

## **Appendix D**

### **SAR Strengths and Areas for Improvement**

#### **Strengths (Community Learning)**

- Teaching, learning and assessment are consistently good, 94% of observations being graded at least good and 29% of observations being outstanding, a 10% increase since 2012/13. This ensures that the very large majority of learners successfully complete their learning programmes
- The success rates for the vast majority of learners are outstanding
- Very robust sub-contracting systems with a highly effective quality framework ensure that performance is closely monitored and a high quality of delivery is maintained
- The wide range of providers contracted ensure that the service meets the needs of learners throughout Staffordshire communities
- Learners develop excellent personal, social and employability skills
- Well-qualified and dedicated staff (tutors and managers) provide high quality support to help learners achieve
- Excellent partnership work with a wide range of community based partners within the Community Learning Trust model ensures local priorities are met
- Family learning programmes have a significant impact on children, families and schools and particularly on hard to reach families.
- Self-assessment is a thorough, inclusive and critical process which is effectively driving improvement towards excellence
- The provision ensures excellent widening participation with sub-contracted delivery of bespoke courses for learners with learning difficulties and disabilities and those with enduring mental ill health.
- The provision ensures excellent widening participation with contracted out bespoke courses for learners with ALDD and enduring mental ill health.

#### **Areas for Improvement (Community Learning)**

- Observations indicate that feedback to learners is not always recorded sufficiently in Individual Learning Plans in a minority (25%) of classes
- In a very small minority (less than 10%) of classes there is still ineffective use of ILT to enhance the learning experience
- In a very small minority of classes (less than 10%), English and maths are still not yet sufficiently embedded.
- A very small minority of courses (less than 10%) do not have sufficiently individualised learning outcomes for learners

- The quality of teaching, learning and assessment in a small minority (21%) of Wider Family Learning classes requires improvement
- The percentage of males in Family Learning is only 10%

### **Strengths (ASB)**

- The overall and timely success rates for ASB courses are good at 92%
- Achievement rate is excellent at 98%
- Learner progression is good for those learners who were unemployed and looking for work
- 100% of observations graded 2 or above with 50% of sessions graded 1

### **Areas for Improvement (ASB)**

- Low retention rate (84%) in Preparation for Life and Work programmes
- Sufficient learners to complete FE Choices learner questionnaire to reach the SFA minimum threshold level for publication.

### **Strengths (Apprenticeships)**

- 16-18 and 19-24 apprenticeship overall success rates are above the 2013-2014 national average (14/15 data not yet released)
- Well planned teaching and learning develops learners skills and knowledge, technical certificates exam results are good (90% exams passed first time, 100% overall).
- Functional Skills success rates are higher than the national average by 7.5% (Maths Level 2) and 34.7% (ICT Level1)
- 95% of the 98 achievers progressed into employment, a higher level apprenticeship or further/higher education
- EQA monitoring visits state high quality of teaching and assessment of learning
- Effective communication and good relationships with employers in schools, County Council Departments and private organisations which is crucial for successful delivery of apprenticeships.
- Effective development of training materials and resources to promote understanding of equality and diversity
- Good use of management information reports to monitor the learning of all learners.

## **Areas for Improvement (Apprenticeships)**

- Increase learner and employer evaluative feedback to at least 50% to inform quality assurance and on-going self- assessment processes
- Improve the achievement rate for 24+ Intermediate and Advanced Business Administration to at least 80%
- To improve the timely success rates, following the 9% decrease since 2013-2014
- Destination information capture during learner exit IAG reviews to be raised to 100%
- Increase overall achievement to 80+% and timely achievement to 75+% across all age bands and programmes
- To review the performance management reporting system to senior leadership in line with the Skills and Employability Quality Strategy