

# Southend Adult Community College

## SAR 2022-23

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### **Executive Summary**

Southend Adult Community College has aligned its strategic intent to the development and growth of its curriculum to support local skills shortages and the needs of local residents. The College specialises in the provision of learning, skills and work preparation for vulnerable young people, those with special educational needs and those with high needs.

The college's purpose is to provide high-quality learning and skills training which will enable learners to achieve and progress at least in line with their potential, and to overcome obstacles from personal circumstance and background. The college provides a nurturing environment where adults can pursue their interests, develop their cultural and creative skills, develop their confidence and work alongside others to achieve their aspirations.

The college is a valuable service area within Southend City Council and its curriculum is shaped to support the Southend 2050 themes. Additionally, the college is flexible and responsive rapidly adapting its provision to meet the changing needs of Southend residents, community partners and local businesses to support the skills required for the local workforce. The college has a large provision for English, maths and English for Speakers of Other Languages (ESOL) and has been proactive in responding to the needs of citizens arriving in Southend from Afghanistan and the Ukraine.

## Overall effectiveness

The highly inclusive and welcoming culture of the College is recognised and valued by staff and learners alike. Learners are keen to learn and confident to contribute in classes, whilst receiving individualised support in an environment that enables them to develop and grow beyond their expectations. Learners achieve well and go onto positive destinations.

## Overall Judgement: Good

Areas	Grade
Quality of education	2
Behaviour and attitudes	2
Personal development	2
Leadership and management	2
Safeguarding	Effective

## Provision

Areas	Grade
Adult learning programmes	2
Provision for learners with high needs	2
Education programmes for young people	3

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## **Quality of education: Good**

Quality of education is good with examples of outstanding practice in relation to the way that tutors teach and assess learners to build and retain skills, knowledge and behaviours.

### **Strengths**

- Programmes have a clear curriculum intent which provides a vision and purpose for learners. Learners benefit from attending programmes that shape wider transferable, skills in relation to future career goals. For example, learners in creative media know how to apply branding strategy principles to a specific item or product.
- Curriculums are effectively sequenced and follow a logical order which enables learners to build up knowledge skills and behaviours.
- There is an ambitious curriculum for adult learners on vocational programmes which includes effective references to industry however, local employer influence does not come through strongly.
- The College works closely with colleagues in the Council and external partners to enable adult learners to develop social, personal and employability skills, for example the HALO programme which has seen 76% of learners gain employment.
- Programmes for young people and those with special educational have been provided with work experience opportunities.
- Learners have access to useful support from IAG advisors who visit teaching sessions to ensure that learners know who to go to for help with job searches and applications. Pre-course assessments for adult learners are robust and accurate and ensure that learners are signposted to the correct course and that their prior attainment is taken into account.
- Tutors are qualified in their subject areas and are able to embed real life examples into learning to enable learners to understand key concepts clearly and to be prepared for a career in their chosen vocational area.
- Most teachers are skilled and qualified in the art of teaching and employ a range of activities well to support learning however, in a

few cases tutors are not sufficiently skilled and therefore effective intervention plans are needed to support their development.

- Tutors provide very clear explanations during sessions. This enables learners to understand and build on their existing knowledge and develop their technical language. As a result, learners have a positive learning experience, report high levels of satisfaction and can use skills and knowledge gained outside the classroom.
- Tutors use a range of highly effective approaches to ensure that learners develop and retain knowledge in their long-term memory as well as skilfully using practical demonstrations to help learners to understand concepts such as addition.
- Tutors on programmes for learners with high needs use the information in education, health and care plans to plan learning goals effectively.
- Tutors provide very helpful feedback to learners which clearly identifies their areas to improve and as a result, most learners produce work of a good standard. 100% of learners, in mid-course feedback, agree that feedback from their tutor helped them to develop skills and knowledge.
- The adult curriculum is carefully planned to enable learners to progress onto the next level of study, to achieve the next level within year as well as the following academic year.
- Wider benefits of learning for adults include: increased social interactions. Improved mental wellbeing and self-confidence and progression in chosen career path.

### **Overall achievement**

2020/21	2021/22	2022/23
96.3%	95.8%	91.9%

Although the majority of adult vocational learners pass rates are at or exceeding national averages, there was a decline in pass rates for English at 79% and Maths at 86% from the previous year. ESOL achievement remains high at 90% pass rate with the overall pass rate for Study Programme at 80% which is below College expectations.

Detailed analysis of the down-trend indicates that delays in withdrawing learners and timely reporting of programme changes to internal departments has had a negative impact on overall achievement figures.

### **Progression and destination**

- Career guidance and advice was provided to 1,164 learners, with 6% gaining a job as a result, 33% enrolling onto other courses and 61% receiving support in applying for jobs and career planning. Following semester 1, 88% of learners were happy with the standard of career guidance they received before and during their course.
- As a result of attending the HALO programme (a programme to support the unemployed into Health and Social Care jobs) 76% of learners went into employment, 14% into voluntary roles and 10% into training and education.
- Increased collection of destination data by area is planned for 2023-24 to allow for deeper analysis of discrete progression data.

### **Areas for improvement**

- Increase frequency and analysis of destination data to effectively shape relevant programmes and curriculums.
- The curriculum for younger and high needs learners is not ambitious enough to enable them to move onto higher level courses. In some instances, the qualifications gained are not significant enough or will not enable learners to move into their desired career pathway.
- Increase opportunities for young people and those with special educational needs to participate in work experience that is relevant to their career aspirations.
- Provide relevant and effective development of teaching staff on an action plan following a classroom observation.
- Ensure that learning goals are recorded in a way that learners can easily understand.
- Work with local employers to inform the content and approach for vocational courses for young people.

## **Behaviours and attitudes: Good**

- An agile programme to meet the skills needs of a growing number of refugees. Working with other agencies to support their integration into the local community.
- Learners benefit from a calm and orderly environment, where learners gain skills and are encouraged to take risks and make mistakes in a supportive and developmental context.
- Tutors set clear expectations in relation to behaviour and punctuality and learners across college understand the implications of not meeting the expectations.
- There is a nurturing culture and learners develop behaviours needed in relation to social skills, interactions with others and tolerance.
- Young Learners are keen to learn, have positive attitudes to their studies, take pride in their achievements and can confidently contribute to sessions.
- Learners feel safe (98% end of course questionnaire) and know how to report a safeguarding concern through the successful continued use of the safeguarding purple-hand icon.
- Learners are aware of local risks through innovative approaches such as poster campaigns in public areas and signposting.
- Generally, learners attend classes well however, attendance in classes for young people is below the college target and continues to be an area for improvement.
- Learners across curriculum areas work together on cross College events such as the Sustainability Fare and Open Mic events for Creative Writing and Guitar.

## **Areas for improvement**

- Attendance for young people is below College targets and has an impact on their achievement and overall prospects.
- New teaching staff and support staff are not always aware of College standards in relation to addressing behaviour which results in an inconsistent approach.
- need to receive behaviour training and be made aware of college standards. The impact of this needs to be evaluated.

- Parents and careers need to be advised about local risks to ensure that vulnerable young people are fully supported.

### **Personal Development: Good**

- The college ethos of inclusivity is strong and learners feel accepted and valued as a part of the college community. Learners feel that there is safety in their diversity (feedback to Ofsted inspectors Sept 2023).
- Enrichment activities celebrate equality and diversity such as ESOL Bring and Share, ESOL recipe book, SACC market and mini enterprise initiatives.
- British Values is effectively and seamlessly embedded across the curriculum with examples such as discussions in pottery classes, an ESOL starter activity and learners voting on preferences in vocational courses.
- Learners demonstrate respect and tolerance in their relationships with each other and their tutors. Young people treat each other respectfully and they value the way the way tutors treat them as adults.
- A helpful weekly job club provides one to one support to adult learners in searching and applying for jobs using the Job Centre Plus tools.
- Young people have a good understanding of boundaries in relationships and what constitutes healthy relationships. As a result of this programme, social skills and knowledge has been developed.
- Most learners understand Prevent, however further monitoring is required to ensure that awareness reaches all curriculum areas.

### **Areas for improvement**

- IAG is made available to all but some learners remain unsure of their progression routes. Development and monitoring of the IAG interview processes are required.
- Although young people have access to a series of IAG meetings over the academic year, the action plans are not always effective in identifying career aspirations and preparing learners for work.
- Increased focus on progression routes for High Needs to meet their needs.



- Promote opportunities for adults to get involved in community projects such as volunteering and local green initiatives.

### **Leadership and management: Good**

- Leaders and managers have responded to the LSIP and have developed highly effective and ambitious courses and qualifications for adults that meets the needs of the local community.
- Leaders have overseen the development of a digital academy to meet the needs of local employers in relation to digital, financial and management qualifications for young people and adults.
- Leaders and managers have been responsive to local and national need in building an ESOL curriculum for recently arrived refugees in partnership with the council and the development of framework of language course.
- Leaders and managers have high expectations of learners, which is reflected in achievement rates, some above national averages. 100% overall achievement in GCSE English and Maths. GCSE English 71% achieved a pass and of those, 36% achieved very high grades of 6 and above.
- Leaders have worked closely with local stakeholders to develop a course to train adults to work within the care sector.
- Leaders have developed highly effective relationships with feeder schools and local authorities. Managers work closely with these partners to ensure that the curriculum meets the individual needs of learners and that their transition into college is effective
- Leaders and managers use regular observation to develop professional practice outcomes which are used in annual conversations. Outcomes are used to inform CPD, giving tutors and support staff opportunity to develop skills.
- Governors have a comprehensive understanding of the strengths and weaknesses of the college. They challenge leaders' decisions appropriately on the quality of education and training and have ensured that the programmes and qualifications provided continue to meet the evolving needs of the local community.
- Staff training on Prevent focussed on a highly localised reference within a criminal sentencing case which results in staff recognising

that Safeguarding and Prevent are everyone's responsibility and it could happen here.

### **Areas for improvement**

- Leaders have not been sufficiently ambitious for the small proportion of learners on study programmes. Learners study qualifications that do not challenge them. For a few learners, the qualification they are studying will not help them progress to their desired career pathway.
- Leaders have not ensured that learners on study programmes undertake suitable work-related activities and that for those with high needs the work experience matches closely enough with their interests and aspirations. These learners do not sufficiently experience the world of work.
- Leaders have not provided readily available data to middle managers this has resulted in a lack of oversight in relation to predicted achievement and attendance, resulting in lower achievement rates than previous years.
- Governors have the required expertise; however, they do not have sufficient oversight and as a result cannot be sure that rapid progress is being made to strategic goals.
- Class visits are based on the staff matrix which encourages self-assessment, reflection and professional dialogue to identify improvement areas for teaching staff. However, a small number of managers are not monitoring action plans with sufficient rigour to ensure that development needs are addressed.

### **Safeguarding**

Safeguarding is effective. Safeguarding and Prevent are branded using a purple hand icon which is highly visible and accessible to all learners. Learners receive a safeguarding leaflet at induction enabling them to confidently know how to report a concern. Effective monitoring of this is carried out through surveys and learner voice activities.

Safeguarding is a key theme in the annual staff conference at the beginning of the academic year and throughout the year in CPD days and at staff meetings.

Working with other agencies and networks provides information gathering on local risks, partner approaches, signposting and benchmarking.

Safeguarding audits identify gaps in actions and are used to inform training themes. Termly reporting to Governance gives an overview of the trends, escalations and referrals.