# MEDWAY ADULT COMMUNITY LEARNING SERVICE

**QUALITY IMPROVEMENT PLAN**

**1st August – 20th December 2013 (Version 1)**

##### Key to Quality Improvement (QI) Progress/Completion

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| Some progress toward achievement | **Red** |
| Significant progress towards achievement | **Amber** |
| Measure fully implemented quarterly review and evaluation | **Green** |

**N.B. For full details of progress against each issue please refer to Quality Meeting minutes**

**Outcomes for learners**

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| **Outcomes for learners Grade: 3** | | | | |
| **Strengths** | **Action** | **Outcome/Improvement Target** | **By Who** | **By When** |
| Learners are well motivated, enjoy their studies and often attain their personal learning goals. They develop their skills well and often apply these in their everyday lives.  Learners on employability programmes and those undertaking apprenticeships qualifications achieve well.  There are no significant variance in how well learners from different groups achieve | Further develop our good practice through classroom observations, more robust ILP's and the review process. ongoing  Apprenticeships on hold until after re-inspection due to the timely success rates  To further Increase employability provision to meet the needs of specific sector skills 13/14  16-18 class room provision due to small cohort achieved significantly below against the 19+ success rates and will discontinue provision though 12/13.  Continue to monitor Success Rates regularly and communicate across the Service. | Learner evaluations  Classroom observations  Ofsted report  Ofsted report  Qualification Success rates  Job outcomes above national bench mark  Employer and partnership feedback  Qualification Success Rates  SMT meetings  Quality Review Meetings  Pams 1-2-1 | Tutors  Pals  Pams  SMT  PAMs  PALs  Tutors  SMT  HOS  CUR M  PAMs  PALs  Tutors | February 13  March 14  February 13 |
| **Requires Improvement** | **Action** | **Outcomes/Improvements Targets** | **By Whom** | **By When** |
| Success rates are above bench mark in most areas, some require further improvement  Outcome of learner initial assessment should be used to identify each individuals needs to achieve their programmes    Learners need to be challenged through SMART target setting    English and maths needs to be consistently embedding across the service  Accurate recording of the progress and achievement of learners on non-accredited courses requires improvement  Tutors do not use the information on the individual’s needs to tailor teaching to meet these needs of the learner  Opportunities for disclosure for LLDD learners, staff need further training and development to encourage and implement a more robust procedure. | Overall success rates for the majority of learners is above national average, further development is required  Implement new IPL's, Initial Assessment and review process ongoing and recording audit trail.  LSIS training on the learner’s journey, Staff training and development identified through Ofsted Inspection, OTLA's, programme audits and PDR's.  Link OTLA's to CPD  Staff development on developing agreed SMART targets with the learner.  Continuous training and development on SMART goal setting negotiated with the individual learners.  Using the BSKS Builder more effectively as part of the Initial Assessment process to identify the correct level of learners at start of programme  Further development on the RARPA for all staff through the Quality reviews that have been implemented.  A more robust RARPA moderation process is needed to ensure rigour and consistency  LSIS training on Learners Journey  Identified training from OTLA's need to feed into the Staff training plan  Link OTLA's to CPD  LLDD needs to be discussed regularly with learners so disclosures can be dealt with timely | SMT Meetings  Exceed national targets  Identify learners at risk early in the programme  Quality review meetings.  PAM 1-2-1 review meetings  Ofsted report  OTLA's, Skill Scans  Initial Assessments  Diagnostic Assessment, ILP's  Reviews  Quality meetings  Quality review meeting  PAMs 1-2-1 review meeting  SMT meeting  Staff Training  Quality review meetings  Quality meetings  SMT meetings  Training and development  Recruitment  Initial Assessment  Review Process  Action planning  ILP audit  Initial Assessment  Diagnostic Assessment  Ongoing review and action planning  SMART Goal Setting  Training and Development  Quality meetings  Inspection meetings  Quality Review meetings  Training and Development  RARPA  Ofsted requirements  Inspection meetings  Quality Meetings  Quality review meetings  PAMs 1-2-1 monthly meetings  Training an development  1-2-1 review meetings to establish SOW  Set SMART targets  Review progress ongoing  ALS Records  Disclosure forms completed correctly  Embed throughout Recruitment and Induction  Embed throughout programme | HOS  SMT  Pams  HOS  SMT  PAMs  PALs  HOS  SMT  PAMs  PALs  Tutors  HOS  SMT  Pans  Pals  Tutors, LSA’s  HOS  SMT  PAMs  PALs  Tutors  SLA’s  HOS  SMT  HOC  PAM’s  PALs  SLAs  Recruiters  PAMs  PALs  Tutors  SLAs | March 14 |
| March 14  March 14  March 14  March 14  March 14  March 14 |

**7.2 Quality of Provision**

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| **Quality of teaching Learning and Assessment Grade: 3** | | | | | |
| **Strengths** | **Actions** | **Outcome/Improvement Target** | **By Whom** | **By When** |
| Teaching and learning in employability programmes are good  Learners are well motivated, enjoy their studies and often attain their personal learning goals. They develop their skills well and often apply these in their everyday lives.  There are no significant variations in how well learners from different groups achieve. | Share best practice across the curriculum  Continue monitoring and managing  Feedback, reviews, Ofsted report, Share best practice  Continue monitoring    Continue this good practice across the service  Success data  Ofsted report | OTLAs to be linked to CPD  Quality Meetings  Inspection meetings  Quality review meetings  Pam and Pal meetings  Ofsted report  OTLA reports  Curriculum planning  Partnership working  Directory  Goal setting  SMT Meetings  Quality review meetings  Inspection meetings  1-2-1 PAMs monthly meetings  Initial assessment | SMT  PAMs  PALs  Tutors  HOC  PAMs  PALs  Tutors  SLAs  SMT  HOC  PAMs  PALs  Tutors | March 14  February13  February 13 |
| Requires Improvement | **Action** | **Outcome/Improvement Targets** | **By whom** | **By When** |
| The quality of teaching and planning  Opportunities for disclosure of LLDD learners, staff need further training and development to encourage and implement a more robust process    Teaching, learning and assessment, tutors require further training and development to support learners and extend their knowledge and skills    Learners Journey to be embedded throughout all programmes to meet individual needs. | Evidence from the observation data base shows that three of the top five strengths are within planning and teaching  Initial assessment should be used to inform the planning of good teaching  LLDD needs to be discussed regularly with learners so disclosures can be dealt with timely  More robust initial assessment to identify LLDD earlier within the programme  Through the OTLA process further training and development identified will be linked to CPD  SMART action plans negotiated with learners to extend their knowledge and Skills.  LSIS training completed July 13  Further training and development delivered since September 13, further training and development identified to ensure the learners journey is embedded.  Review  SMART action planning  Retention & Achievement Data | Curriculum development  Recruitment  Initial assessment  SOW  LLDD Data  Initial Assessment  Specialist Tutors    Ofsted Report  ILP  Review  Initial assessment  Inspection meetings  Quality meetings  Quality review meetings  Training and development  LSIS training on the learners journey  Quality review meetings to manage the process  SMT meetings  Inspection meeting  Quality meetings  Recruitment  Initial assessment  ILP  Assessment planning  Review  Training and development | HOC  PAMs  PALs  Tutors  SLAs  LLDD  PISC  PAMs  PALs  HOS  HOC  PAMs  PALs  Tutors  SLA’s  HOS  HOC  PAMs  PALs  PISC  Tutors  SLAs | March 14  March 14  March 14  March 14 |
| The outcome of learners and Initial assessment should be used to inform the planning of good teaching by tutors  Embedding of basic/ functional skills  The quality and rigour of the observation process requires improvement  Assessment and recording  The use of ILT  Plans for Individual learning  Curriculum planning  Lack of specialist staff to provide support for learners | Good practice seen in adult skills budget provision to be shared across service and adapted for community learning  Cross service themed observation needed to ensure that best practice is identified and shared service wide. Evidence should be explicit in all programmes and lessons  Too much emphasis on the quality of teaching and planning and too little focus on the quality of learning and assessment in the observation process  OTLA process needs to be monitored closely  Identifying the key areas within teaching and learning to focus on the quality of teaching, learning and assessment  Implementation teaching, learning and assessment data base  Assessment monitoring across the service is inconsistent and has resulted in some learners being disadvantaged i.e. PTTLS SFL and Pilates  Exam registration procedures to be improved along with on-going interim IV arrangements being made robust and consistent across the service  Further investment needed in staff training programme and the development of Moodle. Best practitioners to be identified and used as part of training programme across service  Although improvements are evident there remains a consistency issue across teams as evident from random samples and lesson observations  ILPs to be reviewed and monitored across the service to ensure consistency  Plans for individual learning  Too heavily based on historical programmes and tutors availability  Working closer with partner to identify the correct programmes needed  The development of a curriculum strategy and a community learning strategy to guide curriculum development and specialism required  Claw back of funding  No specialist staff in place | Inspection meetings  Quality meetings  Quality review meetings  1-2-1 PAMS meetings  RARPA  Initial Assessment  ILP  Action planning  Review  Inspection meetings  Quality meetings  Quality review meetings  Initial assessment  Lesson observations  planning for learning  Observations  audit of ILP’s and SOW  OTLAs process  Inspection meetings  Quality Meetings  Quality review meetings  Learner focused  Quality of planning  More robust tracking system  Robust quality assurance process  Policy implemented for a seamless exam process  Spread sheet to track the exams and qualification process  Inspection meetings  Quality review meetings  Lesson observations  Curriculum planning  Initial assessment  SOW  Inspection meetings  Quality review meetings  Quality meetings  Induction  ILP  Initial Assessment  Reviews, SOW  Collect requirements from partners  Analyse Skills data  Check through historical data  Achieve profiles and starts to meet monthly targets  Work closely with Mid Kent College  Training and development  Diagnostic  Develop own staff  Recruit specialist staff | HOS  HOC  PAMs  PALs  Tutors  HOC  PISC  PAMs  PALs  Tutors  SLAs  HOS  HOC  PAMs  PALs  Tutors  SLAs  HOS  Exams  HOC  PAMs  PALs  Tutors  HOS  HOC  IT Department  PAMs  PALs  Tutors  HOS  HOC  PISC  PAMs  PALs  Tutors  HOS  HOC  HOO  FDM  PAMs  PALs  Tutors  HOS  LLDD  HOC  PAMs  PALs  Tutors | March 14  March 14  March 14  March 14  February 14  February 14  February 14  March 14 |

**7.3 Leadership and Management**

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| **The Effectiveness of Leadership and Management Grade: 3** | | | | |
| **Strengths** | **Actions** | **Outcomes/Improvement Targets** | **By Whom** | **By When** |
| The range of programmes on offer meets the needs of the local community and reflects the Council's priorities well  Partnership working effectively broadens the range of provision for learners  Data is analysed to determine any significant achievement gaps and the service has worked well to narrow the few it has identified | Implement a clear strategic direction for the service  Strategy for adult learning and community learning  Continue to align our delivery to meet the needs of the Council  Continue the timely monitoring of the data.  Using a robust system to track the progress of learners | Ofsted report  Service Plan and Targets  Directory  Ofsted report,  Service Plan and Targets  Learner Voice  Data-Success rates  Ofsted report | SMT  SMT  PAMs  PALs  Tutors  HOS  SMT  PAMS | Feb 13  Feb 13  March 14 |
| **Requires Improvement** | **Action** | **Outcomes/Improvement Targets** | **By whom** | **By When** |
| The number of observations has increased since inspection (February 2013), needs to be carried out in a timely manner  Equality and diversity    Health and safety management needs to be promoted and integrated in all programmes  Safeguarding needs to be promoted and embedded in all programmes | Continue with upward trend and prioritisation activities with a greater focus on teaching, learning and assessment  OTLA’s need to be linked to CPD  Focused training on meeting individual needs; use of ILT to celebrate & promote diversity. Further training and development on embedding throughout the curriculum  Maintain level of monitoring; publish H&S meeting minutes to learners; present regular summaries of accidents, evacuation drills etc. to staff and learners  An audit of risk assessments to be conducted on a yearly basis. Further training and development for all staff to embed throughout all programmes.  H&S audit to be carried out  Safeguarding training to be rolled out to all staff and volunteers to supplement their induction; Information for staff and learners available in a variety of formats; all managers to identify key aspects of safeguarding pertinent to their areas of responsibility. Embed throughout all programmes | OTLA reports,  OTLA database  Walk Round Reports  SOW  Lesson Plans  OTLAs  Individual Training Plans  Statutory requirements are met in terms of facilities management; risk assessments fire regulations and safeguarding. Associated  policies/ minutes and development plans  SOW  ILPs  Session Plans  Reviews  Safeguarding training spreadsheet | SMT  PAMs  PALs  Other Partners  E&D Group  SMT  PAMs  PALs  Tutors  H&S Group  Caretakers  SMT  PAMs  PALs  Tutors  Safeguarding Group  SMT  PAMs  PALs  Tutors | March 14  March 14  March 14  March 14 |
| Self-assessment and improvement planning process to identify correct strengths and weaknesses requiring improvement  Teaching, learning and assessment, tutors require further development to support learners and extend their knowledge and skills  Embedding of basic/functional skills across the service  Tracking of internal and external progression  The monitoring of support staff (LSAs and volunteers) practice  Implementation of the ILT strategy  Workforce development Focus group set up to allocate costs to align to the Service  Capturing learner voice  Strategic planning with vision and mission, clearly defining the aims and objectives of the service.  Performance management  Financial reporting and budget devolution needs to be developed and managed by all service managers  Formative and summative IQA processes are inconsistent across the service | A more rigorous and on-going self-assessment process is needed to ensure areas for improvement are captured at an early stage and addressed in year through the quality improvement plan.  External Moderation  Monitored SMART action plans through the quality meetings, recorded correctly to show knowledge and skills have been extended  Robust Initial assessment process  Diagnostic assessment to identify learners starting point  Quality review  Destination date  Tracking system  Clear audit trail  Review meetings  Ensure an appropriate monitoring process equal to the monitoring of teaching staff is effectively developed and managed in 2013/14  Develop the ILT strategy to ensure it is aligned to the needs of the service  An allocated budget for workforce development plan needs to be put into place to ensure that staff development is aligned with service needs and communicated to all staff  Develop consistent learner surveys and a mechanism to ensure this info is disseminated across all areas and actioned accordingly  Develop a range of activities to capture learner voice  Development of whole service strategic plan  Curriculum plan for both the adult skills budget and community learning  Fully implement Medway Council’s performance management framework  Implement a financial budget and share with service managers  Implementation of KPI targets, performance management and  Setting an agreed budget for each area of the curriculum (13/14)  Implement a more robust quality monitoring system of accredited provision, to achieve bench mark data | Implementation of a Quality Improvement Plan  Implementation of a Quality Calendar  End of year SARs and position papers on key aspects of provision  Staff Training  SAR Panels  External Monitoring  ILP  SMART Target  Action planning  Further Training and Development in embedding the learners journey throughout the programme  Audit Trail of Maths and English Support, embedded throughout the learners journey.  Tracking system  Data meetings  Quality Meetings  1-2-1 meetings  SMT meetings  No formal observations of LSAs and volunteers took place to determine effectiveness 12/13  Implementation of an ILT strategy  Workforce development plan is in place but no budget allocation  The capturing of the learner voice is inconsistent across the service with many areas not surveying learners during 12/13  Strategic planning for all aspects of the curriculum needs to be improved. There is a lack of departmental direction and agreed whole service objectives  Ineffective performance management has led to inconsistencies across the service with no clear lines of accountability that can then be actioned.  The reporting of financial information needs development  Performance related data is needed  The quality procedures in meeting the awarding body guidelines is inconsistent across the service  Ofsted Report  IQA reports  EQA Reports  Data (low timely achievement rate) | HOS  SMT  PAMs  PALs  Tutors  HOS  SMT  PAMs  PALs  Tutors  HOS  SMT  PAMs  PALs  Tutors  SMT  PAMs  PALs  Tutors  Learners  SMT  PALs  PAMs  Tutors  SMT  PAMs  PALs  IT  Tutors  HOS  SMT  PAMs  PALs  Tutors  SMT  PAMs  PALs  Tutors  HOS  SMT  PAMs  SMT  PAMs  PALs  Tutors  HOS  SMT  PAMs  PALs  Tutors | July 14  March 14  March 14  March 14  March 14  April 14  April 14  April 14  April 14  April 14  April 14  April 14 |