# MEDWAY ADULT COMMUNITY LEARNING SERVICE

**QUALITY IMPROVEMENT PLAN**

**1st August – 11th March 2014 (Version 2)**

##### 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** | **%** | **Ach** | **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 receive particularly goodPastoral and welfare guidance and support Supportive tutors actively encourage learners to extend their Knowledge, develop personal and social skills and build their self-confidenceLearners on employability programmes and those undertaking apprenticeships qualifications achieve well. Fewer achieve their qualification within the agreed time scaleThere 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 Further develop our good practice and share and embed across the serviceFurther develop our good practice and share and embed across the serviceApprenticeships on hold until after re-inspection due to the timely success ratesTo further Increase employability provision to meet the needs of specific sector skills 13/1416-18 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.Success rates motored monthlyTarget setting for achievement rates | Learner evaluations Classroom observationsOfsted reportMore insightful group work, contextualisation, explore themes in depth, learners to engage enthusiastically in discussions around topical issues to extend their confidenceStandards of all lessons need to improve. The promotion of employability skills and the development of English and maths. Raise learners’ awareness of, or to promote the development of core skills that learners require to gain employment, English and Maths sufficiently Ofsted ReportOfsted reportQualification Success ratesJob outcomes above national bench markEmployer and partnership feedbackHOS to head up and put into place the correct policies and procedures for a successful apprenticeship programme.This provision has been handed over to the College as MACLS do not have the correct facilities to run these programmesManagers have good access to timely data on the performance of different groups.Qualification Success RatesSMT meetingsQuality Review MeetingsPAMs 1-2-1with managerPALs 1-2-1 with PAMS | 85%100%20%25%100%75% | **√****√** | TutorsPalsPams TutorsPamPalSMTPAMsPALsTutorsSMTHOSPAMsPALsTutors HOSSMTPams | Feb 13March 14March 14March 14Feb 13March 14Oct 13March 14 |
| **Requires Improvement** | **Action** | **Outcomes/Improvements Targets** | **%** | **Ach** | **By Who** | **By When** |
| Success rates are above bench mark in most areas, some require further improvementOutcome of learner initial assessment should be used to identify each individuals needs to achieve their programmes  Learners need to be challenged through SMART target settingTutors need to cater for the wide range of learners’ abilities and knowledge in lessons and adopt suitable procedures to monitor and review progress and set suitable targetsEnglish and maths needs to be consistently embedding across the service Accurate recording of the progress and achievement of learners on non-accredited courses requires improvementTutors do not use the information on the individual’s needs to tailor teaching to meet these needs of the learnerOpportunities for disclosure for LLDD learners, staff need further training and development to encourage and implement a more robust procedure.Staff do not identify, plan or promote sufficient progression opportunities for learners. | All success rates to exceed national targets, ESOL to be monitored closely to increase success rates as a decline at presentCommunity learning a bench mark to be agreed for all areas to achieve and succeed achievement ratesImplement new IPL's, Initial Assessment and review process ongoing and recording audit trail.Initial Assessment carried out on all learners and a checking system to make sure learners are placed at the correct level 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 CPDStaff 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 programmeInitial assessment needs to be used correctly and place the learners onto the correct programme levelsFurther 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 JourneyIdentified training from OTLA's need to feed into the Staff training planLink OTLA's to CPDBite size training sessions following the learners journeyUpdate ILP to record the learners journey informationSession plan to be developed to meet the needs of each individual learner.LLDD needs to be discussed regularly with learners so disclosures can be dealt with timelyIdentified at inductionIdentify further funding to support the needs of the learnerPlan or promote progression opportunities for learners and record accurate learners’ destination.Information needs to be improved, advice and guidance on either entry to, or exit from, the service. Too few learners make the progress they might to further study, to voluntary work or to employment | Outcomes for learners requires improvementCloser monitoring through target setting to be set and agreed with all staffSMT Meetings monitoringExceed national targetsIdentify learners at risk early in the programmeQuality review meetings monitoring.Tutors do not use information from the initial assessment well to place learners on the correct level programmeOfsted reportInitial AssessmentsDiagnostic Assessment, ILP'sReviewsQuality meetingsQuality review meetingPAMs 1-2-1 review meetingStaff TrainingOTLA’sRecruitmentInitial AssessmentReview ProcessAction planningILP audit OTLA’sLearning WalksStaff trainingTutors need to design lessons that develop English and maths or employability skillsMonitored through the OTLA processInitial AssessmentDiagnostic AssessmentOngoing reviews and action planningQuality Review meetings Inspection meetingsQuality meetings Learner WalksTraining and developmentManagers need to monitor and report learner’s achievement and progress more clearly and accuratelyFollowing RARPAInitial assessmentOngoing review and action planningSMART Goal SettingTraining and DevelopmentQuality Review meetingsInspection meetingsOfsted requirementsInspection meetingsQuality MeetingsQuality review meetingsPAMs 1-2-1 monthly meetingsTraining and development1-2-1 review meetings to establish SOWSet SMART targetsReview progress ongoingIndividualised ILPCorrect information recorded in the learners journeyALS RecordsDisclosure forms completed correctlyEmbed throughout Recruitment and InductionEmbed throughout programmeUse of additional funding being usedDirectoryPublicationsWebsiteRegistrationInductionImproved IAGReview processAction planningFinal review will sign post next progression and record learners destination | 45%25%25%25%0%25%15%10% |  | HOSSMTPAMsPALsHOSSMTPAMsPALsHOSSMTPAMsPALsTutorsPISCsHOSSMTPansPalsTutorsLSA’sHOSSMTPAMsPALsTutorsSLA’sHOSSMTHOCPAM’sPALsSLAsPISCsPAMsPALsTutorsSLAsHOSPAMsPALsTutorsSLAs | March 14 |
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**7.2 Quality of Provision**

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| **Quality of teaching Learning and Assessment Grade: 3** |
| **Strengths** | **Actions** | **Outcome/Improvement Target** | **%** | **Ach** | **By Whom** | **By When** |
| Teaching and learning in employability programmes are goodGood accommodation and resources are used well by tutors to enhance the quality of teaching and learningLearners 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.Many of the more experienced and well-qualified tutors share their extensive subject knowledge well with learners and often have good strategies in place to check learners’ understanding of key principles.There are no significant variations in how well learners from different groups achieve. | Tutors fail to raise learners’ awareness of, or to promote, the development of core skills that learners require to gain successful employment, or to develop English and mathematics sufficientlyShare best practice across the curriculumProcesses and procedures will be developed to embed all these areas across the serviceand monitorContinue to monitor the needs of the learners, curriculum development and the upkeep of all our classrooms and buildings.In the better lessons, tutors plan projects and homework well, which encourages learners to experiment, be creative and try new approaches.This approach needs to be embedded across the service These tutors foster a supportive and constructive group ethos where learners work productively in lessons and motivate each other wellPeer training so this good practice is embedded across the serviceContinue this good practice across the service andmonitor Success Rates and communicate across the Service.Success rates motored monthlyTarget setting for achievement ratesSuccess dataOfsted report | Initial assessmentILPOngoing review and action planningSOWQuality MeetingsInspection meetingsQuality review meetingsOTLA ReportsLearning WalksOfsted report Monitored through management 1-2-1’s with HOSLearning walksAction planningH&S monitoring ChecksOngoing audits around all classrooms and buildings.Learners complete Stimulating activities, develop and use research and self-reflection skills effectively.Community learning tutors set high expectations and encourage learners following creative art courses to display work around the learning centre and in local exhibitionsCurriculum planningPartnership workingDirectoryGoal settingSet up Peer training so all tutors spend time within these groups to share good practice across the serviceQuality MeetingsQuality Review meetingsInspection meetingsOTLA’sLearning WalksManagers have good access to timely data on the performance of different groups.Qualification Success RatesSMT meetingsQuality Review MeetingsInspection meetingsPAMs 1-2-1with managerPALs 1-2-1 with PAMSInitial assessment | 40%75%35%35%75% |  | SMTPAMsPALsTutorsSLAsHOSOP’s ManPAMsPALsTutorsSLAsHOCPAMsPALsTutorsSLAsSMTHOCPAMsPALsTutorsHOSPAMsPALsTutorsSLA’sHOSPAMsPALsTutorsSLA’s | March 14March 14Feb13March 14Feb 13March 14March 14March 14 |
| Requires Improvement | **Action** | **Outcome/Improvement Targets** | **%** | **Ach** | **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.   | In a few lessons, tutors do not design strategies to cater for the wide range of learners’ abilities and Knowledge in lessons.They do not plan sufficient challenging activities to push the more able learners or those on leisure programmes who have studied the course before.Initial assessment should be used to inform the planning of good At Quality review meetings OTLA’s will be monitored closely and the process and procedure to be a more timely process. At induction learning styles need to be identified and throughout the lesson planning learning strategies need to be embedded into the programme taking account of all abilities and knowledge within the classroom.LLDD needs to be discussed regularly with learners so disclosures can be dealt with timelyIdentified at inductionIdentify further funding to support the needs of the learnerMore robust initial assessment to identify LLDD earlier within the programmeLearners with learning difficulties and/or disabilities receive effective additional learning support which helps them participate and achieve. Tutors ensure learning support staff and volunteers understand their role and generally deploy them well.Through the OTLA process further training and development identified will be linked to CPDSMART action plans negotiated with learners to extend their knowledge and Skills.LSIS training on the learner journeyFurther training and development delivered since September 13, further training and development identified to ensure the learners journey is embedded throughout the learners' journey. | Screeninginitial assessment DiagnosticLesson PlanningSOWILPPlanning and review processSMART target settingALS RecordsDisclosure forms completed correctlyEmbed throughout Recruitment and InductionEmbed throughout programmeUse of additional funding being usedLLDD DataInitial AssessmentSpecialist TutorsCarers who accompany learners with learning difficulties and/or disabilities take over the practical task, which restrict the learners development Monitored through the OTLA processQuality meetingsQuality review meetingsInspection meetingsE&D focus group meetingFurther develop the Initial assessment processILPSMART action planning and reviewingSOWSession planningMonitor this process through the, Inspection meetingsQuality meetingsQuality review meetingsTraining and developmentRecruitmentInitial assessmentILPAssessment planningReviewSMART action planningRetention & Achievement DataBite size session for all tutors to attend that follows the learners journey from start to exit of programme SMT meetingsInspection meetingQuality meetingsTraining and developmentBite size sessions | 25%15%30%30% |  | HOCPAMsPALsTutorsSLAsLLDDPISCPAMsPALsHOSHOCPAMsPALsTutorsSLA’sHOSHOCPAMsPALsPISCTutorsSLAs | March 14March 14March 14March 14 |
| The outcome of learners and Initial assessment should be used to inform the planning of good teaching by tutorsEmbedding of basic/ functional skills The quality and rigour of the observation process requires improvement Assessment and recording The use of ILTPlans for Individual learningCurriculum planningLack 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 learningLearners enrolling onto courses leading to a qualification complete thorough initial assessmentToo often staff place learners on too lower level of course. As a result the course does not challenge learners sufficiently.Learners on community learning course self-assess their starting point, but this process is cursory because many learners judge themselves fully competent rather than identifying skills they could develop to a higher level.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 Using the BSKS Builder more effectively as part of the Initial Assessment process to identify the correct level of learners at start of programmeInitial assessment needs to be used correctly and place the learners onto the correct programme levelsToo much emphasis on the quality of teaching and planning and too little focus on the quality of learning and assessment in the observation process. All learners to make progress to their starting point and learning goals. Learning develops personal, social and employability skills and progression to higher qualificationsOTLA process needs to be monitored closelyIdentifying the key areas within teaching and learning to focus on the quality of teaching, learning and assessmentImplementation teaching, learning and assessment data baseAssessment 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 serviceFurther 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 availabilityWorking closer with partner to identify the correct programmes neededThe development of a curriculum strategy and a community learning strategy to guide curriculum development and specialism requiredClaw back of fundingNo specialist staff in place | Initial AssessmentILPAction planningReviewInspection meetingsQuality meetingsQuality review meetingsCIFRARPATutors need to design lessons that develop English and maths or employability skillsMonitored through the OTLA processInitial AssessmentDiagnostic AssessmentInitial assessmentLesson observations planning for learning Observations audit of ILP’s and SOW Ongoing reviews and action planningQuality Review meetings Inspection meetingsQuality meetings Learner WalksTraining and developmentOutcome for learnersInitial assessmentILPSmart action planning and reviewsOTLAs processInspection meetingsQuality MeetingsQuality review meetingsLearner focusedQuality of planningMore robust tracking systemRobust quality assurance processPolicy implemented for a seamless exam processSpread sheet to track the exams and qualification processInitial assessmentILPAssessment and review processData Further develop MoodleStaff training and developmentInspection meetingsQuality review meetingsLesson observations Curriculum planningInitial assessmentSOWSessions PlanInspection meetingsQuality review meetingsQuality meetingsInductionILPInitial AssessmentReviews, SOWCollect requirements from partnersAnalyse Skills dataCheck through historical dataAchieve profiles and starts to meet monthly targetsWork closely with Mid Kent CollegeIdentify programme delivery and cost out to make sure the correct use of funding has been used.Any short falls should be identified and planned inRun monthly reports to make sure the allocation of funding will be used correctlyProfile starts for curriculum to make sure ¼ funding has been used.Training and development Diagnostic Develop own staffRecruit specialist staff | 20%25%30%35%30%30%30%10% |  | HOSHOCPISCPAMsPALsTutorsHOCPISCPAMsPALsTutorsSLAsHOSHOCPAMsPALsTutorsSLAsHOSExamsHOCPAMsPALsTutorsHOSHOCIT DepartmentPAMsPALsTutorsHOSHOCPISCPAMsPALsTutorsHOSHOCHOOFDMPAMsPALsTutorsHOSLLDDHOCPAMsPALsTutorsHOSLLDDHOCPAMsPALsTutors | March 14March 14March 14March 14February 14February 14February 14March 14March 14 |

**7.3 Leadership and Management**

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|  |  | **The Effectiveness of Leadership and Management Grade: 3** |
| **Strengths** | **Actions** | **Outcomes/Improvement Targets** | **%** | **Ach** | **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 learnersData 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 serviceStrategy for adult learning and community learningContinue to align our delivery to meet the needs of the CouncilContinue the timely monitoring of the data.Using a robust system to track the progress of learners | Ofsted reportService Plan and TargetsDirectoryOfsted report, Service Plan and TargetsLearner VoiceData-Success ratesOfsted reportQuality review meetingsSMT meetings |  |  | SMTSMTPAMsPALsTutorsHOSSMTPAMS | Feb 13Feb 13March 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 mannerEquality 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 CPDFocused training on meeting individual needs; use of ILT to celebrate & promote diversity. Further training and development on embedding throughout the curriculumMaintain 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 outSafeguarding 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 databaseLearning walksAction plansTraining and developmentSOWILPsReviewsLesson PlansOTLAs Individual Training PlansStatutory requirements are met in terms of facilities management; risk assessments fire regulations and safeguarding. Associatedpolicies/ minutes and development plans H&S Focus Group MeetingMinutesAction PlanSOWIce breakersILPsSession PlansReviewsSafeguarding training spreadsheet | 30%20%50%30% |  | SMTPAMsPALsOther PartnersE&D Focus GroupSMTPAMsPALsTutorsH&S GroupCaretakersSMTPAMsPALsTutorsSafeguarding GroupSMTPAMsPALsTutors | March 14March 14March 14March 14 |
| Self-assessment and improvement planning process to identify correct strengths and weaknesses requiring improvementTeaching, learning and assessment, tutors require further development to support learners and extend their knowledge and skillsEmbedding of basic/functional skills across the serviceTracking of internal and external progressionThe monitoring of support staff (LSAs and volunteers) practiceImplementation of the ILT strategy Workforce development Focus group set up to allocate costs to align to the ServiceCapturing learner voice Strategic planning with vision and mission, clearly defining the aims and objectives of the service.Performance managementIneffective performance management has led to inconsistencies across the service with no clear lines of accountability that can then be actioned. Financial reporting and budget devolution needs to be developed and managed by all service managersFormative 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 extendedThrough the OTLA process further training and development identified will be linked to CPDSMART action plans negotiated with learners to extend their knowledge and Skills.Robust Initial assessment processDiagnostic assessment to identify learners starting pointCross service themed observation needed to ensure that best practice is identified and shared service wide. Evidence should be explicit in all programmes and lessons Using the BSKS Builder more effectively as part of the Initial Assessment process to identify the correct level of learners at start of programmeInitial assessment needs to be used correctly and place the learners onto the correct programme levelsQuality review Destination dateTracking systemClear audit trail Review meetingsEnsure an appropriate monitoring process equal to the monitoring of teaching staff is effectively developed and managed in 2013/14Develop the ILT strategy to ensure it is aligned to the needs of the serviceAn 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 staffDevelop consistent learner surveys and a mechanism to ensure this info is disseminated across all areas and actioned accordinglyDevelop a range of activities to capture learner voiceDevelopment of whole service strategic plan QUIPSARCurriculum plan for both the adult skills budget and community learning Fully implement Medway Council’s performance management frameworkImplement a financial budget and share with service managersImplementation of KPI targets, performance management andSetting an agreed budget for each area of the curriculum (13/14)The quality procedures in meeting the awarding body guidelines is inconsistent across the service Implement a more robust quality monitoring system for accredited and non-accredited provision, to achieve bench mark data Agree bench marks for non-accredited programmesHOS to monitor WPL and Apprenticeships delivery to build capacity within the SFA contract with 16-18 ER.ASB reduces each year, 16-18 ER will build the capacity within our SFA contract.New Pilot for WPL and Apprenticeships within the council for May – July starts. | Implementation of a Quality Improvement PlanImplementation of a Quality CalendarEnd of year SARs and position papers on key aspects of provisionStaff TrainingSAR PanelsExternal MonitoringILPSMART TargetAction planningFurther Training and Development in embedding the learners journey throughout the programmeFurther develop the Initial assessment processSOWSession planningMonitor this process through the, Inspection meetingsQuality meetingsQuality review meetingsTraining and developmentAudit Trail of Maths and English Support, embedded throughout the learners journey.Tutors need to design lessons that develop English and maths or employability skillsMonitored through the OTLA processInitial AssessmentDiagnostic AssessmentInitial assessmentLesson observations planning for learning Observations audit of ILP’s and SOW Ongoing reviews and action planningQuality Review meetings Inspection meetingsQuality meetings Learner WalksTraining and developmentTracking systemData meetingsQuality Meetings1-2-1 meetingsSMT meetingsNo formal observations of LSAs and volunteers took place to determine effectiveness 12/13OTLA’sReviewsLearning WalksAction PlansInspection meetingsQuality review meetingsImplementation of an ILT strategyStaff training and developmentTwitterFace bookUpdate websiteOnline bookingsWorkforce development plan is in place but no budget allocation 14/15Cost out2 x ConferencesTraining PlanThe capturing of the learner voice is inconsistent across the service with many areas not surveying learners during 12/13Induction feedbackInterim FeedbackEnd of course feedbackProduce data of feedback findings annually.Strategic planning for all aspects of the curriculum needs to be improved. There is a lack of departmental direction and agreed whole service objectivesCurriculum strategyOrganisational PlanQUIPSAR1-2-1 regular meetingsPDR’sAction planningProfilingPerformance managementThe reporting of financial information needs developmentPerformance related data is needed Profiles with monthly starts and monthly incomePerformance ManagedOfsted reportIQA reportsEQA ReportsIQA minutes of meetingsAction plansStaff reviewsMIS DataQSR DataBusiness PlanQUIPSAR  | 40%30$25%20%10%20%50%30%50%50%35%20% |  | HOSSMTPAMsPALsTutorsHOSSMTPAMsPALsTutorsHOSSMTPAMsPALsTutorsSMTPAMsPALsTutorsLearnersSMTPALsPAMsTutorsSMTPAMsPALsITTutorsHOSSMTWFDPAMsPALsTutorsSMTPAMsPALsTutorsHOSSMTPAMsSMTPAMsPALsTutorsHOSSMTPAMsPALsTutors | July 14March 14March 14March 14March 14April 14April 14April 14April 14April 14April 14April 14 |