths and English Functional Skills classes and developing independence classes for lower level learners, with 108 learners achieving an employability qualification alongside their Functional Skills qualification.
- Leaders and managers have maximised partnership working across sectors and with council departments on resettlement programmes to provide learners with employment links and asylum advice through the Citizens Advice Bureau. The 2021-22 drivers were around: homelessness, mental health, refugees, digital inclusion and embedded employability.
- Tutors are knowledgeable and passionate about their subjects and share a mutual respect with their learners. Questioning, probing and eliciting skills are

effective in assessing learners' understanding. Most tutors set and achieve high standards within their classes.

- A leadership and management redesign implemented clear teaching expectations through a staff skills matrix with a focus on personal progress for staff and learners. This has been further embellished by an increased up take of Learning Walks.
- Tutors participated in a regional Continuing Professional Development (CPD) programme that enabled sharing of best practice and resulted in three tutors facilitating good practice workshops for internal staff and other providers.

### **Areas for improvement**

- Greater focus on monitoring and improving the quality of teaching and learning with an improved focus on pedagogical practice across all areas of the curriculum to lessen the amount of tutor-led learning.
- Build on the staff matrix to put in place a series of improvement-based interventions identified through analysis of feedback to support learners.
- Develop independence in learners receiving additional support to promote confidence and build life skills.
- A standardised approach to tracking and monitoring of learner progress to ensure that leaders, managers and tutors know and understand the progress learners are making and what they need to do to improve.
- Study Programme for young people too many returned or stayed on programme without progressing. Increase embedding of employer engagement opportunities and advice in relation to next steps of work or further study required.

## **Behaviours and Attitudes**

- The learning environment is inclusive and welcoming with a diverse college community benefiting from specialist equipment and resources such as an industrial style kiln in the pottery workshop and a purpose-built construction area.
- Effective and innovative safeguarding arrangements results in learners who feel safe and are safe. Spot checks confirm that learner know who to speak to in relation to safeguarding concerns and of February leavers, 100% of respondents confirmed that they feel safe at College.
- A behaviour policy, predominantly focussed on 16-19 year olds, has been development and implemented. The policy sets out ground rules and clear guidelines which monitors and addresses behaviour and has resulted in retained learners who achieve their targets.
- A project-based learning approach has been developed for young people on Study Programmes which allows them to meet the requirements of their vocational qualification and prepare them for the next stage of their education or career.
- Learners are very positive about the contribution that the college makes in raising their levels of confidence and employability skills. Our learner survey shows that 79% of respondents felt that they have gained confidence since starting their course and almost a quarter of February leavers who responded had gained employment.
- Learners across a wide range of programmes develop their resilience enabling them to take an active role in their community, enterprise initiatives and work experience. Learners develop their self-esteem and confidence across a range of programmes and levels.
- Progress has been made in the tracking and recording of learning progress, in particular within the Study Programme provision where robust monitoring is leading to effective interventions to improve attendance and drive up individual learner progress.

## **Areas for improvement**

- Attendance in classes for young people is still below college and national expectations, although it has improved over the course of the Study Programme due to attendance reporting and follow up.
- Implement formal and informal learner voice activities to give all learners the opportunity to be included in decision making.

- Punctual starts to all lessons with learner engagement from the beginning though stimulating starter activities. Leaders and managers need to encourage learners to see punctuality as an employability skill and part of their commitment as responsible learners.
- Pastoral support initiatives for vulnerable 16-19 year olds is in development to provide emotional support to enable learners to fully engage with their programme of learning.

## **Personal Development**

- Sharing of key information across Study Programme provision via The Hub (a central key information zone) has enabled staff to effectively plan individualised learning for young people.
- Good partnership working ensures those from deprived communities and vulnerable groups are accessing meaningful learning that supports their next steps. For example, 27 courses were delivered from January 2022 and enrolled 135 learners, activities included food hygiene, safeguarding and cooking for young families, and courses focusing on those with mental health and addiction issues.
- The Ways to Wellbeing programme centres around active, creative, personal development and health related courses which builds in structure and support networks for those suffering from social isolation. 209 learners participated in 29 short courses. These range from creative writing to weight management delivered by Everyone Health.
- Positive learner response from end of course feedback indicates that 99% of learners are happy with their learning, 76% gained confidence and 83% have made friends.
- Information, advice and guidance is provided to young people throughout their courses. Good quality IAG is accessible to all learners in a variety of formats, either through the weekly drop in job club, at community sites, in college or online.
- Maths and English classes effectively embed employability skills to boost job opportunities and address skills needs in the economy.
- Learners' confidence and understanding of aspects of British Society and equality and diversity are well developed through their participation in the Living and Working in the UK provision.

- Learners develop a good range of transferable skills for employability through exhibiting work in the College art space, taking an active role in community sustainability such as litter picks and selling handmade items at the Eco and Christmas markets.
- Learners benefit from a wide range of enrichment activities that prepare them for the world of work such as a careers carousel to meet local employers and an industry visit for ESOL study programme to Greater Anglia railway station giving them an insight into the variety of jobs in the rail industry.

### **Areas for improvement**

- Continue to develop work experience opportunities across the college to enable all learners to receive skills preparation in readiness for work.
- Develop improved links with local employers to partner with us as professional mentors for staff and learners.
- Local employers and partners to offer real-workplace visit opportunities to help learners clarify their future employment goals.
- Invite local employers and colleagues from the Council to participate in CV compilation and mock interview panels with learners.



## Leadership and Management

- Post pandemic, Leadership & Management has a renewed focus on providing face-to-face education via a diverse curriculum that meets the needs of the local community and works collaboratively with partners in response to the ever-changing local landscape.
- Leaders and managers identified an increased need to engage with charities and community organisations therefore the role of Outreach Coordinator was created. This has resulted in increased participation with external agencies thereby bringing new learners into the College.
- A clear quality improvement planning cycle has been implemented as an integral part of the self-assessment process with realistic and robust actions identified that are having an impact on improved performance.
- Safeguarding is secure across the College for both learners and staff. Leaders ensure that there is a very clear culture of safeguarding across the college that is accessible to all through use of the 'hand' icon.
- Leaders have implemented effective processes for monitoring, highlighting and addressing any issues of staff workload. Staff wellbeing initiatives launched such as free Bollywood dancing classes, promotion of Employee Assist programme, staff celebrations for City status and flexible working opportunities have reportedly improved staff morale, wellbeing and job satisfaction significantly.
- Leaders and managers ensure that any changes to working practices are consulted on with the appropriate Unions and that the relationship with the Union representatives is respectful and conducive to the best interests of the College and its learners.
- Collection of destination data has improved and is being used to further develop the curriculum and improve outcomes.
- Last year, leaders and managers focussed the restructure on financial gains, staff morale and personal progression. As a result of the restructure the college realised a total annual saving of £323k once any redundancy payments were made. A subsequent survey indicated that 60% of respondents felt that the changes to the organisational structure allowed for personal progression.
- Leaders invested in an external consultant from the Association of Colleges (AoC) to coach and mentor the senior leadership team, which resulted in enhanced processes such as the information sharing hub, implementation of the staff skills matrix, and an enhanced pre-course skills check that enables tutors to accurately assess learners starting points so that they can plan learning to maximise outcomes.

- Completion of mandatory training is relentlessly tracked and leaders and managers are regularly updated on completion rates.
- The teaching, learning and assessment profile of the tutor team remains good with 81% of tutors that were observed meeting the required level of skills and competency. Tutors set high expectations and use effective probing and eliciting skills to enable learners to achieve outcomes.
- 99% of learners say they would recommend Southend Adult Community College to family or friends.
- More partnership opportunities have been sought to maximise employment pathways and ensure that the curriculum offer is meeting local needs. This work is being done in compliance with the Council's Skills Strategy and in liaison with the Essex Chamber of Commerce.
- Governors understand their role and carry it out effectively. Governors work collaboratively with leaders to ensure that the college has a clear vision and strategy for the role it plays within the Southend community and that resources are managed well.
- Governors know the strengths of the college and link governors carry out monitoring activities with the senior leadership team. The college has aligned senior leaders with a specialist 'buddy' governor from various council departments to facilitate an improved understanding of educational issues, enable in-depth conversation and enhance the rationale behind Senior Leadership Team (SLT) decisions.

### **Areas for improvement**

- Improved leadership and governance arrangements have led to more effective challenge and support in areas requiring improvement. This work continues.
- Revamp our marketing strategy to promote our provision across the community, build on our good reputation and increase intake of learners.
- Improve interventions for learners and their outcomes, especially in regard to attendance on our 16-19 vulnerable learner cohort and L3 outcomes (27 learners in 2021-22).
- A new Predicted Achievement process is being built on the back of the existing learner 'at risk' procedures. This extended quality improvement system will ensure learners are tracked effectively and barriers to success are identified and dealt with in a timely manner.

- Learner destination data needs to be further aligned with local businesses and communities to maximise employment pathways for our learners.
- Some Management Information Systems (MIS) systems and processes are cumbersome and out of date, making a few actions difficult to complete e.g. register completion checks. Replacement MIS systems are being reviewed and costed with a view to implementation in late 22-23.
- A new College calendar is being developed that will ensure all staff have an opportunity to attend CPD events, thereby addressing the patchy uptake that currently exists.
- Implement a staff forum to increase staff engagement in decision making and communication in line with College priorities.
- A series of new formal and informal learner voice opportunities are being introduced to help identify actions that can drive improvements in the educational and learner experience.
- Ambitious plans are being developed for the Southchurch and Belfairs campuses to adapt the College estate to better serve the local neighbourhood, increase provision for SEN learners and maximise funding streams.

## Section 7 Outcomes for Learners 2021-22

### Overall achievement by level

Achievement	2019/20	2020/21	2021/2
Entry level	94.5%	88.9%	92.6% (NA 88.6%)
Level 1	93.6%	96.2%	97.6% (NA 88.6%)
Level 2	91.1%	89.6%	89.1% (NA85.4%)
Level 3	69.7%	51.5%	44.4% (NA84.8%)

## 2021-22 Maths and English

### Functional Skills English 2021-22

Attendance	Retention	Pass rate	Achievement
86%	99%	96%	95%

### Breakdown by levels, three-year trends

	19-20 Achievement	Number of learners	20-21 Achievement	Number of learners	21-22 Achievement	Number Of learners
FS English E1	100%	2	N/A	0	85%	8
FS English E2	100%	5	100%	3	50%*	2
FS English E3	83%	24	88%	8	100%	7
FS English L1	91%	45	81%	21	94%	36
FS English L2	100%	32	90%	41	89%	55

\*E2 English below minimum standards – note low learner numbers.

### Functional Skills Maths 2021-22

Attendance	Retention	Pass rate	Achievement
85%	99%	94%	93%

### Breakdown by levels, three year trends

	19-20 Achievement	Number of learners	20-21 Achievement	Number of learners	21-22 Achievement	Number Of learners
FS Maths E1	100%	1	100%	1	83%	6
FS Maths E2	100%	9	100%	6	100%	6
FS Maths E3	100%	22	100%	17	93%	28
FS Maths	87%	31	96%	27	79%	38

L1						
FS Maths L2	96%	28	89%	27	76%	17

Achievement overall for Functional Skills English and maths remains high.

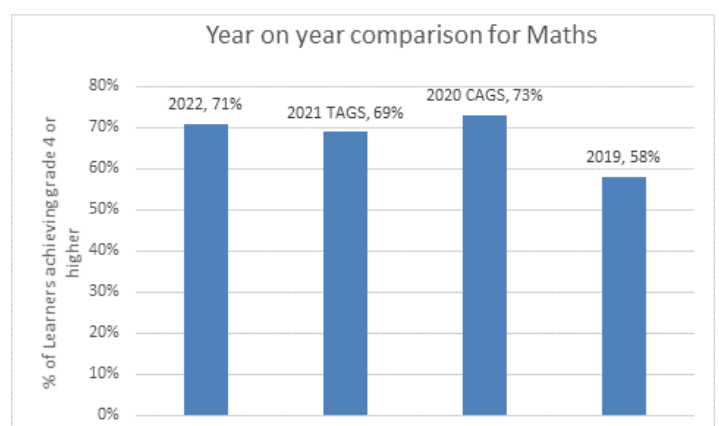
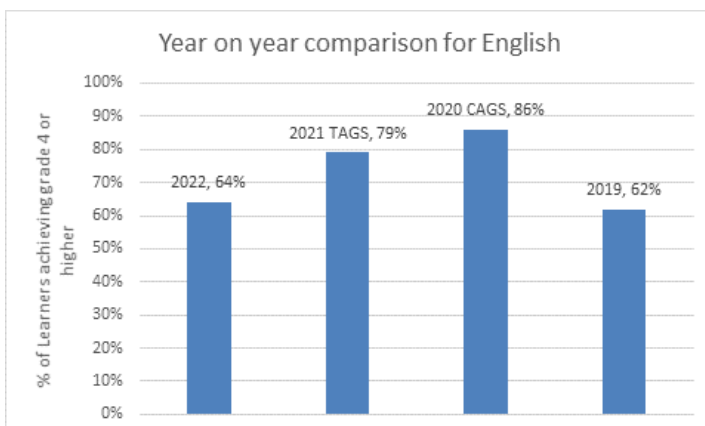
### GCSE overall results

	2019 Achievement Grade 4 and above	2020 Achievement (CAGs) Grade 4 and above	2021 Achievement (TAGs) Achieved grades 4 and above	2022 Achievement Grade 4 and above
GCSE English	62%	86%	79%	64%
GCSE Maths	58%	73%	69%	71%

GCSE results for adults are positive and in line with pre-Covid levels. Excluding Study Programme learners, achievement for adults in English is 81% (achievement affected by one learner not attending the exam and another scoring 1 mark below the pass mark) and Maths is 92%.

In 2021-22 there were 17 Maths GCSE learners and 14 English GCSE learners.

Study Programme learners, who sat a GCSE, achieved up to grade 3. Two maths learners on the adult programme achieved grade 8 and 43% of adults in English achieved grade 6 or above.



## ESOL

Attendance	Retention	Pass rate	Achievement
81%	96%	96%	92%

Breakdown by levels against national average, three year trend.

	19-20 Achievement	Number of learners	20-21 Achievement	Number of learners	21-22 Achievement	Number Of learners
E1 reading	100% (NA93%)	21	100% (NA93%)	8	95% (NA93%)	20
E1 writing	100% (NA95%)	22	100% (NA95%)	8	85% (NA95%)	20
E1 S&L	100% (NA91%)	19	89% (NA91%)	9	95%(NA91%)	20
E2 reading	89% (NA93%)	19	100% (NA93%)	18	94% (NA 93%)	18
E2 writing	95% (NA93%)	21	100% (NA93%)	16	81% (NA93%)	15
E2 S&L	87% (NA88%)	23	100% (NA88%)	17	100%(NA88%)	15
E3 reading	91% (NA94%)	21	90% (NA94%)	10	100% (NA94%)	18
E3 writing	87% (NA91%)	22	90% (NA91%)	10	89% (NA91%)	18
E3 S&L	86% (NA90%)	21	89% (NA90%)	9	100% (NA90%)	18
L1 reading	95% (NA92%)	20	89% (NA92%)	18	88% (NA92%)	17
L1 writing	87% (NA92%)	22	94% (NA92%)	17	87% (NA92%)	15
L1 S&L	100% (NA89%)	19	94% (NA89%)	18	100% (NA89%)	15
L2 reading	89% (NA93%)	9	93% (NA93%)	14	100% (NA93%)	17
L2 writing	82% (NA92%)	11	83% (NA92%)	12	93% (NA92%)	15
L2 S&L	80% (NA90%)	10	93% (NA90%)	15	100% (NA90%)	15
E1 L&WUK	92% (NA90%)	37	100% (NA90%)	8	95% (NA90%)	42
E2 L&WUK	93% (NA96%)	39	96% (NA96%)	22	96% (NA96%)	24
E3 L&WUK	87% (NA97%)	29	88% (NA97%)	26	100% (NA97%)	27
L1 L&WUK	90% (NA100%)	40	83% (NA100%)	22	97% (NA 100%)	35

ESOL achievement remains high with the comparison against national average improving year on year.

## Study Programmes

Attendance	Retention	Pass rate	Achievement
67%	88%	82%	72%

### ESOL Study programme 2021-22

E1 ESOL Speaking and Listening	Retention	Achievement	National average
18 learners	100%	61%	90%

### English breakdown by level, three year trend

	19-20 Achievement	Number of learners	20-21 Achievement	Number of learners	21-22 Achievement	Number Of learners
FS English E1	-	0	-	0	-	0
FS English E2	67%	6	67%	3	100%	2
FS English E3	100%	12	78%	9	67%	6
FS English L1	0	0	92%	12	67%	6
FS English L2	75%	4	100%	4	54%	13

### Maths breakdown by level, three year trend

	19-20 Achievement	Number of learners	20-21 Achievement	Number of learners	21-22 Achievement	Number Of learners
FS Maths E1		0		0	100%	4
FS Maths E2	90%	10	50%	2	100%	3
FS Maths E3	79%	14	89%	9	71%	14
FS Maths L1	50%	4	0%	2	71%	6
FS Maths L2	100%	1	-	0	-	0

### Study Programme vocational achievement 2021-22

Programme area	Level	2021-22 learners	Achievement	National Average
Cert in Caring for children	L1	8	75%	90.9%
Cert in Business and Retail	L1	5	80%	-
Cert in Health and Care	L1	3	67%	-

Award in Hospitality and Catering	L1	2	100%	-
Cert in Hospitality and Catering	L1	5	60%	-
Cert in Building and Construction	L1	6	83%	-
Cert in Business	L2	2	0%	
Cert in Health and Care	L2	2	100%	
Award in Support Work in Schools	L2	1	100%	87.5%
Cert in Introducing Caring for C&YP	L2	1	100%	88.6%

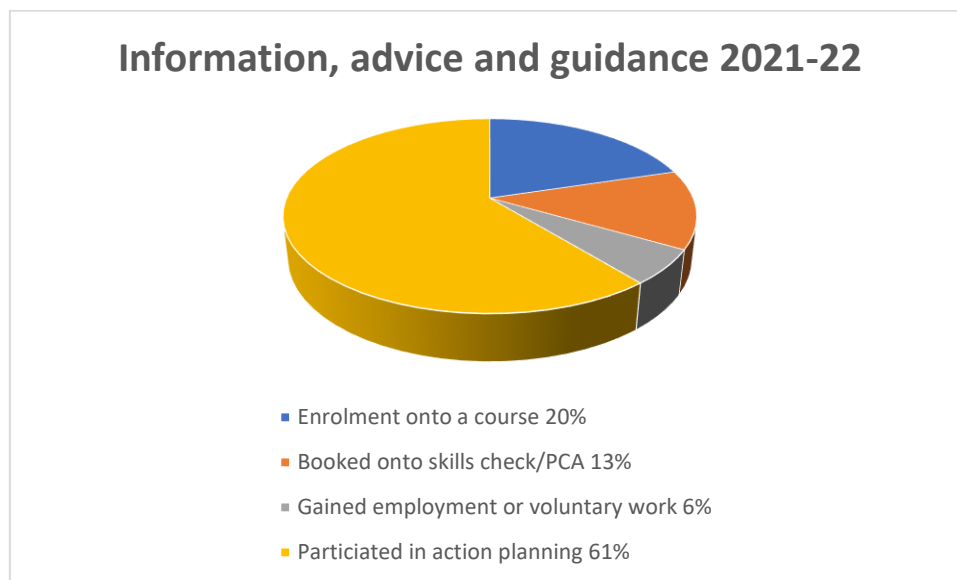
Achievement across the Study Programmes, particularly in Functional Skills and GCSE English and maths, is below College targets and requires improvement. No achievement in L2 Certificate in Business was due to both learners withdrawing from the programme as a result of low attendance despite interventions being put in place.



## Careers, information, advice and guidance

The colleges information, advice and guidance service play an increasingly pivotal role both within the college and with external organisations. It provides a dynamic intervention that enables change in the prospects and wellbeing of learners, promoting aspiration and growth in confidence among those whose experience of formal education may have been limited or negative.

A total of 1164 IAG sessions were completed in 2021-22, the outcomes of which ranged from enrolment onto a course, sign posting to an alternative provider or gaining employment.



Feedback received by all partner organisations is noted to be positive. “They [IAG] go above and beyond – never sticking to a narrow remit.” “Without them more [clients] would struggle – there is a gap in services, and they are the only ones I feel confident referring clients to.

HALO Southend is an initiative that supports local people into roles in a Health and Social Care setting. In 2021-22 108 learners participated in the scheme and are support by the IAG team with action planning and interview preparation. 54% of the cohort secured jobs. Comments from learners include: “I was referred by the Job Centre on to the HALO course – in 6 weeks I went from unemployed to getting a job, and now I’m starting my maths and English.” “Through HALO my ambition now is to improve my prospects further and progress to management by studying Health & Social Care to Level 3”.

## Destination data

Destination data is used to inform planning and has worked effectively as a tool to re-engage with learners following the pandemic.

378 learners across programmes from 2020-21 were contacted. 83% of learners stated that attending the course increased confidence and wellbeing, with 75% of learners confirming that they had enhanced their skills.

Destination data for learners in the academic year after completing their studies indicates that 37% are in work or are volunteering, with 19% remaining in education either with us or another provider.

### Destination data for 2020-21

