



WMC Camden College

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Self-Assessment Report 2018-19



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Section 1 - Executive Summary

This report assesses the quality of the college's curriculum and services in 2018/19, focusing on the effectiveness and impact on learners of the internal activity undertaken during the year to strengthen the organisation.

The WMC Mission, revised in 2015/16 by the Governing Body is:

“To provide diverse, enriching and enjoyable lifelong learning including skills for work, in a supportive environment, for adults in Camden and the local area”

The college was inspected in November 2018 and was graded as Good in all areas of the common inspection framework, with Outstanding features in Personal Development Behaviour and Welfare (PDBW). The inspection report provided a clear framework for developing the Quality Improvement plan for 2018-19

The rigorous self-assessment process and judgements were corroborated by Ofsted, confirming the validity of a strong emphasis on learners' outcomes and their views of all stages of their learning experience

The core subjects delivered at WMC are:

- English, maths and ESOL ranging from pre-entry to GCSE (in English and maths)
- Vocational Subjects: Business and IT, Teacher Training, Health and Social Care, and Childcare (from entry level to Level 3)
- Modern and Community Languages
- Visual and Performing Arts

In 2018-19 there were 3910 learners (**Fig 1**) of which 2984 were female and 926 male, and 9164 enrolments (**Fig 2**) in the college, mostly on part time courses ranging from one 2 hour session to a full 3 days per week and including the learners enrolled on courses in the community, contracted to WMC by the Camden Adult Education Service. Overall learner numbers decreased by 135 in the accredited provision and increased by 325 on non-accredited courses. Learner numbers have declined on accredited provision largely due to more learners being put onto non-accredited learning aims in ESOL to give them more time to build their ability to achieve a qualification. Given that some learners enrol on more than one course the actual number of unique learners in the college as a whole increased by 53. (**Appendix 1.1**)

Figure 1

Learner Numbers by Demographic Details	Learners		
	2016	2017	2018
New Learners			
New	3134	2067	2133
Existing learners	1793	1790	1777
Total	4926	3857	3910

There was a decrease in enrolments of about 400. The reason is complex but primarily due to factors such as longer courses (a number of 5 week courses were changed to 10 weeks), the closing of the Hair and Beauty department, and lower numbers in the 'Get into Learning' programme.

In addition, for the 2018-19 ACL courses, the 'pound plus' contribution from learners was raised from 25% to 30% with a slight increase in fees. This change possibly had a negative impact on learner numbers and enrolments as the increase in ACL courses was below expectations. Many learners who attend college have five or six enrolments over the year across different curriculum areas, so any increase in fees has an effect on their ability to participate. (**Appendix 1.2**)

Figure 2

Qualifying enrolments			
Accredited Provision	2016	2017	2018
Total	2150	2588	2323
Non-Accredited Provision	2016	2017	2018
Total	9477	6997	6841
Combined Total	11627	9585	9164

Section 2 - Headline Outcomes

Retention, Attendance, Pass Rate and Overall Achievement															
Accredited Provision															
	Qualifying Enrolments			Retention %			Pass Rate %			Overall Achievement %			Attendance (%)		
	2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018
Total	2150	2588	2323	94.40%	91.30%	92.90%	82.30%	89.60%	95.20%	77.70%	81.80%	88.50%	83.60%	87.10%	87.70%
Non-Accredited Provision															
	Qualifying Enrolments			Retention %			Pass Rate %			Overall Achievement %			Attendance (%)		
	2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018
Total	9477	6997	6841	94.90%	95.70%	95.30%	98.90%	98.90%	99.20%	93.90%	94.60%	94.50%	87.40%	89.80%	88.60%

The college is in a much stronger position than the previous year (**Appendix 2.1**) with increased overall achievement rates on accredited courses of 7% from 81.8% to 88.5%, meeting and exceeding college targets (**Appendix 2.2**) and national averages across all subjects. There have been changes and improvements to the format of the curriculum in ESOL, English and maths. The curriculum is now structured so that learners have more time to develop their knowledge and study skills so enabling improved exam results. Pre-course assessment was further developed, the curriculum was updated, for instance in Business and IT, and improved progression routes were put in place in the Arts. Overall, structures and curricula were revised to enable more learners with very low starting points to achieve. (**Appendix 2.3 for achievement data by curriculum**)

There were significant improvements in achievement in English by 5% from 81% to 86%, and in maths by 4% from 78% to 82%, and ESOL rose by 4% from 86% to 90%. There were many courses where achievement was above national averages. GCSE high grades in English and maths significantly exceeded national averages with English at 53.5%, 16% above national average, and maths at 51.8%, 20% above national average.

The Vocational curriculum saw significantly improved results from the previous year. Achievement on accredited Business, IT, Childcare and Teaching courses rose by 9% from 79% to 88% with particularly strong improvement in Business and IT. The curriculum in that area was revised, and obsolete courses were replaced in line with labour market and learner demand. Languages fell by 4% from 92% to 88% due to issues with Retention and settling in a number of new tutors.

The Art Foundation continues to provide opportunities for learners who are not suited to large university settings and who benefit from a smaller college setting with more support. All learners who applied were accepted at their first choice universities. Learner numbers decreased from 46 to 43 enrolments and achievement fell by 3%, from 89% in the previous year to 86%, because some learners left without completing the course due to mental health and other personal issues. However the pass rate was 100% for all 37 learners who completed and the percentage of Distinctions was 18% which is above national benchmarking for the qualification. There is stiff competition for this qualification in London with one of the largest providers in nearby Kings Cross, and combined with the changes in HE admissions policies it has become harder to recruit to the same numbers as in previous years. However WMC trades on its reputation for being small and responsive to individual need and offering a range of subject specialisms not always available in other institutions.

New qualifications in the arts at level 1 in term 1 recruited 51 learners with 92% achievement. Progression to level 2 in terms 2 and 3, where recruitment rose from the previous year from 43 to 106 enrolments, celebrated achievement rising from the previous year by 12% from 79% to 91%.

The non-accredited Arts have once again been very successful and Studio courses, which only carry a 50% fee concession for those on low incomes have continued to grow and are very popular. Overall achievement in Arts is at 96% with many full classes. Digital Arts has seen an improvement in achievement of 10% from 84% to 94%.

College performance – WMC self-assessment and Ofsted grade in November 2018

CIF	WMC 2016/17	WMC 2017/18	Ofsted 2018
Overall effectiveness of provision	2	2	2
Effectiveness of leadership and management	2	2	2
Quality of teaching, learning and assessment	2	2	2
Personal development, behaviour and welfare	2	1	2
Outcomes for learners	2	2	2

EIF	WMC 2018/19
Overall effectiveness of provision	2
Quality of Education	2
Behaviour and Attitudes	1
Personal development	1
Leadership and management	2

Key strengths of WMC

- A continuing upward trend of achievement on accredited courses of 8% improvement from 81.8% to 88.5% largely due to an increase of the pass rate by 5.6%, and a sustained 94% on non-accredited courses.
- GCSE high grade (level 4-9) achievement rates in English and maths surpassed the previous year and significantly exceeded national averages compared with Specialist College high grades achievement rates for 19+. The high grade pass rate at WMC for English at 54% is 16% higher than the national average, and for maths at 52% is 19% higher.
- Significant improvement in achievement on accredited vocational courses up by 9% from 79% to 88% (277 enrolments) This was an area for improvement in previous SAR.
- Significant increase in enrolments on accredited arts provision (levels 1,2 and 3) from 89 to 149 with achievement rising from 84% to 90%.
- Achievement rose for learners on accredited provision receiving ALS by 11% from 79% to 90%. This exceeds the achievement rate for those not receiving ALS by 2%.
- Learners tell us that studying at WMC has transformed their lives and helped them to progress to new levels of achievement, obtain jobs or live healthier and more productive lives. These achievements were celebrated at the cross college annual Learner Success Night in July, when learners from all curriculum areas read out their many testimonies and powerful stories, recognised by the College with prizes and commendations.

- Half of enrolments in accredited provision are on Entry level programmes, reflecting the college's Mission to engage the hardest to reach learners. Achievement for these learners was equal or better than higher level learners, at or above 89%.
- Teaching observations and learner surveys show that recognising and embedding British Values in classes is strong. Ofsted reported that 'teachers are skilful in providing activities that deepen and extend learners' understanding of living a good life and treating everyone with respect.'
- Teachers are highly committed, show exceptional levels of care for their learners and have ambitious aspirations for them. This is evidenced in learner feedback reports, at success night and by their high levels of achievement.
- The impact of Advanced Learning Practitioners has contributed to better teaching and learning and the increase of learner attainment by 7% overall.
- 53 new learners that were enrolled on courses in the community provision that was part of the very successful partnership work with Camden Council, were from local wards that have the highest levels of deprivation, and progressed onto courses in the college.
- Termly Performance Review Boards for Managers evaluated the effectiveness of their provision, reviewed Quality Improvement Plans, interrogated the rationale behind planning, and facilitated rapid interventions before issues become fossilised, for instance in Retention and Attendance.
- Outstanding, well resourced, accommodation for Arts supported by a team of highly qualified technicians and an exhibition coordinator, enables and supports learners to be ambitious, giving them the opportunity to win prizes and develop professional skills through exhibiting work six times a year in the Ruskin Gallery and initiating exhibitions in external venues.
- Significant rise in achievement rates for 75% of BAME learners to above 90%.
- Capturing the Learner voice has been developed in English, maths and ESOL through the 'Confidence Gain Survey' providing invaluable information about the wider outcomes achieved through studying at WMC.

Areas for improvement

- Information from initial advice and guidance, pre-course assessment, ILPs and ongoing assessment for learning needs to be used more consistently to inform lesson planning, to stretch more able learners and tailor lesson objectives to ensure all are supported to achieve (Ofsted).
- Across the College punctuality needs to be defined and recorded more accurately to identify where improvements are needed.
- A decline in achievement in ESOL 'speaking and listening' (67 enrolments down from 87.7% to 80.6%) due to retention issues on 2 courses.
- A decline in achievement in maths Level 1 award (90 enrolments declined from 82% to 78%) due to some weaknesses in monitoring progress.
- Male learners on English courses had 13% lower achievement than females due to less good retention.
- Achievement has risen for BAME learners and gaps have narrowed, however for the 191 'Mixed' and 'Indian' learners achievement has fallen from the previous year by 8% and 16% respectively.

- Retention in Languages has declined by 4%.

Areas for development (for inclusion in the College Quality Improvement Plan)

- Plan a spring progression fair for learners, to improve IAG for next steps, ensure they know how to access the NCS and provide information about other courses they might progress to.
- With the support of the new ALP for Digital Learning, and the Learner Support team, build on the current development and improvement of digital skills and independent learning as part of an overall digital strategy enabled by the launch of the new Open Learning Centre.
- Develop the collection and use of progression, outcome measures and destination information.
- Further establish devolved budgets for managers and formalise the monitoring of budgets.
- Develop WMC courses in the community to reach those from the most deprived areas and grow progression into the college.
- Develop the Performing Arts provision under the new Curriculum Manager
- Review the curriculum for the potential of introducing new subjects and the relevance of existing provision.
- Confidence gain survey to be expanded to include vocational courses.
- Mental Health First Aid training extended to all managers

Section 3: Summary of Curriculum Areas and College activity in 2018/19

The college provides a highly inclusive learning environment with all the necessary support to promote equality and diversity, and enable learners to maximise their personal, educational and employment potential. The broad range of learners reflects the diversity of the surrounding community. About 50% are from BAME backgrounds (**Appendix 3.1**). A substantial number are from neighbourhoods with high levels of deprivation and starting from very low levels, often overcoming many barriers in order to achieve success. (**Appendix 3.2**)

ESOL, English and maths form the backbone of our delivery to those with very low levels of previous attainment, who we actively recruit. Over 50% of enrolments are on entry level courses.

(Appendix 3.3)

Compared with other colleges and training providers in Camden, a higher proportion of WMC learners on accredited courses come from the most deprived areas in the borough; WMC delivers to proportionately more deprived learners and recruit fewer learners from the least deprived areas than other providers and proportionately fewer than the borough averages. This strongly supports the College's aim of targeting learners most in need.

The Arts are deeply rooted in the history of the college, and the diverse range of courses form a large proportion of the curriculum offer. Subjects range from traditional drawing and painting to hat making, silversmithing and a vibrant ceramics department. Printmaking has a large dedicated studio and learners exhibit and sell their exceptionally accomplished work in public galleries. Performing arts courses attract very local cohorts who perform every term in our historic Maurice Hall. More than half of the overall intake are undertaking learning for their own personal development and interest. The ethos of providing enjoyable lifelong learning opportunities to all is an integral part of the curriculum offer of WMC and many of these learners are following courses within the successful Arts area.

All arts learners are encouraged to participate in exhibitions in the college's Ruskin Gallery, and once a year the department hosts an inclusive exhibition where those studying other subjects such as ESOL or vocational subjects can participate by responding to a given theme which forms part of their course. Learners work is celebrated with prize giving events and a yearly success night. Vocational subjects, such as IT, Business and Childcare, are an increasingly important part of the college curriculum, closely aligned to the changing employment landscape and local employer demand, as well as the Mayor of London's skills agenda. This curriculum area is leading the way in

Digital learning – almost all course materials and assessments are on the Google classroom platform and are paper-free. Childcare is a popular subject that attracts local women wanting to work in nurseries and schools and is often accompanied by learning IT and language skills. In 2018-19 a level 3 'Supporting Teaching and Learning' diploma successfully recruited 16 learners, 7 gaining employment and the remaining progressing to higher level courses. All level 2 and 3 childcare learners are assessed in work placements, including for literacy and numeracy. Book keeping is also popular as Camden has a high proportion of small businesses and start-ups.

Additional Learning Support has grown and is promoted across the curriculum areas and effectively supports a range of learners both in the classroom, one- to- one and in the Library.

Curriculum teams continued to review and amend the course offer for 2018/19, ensuring it would be more robust with increased progression routes and a greater emphasis on qualification achievement and employment outcomes for learners. Whilst retaining the essential ethos of the college, the ongoing drive to develop opportunities for formal accreditation alongside the well-established non-accredited provision, has continued, with a further increase in external accreditation in the Vocational Curriculum and Arts, and more planned for 2019-20. This has been well received by learners, evidenced in enrolment numbers and excellent achievement.

The college continued with the final year of a four year contract for Camden Adult Education Service, delivering 'Get into Learning' and Employability courses in the community to 651 learners representing over 1300 enrolments. This programme was highly successful in 2018-19 with outstanding success rates of 93% on accredited provision and very positive learner feedback. 56 learners progressed onto courses in the college, a number which should be easier to grow once the provision is under WMC provision in 2019-20.

In June the college's Matrix accreditation was renewed once again, based on evidence that the standards set were being upheld.

Close bonds have continued at senior level between the London Institutes of Adult Learning to strengthen the adult education provision across London and be in a position to respond to the rolling out of devolution to the GLA with resilience and a consistent approach. The IALs have had a key role in providing information to the GLA to ensure they understand and can support adult education in their future role as funders. The colleges have also been working together at curriculum level; a highly successful digital learning conference took place in December 2018.

Figure 3b - Enrolments by Curriculum Area in 2018-19

Enrolments	18/19
ESOL	1954
Craft	1328
English & Maths	1142
Camden GIL	1112
Art & Design	1059
Languages	650
Performing Arts	578
ICT & Business	435
Fashion	347
Digital Media and Communications	312
Camden Employability	228
Humanities	168
Children, Care and Teaching	149
Supported Learning	76

Figures 3a&b show that the largest number of enrolments in one area is in the Arts (38%) followed by ESOL and the Camden contract. It should be noted that the above data is based on enrolments rather than the number of learners. Most learners will enrol on more than one course over the year.

Summary of curriculum area and cross college self-assessment grades (*Appendix 3.4 for further detail*)

Department	Self-Assessment Report	Grade November 2018	Self-Assessment Report	Grade November 2019
Arts	Foundation Art and Design	1	Foundation Art and Design	2
	Non-accredited Arts courses	2	Non-accredited Arts courses	2
	Fashion, Digital Arts and Media, Perf Arts	2	Fashion, Digital Arts and Media, Perf Arts	2
	Ceramics and Craft	1	Ceramics and Craft	1
Vocational and Employability	Business and ICT	3	Business and ICT	2
	Children, Care and Teaching	2	Children, Care and Teaching	2
	Languages	1	Languages	2
Foundation Learning	ESOL (on-site and community)	2	ESOL (on-site and community)	2
	English and Mathematics	2	English and Mathematics	2
Cross college	Learning Support	2	Learning Support	2
	Library and Learning Resources	2	Library and Learning Resources	2

Section 4: Summary of service areas

Service area	Grade 2017-18	Grade 2018-19
Learner Services	2	2
Facilities	2	3
Finance	3	3
HR	N/A	2
IT	3	3
MIS	2	N/A
Library	2	2
Marketing	3	N/A

Operational SARs are used to underpin and develop curriculum SAR grades. It has been a challenging year for the Operation teams as building works have continued throughout the year causing disruption and periodic unexpected system failures.

Learner services went through a restructure in the winter of 2019. Two new supervisors were put in place and a new Director started in September 2019 following a 3 month vacancy. The admin team has been persistently understaffed due to difficulties in recruiting, however they have delivered a good service to learners, especially at peak enrolment times.

Human Resources has made considerable progress in updating policies and putting consistent induction and appraisal systems in place, whilst MIS has improved delivery of data through automated reports that are responsive to curriculum need, and availability of core systems across the College and staff base.

Finance continues to operate efficiently and effectively in delivering payroll. Improved controls over payroll claims have reduced instances of errors in both claims and processing. Budgets by curriculum and termly reports of actual performance against both staff and non-staff budgets need to be issued to budget holders and reviewed with them termly.

A new online payroll and HR system has been in development over the year and will be rolled out in 2019-20. 'iWork' will improve better efficiency for payroll and provide an HR self-service facility for staff to record annual and sick leave. A number of HR policies were updated in 2018-19 and the new staff Induction process was reviewed and implemented as well as an updated staff appraisal form.

The job ticket recording system works efficiently, enabling Facilities and IT to respond promptly and effectively to issues as they arise, while the £2.5m investment in the new heating and ventilation project, although having been disruptive to learners and staff, will deliver a significant improvement in the teaching and learning environment throughout the Crowndale Road building.

The IT systems that support all delivery in the college from infrastructure to digital learning has struggled with staff shortages over periods of time and ongoing issues with system down times and lack of effective printers. An IT strategy is being developed that will identify priorities and support improvements for 2019-20.

In 2018-19 Marketing was subcontracted externally, producing the new Guide for 2019-20, and ran a summer campaign to promote the College. There has been a marked improvement in the College's social media presence and marketing as a whole. In addition a marketing Intern was appointed in summer 2019 to liaise with staff internally and manage the social media platforms. The impact of the combined new initiatives is being measured for the contribution to the increased enrolments in Sept 2019

Section 5: Reviewing teaching, learning and assessment through lesson observations

Throughout 2018/19, the quality of teaching, learning and assessment has been determined through ungraded lesson observations and learning walks, giving managers a sound insight in to practices in their area which enabled them to drive the teaching, learning and assessment improvement agenda more effectively. This approach is a key driver of TLA improvements across the college along with Learning Walks, which were also held in 2018/19.

Tutors	Tutors observed (actively teaching)	Total as of 24 June
121	114	94%

Lesson observations were undertaken by Curriculum Managers, Directors of Learning, and Advanced Learning Practitioners (ALPs). New managers and inexperienced observers receive support from Directors of Learning and the Curriculum Manager for the college's teacher training courses via joint lesson observations and ongoing mentor support where needed. Having been visited by an Ofsted consultant in November 2018 who did a number of joint learning walks, and then by Ofsted itself, marked improvement in observation reports were noted, with observers being more focussed and accurate, and giving better feedback.

The tracker sheet (**See appendix 4.1**) now well established, is mapped against the Common Inspection Framework. (This has been updated to the EIF for 2019-20). Teaching graded green or amber meets internal and Ofsted requirements, teaching which does not meet these requirements is graded red and requires early intervention. As the end of June, 94% of tutors currently employed by the college were observed this year, the 6% are the remaining tutors who are not actively teaching.

The tracker is useful both for individuals, and across the college for planning CPD (amber areas) and giving management a sense of where our delivery is particularly strong (green), where there is room for improvement (amber) or indeed where an intervention and rapid action plan is required (red). Curriculum area trackers have been collated and filtered into one document that gives a snapshot of the whole college or specific teaching teams, curriculum areas or types of courses, and used to inform CPD training.

Notably, compared to the previous year, areas of green increased from 63% to 68%, largely due to a marked increase in Digital learning being used in the classroom (up by 19% in green and amber combined). Other areas that improved were British Values, Safeguarding and Health and Safety. Ofsted identified this as an area that WMC does particularly well in the classroom. There was a decrease in some areas such as questioning skills, learning behaviours (punctuality) that can be attributed to better and more accurate observation skills, themes being picked up for CPD training. It is notable that our own observations of strengths and areas for development are reflected in the Ofsted findings.

Six tutors had more than one red. Of those, three have left the college, one has been suspended from teaching and the others are being monitored and supported to improve.

Following their lesson observation, all tutors receive an action plan. These plans are monitored by ALPs and line managers and followed up with a further observation if there are concerns. The increased rigour in the follow up to observations was introduced as part of the move to ungraded, and the impact of subsequent CPD has been strengthened with the input from ALPs working individually with staff and holding bespoke training sessions for small groups within teams. The observation form has been reviewed by the Curriculum team and small changes have been made as the process has evolved.

Observations are moderated during the year by the observation team. This gives the opportunity to review the standard of reports and action plans and discuss the observation process. At the moderation session in March the theme was 'Is impact on learning being identified?' (this was an issue from the previous year) and 'Do the action plans link to the tracker for each tutor?'

The findings showed that the impact was being identified and for the most part there is consistency in the tracker mapping to the action plans, but that there can be slight variances in how these are used.

Learning Walks are short visits to classroom and workshop sessions, usually to observe a specific theme. These observations took place twice during the year, by an Ofsted consultant in November, just before the actual Ofsted inspection, and in May by the curriculum team focussing on punctuality. In May, over 60 learning walks were conducted in one week and the findings demonstrated some lack of consistency in how registers are marked as well as poor punctuality in some classes. Although punctuality is an expected challenge for adult learners with complex lives, work will be done over the next year to address unnecessary lateness and focus on delivering dynamic starts to lessons.

CPD this year was done in teams rather than cross college events, and has been very well received. Of particular notice is in ESOL where the ALP has held a number of twilight sessions for teaching staff that were consistently well attended and resulted in improvements made in teaching practice at subsequent observations. This has also taken place in the arts and will be extended in 2019-20. The ALP for Digital Learning has had an appreciable impact, working with both staff and learners, has introduced numerous digital tools and will support learners in the new Open Learning Centre next year. Cross College CPD will be delivered at the Staff Conference in September, with a digital learning theme and mental health awareness.

The focus on attendance has had a long lasting impact across the college over the last 3 years with the implementation of attendance policies across the curriculum and improved adherence to timely completion of registers.

Attendance was very similar to the previous year, with accredited courses at college target of 88% and non-accredited at 89%, just under the college target of 90%. Ramadan had a significant impact last year, covering a large span of the summer term.

Section 6 - Learner Voice

The college fully recognises the importance of using a wide range of methods to collect learners' views in order to enhance the learner experience and the reputation of the college.

Senior and middle managers review and analyse feedback and, where possible and appropriate, make changes to learning, teaching and support services. Managers disseminate key messages to their teams and support their staff to implement improvements, contributing to the culture of continuous improvement within the organisation.

'You said we did' statements appear on digital screens in Reception and the college adheres to its policy of responding to learner complaints within the stated timeframe. Almost all complaints are resolved quickly and effectively.

Alongside the formal reporting systems the Principal has an 'open door' policy which encourages learners to raise any concerns as and when they happen and also, as happens frequently, to praise anything that they are happy with. This informal mechanism gives the Principal a real insight in to what matters to learners as it is often a mix of comments and views, which adds to the formal feedback that comes via the analysis of survey returns.

Extensive activity took place in 2018/19 to find out learners' views on how the curriculum and college services, in particular those services that learners have direct engagement with such as recruitment and enrolment, can be improved.

In 2018/19, a wide range of communication channels for collecting learner views were used:

- 3 Learner surveys – enrolment, QDP and FE Choices
- Confidence gain survey in ESOL, English and maths
- Student course evaluation forms for Art and Vocational courses
- Matrix accreditation
- Informal and formal feedback/complaints

- Learners requesting meetings with the Principal and senior staff
- Student Governors

WMC Annual Learner Survey, February 2019

The annual Learner Survey was undertaken in February and March 2019, via an external organisation QDP, that is widely used across the FE and ACL sectors. The survey is benchmarked against colleges across the FE and ACL sectors and gives a percentage 'rating' for responses to questions, grouping responses by the type of question (question areas).

This year, due to fewer enrolments and the decision not to request multiple responses from learners, there was a reduction in the number of surveys completed compared to the previous year: 1374 learners responded this year compared to 1664 in 2017/18. Actions for improvement coming out of the college survey are picked up in the curriculum and college Quality Improvement Plans (QIP) as appropriate.

Key points to note from the College summary data (see appendix 5.1)

- All college ratings are at or above external benchmarks.
- 1374 respondents, down from 1664 (-290) this in keeping with a general decrease in respondents of about 300 per year in the last 3 years.
- The average rating for the college is **81**, down from 83 last year and continuing the downward trend of the cross college rating since its highest rating of 86 in 15/16 (see below).
- For the first time in 3 years, the college did not achieve a rating above 88 in any section as a whole.
- The section British Values, a new section, received an overall rating of 88; the highest rating of all the sections.
- The section **Next Step** received the lowest rating. This was a result of including the question 'have you used the job search' which skewed the result as for many learners this is not relevant.
- Questions used for the survey were reviewed and there was a change in the order and use of questions. Questions with a yes/no resulted in some questions having low ratings when the reason was that the question was N/A to the learner – this had an impact on outcomes.

While the overall rating has consistently gone down in the previous three years it is important to recognise that the number of respondents who agree has only changed marginally since the highest rating the college has received in 15/16.

Year	Agree%	QDP Rating
15/16	94	86
16/17	93	83
17/18	93	83
18/19	92	81

Confidence Gain survey (see appendix 5.2 for examples)

A confidence gains survey was introduced in 18/19 in ESOL, English and maths, which asked learners whether their course had increased their confidence in a range of activities and situations that they encounter in their daily lives, such as talking to healthcare professionals, the Council, the JobCentre, their landlord, neighbours, staff at their children's school, or when shopping, at work, engaging in job search, managing their personal budget, time management, using transport etc.

In ESOL, for example, 99% of learners reported feeling more confident when they talk to their neighbours, 98% when they make appointments, 97% when they go to the doctor or dentist or hospital, read notices and signs, 95% when they go shopping etc. Learners also reported clear confidence gains in more formal situations such as talking to their landlord (90%), people at the council (90%), people at the job centre (92%), when looking for work (92%) and when at work (88%).

In English almost all learners (95-100%) reported feeling much more confident when they go shopping, when they need to read letters from their children’s school or need to talk to teachers at their children’s school, or understanding notices and signs. In maths 95-100% of learners reported clear confidence gains in all areas asked about (shopping, using transport, in work, or when looking for work, when needing to read, weigh, measure, tell the time etc.).

The confidence gains survey also asked learners what other ways their course had benefited them and were free to select from a range of possible benefits to their physical, mental or social wellbeing. In ESOL 74% of learners identified that they have more confidence now to speak out in a group and 67% that they had more confidence to try new things, 67% that the courses kept their brain active and just over half of the learners recognized that their course helped them get out of the house.

Learners also recognized benefits to their self-esteem as a result of studying their ESOL course, with 51% feeling that their opinions are more important and 47% that other people respect them more now. In English and maths, 75% or more of learners consider that studying English or maths had benefits for their physical, mental or social wellbeing, such as feeling that their opinions are more important, that others respect them more or that the course helped them “get out of the house” and “kept their brains active”.

Learner complaints in 2018/19

Recording of complaints changed midway through the academic year with a view to being able to report more accurately on outcomes and to track trends. The College introduced a Formal and Informal Complaints tracker with a new set of outcomes; upheld, partially upheld and not upheld.

There were been 21 formal complaints during 2018/19, of which 19 required investigations and outcomes, up from 5 the previous year. The change in recording will have contributed to the sharp rise in complaints from the previous year.

Outcomes of formal complaints:

Upheld	2
Partially upheld	1
Not upheld	2
Resolved informally	9
Closed due to lack of response from learner	4
Miscellaneous	3

Of the two complaints that were upheld, one related to a delay in payment of a refund due to the cancellation of a course and the other related to a learner not being notified that her course had been cancelled.

There were 22 informal complaints registered by learners using the new tracking system. Where there was an opportunity to resolve the complaint for the learner it was taken and in other cases the feedback was passed on to the appropriate member of staff or team to avoid any repeat.

Where complaints have been investigated this was done in accordance with the Complaints Policy and Procedure. This policy will be reviewed during 2019/20.

Safeguarding

Safeguarding training is mandatory for all staff. The online safeguarding awareness module is undertaken by all staff with a 3 year refresher cycle. Prevent awareness is embedded into the mandatory induction training for all staff which includes the online module available on iLearn. This also includes Channel awareness. ‘Workshop to Raise Awareness of Prevent’ (WRAP) presentations are also available with 3 WMC staff now trained to deliver these sessions. Current rates of compliance are:

Safeguarding: 99.07%
Prevent: 100%

Those staff not yet compliant are either currently not teaching or are new starters to the College. Newly appointed Governors continue to undertake Safeguarding and Prevent training.

Following training around Fundamental British Values for all curriculum staff, there is strong evidence that this is being translated into raising awareness with learners in the classroom, alongside Safeguarding and Prevent.

Observation of teaching and learning found that 55% of the 118 classes observed met the expectations around FBV, Safeguarding and Prevent, with a further 12% who were rated 'amber' and only one class rated 'red' that did not. The remaining 27% were 'not applicable' due to the observer not identifying any evidence, but where there was no cause for concern. Work will continue to work closely with teachers and observers to further increase opportunities for embedding good practice and raise the number of classes rated 'green'.

From the period September 2018 to July 2019, there have been 34 concerns or referrals to a member of the Safeguarding Team. At the same period the previous year there were 23 referrals – an increase of 12.

Key themes emerging from the referrals are mental health and wellbeing or emotional wellbeing/ability to cope. Five learners disclosed abuse, three stated they were homeless and one learner asked for support with potential cybercrime, which is the first one of this type the College have managed.

There are no recorded Prevent concerns or any Safeguarding concerns relating to staff members.

Monitoring of all learners referred takes place to ensure their support arrangements are appropriate enabling learners to continue their studies. Like last academic year, most learners self-referred for safeguarding matters, which indicates the induction materials and promotion of safeguarding team is working.

Feedback from the QDP survey supported this too with 98% of learners declaring they felt safe at college (+9 above benchmark) and 93% saying they knew who to ask for help with problems. In addition, 94% stated they understood issues associated with radicalisation and extremism, which is +10 against national benchmark.

The Assistant Principal attended FE/HE Prevent Network Meetings and received monthly bulletins to maintain up to date knowledge of wider issues and how they affect our local community.

The new Director of Learner Services was appointed September 2019 with a brief to review and update all Safeguarding & Prevent policies and procedures. Other associated policies will be checked to ensure they include references to updated statutory guidance and any new threats or concerns.

The rise in the far right continues to be a growing issue nationally. College staff have been made of aware and are ready to actively manage and report any issues that arise via the DSL team.

Section 7: Staff and management

During the 2018/19 academic year, the College employed a headcount of 209 people including all starters and leavers during the year. Of these 98 were salaried staff (36 teaching and 62 teaching support or central services) and 121 were sessional teachers.

The College underwent some management staff changes in 2018-19. Senior management was stable until the summer when the posts of Learner Services and MIS managers became vacant. Interim cover was brought in and these posts have now been filled. At curriculum level, following a

long recruitment drive, in the summer two new curriculum managers were appointed for maths, English and ESOL. During this time the posts were covered by the Director of Learning. The CM for Community offsite provision left in June and the post was filled quickly afterwards. A new CM 0.6 for Performing Arts was appointed in July 2019.

Despite the vacancies and the demands this has put on the Director, the impact has not compromised the learner experience and the curriculum delivery remains strong, with learner achievement improving year on year.

The college operates with significant numbers of sessional teaching staff in most areas, with higher levels of established teaching staff in ESOL, English and maths. The same high standards of teaching, learning and assessment are expected of all teaching staff, irrespective of whether they are salaried or sessional staff.

Section 8: Summary of main findings

1. Quality of Education		
	Criteria	Commentary/ evidence/ impact
Intent		
1.1	Leaders take on or construct a curriculum that is ambitious and designed to give all learners, particularly the most disadvantaged and those with special educational needs and/or disabilities (SEND), the knowledge and cultural capital they need to succeed in life	<p>Planning is done at curriculum level and reviewed at Performance Review Boards where strategy and rationale are challenged to ensure the curriculum meets the needs of learners and is responsive to the employment market.</p> <p>Each curriculum area considers whether progression routes are coherent, whether learners can access courses at the right level for them, and where the college can make full use of funding flexibilities such as in English and maths, to enable learners to progress at the pace appropriate for them and achieve their goals.</p> <p>The ALS team is present from the start at initial assessment and is provided where appropriate for individuals throughout the course, enabling learners to achieve in line with the cohort as a whole, and better in some cases. In 2018-19 294 learners received ALS, 50 more than in the previous year.</p> <p>The curriculum is planned in terms of content and time of day to be accessible and relevant to all learners and actively targets less well represented groups in order to minimize achievement gaps (<i>see Appendix 6.1</i>)</p> <p>Wherever possible learning is contextualised so that as broad a range of skills and knowledge are incorporated into the main subject. Examples are ESOL and Childcare, or Arts and ICT where all the supporting information is delivered via Google classroom.</p>

		<p>In areas where courses have not recruited or been less successful over time, managers respond appropriately by replacing courses with a subject more in demand or at a different level. In 2018-19 Medical admin was discontinued and some Business courses were replaced with Bookkeeping/Accountancy and IT.</p> <p>Through CPD and team meetings, tutors understand the strategic aims of their department and the part they play in fulfilling the college mission.</p>
1.2	<p>The provider's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment</p>	<p>The curriculum is planned so that learners can start at entry level and progress directly through levels in a single subject, often at the same time as obtaining an adequate level of English through ESOL courses, or developing their IT skills, whilst having the opportunity to take additional or alternative courses across departments. Many learners in the arts use transferable skills to try different disciplines, do short courses in specialist skills, or do a GCSE or IT course.</p> <p>Tutors empower learners to develop independent learning skills by setting realistic goals in ILPs.</p> <p>The increasingly widespread use of VLEs has encouraged learners to further develop independent learning skills in their subject area as well as in the use of IT.</p> <p>The ILT Advanced Learning Practitioner (ALP) holds daily drop in sessions for learners as well as supporting them in the classroom.</p>
1.3	<p>The provider has the same academic, technical or vocational ambitions for almost all learners. Where this is not practical – for example, for some learners with high levels of SEND – its curriculum is designed to be ambitious and to meet their needs</p>	<p>At each stage learners are supported through one to one discussion and with ALS where appropriate, and their progress is captured on the ILP at the beginning and end of their courses.</p> <p>Initial and pre-course assessment has been developed across the college so that all learners on accredited courses are assessed before they enrol to ensure they are on the right course at the right level and have the necessary level of English.</p> <p>On non-accredited courses learners are assessed at the beginning of the course to ensure they understand the content and have the prerequisite skills to succeed.</p> <p>In most courses delivery is planned to differentiate for the range of learners and be responsive to initial assessment and learner needs. From observation records, for 'meeting individual needs' 92% of tutors were either 'strong' (62%) or 'could be stronger' (30%).</p> <p>This is an area that can be further developed as sign posted by Ofsted in Nov 2018 and will be monitored in 2019-20.</p> <p>The Arts still attracts predominantly white learners. Managers are revising the curriculum</p>

		subject matter to attract a more diverse cohort of learners.
1.4	Learners study the full curriculum. Providers ensure this by teaching a full range of subjects for as long as possible, 'specialising' only when necessary	<p>Learning is contextualised throughout the curriculum and Schemes of Work highlight where links are made to other subjects. Topics covered include current news with links to British values, visits to exhibitions, embedding English and maths, exploring employability requirements, historical context and much more.</p> <p>In 2018-19 11% of ESOL learners were also studying other subjects at WMC. A range of taster short courses in the arts gave learners an opportunity to expand their skill set and try out niche areas of their specialism or try something completely new.</p>
Implementation		
1.5	Tutors have good knowledge of the subject(s) and courses they teach. Leaders provide effective support for those teaching outside their main areas of expertise	<p>All tutors are either qualified teachers or working towards a qualification. The college supports tutors by offering a free level 3 Award in Education course. In addition all tutors have higher education qualifications in their specialist area.</p> <p>Advanced Learning Practitioners in ESOL, Arts and ICT support tutors to enhance their use of VLEs and digital technologies and a growing number of subject areas are now almost completely paper free (Childcare for example). The ALP in the Arts and ESOL develop learning materials and work closely with tutors in the classroom and offer one-to-one support tailored to their needs.</p>
1.6	Tutors present subject matter clearly, promoting appropriate discussion about the subject matter they are teaching. They check learners' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In doing so, they respond and adapt their teaching as necessary, without unnecessarily elaborate or differentiated approaches	<p>Tutors use a range of learning activities to address different learning styles and OTLs show very good practice for instance in Business and IT and Childcare, in particular using higher tier questioning to stretch and challenge learners. Questioning skills and active learning has been a focus for CPD and in some areas (Crafts, ICT) this was observed as very effective. In ESOL, issues around contextualising language has been identified as has giving feedback regarding error correction. This particular aspect of teaching was identified by Ofsted and at OTL as needing improvement.</p> <p>In Arts tutors assess prior knowledge thoroughly to develop and plan differentiated courses, whilst retaining continuity in the course content. Discussion is used to challenge pre-conceptions about art and design and to use content to provide a platform for discussing British Values. This was also identified by Ofsted in English and maths where learners develop good reasoning skills</p>

		<p>as a result of topical discussions on controversial issues.</p> <p>Giving feedback has also been a topic for CPD and has shown improvement in most areas. In IT Level 1 for instance Learners evaluations have shown that a range of good teaching methods have led to comments such as 'The tutor was very clear and precise in his teaching which made it easier for me to learn'.</p> <p>End of course reviews are collected in Arts and Vocational and are used to inform planning.</p>
1.7	<p>Over the course of study, teaching is designed to help learners to remember in the long term the content they have been taught and to integrate new knowledge into larger concepts</p>	<p>OTL evidence shows that tutors start classes with recaps of previous lesson and what they will be doing on the day. Learners know where they are in the scheme of work and where their learning sits in a wider context.</p> <p>Reflective practice is encouraged and questioning is used to constantly probe understanding of the subject on a deeper level as are tests and quizzes. Schemes of work sequence bite size topics so that knowledge and skills are gained in a logical and developmental way. This is evident in the teaching of English and maths.</p> <p>RARPA methods in the Arts include photographing and recording learner work, building on starting points and provide evidence that the learner can return to.</p> <p>ILPs map progress and learners use them to record their own progress and tutors capture intentions and outcomes.</p> <p>The use of digital learning has improved significantly with the support of the Digital Learning Practitioner, helping learners to become more independent and take ownership of their learning, which is a vital factor in retaining and using skills and knowledge.</p>
1.8	<p>Tutors and leaders use assessment well, for example to help learners embed and use knowledge fluently or to check understanding and inform teaching. Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens for staff or learners</p>	<p>Diagnostic assessment is used to establish starting points and inform individual target setting on ILPs and in lesson planning. However this practice is not yet fully integrated and some tutors do not use this vital information consistently to plan, and improve their support for learners. This will be an ongoing topic of CPD during 2019-20, helped by additional information gathered on the ILP</p> <p>In English maths and ESOL, assessment is used very effectively to place learners on the right courses at the right level, evidenced in significantly improved pass rates.</p> <p>Focussed work was done in 2018-19 on assessment for learning and giving feedback following the Ofsted inspection and how this is</p>

		<p>evidenced in lesson planning and ILPs. Good practice has increased</p> <p>Questioning techniques have been developed and observations of teaching have identified improved use of open and deeper questioning that flushes out areas of misconception or inaccuracy.</p> <p>Assessment is embedded in teaching and occurs naturally as part of the SOW, with formal points during courses, but not generating excessive paperwork.</p>
1.9	<p>Tutors create an environment that allows the learner to focus on learning. The resources and materials that teachers select – in a way that does not create unnecessary workload for staff – reflect the provider’s ambitious intentions for the course of study and clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment</p>	<p>Across the curriculum tutor SARs and SOWs indicate that they are making far more use of online platforms. In Childcare courses for example all course materials are on Google classroom as is assignment marking. OTLs show that tutors are also using IWBs systematically – including in the Arts.</p> <p>The OTL tracker shows that excellent use of ILT has risen from 48% to 60% and that 84% of classes use ILT very well. Tutors are able to share resources, leaving more time for tutors to develop resources specific to their learners needs.</p> <p>The Library provides resources and services that meet the diverse needs and abilities of WMC learners and promotes independent learning. Library staff work closely with learners and curriculum staff to assist learning activities and provide resources including enhancing the online learning experience.</p> <p>ILPs clearly demonstrate the building of relevant and useful knowledge that can be reviewed and saved for future reference.</p> <p>In this way independent learning is promoted and learning materials are signposted by the tutor.</p> <p>In some areas, such as in Ceramics, it has been noted that where online resources are impractical, handouts could be better developed. This is being addressed by the ALP for the Arts supporting teachers to create better print materials.</p>
Impact		
1.11	<p>Learners develop detailed knowledge and skills across the curriculum and, as a result, achieve well. Where relevant, this is reflected in results from national tests and examinations that meet government expectations, or in the qualifications obtained</p>	<p>As a result of strong management and intensifying CPD activities for staff, introducing further rigour into pre-course and initial assessment, re- structuring the delivery in some areas (see individual SARs), and tracking learners in detail to ensure they are on the right level courses, and maximise support to help them achieve, overall achievement has leapt ahead by 7% on accredited courses and remained very high at 94% on non-accredited courses. Retention contributed to this increase</p>

		<p>by improving by 1.5% and more significantly pass rates increased by 6% (accredited courses).</p> <ul style="list-style-type: none"> • ESOL achievement on accredited provision increased by 7.4% from 84.6% to 92%, exceeding national averages for the majority of courses. • English and maths Functional Skills achievement rates have increased significantly and for level 1 and 2 Functional skills are up to 20% above national averages with overall achievement for accredited courses up from by 5% from 79% to 84%. GCSE English and maths are up by 3% and 1% respectively however high grades have increased by 12% for English to 53.5%, way above national averages. Maths high grade percentage has declined slightly by 1% but is still 20% above national averages. • Business and IT have also significantly improved on accredited courses by 8.4% from 73.8% to 88.2% with the pass rate having leapt forward from 82% to 97%. This is well above most national averages and 7% above the college target for accredited courses in this area. On non-accredited courses the overall achievement has stayed very similar at 92.9% with a slight decrease in retention and an increase in the pass rate. This area has struggled in the past but is now benefiting from a better planned curriculum and strong management. • Childcare, Teaching, Health and social care show a similar positive picture. Overall achievement for accredited courses is up slightly from 88% to 89%. Childcare courses are up by 4%, Healthcare up by 3%. Level 1 Healthcare with 16 learners dropped by 12% due to poor retention. Teaching is down by 2% from 91% to 89% due to a small decrease in Retention. • The Arts accredited provision grew from 89 to 149 enrolments in 2018-19 and the overall achievement rose from 84% to 90% due to better retention and pass rates and better organisation of the courses. A level 1 was introduced for term 1 with progression to level 2 in term 2. This allowed learners to become familiar with the demand of an arts qualification before embarking on a demanding 2 term course. Non accredited Arts continues to be a great strength of the college and provides a progression route to qualifications but is
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		<p>also valued in its own right, offering learners the opportunity to develop specialist skills and exhibit their work at college and in a variety of other venues. Learners receive awards and prizes for the exceptional high quality of their work. Overall achievement is at 96%.</p> <ul style="list-style-type: none"> • The Arts level 3 Foundation course once again saw learners progress to first rate universities as well as move into employment. The overall success rate declined from 89% to 86% due to losing some learners early on to pursue other opportunities and because of the increase in mental health issues in young learners. Once again, high grades were above national benchmarks. • Although still a strong and thriving department with about 345 learners, achievement on Language courses has declined from 92% to 87% (7% below the college target for non-accredited courses) during 2018-19 due to lower retention in Arabic, Japanese and Spanish. There were a number of staff changes, especially in term 1, requiring a settling-in period. Term 2 and 3 saw improvements and stability, with tutors putting into practice more effective retention and attendance strategies, which will continue to be implemented and improved in 19-20. • Achievement has improved for learners receiving ALS. On accredited courses achievement rose from 79% to 91% and exceeded those not receiving ALS by 3% overall. Only in accredited ESOL did the 36 learners receiving ALS achieve 3% lower than the rest of the cohort. • Overall achievement gaps for BAME learners has narrowed slightly however there are pockets of lower achievement such as for the 50 Pakistani learners down from 94% to 86%. However the cohort of 100 'black other' learners has increased achievement from 73% to 92%. • 25% of enrolments in the college are male and have a lower achievement rate of 6% on English, maths and ESOL courses and 2% lower on all other courses combined. On accredited English provision male learners had a 13.1% lower achievement rate than females, largely due to poorer retention (9.7% lower for males than for females) but partly also due to lower pass rates (4.7% lower for males than for
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		females). Across English and maths the combined achievement gap is 6.2%, slightly less than the achievement gap for the provider group of 7.8% (71.7% for females and 63.9% for males).
1.12	Learners are ready for the next stage of education, employment or training. Where relevant, they gain qualifications that allow them to go on to destinations that meet their interests, aspirations and the intention of their course of study. They read widely and often, with fluency and comprehension.	<p>The increase in qualification courses in the college and the improvement in achievement rates means learners are well prepared for employment or to move up to the next level of education. Tutor SARs record known destinations. On accredited courses according to the EBS Destinations report, 67% of enrolments progressed to further courses at WMC and 4% moved into full time employment. As the destinations are recorded while the learners are still on course the destination report does not fully reflect the impact of the course of study.</p> <p>Tutors report that learners improve their chances of promotion and have moved into higher level jobs (Business and IT SAR).</p> <p>ILPs and tutor records better reflect the intentions and outcomes of learners. Childcare courses show that 97% of learners stated that they now had better skills to get a job and 6 of the level 3 STL gained full time employment immediately after finishing the course.</p> <p>As part of a wider GLA initiative, the college would benefit from finding better ways of centralising information about employment and wider outcomes.</p>

Key Strengths	Evidence
Significant improvement in accredited achievement rates by 7% to 88% with many qualifications above national averages.	Retention contributed to this increase by improving by 1.5% and more significantly pass rates increased by 6% (accredited courses).
Improvements in teaching and learning and the use of ILT with the support of advanced learning practitioners and the Quality CM all providing sustained and dynamic CPD across the year	A calendar of CPD training events in teams has increased. Observations record more teachers using a range of learning strategies and digital tools.
Achievement gaps have closed for ALS learners	Data comparisons to previous year.
Area for improvement/development	Rationale/evidence
Improve assessment for learning by ensuring that information captured at assessment is used constructively to inform planning and ensure individual needs are met and learners stretched and challenged appropriately.	Ofsted report, observation and ILPs show that assessment for learning is only partially effective and not used consistently. There are many examples of excellent practice but also areas that would benefit from improvement.

Improve feedback to learners, particularly in ESOL classes, so that learners are better supported to learn from their mistakes	This particular aspect of teaching was identified by Ofsted and at OTL as needing improvement.
Develop further strategies for areas where achievement gaps persist, such as for BAME learners and men. Review curriculum, especially in the arts, to attract a more diverse range of learners, including men.	<p>Achievement gaps for BAME learners has narrowed slightly however there are pockets of lower achievement such as for the 50 Pakistani learners down from 94% to 86%.</p> <p>Arts enrolments, with the exception of Digital media are only 15% BAME against 48% for the college as a whole.</p> <p>Male learners make up only make up 25% of enrolments and achieve less well.</p>

2. Behaviour and attitudes		
	Criteria	Commentary/ evidence/ impact
2.1	The provider has high expectations for learners' behaviour and conduct and applies these expectations consistently and fairly. This is reflected in learners' behaviour and conduct	<p>A respectful environment is modelled and encouraged in all classes and the college in general, and supported by the college's strict 'code of conduct' that is used for reference in the rare cases of learner misconduct. It is published on the college website and in course welcome guides. The conduct is reviewed at course induction and on many courses, where appropriate, learners are asked to sign the code.</p> <p>The student disciplinary policy is available to learners and adhered to when dealing with breaches of the code.</p>
2.2	Learners' attitudes to their education or training are positive. They are committed to their learning, know how to study effectively and do so, are resilient to setbacks and take pride in their achievements	<p>WMC learners are committed to their learning which is evidenced in repeat enrolments and progressions to the next level (see appendix 7.1)</p> <p>Arts learners are proud of their work and regularly show it in college exhibitions – celebrated by a number of prize-giving and performance events across the year.</p> <p>A 'good studentship' award in Business and IT was given to a learner "because her determination to succeed is simply amazing". Observations of teaching and learning identified that learners are encouraged to share what they have learned and take pride in their work. ILPs also record learner's comments on their achievement such as, ' I made strides!'</p> <p>Success Night is one of the highlights of the college year and it is clear from all of the learner testimonials, how life changing it has been for many of them to come to the College and gain formal English or maths and other qualifications, or just gain wellbeing from non-accredited courses. The overall winner of this</p>

		<p>competition in 18/19 was a learner who had passed her L2 Functional Skills English exam after several years of trying and despite enormous barriers in her personal life. This learner had been supported throughout her journey by the ALS team.</p>
2.3	Learners have high attendance and are punctual	<p>The attendance target for 2018-19 across the college was set at a 2% increase for accredited provision and a 1% increase for non-accredited. Overall this was met and exceeded in most areas except for Languages – which was under by 4% and contributed to declined retention.</p> <p>There is a robust attendance policy across the college which tutors now adhere too and share with learners. This has been an instrumental tool in improving attendance rates and retention on courses.</p> <p>Learning Walks in term 3 focussed on punctuality. This is an area for improvement and development as currently punctuality is not recorded consistently. The difference between planned and unauthorised lateness is not clear and the definition of lateness has also not been agreed by the college, making the marking inconsistent. It was noted however that lateness in general was an issue and the college needs to develop strategies to support teachers.</p>
2.4	Relationships among learners and staff reflect a positive and respectful culture. Leaders, teachers and learners create an environment where bullying, peer-on-peer abuse or discrimination are not tolerated. If they do The education inspection framework May 2019, No. 190015 11 occur, staff deal with issues quickly and effectively, and do not allow them to spread.	<p>As a base line, the induction video, shown to all learners at the beginning of their courses, covers expected behaviours with regard to Safeguarding, Health and Safety, Prevent and British values. The learner survey shows that 97% of learners either agree or strongly agree that they feel safe at college.</p> <p>All staff complete online training and tutors are aware of the vulnerable learners in the college many of whom are supported by the Learning Support team.</p> <p>Rare incidences are rapidly addressed and managed according to the Safeguarding policy and a log is kept by the Safeguarding designated lead. Safeguarding is reported on to Governors and inspected regularly by the Safeguarding link governor.</p>

Strengths	Evidence
Attendance continues to be good and meets the college target at 88% (accredited) and 89%(non-accredited)	Entering attendance data on EBS is kept up to date and accurately recorded. Good attendance is reflected in retention rates.

Positive learning environment where learners are respectful, enjoy being at college and celebrate their learning	Very low level of behavioural issues. Positive learner feedback to tutors, testimonies at success night, and Ofsted observations.
Areas for improvement/development	Rationale/evidence
There needs to be a clearer framework to address punctuality issues.	Ofsted and subsequent Learning walks have flagged a lack of consistency in recording punctuality

3. Personal development		
	Criteria	Commentary/ evidence/ impact
3.1	The curriculum extends beyond the academic, technical or vocational. It provides for learners' broader development enabling them to develop and discover their interests and talents	<p>Ofsted reported that teachers provide activities that deepen and extend learners understanding of broader issues than the subject being taught, such as history, culture or current affairs, and are encouraged to bring their own experience into classroom discussions.</p> <p>Free taster courses take place throughout the year offering the opportunity to have a go at something new that might lead to further investigation.</p> <p>Enrichment activities are included in most courses wherever possible, for instance museum visits, video making and arts learners contribute to the department blog. The Ruskin Gallery has a rolling programme of exhibitions that learners participate in and they benefit from the Lowes Dickenson prize where a number of categories are available for them to submit work.</p>
3.2	The curriculum and the provider's wider work support learners to develop their character – including their resilience, confidence and independence – and help them know how to keep physically and mentally healthy	<p>The confidence gain survey in English, maths and ESOL showed that a large proportion of learners felt their lives had improved in a wide range of areas that relate to functioning in society and being able to manage everyday tasks, and that their course had benefitted their health and wellbeing. (see appendix 5.2)</p> <p>Tutors commonly facilitate collaborative working in class where learners work together in groups, problem solving and supporting one another.</p> <p>Reflective practice is an essential aspect of study in the arts in order to develop ideas and find an individual voice. In the Arts Foundation where there are predominantly younger learners, values around what is good work are questioned in the group, dispelling frequent fears around 'am I any good' and encouraging learners to express themselves, freeing them from value judgments. This is a vital element of support, given the increase in young learners with mental health issues.</p> <p>The college café, which is well used and reasonably priced, provides home cooked healthy food, promoting a diet of fresh vegetables and salads.</p>

<p>3.3</p>	<p>At each stage of education, the provider prepares learners for future success in their next steps</p>	<p>Learners can access a range of support services offered by the college to prepare them for next steps and help them make decisions about their futures.</p> <p>Digital support has become a central service that underpins all learning and is easily accessible in the Library. The Digital Learning Advanced Practitioner (ALP) visits many classes near the beginning of the course, giving out information and supporting in class. There are also daily drop in sessions for digital support and study skills.</p> <p>The Library temporarily houses all the job coaching and support services until the Open Learning Centre is completed (January 2020). The NCS visited weekly in 2018-19 promoted in class and by posters are around the college.</p> <p>In July, Choices Day was well attended in the college learners, where employers and educators from all over Camden set up stalls and are available to give advice, guidance and information to learner. More specific industry experience takes place in departments, for instance the Level 1 and 2 Health and Social care learners took part in volunteering trials with Dementia Awareness. In Business courses a range of careers were used in different scenarios in the classroom. Learners engaged in the national 'Big Draw' project set up by the arts department, to enhance drawing and art skills to use in the context of volunteering and placements in schools.</p> <p>Arts learners participate in exhibitions that are organised throughout the year, as part of the development of their professional practice.</p> <p>Employability and study skills development are embedded in lesson planning with prompts in all schemes of work templates.</p> <p>In the light of the many activates that contribute to the development and progression of WMC learners, not all learners come to college to progress to employment. The QDP survey showing that learners said they could be better supported in their next steps is partly due to them opting out of questions around next step into employment.</p>
<p>3.4</p>	<p>The provider prepares learners for life in modern Britain by:</p> <ul style="list-style-type: none"> - equipping them to be responsible, respectful, active citizens who contribute positively to society - developing their understanding of fundamental British values - developing their understanding and appreciation of diversity - celebrating what we have in common and promoting respect for 	<p>Prevent and British Values training, along with Safeguarding, was completed by 100% of active tutors during 2018-19. Additional training in Equality and Diversity in September 2018 was part of the CPD programme. All courses start with the college induction video where college values are robustly communicated.</p> <p>There is a strictly adhered to code of conduct that is displayed around the college and underpinned by a learner disciplinary policy and process.</p> <p>Schemes of work and lesson plan templates include prompts to ensure that every tutor embeds college values in all their teaching, be it in the subject matter or in modelling behaviours.</p> <p>The college observation tracker shows that observers specifically saw good practice in 67% of observations, the remaining didn't see specific evidence rather than anything</p>

	<p>the different protected characteristics as defined in law</p>	<p>concerning. Ofsted referred to especially good practice in the observations that they did.</p> <p>In English and maths and other subject areas, topics discussed in class include sex education for children, same sex marriage, and LGBT rights. Cultural traditions are also discussed such as Ramadan and Chinese New Year as well as the meaning of Christmas, Easter and Remembrance Day. Across the year, the college café serves festive food that reflects a range of cultures and religions, in addition to Christmas dinner.</p> <p>In the Arts, art and artists from a wide range of cultures are included in contextual studies and for reference. Curriculum planning is being reviewed for 2019-20 to attract and meet the needs of more learners from ethnic minorities.</p> <p>Tutors draw out learners experience and include it in class activities. They are skilful at managing learners who have had traumatic experiences, finding ways of including them without causing distress.</p> <p>In Business and IT courses learners become familiar with British laws such as plagiarism, copyright and the Equality act.</p> <p>Any occasions of the college code of conduct being contravened or there is a suspected safeguarding issue, it is dealt with rapidly and recorded on the college log.</p>
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Strengths	Evidence
<p>Very strong ethos of college values in the college, practiced consistently and rigorously.</p>	<p>Very few incidences of Safeguarding or breach of the code. All incidences are logged centrally.</p>
<p>Many examples of good practice in the college that celebrates diversity and inclusion.</p>	<p>Teaching observations, schemes of work, Ofsted report, college events and exhibitions.</p>
Areas for improvement/development	Rationale/evidence
<p>Next steps – ensure that all learners who are looking for a job or progression are aware and make use of the support available in the college</p>	<p>Learner survey indicated that many learners were not using the job search provision.</p>

4. Leadership and management		
	Criteria	Commentary/ evidence/ impact
4.1	<p>Leaders have a clear and ambitious vision for providing high-quality, inclusive education and training to all. This is realised through strong, shared values, policies and practice</p>	<p>Curriculum planning considers all aspects of internal and external factors, starting from which courses are successful and meet the needs of the current and potential learner cohort and where there may be gaps in the provision.</p> <p>Last year there was also focussed consideration of the Skills for London strategy and the new Ofsted framework, resulting in revising courses in</p>

		<p>Business to be more IT focussed with additional IT support from the ALP, an increase in support for learners looking for work, and a strong focus on improving success for learners on English, maths and ESOL courses. For instance a greater flexibility was introduced for ESOL learners, using non-regulated formula funded provision to enable them to build sound knowledge and skills in term 1 before sitting exams in terms 2 and 3.</p> <p>In addition more arts accredited provision was planned with a greater focus on preparing to work in the Creative Industry professions. Better progression routes were introduced through the non-accredited courses into levels 1 and 2.</p> <p>Areas that recruited less well will be revised for 2019-20 to ensure the subjects are aligned to local demand and marketed appropriately. New subjects/courses to be considered and planned for 2010-21.</p> <p>Quality and team meetings ensure that feedback from Awarding Bodies is followed up and embedded as is feedback from learners. Teaching staff and managers are kept up to date with developments in the department, learner issues or training opportunities. The college VLE is also used as an intranet where all departments in the college have space and post vital documents and information.</p> <p>Performance management makes sure that managers and tutors are set targets. Appraisal are carried out for all salaried staff and curriculum managers are operating a shortened version for sessional staff as part of the observation cycle.</p> <p>Policies that cover staff capability and disciplinary are kept up to date and strictly adhered to in the rare occasions that they are needed.</p> <p>The Principal sends out a fortnightly newsletter to all staff, sharing news stories, flagging college events and updating staff information from external sources such as the GLA or Ofsted. In addition, in creating the new 5 year strategic plan, managers were consulted and their views sought to support a collaborative approach and shared vision.</p>
4.2	<p>Leaders focus on improving staff's subject, pedagogical and pedagogical content knowledge to enhance the teaching of the curriculum and the appropriate use of assessment. The practice and subject knowledge of staff are built up and improve over time</p>	<p>Use of the tracker for OTLs is much more rigorous this year as staff have undergone training internally and by Ofsted, and been challenged at PRBs. There were more ambers and less greens in a number of the fields, although overall there was more green due to a marked increase in the use of ILT and better recognition of EDI, Safeguarding and H&S.</p> <p>From these trackers, and to meet other external priorities, such as from Ofsted or awarding organisations, a yearly schedule of CPD is planned for both cross college events and in teams.</p>

		<p>Peer observations are recommended for staff to focus on specific topics and learn from more experienced teachers.</p> <p>Learning walks are planned twice yearly with a specific focus in order to get a snapshot of current practice, such as punctuality in lessons and how it is managed or questioning skills to assess learning.</p> <p>Curriculum managers were supported over the year by regular one-to-ones with Directors and attended external trainings with awarding bodies and professional organisations. Follow up management training for curriculum managers took place in January 2019 after a full course in the previous year.</p> <p>Three Advanced learning practitioners train curricular teams and support staff with individual training and mentoring as needed. They also produce course material and generic schemes of work. The CM for Teaching and Childcare also has a Quality remit and does paired observations and mentoring with staff across the curriculum. The digital learning ALP works with teams and individuals supporting to improve their digital skills.</p>
4.3	<p>Leaders aim to ensure that all learners complete their programmes of study. They provide the support for staff to make this possible and do not allow gaming or off-rolling (see EIF p.11)</p>	<p>Robust initial assessment ensures that learners are enrolled on the right course and have the potential to achieve. The attendance policy, learner handbook and welcome guides lays down clear guidelines to learners and to staff on sending attendance warnings. Every effort is made to retain learner retention on courses. This can include ALS, transfer to a different course, and pastoral support. In addition the increased use of the virtual classroom means that learners that miss classes can catch up and don't lag behind, which is a common reason for dropping out.</p> <p>Expectations around attendance and accountability is covered in the induction video and tutors remind learners regularly. Regular meetings with CMs and teaching staff discuss any potential learners who may be at risk of dropping out and what support is in place to help them.</p> <p>WMC takes pride in supporting all learners to achieve and would only expel a learner for gross conduct in the college that puts other at risk. In this case referrals are made to organisations who have the capacity to support such a learner.</p>

Strengths	Evidence
<p>An ambitious, relevant curriculum, that is flexible and meets the needs of learners</p>	<p>A range of positive outcomes for learners.. Curriculum development in many areas. More accreditation in the arts with excellent levels of achievement. High standards of work</p>

Strong support and development for curriculum staff and robust performance management	Three ALPs providing support across the teaching staff. Better outcomes for learners. Rapid interventions with poor performance.
Areas for improvement/development	Rationale/evidence
Revise areas of the curriculum where recruitment has declined	Some areas in the arts and Business have had lower enrolments despite focussed marketing.