



WM College

Self-Assessment Report

2019-20



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Section 1 - Executive Summary

This report assesses the quality of the college's curriculum and services in 2019/20, focusing on the effectiveness and impact on learners of the internal activity undertaken during the year including the response to the COVID-19 pandemic and the impact on learners.

The WM College Mission, revised in 2019/20 and approved 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 as part of the new strategic objectives for 2019 to 2022.

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

During lockdown in April 2020, the College went through a full Matrix re-validation process that took place remotely. The outcome was highly successful, with no areas for concern, identifying many strengths, and with suggested areas for development in the spirit of support for continuous improvement.

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

All areas are supported by a team providing Additional Learning Support (ALS) and a Digital Learning Manager.

The impact of Covid-19

The College has shown exceptional resilience during the pandemic, evidenced by the speed at which courses went online, the rapid engagement with digital technology by staff and learners, the sustained overall retention of learners, and exam results for those who were able to complete.

The impact of covid in the summer term was undeniably substantial, but the College performed well in the circumstances. The pandemic compelled the acceleration of digital learning over just a few months. Staff worked tirelessly under completely new conditions to enable their learners to continue to engage with their courses, even going so far as delivering laptops to the most disadvantaged learners, whilst ensuring online safety and staying alert to learners' mental wellbeing. Additional Learning Support was provided remotely to ensure no learners were left behind. The impact was that learners felt supported and were engaged (evidenced by the testimonials from learners for the 'How WMC changed my life' awards) and were keen to re-enrol for courses starting in September. The College is also now on a good footing to move forward into a blended model of delivery beyond the pandemic.

Up until the end of March 2020 the College was thriving with increased learner numbers of 5% overall compared to the previous year, and promising achievement rates. After the lockdown, qualification courses that had started earlier in the year continued online, however most new planned courses were cancelled and some with qualifications spread across the year such as ESOL, could not continue with the full provision. Wherever possible, non-accredited courses continued online with some new term 3 enrolments, such as in Languages. For those courses where it wasn't possible to

run weekly classes (such as in the Crafts area), tutors kept in touch with their learners, setting projects remotely to keep them engaged and retained.

Inevitably not all learners were able or willing to engage online and some were subject to external conditions, such as the lack of work placements for Childcare courses. The combination of unavoidable barriers led to the overall decline in achievement rates at the end of the academic year. Some areas, such as ESOL, English and maths, were still able to maintain high achievement rates.

Another major achievement for the College in June 2020 was the launch of a new website and rebranding, giving the College a fresh new image whilst celebrating its rich historical roots. The website has enabled much better online enrolment and it is generally easy to navigate and join courses. It has also meant that regular updates could be posted on the home page to keep learners informed of developments during the pandemic and keep them in touch while the College was closed.

Learner numbers and enrolments

In 2019-20 there were 3222 unique learners (**Fig 1**) of which 2428 were female and 794 male, and 6948 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. Overall learner numbers decreased by 688 (17.5%); enrolment numbers on accredited provision decreased by 968 (41%) and non-accredited provision by 1251 (18%). This was largely due to the impact of covid in term 3. (**Appendix 1.1 and 1.2**)

Figure 1

Learner Numbers by Demographic Details	Learners		
	2017	2018	2019
New Learners			
New	2067	2133	1457
Existing learners	1790	1777	1765
Total	3857	3910	3222

Figure 2

Qualifying enrolments			
Accredited Provision	2017	2018	2019
Total	2588	2323	1358
Non-Accredited Provision	2017	2018	2019
Total	6997	6841	5590
Combined Total	9585	9164	6948

Section 2 - Headline Outcomes (Appendix 2.1)

Accredited Provision															
	Qualifying Enrolments			Retention %			Pass Rate %			Overall Achievement %			Attendance (%)		
	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019
Total	2588	2323	1358	91.30%	92.90%	91.60%	89.60%	95.20%	81.20%	81.80%	88.50%	74.40%	87.10%	87.70%	87.70%
Non-Accredited Provision															
	Qualifying Enrolments			Retention %			Pass Rate %			Overall Achievement %			Attendance (%)		
	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019
Total	6997	6841	5590	95.70%	95.30%	93.00%	98.90%	99.20%	99.00%	94.60%	93.00%	92.10%	89.80%	88.60%	90.30%

The college was in a strong position in February 2020 with retention overall at or above college target and accredited provision 4% ahead of the end of previous year. **(see Appendix 2.2 for College target setting)**. Overall retention and pass rates on non-accredited courses were maintained through term 3 where courses continued successfully online, resulting in overall achievement being only 2% lower than the previous year. However, this was not the case for accredited provision where retention was only 1% below the previous year but pass rates were 14% lower at 81%. This was due to the impact of the lockdown in term 3 where exams could not take place, some awarding bodies were unwilling to accept tutor calculated grades and learners were unable to complete assessments. The overall achievement (retention% x pass%) for accredited provision therefore fell to 74%. **(see Appendices 2.3 for breakdown by curriculum area and 2.4 for breakdown by subject)**

Tutors' responsiveness to the changing educational landscape due to COVID-19 was swift and seamless: delivering courses and lessons online; liaising with college systems and processes and doing everything reasonably possible to support learners to achieve by use of a range of online/digital platforms and tools to facilitate learning.

In English and maths there was a significant drop in the learner numbers down by 116 from 545 in 18/19 to 429 in 19/20. Some of this is due to COVID-19; in previous years additional non-accredited classes were put on in term 3 for new learners which could not happen in 19/20. However, some of the drop in numbers is due to generally lower recruitment from the start of the year, especially at entry level. Reduced learner numbers in English, is partly a result of better initial assessment and better identification of learners who needed ESOL rather than English.

High achievement rates on accredited provision continued the upward 3-year trend. In English achievement rose from 57% in 16/17 to 87% in 19/20, a total increase of 30%. In maths achievement rose from 76% in 17/18 to 82% in 19/20, a total increase of 6%.

High grade achievement rates in English and maths GCSE were significantly above national average for the provider group (28.5% above in English and 27.8% above in maths).

ESOL numbers were set to grow in 2020 until hit by the pandemic in term 3. Only 49% of ESOL learners continued in term 3 when all teaching went online. ESOL, which comprises about 20% of college enrolments, was up by 35% at the end of term 1 but by the end of the year was down by 21%. However, achievement for exams taken was maintained at a high level; based on tutor predictions, at 89% achievement rate, ESOL was only 0.2% below the previous year and still above national averages.

The Vocational curriculum (Business, IT, Childcare, Health and Social care, and Teaching) once again, saw an improved structure, with better progression through the ICT courses and at the start of 2019-2020 a new AAT provision for accounting. Successful new curriculum design for 19-20 recruited 97% of the 18-19 annual total in only two terms. By the end of the year the whole vocational curriculum was only down in enrolments by 8%. Some courses in term 3 were not able to be completed and retention fell from 92% to 85% resulting in a drop in overall achievement from 90% to 77%. This area was the worst affected by lockdown in the college in terms of achievement.

Modern and Community Language courses were successful both in improved achievement rates and maintaining learner numbers in term 3 which only fell by 8.5% as a result of the lockdown. All courses were taken online and paved the way for a new model of delivery in this area. Retention in particular rose by 2% to 90% - at College target.

The Art Foundation (FAD) is currently the only course in the College that accepts 18-year olds and continues to provide opportunities for learners who are not suited to large university settings and who benefit from a smaller college environment with more support. Running for just over 10 years, in the past 3 years the cohort has been on average 44 enrolments but in 19-20 fell to 34 with 31 completing and 98% passing, giving an achievement rate of 88%, 2% improvement on the previous year. The percentage of Distinctions was 22% which is 4% above national benchmarking for the qualification.

Learners who applied were accepted at their first-choice universities; however, with tutor support, learners are increasingly diversifying and not all choosing to go to university, which is the conventional pathway. They are choosing other routes such as apprenticeship, direct into employment or onto post graduate courses.

Qualifications across the Arts at Levels 1 and 2 rose from 106 to 130 enrolments; however this area was hit badly by Covid in term 3 as a number of these practical courses were year long or took place from January to July. Although tutors stayed in touch with learners and provided support and ongoing projects, achieving the units remotely was very challenging and retention fell from 91% to 80% which brought the overall achievement rate to 78% down from 91% in the previous year. The biggest impact on achievement across the Arts was in Acting and Drama which only retained 36% of the 11 learners enrolled due to the challenges in this area brought about by the College lockdown. The Craft area, the biggest in the arts, with 35 enrolled on qualifications, retained 94% of learners. The results across the Arts were largely due to how the courses were spread across the year and therefore the impact of Covid varied accordingly.

Enrolments in the non-accredited Arts over the year fell by 19% due to Covid; however, retention was good due to the concerted efforts of staff to engage learners remotely in term 3 and the overall achievement was only 2% lower than the previous year. Studio courses, which only carry a 50% fee concession for those on low incomes, have continued to develop and are very popular, evidenced by much of the increasingly professional standard of work in College exhibitions. Overall achievement in non-accredited Arts only fell by 3% from 96% to 93% with many full classes.

Community courses, no longer subcontracted by Camden, made a pleasing start with fewer but longer and more meaningful courses. Existing partnerships were retained by a new Curriculum Manager, who also established new partnerships and successfully delivered a suite of employability courses combined with ESOL. The 184 learners on ASB courses had an overall achievement rate of 93%, despite the setbacks in term 3, which only affected enrolments. The 464 learners on non-accredited Get into Learning courses achieved at 98%. There were only half the number of learners compared to the previous year as there was very little activity in term 3 due to community venues closing or being used for other purposes.

Achievement rates for ALS learners on accredited courses have improved year on year and are now higher or equal to those not receiving ALS with English + 5%, maths equal achievement, Healthcare + 31%, ICT + 7% and Teaching + 7%.

The College monitors demographic achievement gaps each year and the ALS team work closely with teaching staff to close any gaps. This year the gap has widened slightly. **(See appendix 6 for explanation)**

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

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

EIF	2018/19	2019-20
Overall effectiveness of provision	2	2
Quality of Education	2	2
Behaviour and Attitudes	1	1
Personal development	1	1
Leadership and management	2	1

Key strengths of WM College

- Exceptional flexibility and agility in rapidly responding to the corona virus lockdown in order to support and retain learners and future proof the College
- At February 2020 retention on accredited courses was at 96.6%, 3.6% above College target, indicating strong overall achievement had the lockdown not occurred
- Overall achievement for the whole year on non-accredited courses at 92% was only 2% lower than the previous year and the College target of 94%, despite the lockdown in term 3
- For the first time in 3 years, learners that declare a learning difficulty or disability have exceeded achievement on accredited courses by 2.5% compared to those with no disability (appendix 6.3)
- Learners receiving ALS on all accredited courses exceeded those not receiving ALS by 9%, compared to 2% in 2018. 30% of learners in English and maths received ALS.
- High achievement rates in ESOL, English and maths and high-grade achievement rates in English and maths GCSE significantly above national average for the provider group (28.5% above in English and 27.8% above in maths.)
- New AAT provision recruited well, achieved excellent quality review and provided learners with effective links to professional qualifications and employment.
- Languages delivered wholly online in term 3 with achievement up 2% to 89%
- 55% of WMC learners are from Camden wards with highest levels of deprivation – band 2 – showing that the College delivers to its mission of meeting the needs of the local community with the most disadvantage
- Successful Matrix re-validation in April 2020 with no areas for concern
- 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, recognised with prizes and commendations, were celebrated at the cross college annual Learner Success Awards, celebrated online for the first time, in November 2020, when learners from all curriculum areas came into College to read out their testimonies and powerful stories in front of a camera, which was made into short film introduced by Sir Keir Starmer and posted on the website.
- Teaching observations show that good practice has increased year on year with a rise in green and amber judgements up from 92% to 96%. Learner surveys show that learners rate

the teaching as good – 12 points above national benchmark and that their courses are well organised – 8 points above benchmark. Learning new skills and abilities +6 and 3% up on previous year.

- Teachers are highly committed, show exceptional levels of care for their learners and have ambitious aspirations for them. This is evidenced in the engagement with learners during lockdown, learner feedback reports, at success awards.
- Advanced Learning Practitioners were very active during lockdown and contributed to better teaching and learning and the attainment of learners, particularly in ESOL.
- Outstanding pass rates (100%) for the 55 learners in the Community provision from local wards on accredited ASB courses, resulting in overall achievement of 95%. Some courses completed remotely during lockdown. Achievement was at 96% for the 464 learners on non-accredited courses. Learner survey feedback showed that 55% of learners said they would choose online or blended learning going forward. 98% of learners said that their classes were interesting and that they had made good progress.
- 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 became fossilised. These were particularly valuable in term 3 during the lockdown.
- 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. This year the final shows took place online with zoom events and prize giving. Online exhibitions were posted on the website.
- Capturing the learner voice has been developed in English, maths, ESOL and Community Learning through 'Confidence Gain' and other surveys providing invaluable information about the wider outcomes achieved through studying at WMC and how well the college has performed under lockdown.
- New Marketing team, new website, new branding has boosted enrolment and raised visibility on social media.

Areas for improvement

- Target to achieve 75% of 2018-19 learner recruitment for academic year in light of the covid crisis
- Pass rate to hit college targets and exceed national averages retention will inevitably be impacted by changing covid restrictions) especially in Vocational qualifications and Arts qualifications at level 1 and 2.
- Narrow achievement gaps for BAME learners especially Black African, Caribbean and Chinese (see Appendix 6.1)
- Increase enrolments on Art Foundation and on Vocational courses, in particular pursue more avenues for Health and Social care courses
- Explore and improve learner feedback from QDP survey especially in English and maths.
- Establish devolved budgets for managers and formalise the monitoring of budgets.

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

- Develop a strong Employability provision to support the emerging unemployment crisis due to the covid pandemic including working with community partners and external agencies.
- With the support of the Digital Learning Manager, and the ALP team, build on the current development and improvement of digital skills and online course delivery for both staff and learners, as part of an overall digital strategy action plan enabled by the launch of the new Learning Centre and Digital Learning Assistant.
- Develop the collection and use of progression, outcome measures and destination information. As part of a wider ongoing GLA initiative, the college would benefit from finding better ways of centralising information about employment and wider outcomes
- Review how to capture punctuality in light of the new range of teaching models
- Introduce a new local 'History and Culture' provision to attract a wider audience.
- Introduce a suite of Health and Wellbeing courses to meet the needs of local residents and in line with priorities set out in the Skills for Londoners strategy
- Confidence gain survey to be expanded to include vocational courses.
- Mental Health First Aid training extended to a wider group of staff
- Implement the new HR and Finance self service

Section 3: Summary of Curriculum Areas and College activity in 2019/20

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 57% are from BAME backgrounds, an increase from 50% in 2018. **(Appendix 3.1)** The number of learners from neighbourhoods with very high levels of deprivation has increased from about 46% in 2016 to 55% in 2019 and starting from very low levels, often overcoming many barriers in order to progress and achieve success.

Compared with other colleges and training providers in Camden, 55% 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. **(Appendix 3.2)**

Over 50% of enrolments are normally on entry level courses. This figure was skewed in 2020 by the lockdown, when lower level learners were unable to participate as fully in digital learning and enrolled on fewer qualifications or were put on non-qualification courses. **(Appendix 3.3)**

ESOL, English and maths form the backbone of our delivery to those with very low levels of previous attainment, who we actively recruit. The department has a relatively high proportion of learners from areas of high deprivation and also of learners with a disability or learning difficulty. In 19/20, 64% of learners in English and maths came from areas of high deprivation compared with 52% for the rest of the college, 36% of English and maths learners declared a disability or learning difficulty, compared to 22% in the rest of the college.

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, a range of 3D subjects including a large and 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. These exhibitions have also been taken online.

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. For instance, bookkeeping is popular as Camden has a high proportion of small businesses and start-ups. The vocational curriculum area has led the way in digital learning – almost all course materials and assessments are on the Google classroom platform and are paper-free. Now since the pandemic, digital learning has become a prominent feature across the College.

Achievement on IT courses was good, for example E3 ICT was up by 8% where 22 learners achieved 100%. The new AAT provision recruited well, achieved excellent quality review and provided learners with effective links to professional qualifications and employment. Unfortunately, some learners on courses in Business and ICT finishing in term 3 were not able to complete, some having only just started. This contributed to the overall achievement for the area down from 90% in the previous year to 77%, largely due to a drop in retention.

Childcare is a popular subject that attracts local women (88%) wanting to work in nurseries and schools and is often accompanied by learning IT and language skills. In 2019-20 the level 3 'Supporting Teaching and Learning' diploma only recruited 9 learners, down from 16, but with all achieving 100%. Level 3 recruitment relies heavily on internal progression from level 2. Issues with workplace assessment not

being available due to covid, and student loans for level 3 courses continuing to be a barrier, hampered better enrolment. However 13 learners from the subject area gained employment in related professions and the remaining progressed to higher level courses. All level 2 and 3 childcare learners are assessed in work placements, including for literacy and numeracy. These placements were unavailable during lockdown resulting in learners not being able to complete and taking the overall achievement rate for the subject area down from 96%% in 2019 to 86%.

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, in the Library and the now fully operational Learning Centre.

The Learning Centre opened in February and has grown in popularity among learners. Along with the Library, it forms the hub for learning and study outside of the classroom. It is also used for digital learning support where there are daily drop in sessions with the Digital Learning Manager and where the new Digital Learning Assistant will be based from September 2020. This facility has a pivotal role in underpinning learning during the pandemic as learners with limited computer access at home can use the Centre for study, but also to attend online lessons. Support for job search, the National Careers Service, and employability skills coaching is based in the Learning Centre and Library and will be expanded in 2020-21.

Curriculum teams continued to review and amend the course offer for 2019/20, 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 a review of the qualifications offered, the establishment of AAT being an example. This has been well received by learners, evidenced in enrolment numbers and what was predicted to be excellent achievement had it not been for the pandemic. The increasing need to be highly responsive to emerging unemployment and the need for retraining and refocussing on new skills and readiness for work, has been a focus for the College over the summer and will be developed in 2020-21.

The college continues to have strong links with other community groups, the local authority and local schools. No longer tied to the Camden contract, more flexibility has allowed a review of community offsite provision and the focus is more firmly on the needs of the community in terms of employment and the acquisition of essential skills such as ESOL, basic employability skills and qualifications. Partly due to the pandemic in term 3, Get into Learning numbers were down by half from the previous year but also the emphasis changed from very short one session courses, to more substantial courses that led to progression to higher value courses with better outcomes.

In April 2020 the college went through a successful full Matrix validation, all conducted online. The inspector was pleased with all aspects of the College's IAG processes and had very positive feedback from learner focus groups. The College has been fully re-validated based on evidence that the standards set were being upheld. The few areas for development have gone into an internal action plan and will be reviewed at the annual Matrix visit in June 2021.

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 GLA with resilience and a consistent approach. The IALs have had a key role in providing information and lobbying the GLA to ensure they understand and can support adult education in their new role as funders. The colleges have also been working together at curriculum level, sharing good practice and ensuring a consistent approach, however cross college CPD activities have been halted by the pandemic.

Figure 3a - Enrolments by Curriculum Area in 2019-20

Enrolments	19/20
Craft	1585
ESOL	1368
English & Maths	818
Languages	534
Art & Design	479
Camden GIL	464
Performing Arts	418
ICT & Business	369
Fashion	212
Digital Media and Communications	189
Camden Employability	184
Children, Care and Teaching	132
Humanities	113
Supported Learning	84
Total	6949

Figures 3a show that the largest number of enrolments in one area is in the Arts overall (41%) followed by ESOL and English and maths. 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 2019	Department	Self-Assessment Report	Grade November 2020	
Arts	Foundation Art and Design	2	Arts and Vocational Skills	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	2	
	Ceramics and Craft	1		Performing Arts	2	
Vocational and Employability	Business and ICT	2		Ceramics and Craft	1	
	Children, Care and Teaching	2		Business and ICT	2	
	Languages	2		Children, Care and Teaching	2	
Foundation Learning	ESOL (on-site and community)	2		Learning and Life Skills	Languages	1
	English and Mathematics	2			ESOL	1
					English and Mathematics	2
Cross college	Learning Support	2	Cross college	Community Provision	2	
	Library and Learning Resources	2		Learning Support	2	
				Digital Learning	1	
				Library and Learning Resources	2	

Areas that moved from grade 2 to 1 were: Languages, ESOL and Digital Learning

Section 4: Summary of service areas

Service area	Grade 2018-19	Grade 2019-20
Learner Services	2	2
Facilities	3	2
Finance	3	3
HR	2	3
IT	3	2
MIS	N/A	3
Library	2	2
Digital Learning	N/A	2
Marketing	N/A	N/A

Areas that improved from 3 to 2 were Facilities and IT. HR was assessed at grade 3 due to delays in implementing the HR self-service.

Operational SARs are used to underpin and develop curriculum SAR grades. It has been another challenging year for the Operation teams as building works continued throughout the year causing disruption and periodic unexpected system failures. The closure of the College in Term 3 allowed for the completion of building works and the Operation teams were pivotal in providing digital technology during the lockdown in order that curriculum could continue to deliver courses and support learners. The Facilities team worked all summer to prepare the college buildings for safe opening in September.

There were a number of staff changes and restructure in Learner Services during the year. A new Director was appointed in September 2019 and the supervisor roles were deleted. The team operated well throughout the lockdown, efficiently processing enrolments remotely and responding to enquiries. Some highlights were:

- Introduction of online chat on the College website
- Development of strong working relationships across the organisation to improve service (MIS, Finance, Curriculum)
- Fast response to emails and enquiries (same working day)
- Key role in gaining full Matrix Accreditation in April 2020
- Improved Safeguarding Policy & Procedures in place
- Manager organised well planned programme of events to support learners to engage and understand the wider community

The online payroll and HR system has been in development over two years and was to 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. HR and Finance worked all year to develop this which has taken considerable time and meant other areas that were in the Quality action plans were not achieved. However, Finance continued to operate efficiently and effectively in delivering payroll. Budgets for middle managers and termly reports of actual performance against both staff and non-staff budgets still need to be issued to budget holders and reviewed with them termly.

Human Resources effectively processed case work, recruitment and staff induction. Sickness monitoring and adaptations to staff covid reporting were rapidly developed and staff were supported remotely in the summer term.

MIS saw a complete change of team with a new manager and officer. During lockdown MIS and the Exams staff were required to work from home, and to also adapt usual systems and processes to a number of changing government guidelines which were introduced during this time

This changed how achievements were processed and recorded in addition to influencing new ways of working for enrolling learners for the new academic year. There were some technical issues that also hindered the speed at which MIS were able to address the new challenges – compounded by the fact that most of the external help line services available for Awarding Bodies or our student record systems, were also working from home.

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 in 2020-21.

As well as establishing an internal Marketing Officer role, the College retained an external marketing agency who oversaw the development of the new website, the rebranding of the College, and produced the new Guide for 2020-21. They ran a summer campaign to promote the College and there has been a marked improvement in the College's social media presence and marketing as a whole. The impact of the combined new initiatives made a significant impact on the increased enrolments in Sept 2019 and played an important role in keeping learners engaged during the lockdown.

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

Throughout 2019/20, 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 2019/20.

Tutors	Tutors observed (actively teaching)	Total as of 20 th March (College closure)
143	117	83%

Throughout Term 1 and 2 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.

The tracker sheet (**See appendix 4.1**) now well established, is mapped against the Education Inspection Framework. (This has been updated from the CIF from 2017-18). Teaching graded green or amber meets internal and Ofsted requirements. Teaching which does not meet these requirements is graded red and requires early intervention.

At the end of March:

- 83% of tutors currently employed by the college were observed this year
- 7% cancelled due to tutor absence (off sick, resigned, currently not teaching)
- 10% cancelled due to college closure in term 3

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 68% to 73%. There were increases in the green/ambers in most areas.

- New learning, progress & achievement – 90% to 97%
- Use of ongoing assessment to plan learning – 90% to 93%
- Meeting individual needs – from 92% to 95%
- Stretch and challenge – 89% to 97%
- Variety and pace – 91% to 95%
- Learners develop communication, literacy, numeracy & ICT skills - from 84% to 98%
- Use of ILT and/or high-quality resources to enhance learning – 84% to 93%
- Checking learning including effective questioning skills - from 84% to 96%
- Giving feedback – from 91% to 97%
- Supporting effective learning behaviours – from 92% to 96%
- Attendance and punctuality – from 88% to 96%
- Equality, diversity & inclusion - from 84% to 98%
- Supporting wider outcomes - from 88% to 99%
- Prevent and British values /safeguarding - from 67% to 96%
- Health & safety - from 81% to 96%

The total number of reds increased very slightly from 3% to 4%. This was mostly because we discontinued the use of blue (no evidence) so red was used instead. This is being reviewed for 2020-21 as red indicates poor practice which was not necessarily the case. Looking at lesson plans and schemes of work can be another way of establishing whether activities take place if they are not seen in an observation.

Increases in red were in 'Use of ongoing assessment to plan learning' (4% to 7%) and 'Use of ILT and/or high-quality resources to enhance learning' (3% to 7% - contradicted by the increase in green and amber). These OTLs were done before lockdown so the digital learning picture will have changed dramatically and will be reflected in the 2020-21 observations. There were decreases in 'Checking learning including effective questioning skills' (7% to 3%) and Attendance and punctuality (6% to 4%).

Eight tutors had more than one red. Of those, three are still working at the College, one has been suspended from teaching, one is under capability and the other is being monitored and supported to improve.

Once again there was a marked increase in Digital learning being used in the classroom (up from 84% in amber and green to 93% even before lockdown). Other notable areas that improved were 'meeting individual need', up from 92% to 95% green/amber, and 'stretch and challenge' which is now 75% green and 99% amber/green combined. Ofsted identified these areas as needing to improve. Through 'assessment for learning' which also improved by 7% in green, tutors have worked hard to offer a truly differentiated and responsive provision. There were no decreases in any area of the EIF quality measures.

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 February a number of areas were identified that were strong and also that needed improvement, including alterations to the actual observation form that will help observers make better judgements.

Learning Walks are short visits to classroom and workshop sessions, usually to observe a specific theme. These took place twice during the year (Feb and June).

The February learning walk focus varied from curriculum area and was selected on the basis of findings from last year's self-assessment report and from OTLs. A total of 49 learning walks were conducted.

Department	Learning walk focus
Art and Design	Differentiated and Directed Questioning
ESOL	Giving Feedback
ESOL & Employability	The Balance between fluency and accuracy
Get into Learning Arts and Crafts	Progression routes for learners
Supported Learning	How effective is the sharing of aims and objectives with learners?
Childcare/Teaching	Attendance and punctuality Behaviour
Performing Arts	To look at how aims and objectives were presented and how this helped to plan and focus session structure and learning Also, the learning walk was looking at how aims and objectives supported differentiation and stretched learners both as a group and individually
Business & IT	Use of e-Learning
English and Maths	How effective is the checking of learning? How well is questioning used (open, targeted, nominated, concept qs)? How effectively is the setting of in-class activities (group/pair/individual) to check that all learners understand and are learning? How well is learning checked through homework or other out of class activities?
Ceramics and Crafts	Use of questioning
Fashion, Textiles and Digital	Using Group Profiles and ILP information to plan Differentiated Learning

The second learning walk took place during the college closure, with the focus being how tutors were using different digital tools to engage learners. The digital learning walk took place over a 3-week period from 15/06/20 – 03/07/20 and were conducted by the Digital Learning Manager and the Curriculum Quality Officer.

A total of 16 classes were seen, in ESOL, English and maths, Community and Languages.

Good practice seen:

- Range of digital tools used: Google Meet/Zoom/Teams/Nearpod
- Tutors and learners able to communicate effectively
- Learners were engaged in lessons
- All learners were given opportunities to talk and most could participate easily
- Chat function on Teams/Zoom used to communicate vocabulary and keywords to learners
- Breakout rooms in Zoom/Channels in Teams used for group work and to give learners an opportunity to develop their speaking skills

Areas for improvement:

- CPD on how to use a wider range of digital learning tools
- Clear online learning guidance for tutors and learners
- Provide Chromebooks for those learners without computers/laptops
- Create a digital learning guide for learners

CPD this year was done in teams rather than cross college events, mostly because the Maurice Hall was not available due to building works and in term 3 the lockdown prevented any onsite events. 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 vocational areas. The Digital Learning Manager has had an appreciable impact, working with both staff and learners, has introduced numerous digital tools and has supported learners in the Learning Centre and online in Term 3. (**Appendix 4.2**)

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 90%, at the college target of 90%. Because of the lockdown in term 3 and the range of course deliveries, some synchronous (Languages) but most online and not meeting at the listed class time, attendance figures are an indication of positive learner engagement but not an accurate comparison to previous years.

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 2019/20 to find out learners' views on how the curriculum and college services can be improved, in particular those services that learners have direct engagement with such as recruitment and enrolment.

In 2019/20, a wide range of communication channels for collecting learner views were used:

- QDP Learner surveys
- Confidence gain survey in ESOL, English and maths and Community provision
- 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 between January and March 2020, 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). Whilst useful to the College, surveys are only as good as their design and consistency from year to year. As a number of changes have been made year on year, comparisons are less useful than the actual in year returns, which indicate where there may be concerns.

- A total of 2,443 learner surveys distributed with 1,657 returns. This represents a return rate of **68%** which is average for this type of survey
- **1,657** respondents, up 283 from last year and a similar return rate of 2018 (illustrated in the table below). This could be due to increased promotion of the survey with learners and staff and a more proactive approach in distribution and collection

	2017/2018	2018/2019	2019/2020
No. of respondents	1,664	1,374	1,657

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)

- Covid-19 impacted learners and staff attendance for a few weeks prior to the College closure on March 20th and as a result affected the final return rate
- The average rating across question areas is **77**, down from 81 last year, continuing the slight downward trend for the past 3 years
- All but one question area dropped in ratings from the previous year, although in most cases ratings had only dropped by 2 or 3 points
- For the first time in 3 years, no question area summary achieved a rating in the A quartile
- For the first time in 3 years, 6 question areas dropped to the C quartile
- For the first time in 3 years, 4 question areas scored a negative external benchmark ratings
- Questions used for the survey were reviewed and edited, and there was a change in the order and use of some questions and this may have affected overall outcomes
- This year the survey comprised 48 questions, down from 67 last year
- Only 1 new question was added this year (**The college library is useful**)
- 2 question areas were removed from this year's survey (**The support I receive/The college community**) and the questions moved to another heading
- The option of **n/a** was included this year in response to learner and staff feedback; these are recorded in the survey as **Not Answered**; this change may have affected overall outcomes
- No short ESOL/LDD survey was included this year and all learners completed the same survey
- Three ESOL English Pre-Entry Beginners classes (31 learners) and Community learning did not take part in the survey as it was deemed inappropriate for learners with very low levels of English

While the overall rating has consistently gone down in the previous four 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 2016/17 and 17/18.

Year	Agree%	QDP Rating
16/17	93	83
17/18	93	83
18/19	92	81
19/20	90	77

Although concerning that the ratings have dropped in 2019-20, it is important to review the survey in the context of any changes that have been made to questions. A number of questions were not relevant to some groups of learners and having been given a low score, lowered the ratings. For 2020-21 all questions will have a N/A option which should give a more accurate picture for each question.

Confidence Gain survey
(see appendix 5.2 for reports)

A confidence gains survey was introduced in 18/19 in ESOL, English and maths, and Community classes in 2019. Learners were asked 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 the Confidence Gains survey 86% of English learners and 79% of maths learners say that their course has made them more confident with looking for a job. In the QDP, 87% agree that they are developing the skills needed to get a job or take the next step.

In ESOL, for example, 100% of learners reported feeling more confident when they talk to their neighbours, 93% when they make appointments, 97% when they go to the doctor or dentist or hospital, read notices and signs, 100% when they go shopping etc. Learners also reported clear confidence gains in more formal situations such as talking to their landlord (83%), people at the council (86%), people at the job centre (76%), when looking for work (90%) and when at work (90%).

In English learners reported feeling much more confident when they write letters or e-mails, use a computer, read newspapers in English, talk to people at the council, 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 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 83% of learners identified that they have more confidence now to speak out in a group and 72% that they had more confidence to try new things, 55% that the courses kept their brain active and 66% of learners said that the course has helped them make new friends.

Learners also recognized benefits to their self-esteem as a result of studying their ESOL course, with 45% feeling that their opinions are more important and 47% that other people respect them more now. In English and maths, learners consider that studying English or maths had benefits for their physical, mental or social wellbeing, such as feeling that it 'kept their brains active', or that the course helped them 'speak out in a group' or 'get out of the house'.

Learner complaints in 2019/20

This year saw a regulated approach to the recording and management of formal and informal complaints. This enabled us to deal with the majority of complaints informally to the learner's satisfaction. In total there were 31 informal complaints that were managed by the relevant departmental or curriculum managers. Of those complaints five related to staff attitude or behaviour, nine were regarding courses (cancellations or course content) and five related to finance matters (refunds, direct debits). There were a further five informal complaints about the college environment. It is acknowledged that the majority of these complaints related to the building and/or the temperature in rooms where the heating system was being installed. It is envisaged the number of complaints around this subject will be greatly reduced in 2020/21.

A total of nine formal complaints from learners were managed during 2019/20, which is significant reduction against the previous year (71%), which is testament to the fact that managers had to tools to stop complaints being escalated.

As can be seen from the table below, no complaints were upheld during the year. We received three complaints regarding GCSE English and Maths results where the learner disputed the grade given by the College. All three complaints were formally investigated and were not upheld. The other 6 complaints related to staff behaviour or attitude.

The process of managing and investigating complaints continued throughout the College closure due to Covid-19 lockdown. One formal complaint was managed during this period.

Outcomes of formal complaints:

Upheld	0
Partially upheld	3
Not upheld	6

The complaints Policy and Procedure was reviewed and updated implemented during academic year. The policy and process are now up to date and clearer for all users.

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. The three Designated Safeguarding Leads have received refresher training in delivering 'Workshop to Raise Awareness of Prevent' (WRAP) sessions. This was delayed during 2019/20 due to the Covid-19 lockdown period. Staff did, however, receive regular bulletins during this period to raise awareness of Prevent concerns to ensure they were fully supported when working with learners online.

Current rates of compliance are:

Safeguarding: 93.5%
Prevent: 95%

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.

Safer Recruitment training was relaunched and all managers involved in the recruitment of new staff. The compliance rate is 81%, which is below the standard that we are aiming for.

During 2019/20, the Safeguarding Policy and Procedures underwent a major overhaul. All sections were updated in line with Keeping Children Safe in Education guidance as well as refresh of the flowchart for staff, making it simpler for staff to manage concerns, particularly for the out of hours periods. The Policy and Procedures were approved by Governors in March 2020.

In response to the Covid-19 lockdown, a new suite of Safeguarding & Prevent documents were produced to support staff when interacting with learners. These included a Risk Assessment, Protocols for Delivering Online Learning and an Addendum to the Safeguarding & Prevent Policy. The latter documents were produced with support from AoC and NAMMS and were in line with what other education organisations were developing at the time.

During the lockdown period, all vulnerable learners were contacted on a regular basis with additional efforts to contact learners that were unresponsive to tutors, particularly on the Foundation Art Degree course where the majority of learners are under 25.

Regular bulletins were sent to learners and staff to ensure they had access to services and information for issues such as mental health, domestic abuse and Covid related scams.

From the period September 2019 to July 2020, there have been 22 concerns or referrals to a member of the Safeguarding Team. For the same period last academic year, there were 34 concerns; a reduction of 12. The figure for 19/20 is line with the volume during previous years.

Key themes emerging from the referrals are mental health and wellbeing. There were seven mental health concerns and four that related to domestic abuse. This is in line with what was happening nationally as the majority of the domestic abuse concerns were raised during the lockdown period. We had one learner who was supported by the Leaving Care Team that needed additional support from the Safeguarding team. We had two incidences of hate crime both of which occurred externally. The College's LGBTQ+ bunting was burnt (reported to the police) and a learner was abused locally on public transport.

Termly dedicated Prevent Meetings with a panel of EMG members resulted in a comprehensive Prevent Risk Assessment and Action Plan. The action plan is a live document and is constantly managed in response to changing threats or concerns. Meetings with the Prevent Co-ordinator at the Local Authority and the local Police, further supported the development of the Action Plan.

The Director of Learner Services attends FE/HE Prevent Network Meetings and receives monthly bulletins to maintain up to date knowledge of wider issues and how they affect our local community. The information is then disseminated Managers and staff as appropriate. There are no recorded Prevent concerns during 2019/20.

There was one Safeguarding concern raised relating to a person working at the college but not directly employed. This concern was fully investigated and was not upheld.

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 showed that learners feel safe at the college; 97% agreed (+6 over benchmark), although this is slightly below 18/19 (-2 distance travelled). Learner also stated that the College deals with respect and wellbeing issues well: 92% agreed (+3 over benchmark), which is also lower than the previous year (-4 distance travelled).

The question in the QDP survey related to safety being a priority fell below benchmark as did British Values. From the comments, there appear to be some strong views around the use of the word 'British' and this will be addressed in 20/21. It should be noted, the comments provided for these questions are centred around the college's provision of a quiet room; its size and the lack of separate spaces for males and females (17 in total). A campaign to address the provision of a quiet room will be picked up in 20/21.

The rise in the far right continues to be a growing issue nationally, which is now strongly linked to the many and various conspiracy theories that have arisen in response to the Covid-19 pandemic. College staff were briefed and given regular updates on what propaganda is being issues, particularly online, how to fact check information. This information was also shared with learners to support their own understanding of how to interpret the vast amount of information being broadcast.

Section 7: Staff and management

During the 2019/20 academic year, the College employed a headcount of 213 people including all starters and leavers during the year. Of these 82 were salaried staff (32 teaching and 50 teaching support or central services) and 131 were sessional teachers.

New senior managers, Learner Services and MIS, started in September and have settled in well. At curriculum level, following a long recruitment drive, in the summer of 2019 two new curriculum managers were appointed for maths, English and ESOL. The CM for Community offsite provision left in June 2019 and the post was filled quickly afterwards. A new CM 0.6 for Performing Arts was appointed in July 2019. These new appointments saw significant improvements in the departments during 2019-20 in terms of recruitment, curriculum structure and achievement.

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 for remote learning for term 3 was expedited over the Easter holiday ready for the start of term when all teaching took place remotely. This included ensuring all learners had access to necessary hardware.</p> <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 Teams or 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 2019-20 Business courses were replaced with AAT Bookkeeping/Accountancy and ICT.</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	The provider's curriculum is coherently planned and sequenced towards	The curriculum is planned so that learners can start at entry level and progress directly

	<p>cumulatively sufficient knowledge and skills for future learning and employment</p>	<p>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 since the pandemic has encouraged learners to further develop independent learning skills in their subject area as well as in the use of IT. The Digital Learning Manager holds daily drop in sessions for learners as well as supporting them in the classroom.</p>
<p>1.3</p>	<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>Digital support and ALS was provided remotely in Term 3 wherever needed for those learners who needed support or struggled with technology.</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 both in terms of ability and demography, and be responsive to initial assessment and learner needs. From observation records, for ‘meeting individual needs’ 95% of tutors were either ‘strong’ (62%) or ‘could be stronger’ (33%).</p> <p>The Arts still attracts predominantly white learners. Managers are revising the marketing strategy to attract a more diverse cohort of learners to this area.</p>
<p>1.4</p>	<p>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>	<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, maths and ICT, exploring employability requirements, historical context and much more.</p> <p>In 2019-20 11% of ESOL learners were also studying other subjects at WMC. A range of taster short courses have been developed across the arts and vocational subjects, giving</p>

		learners an opportunity to expand their skill set and try out niche areas of their specialism or try something completely new.
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>Since March 2020 staff have upskilled significantly through intensive CPD, supported by the Digital Learning Manager, so they were able to move rapidly to online delivery.</p> <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 and Arts support tutors to enhance their use of 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 offering ongoing team CPD sessions 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 adapted to online delivery and use a range of learning activities to address different learning styles and OTLs. Good practice was demonstrated 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 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>

		End of course reviews are collected in Arts and Vocational and are used to inform planning.
1.7	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>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 during the covid lockdown has been transformed. With the support of the Digital Learning Manager, ALPs, and IT literate staff, learners are helped 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	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>Diagnostic assessment is used to establish starting points and inform individual target setting on ILPs and in lesson planning. Ongoing work is in progress to fully integrate as some tutors do not use this vital information consistently to plan, and improve their support for learners. This was 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>During lockdown initial assessment has successfully taken place online</p> <p>Focussed work was done in 2019-20 on a range of assessment processes from BKSB to RARPA moderation as well as error correction (identified as needing improvmet for ESOL by Ofsted)</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>

		Assessment is embedded in teaching and occurs naturally as part of the SOW, with formal points during courses, whilst not generating excessive paperwork.
1.9	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>Across the curriculum tutor SARs and SOWs indicate that they have made far more use of online platforms, even before the College lockdown. 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>Before lockdown, the OTL tracker already showed that 60% of tutors make excellent use of ILT and that 93% 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 and Learning Centre provides resources and services that meet the diverse needs and abilities of WMC learners and promotes independent learning. Staff work closely with learners and curriculum staff to assist learning activities and provide resources including enhancing the online learning experience by offering drop in support in the Learning Centre or remotely online.</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>
Impact		
1.11	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>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 whilst maximising support to help them achieve, overall achievement promised to increase in 2019-20 on accredited courses and remain very high at 94% on non-accredited courses. Unfortunately due to the lockdown, retention fell slightly and pass rates dramatically, creating what is hoped will only be a blip in overall achievement for 2019-20 as the College is now well placed to deliver online where necessary and the country emerges out of the pandemic.</p> <p><i>(See appendix 2.4 for achievement for all subject areas for the past 3 years).</i></p>
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	The increase in qualification courses in the college and the trend in the improvement in achievement rates means learners are well prepared for employment or to move up to the

	<p>interests, aspirations and the intention of their course of study. They read widely and often, with fluency and comprehension.</p>	<p>next level of education. Tutor SARs record known destinations. On accredited courses according to the EBS Destinations report, 54% (down 9% from previous year) 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. The College is working towards capturing learner outcomes more systematically and accurately and as part of a wider ongoing GLA initiative to find better ways of centralising information about employment and wider outcomes.</p> <p>Tutors report that learners improve their chances of promotion and have moved into higher level jobs (eg Childcare).</p> <p>ILPs and tutor records better reflect the intentions and outcomes of learners. On Business and IT courses, 95% of learners stated that they now had better skills to get a job and 13 learners from across the Childcare courses gained employment immediately after finishing their course.</p> <p>Learner quotes from Community courses:</p> <p><i>I would like to mention also, that following the advice and help of my teacher, I got the chance to do a voluntary job as a receptionist in a community centre and this experience has broken my fears to speak to different kinds of people on the phone and face to face. Having done this voluntary work, I became more confident, it enabled me to gain the courage to apply for a voluntary position at The British Library, which is my dream job.</i></p> <p>And:</p> <p><i>I am so happy to say I was given the voluntary job and now am working at The British Library, I am learning so much, I love the environment, and it has really stretched me. Miracles do happen!</i></p>
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Key Strengths	Evidence
Rapid transition to remote delivery from April 2020 where teaching staff increased their digital skills and were able to support learners and help them engage and teach classes online.	Learners reported that they enjoyed their online classes. Digital learning walks in June identified a range of good practice across the College. retention was maintained at about 2% below the previous year despite the lockdown.
An increase in CPD and standardisation tailored to curriculum teams has raised the standard of teaching	A calendar of CPD training events in teams. Observations records show more teachers using a range of learning strategies and digital tools. All EIF areas were observed to have improved.
ALS learners achieve better than those not receiving ALS	Data comparisons to previous year.
Area for improvement/development	Rationale/evidence
Pass rate to hit college targets and exceed national averages especially in Vocational qualifications and Arts qualifications at level 1 and 2. (retention will inevitably be impacted by changing covid restrictions)	Pass rates declined because of the lockdown in term 3. Now that online and blended delivery has been established and will have been trialled for a year, and awarding bodies can deliver more consistent guidance, learners who are retained will have a better chance to pass which should raise overall achievement for 2020-21.
Increase enrolments on Art Foundation and on Vocational courses, in particular pursue more avenues for Employability courses and Health and Social care	New website and better enrolment processes. College offering onsite delivery for Art Foundation. In the pandemic crisis College well placed to address the needs of unemployed and those looking for retraining
Close achievement gaps for BAME learners especially Black African, Caribbean and Chinese and for men. Review marketing, especially in the arts, to attract a more diverse range of learners, including men.	<p>Achievement gaps have widened in 2019-20 along with the general trend, largely due to lower level ESOL learners not being able to complete their qualifications. The exception was Indian learners (although a small group) who exceeded white learners by 2%. Black African learners declined by 5% and the small number of Chinese learners declined significantly.</p> <p>Arts enrolments, with the exception of Digital media are only 33% BAME against 57% for the college as a whole. This figure has risen by 2% in 2019</p> <p>Across the College, male learners make up 25% of enrolments and achieve less well. (see appendix 6.2)</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, whether on site or online, 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 Childcare was given to a learner because she 'has excellent attendance and punctuality , always arriving before the start of class, I pad ready, ready to look, listen, discuss and learn.' 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 Awards' 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. One of the overall winners of this competition in 19/20 was a learner who came to England from North Vietnam and had faced huge barriers. Despite this, through determination she has made huge strides forward in her English classes. She stated, "Above all, college made me desire to develop my knowledge and self-confidence despite my age along with my background. I can step by step realise my goals, one of them is become a manager."</p>
2.3	Learners have high attendance and are punctual	The attendance target for 2019-20 across the college was set at a 1% increase for Arts and Vocational and 2% increase for Learning and Life Skills. Overall this was met within 1% although in light of the lockdown in term 3 and the range of delivery models, attendance

		<p>comparisons are of limited use this year. (see Appendix 2.2 for target setting)</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 were meant to be focussed on punctuality but this had to be postponed. This was an area for improvement and development where there has been a lot of work done. The difference between planned and unauthorised lateness is now clear and the definition of lateness has also been agreed by the college, making the marking more consistent. It has been noted however that lateness in general is an issue whether online or onsite and the college needs continue to develop strategies to support teachers</p>
2.4	<p>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>	<p>As a base line, the online 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 96% 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, whether on site or online, continued to be good and was within 1% the college target at 88% (accredited) and 90%(non-accredited) despite the lockdown in term 3	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 awards, and Ofsted observations.
Areas for improvement/development	Rationale/evidence
Re-assess recording and analylis of attendance and punctuality in the new models of delivery	Learning walks and OTLs to assess and flag issue to address

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. Since the lockdown in term 3, onsite activities such as the annual multi-cultural event were cancelled however equality and diversity national and local events were posted online and exhibitions scheduled to take place in term 3 went successfully online.</p> <p>Learners' wider gains are captured in the Confidence Gain surveys, the QDP survey and at Learner Success awards: <i>'As I attended I felt my confidence increased each week and I became motivated to improve my writing. Slowly there was a transformation my hope and confidence began to grow bigger with every week.'</i></p> <p><i>'The course has helped me in a variety of ways, for example: confidence, helping my children with their homework, IT skills especially when attending the remote classes. Also my English has improved, especially my writing and spoken English I am able to pronounce words so much better now!'</i></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, ESOL and Community 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.</p> <p><i>The particular positive thing that has happened to me as a result of my studying at WMC is that I can go out alone to do my shopping or go to GP surgery and express myself without difficulty. What I have learnt at WMC has enabled me to listen to, and understand, the news and educational channels on the TV about the community in which I live'.</i></p> <p>(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,</p>

		<p>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>
3.3	<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 remotely or in the Learning Centre. The Digital Learning Manager visits many classes online and onsite 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 NCS visited weekly in 2019-20, promoted in class and by posters are around the college. Employability support was available remotely throughout the lockdown.</p> <p>In July, Choices Day normally takes place where employers and educators from all over Camden set up stalls and are available to give advice, guidance and information to learners. The event had to be cancelled this year. 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 learner ratings for next steps has declined is partly due to them opting out of questions around next step into employment.</p> <p><i>'Furthermore, the skills I have learnt not only for exams, have assisted me to find materials relevant for my current job as a care assistant. As a result, the work I did exceeded my employer's expectations. Because of that I became the team's leader.'</i></p>
3.4	<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 	<p>Prevent and British Values training, along with Safeguarding, was completed by 100% of active tutors during 2019-20. 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>

<ul style="list-style-type: none"> - developing their understanding of fundamental British values - developing their understanding and appreciation of diversity - celebrating what we have in common and promoting respect for the different protected characteristics as defined in law 	<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 96% of observations, up from 67% from the previous year. 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 under constant review 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> <p><i>‘Through the lessons, teachers have introduced British culture and history by explaining about the country’s important events and people, that made me understand more about the country I am living in.’</i></p>
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Strengths	Evidence
Very strong ethos of college values in the college, practiced consistently and rigorously.	Very few incidences of Safeguarding or breach of the code. All incidences are logged centrally.
Many examples of good practice in the college that celebrates diversity and inclusion.	Teaching observations, schemes of work, Ofsted report, college events and exhibitions onsite and online.
Areas for improvement/development	Rationale/evidence
Next steps – increase employability courses and the capability of the College to prepare learners who are looking for a job, new skills and or progression to make use of the support available in the college	<p>Learner survey indicated that many learners were not using the job search provision.</p> <p>Course file does not have enough range and variety of models for employability courses</p>

4. Leadership and management		
	Criteria	Commentary/ evidence/ impact
4.1	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>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 Business to be more IT focussed with additional IT support from the Digital Learning manager, 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 the greater flexibility for ESOL learners, using non-regulated formula funded provision to build sound knowledge and skills in term 1 before sitting exams in terms 2 and 3 enable more learners to be successful at passing their exams. Accounting qualifications were moved to the industry standard AAT accreditation which has improved enrolment and credibility.</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 such as in Health and Social care courses, are under review as to why they not more popular in the current conditions. This needs to be revised for 2020-21 to ensure the subjects are aligned to local demand and marketed appropriately. New subjects/courses to be considered and planned for 2021-22 in light of the change in the employment market following the pandemic.</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. MS Teams is used as an intranet where all departments in the college have teams and post vital documents and information.</p> <p>Performance management makes sure that managers and tutors are set targets. Performance Review Boards give senior management a summary view of every department each term. 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. Since the pandemic and the lockdown, Principal updates have been more frequent as have postings on the website.</p> <p>The new Learning Centre and Library provide two areas for learning outside of the classroom and offer support and training for digital skills and employability development. This needs to be further developed with more courses, drop ins, coaching, and clarity around the function of both facilities.</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 increasingly rigorous as staff undergo training, and been challenged at PRBs. There were more greens in all areas, reflecting the intensifying and more focussed CPD during the year.</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. Mental Health First Aid training for a number of staff and managers was a feature of 2019-20</p> <p>Two Advanced learning practitioners train curriculum 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 manager 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</p>

	<p>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>
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Strengths	Evidence
An ambitious, relevant curriculum, that is flexible, responsive to external factors, and meets the needs of learners	Positive outcomes for learners before and after the lockdown in term 3. Curriculum development in many areas. More accreditation in the vocational subjects and the arts with high standard of work. Successful transition from Camden contract to own delivery with excellent outcomes in community courses.
Whole staff cohort has moved to MS Teams, creating a coherent communication platform	During the lockdown in term 3, teaching and training moved seamlessly online ensuring communication was effective between staff and with learners.
Strong support and development for curriculum staff and robust performance management	Two ALPs plus a digital learning manager providing support across the teaching staff and running regular and frequent CPD sessions. Better digital outcomes for learners.. Performance Review Boards three times a year to monitor curriculum areas and support staff. Rapid interventions with poor performance if necessary but rarely needed.
Fortnightly updates from the Principal for staff and learners, especially during the lockdown	Learners and staff kept up to date with College response to external events and how it is managing the impact for learners and staff
Areas for improvement/development	Rationale/evidence
Revise areas of the curriculum where recruitment has declined	Health and Social care to be reviewed and strategies developed to attract more enrolments
Further develop employability courses and clarity around the function of the Library and new Learning Centre.	To maximise use and provide two distinct facilities that serve as an extended classroom and a support hub to maximise the benefit to learners.