OPEN DOOR
ADULT LEARNING CENTRE

SELF ASSESSMENT REPORT

2016 - 2017
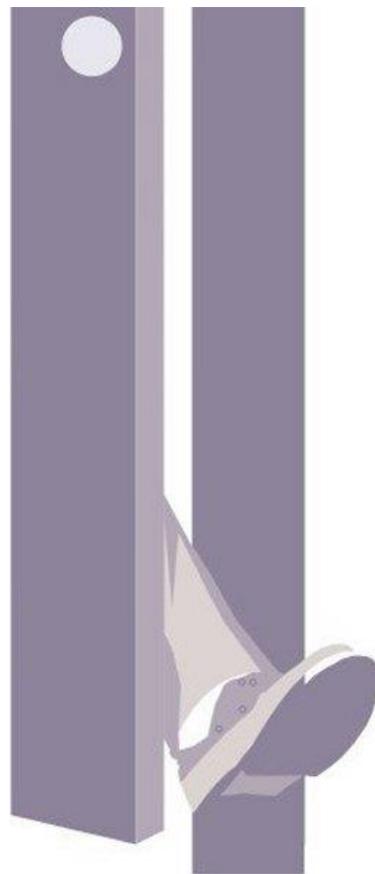
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BACKGROUND INFORMATION

Open Door ALC is a voluntary sector, autonomous former external institution, situated to the south-east of Sheffield.   The organisation has been in existence since 1985, initially operating as a community resource centre and drop-in. More recently it has made the transition to providing accredited training courses to the local adult population. It has delivered a variety of adult education training courses for over twenty years, and now delivers predominantly Crafts based, and Information Technology accredited training, to approximately 200 people every year. A small bank of full, and part-time tutors delivers our learning provision, with support from the administration staff. The only full time posts in the organisation are that of the Centre Co-ordinator, and the Assistant Centre Co-ordinator, and one of our ICT tutors. The decision-making body of the organisation is the voluntary board of Trustees, and that is made up from ordinary users of the Centre, local business people, retired police officer, local clergy and local community activists.

Open Door Adult Learning Centre sits on the south east side of Sheffield and recruits from a number of neighbouring towns and districts. Sheffield has a population of 1,842,200 aged 16-64 (2015), the City of Sheffield is England's third largest metropolitan authority (slightly more females than males), 62.2% of whom are of working age. The unemployment rate is currently 6.2% compared to 6.1 in Yorkshire and the Humber, and 5.1% nationally.

Open Door Adult Learning Centre courses are delivered in a dedicated centre and are all on a part time basis. The provision is funded by the ESFA (Education and Skills Funding Agency) and consists of Adult Skills Budget delivery. Courses are provided across a range of subjects with the largest areas being Functional Skills and ICT. The service has MATRIX accreditation and continues to exhibit good standards of performance.

Enrolments at Open Door ALC in 2016/2017 were reduced in accredited provision and all of these learners were aged 19-90, accessing 226 qualification aims. The service meets the needs of a range of learners. The overall enrolment trend shows a slight decrease in learner responsive numbers and an increase in non-accredited community learning activity. This reflects the increase in the support for the unemployed and the priorities of the local authority to support access and progression in its widest sense for people who are disadvantaged and who are furthest from learning and therefore least likely to participate. Across the whole of the ESFA contract, 812 learners accessed 1050 qualification aims, in 2016/17

VISION

To be a proactive service which identifies and delivers effective provision to help and support the people and communities of Sheffield and its neighbouring districts, particularly the most disadvantaged, to reach their potential.

OFSTED
The most recent Ofsted inspection of March 2017 rated all areas of our delivery at grade 2 (**GOOD**), overall grade 2. Our report can be found here: https://reports.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/53746

MISSION STATEMENT

'Removing barriers to learning, for all adults in the south east of the city, and neighbouring districts.'

KEY PERFORMANCE DATA

SUMMARY OF GRADES

COMMON INSPECTION FRAMEWORK

AREA OF LEARNING	SAR Grade 13/14	SAR Grade 14/15	SAR Grade 15/16	SAR Grade 16/17
Vocational Learning – accredited provision ICT	2	2	2	2
Vocational Learning – accredited provision Crafts	2	2	2	2
Mathematics and English	2	2	2	2
ASPECT				
Effectiveness of leadership and management	2	2	2	2
Quality of teaching, learning and assessment	2	2	2	2
Personal development, behaviour and welfare	2	2	2	2
Outcomes for learners	2	2	2	2
Adult Learning Programmes	2	2	2	2

We have maintained our standards and, in many cases, improvements in our provision have been made that have resulted in positive outcomes for learners.

Our most recent Ofsted inspection in March 2017 recognized that we had sufficiently improved in a number of areas, where previously improvements were required. Firstly, that our subcontracting arrangements have been improved, and our contracting working arrangements have improved substantially. Since the inspection we have derived a new subcontracting document, and this includes instruments of performance management, and clear guidance on supply chain management fees for under-performance. Secondly, we have introduced a new regime of quality assurance and performance management, utilizing key performance indicator documents, observations of teaching and learning, quality assuring observation processes, talking to staff and learners and forming reports for our organization. The inspection identified that outcomes for learners has improved, one of our subcontractors published success rates were in decline, but this has improved dramatically. Since the inspection, the subcontractor in question has improved upon their failing success rates, and is now delivering similar success outcomes to the other providers in delivering the ESFA contract. As Lead provider we are endeavoring to support both subcontractors to make improvements in the quality of their delivery.

The sharing of good practice has improved, we have re-invigorated the use of cloud-based storage and sharing systems and this platform is being used to share key documentation such as newly-revised ILP's and staff training materials around the Prevent duty. ILP's are currently under review, in all of the providers, we are seeking to introduce a better mechanism for target-setting, within ILP's, not only to improve retention rates, but to better measure distance travelled by each and every learner. At group provider meetings we have introduced facilities for any provider to share any practice which they deem to be good, innovative or an improvement to teaching and learning. All staff, in all providers, have undertaken Prevent Duty training, and senior staff are continuing to access up to date training in this area.

EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT, **Good**

This is good because:

- Trustees, managers and staff are keen for all learners to achieve their goals, and monitors improvement effectively.
- The provider's actions in supporting one of the subcontractors has resulted in improved qualifications achievement rates.
- Performance management is used effectively to improve teaching. We continue to identify and spread good practice across the provider, and actively promote the sharing of good practice in our own and in subcontracted provision.
- We constantly review the provision well to ensure that the training delivery offered is relevant to local and/or national priorities.
- Managers provide impartial careers guidance that enables learners and clients to make informed decisions about their next steps. We have a direct link to the local careers service, and we continue to promote an annual opportunity to have invited careers staff present workshops.
- Safeguarding is effective. The provider assesses risk appropriately, taking action to prevent harm and reporting safeguarding concerns. Subcontract provision reports any Safeguarding issues, on a monthly basis. The provider raises awareness of safeguarding issues among staff and learners at regular meetings, and includes relevant items in printed materials, videos, and in induction processes.
- Leaders promote equality of opportunity and diversity, resulting in a positive learning environment. Staff and learners work together to prevent any form of direct or indirect discriminatory behaviour. We do not tolerate prejudiced behaviour and fundamental British values are promoted actively in visual displays, and embedded in our induction processes.
- Learning programmes are well designed to ensure that learners acquire knowledge, understanding and skills, including, where relevant, in English, Mathematics and ICT.
- The Trustees have formulated a sub-committee to oversee the running of the subcontracting provision, meeting regularly to assess progress against the post inspection action plan.
- The provider has the necessary resources to sustain the quality of provision and continue making the necessary improvements.
- All staff have undergone Prevent training, and the Prevent nominee continues to source and access ongoing Prevent training, to be able to disseminate among our own staff, and in the subcontracting provision.

QUALITY OF TEACHING, LEARNING AND ASSESSMENT, **Good**

This is good because:

- Mostlearners enjoy their learning across the provision. Teaching challenges them and enables them to develop, consolidate and deepen their knowledge, understanding and skills well.
- Most learners want to know how to improve their learning and act on feedback to help them to improve. Staff listen to, carefully observe and skilfully question learners during learning sessions. They reshape tasks and explanations and provide feedback to tackle misconceptions and build on learners' strengths. This has a positive impact on learning.
- Staff give learners feedback that details what they need to do to improve; many learners act on this to make improvements. This consolidates and deepens learners' knowledge, understanding and skills and prepares them very well for their future.
- Staff develop, where appropriate, learners' English, mathematics, ICT and employability skills to prepare them for their future progression.

PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE, **Good**

This is good because:

- The use of derogatory or aggressive language, is always challenged.
- Staff promote clear messages about the impact of bullying and prejudiced behaviour on learners' well-being. To date zero occurrences of bullying have been reported.
- The provider's open door philosophy promotes all aspects of learners' welfare using the SHAPE acronym.
- Learners are safe and feel safe.
- Learners have the knowledge to prevent the misuse of technology.
- Learners can utilise impartial careers guidance to make choices about their progression.
- Occasionally absenteeism is an issue, but no groups of learners are disadvantaged by low attendance, taught sessions always occur.
- Learners can develop employability skills that prepare them for the world of work.
- Learners' attitudes to all aspects of their learning are consistently positive.

OUTCOMES FOR LEARNERS, **Good**

This is good because:

- Across the large majority of provision, current learners make consistently strong progress from their different starting points, developing secure skills, knowledge and understanding.
- The standard of learners' work meets or exceeds that expected for the level of their course and, where appropriate, the relevant industry. Learners from across different groups can explain how they have developed and what they have learnt.
- The large majority of learners complete their courses and achieve qualifications, including, where appropriate, in English and mathematics; or the rate of improvement in the proportion of learners doing so is increasing rapidly.
- Learners are well prepared for the next stage of their education, training or employment and have attained relevant qualifications. A high proportion of learners progress to further/higher education, employment or training at a level suitable to meet appropriate career plans.

Achievement Rates for all qualifications by SSA

			2013/14	2014/15	2015/16	2016/17
01 Health, Public Service and Care	19+	Retention	84.1%	89.0%	89.0%	84.6%
		Achievement Rates	83.0%	89.0%	89.0%	78.2%
		Despite decreasing since 2013, the Achievement Rate had improved upon the 2012/13 academic year achievement %, but 2016/17 reduction is not acceptable and requires improvement				
02 Science and Mathematics						
	19+	Retention	100%	76.2%	86.2%	87.8%
		Achievement Rates	100%	76.2%	82.8%	87.8%
		Achievement rates had decreased in 2014/15 but have improved marginally since then, but still requires improvement				
06 Information and Communication Technology						
	19+	Retention	89.5%	85.5%	88.6%	85.0%
		Achievement Rates	95.4%	83.7%	84.0%	83.2%
		Achievement rates had reached excellent in 2013/14, but have subsequently decreased, and remains an area of concern				
09 Arts, Media and Publishing	19+	Retention	100.00%	80.0%	93.3%	86.7%
		Achievement Rates	100.00%	80.0%	93.3%	86.7%
		Achievement rates are back to an acceptable level in 2015/16, after being "average"				
12 Languages, Literature & Culture	19+	Retention	87.5%	76.9%	72.7%	83.7%
		Achievement Rates	95.2%	71.8%	68.2%	79.1%
		Performance is spikey to say to least, and remains an area for concern				
13 Education and Training						
	19+	Retention				
		Achievement Rates				
14 Preparation for Life and Work						
	19+	Retention	88.8%	89.4%	91.6%	91.0%
		Achievement Rates	86.7%	82.2%	85.4%	85.9%
		Performance is spikey to say to least, and remains an area for concern				
15 Business, Administration and Law	19+	Retention	86.3%	83.3%	71.4%	100%
		Achievement Rates	68.2%	58.3%	71.4%	100%
		Performance is spikey to say to least, but the most recent academic performance is promising				

Timely Achievement Rates by Level

			2013/14	2014/15	2015/16	2016/17
19+	Entry Level & Level 1					
		Timely Achievement Rates	81.7%	72.7%	83.7%	81.9%
	Level 2					
		Timely Achievement Rates	64.5%	70.1%	76.8%	78.3%
	Level 3					
		Timely Achievement Rates	66.7%	72.7%	100%	70.0%
	Total 19+					
		Timely Achievement Rates	81.7%	71.8%	80%	80.1%

Retention and Achievement by level

			2014/15	2015/16	2016/17
19+	Level 1(including Entry Level)	Retention	86.9%	90.0%	88.9%
		Achievement	82.5%	85.8%	85.7%
	Level 2	Retention	85.8%	89.6%	87.4%
		Achievement	79.4%	83.6%	83.3%
	Level 3	Retention	88.9%	50.0%	80.0%
		Achievement	88.9%	50.0%	70.0%
	Total 19+	Retention	82.2%	76.5%	88.3%
		Achievement	83.6%	73.1%	84.3%

Total Subcontracted Provision (19+)

			2014/15	2015/16	2016/17
19+	MaTReC	Retention	88.2%	94.6%	93.4%
		Achievement	79.2%	87.3%	83.6%
	Swarthmore	Retention	83.8%	86.1%	88.8%
		Achievement	80.8%	79.5%	84.6%
	Open Door	Retention	86.5%	90.1%	84.3%
		Achievement	84.4%	89.4%	84.3%
	Total 19+	Retention	87.4%	89.7%	88.3%
		Achievement	80.8%	84.8%	84.3%

Key Strengths

Strong commitment to promoting equality and widening participation
Improved safeguarding and Prevent arrangements
Very good quality improvement arrangements
Improved advocacy of British Values
A range of vocational opportunities that meet the needs of the local agenda
Good development skills in ICT
Thorough application of software applications in ICT
Learners progress through levels
Learners are industrious, motivated
Monitoring of progress and learning is very good
Oral feedback is constructive, timely and supports learners to improve
IAG is very good

Emerging Strengths

Achievement rates remain comparable with 2015/16, with Swarthmore improving more than 5%. Aim is to improve achievement rates across the contract by a further 5%
Improved contract and sub-contractor management
Improved and more effective working relationship with subcontractors is working well
Leadership and management are dedicated to supporting the subcontractors. We have very high expectations of our sub-contractors who are responsible for the delivery of 85% of our contract. This judgement is arrived at by ODALC newly implemented, and more effective, contract management arrangements.

What we need to do to improve

Overall achievement rates need improving across all of the providers delivering this ESFA contract. It is not pertinent to highlight the difficult client groups that we all service, nor is it relevant to indicate the high levels of deprivation in the local communities that we all serve. We must ensure a robust initial assessment of learners before commencement of learning, and we must also ensure an adequate level of support is provided for those learners that would benefit, and achieve, their learning goals. Timely success is an issue, across all three training providers. We have recognised that not every learner will complete work in an acceptable timeframe because individuals have differing work-life balance and commitments. Subsequently, we will introduce extended anticipatory timeframes in poorly-performing Sector Subject Areas, with more realistic deadline timeframes being set.

Communication with our subcontractors needs improving further. Since the summer of 2015 we have been endeavouring to improve the working relationship with both subcontractors, and trying to be more inclusive in ESFA contracting considerations. Here at Open Door Adult Learning Centre during the most recent academic year, we have introduced a number of variations to our Individual learning Plan (ILP) documentation, endeavouring to improve target-setting for learners. Unfortunately, to date, this has proved to be unsuccessful. We continue to discuss this at every provider meeting with subcontractors. We need to increase the participation of males into the ICT delivery, because they are under-represented and have been for the past five years.
More sharing of good practice needs to take place, at regular provider meetings we encourage the sharing of good practice, and to enthuse the use of Cloud technology, to share systems and documents. This needs to be embedded more into the contract relationship.

Targets to address variances in provider profile/demography need to be thoroughly scoped out and discussed at regular intervals. While each of the three training providers have a unique demography, we all share a number of similarities in client communities.

We need to better oversee the outcomes of each other's Quality Assurance activities, we have previously shared each other's systems and procedures, but it may be that we need a mechanism to moderate these processes.

THE SELF ASSESSMENT PROCESS

Outline Self-assessment report drafted in August - taking note of progress made from previous years Quality Improvement Plan

☐ Add statistics of achievement and retention, and success rates in October/November

☐ Gather subcontracting inputs in November, compile first draft document

- Expose all staff to the SAR, and its location, invite feedback, in November

- Roll out to Trustees in November for input

- Revise and edit from inputs, results from OTLA's to be considered in November

- Include activity feedback from November provider's meeting, Post to web portal after final endorsements from Trustees, in January

The self-assessment process is an integral part of the Centre's quality improvement cycle. The report is driven by standards and includes strengths and key areas for improvement and is directly linked to the Quality Improvement Plan. Self-assessment is inclusive and begins at ground level. The collection of evidence is a continual process with Managers, staff and learners participating. The self-assessment report and the quality improvement plan are both live documents that are used effectively as a reference document for continual improvement.

Meetings are held throughout the year where the SAR is discussed and the quality improvement plan relating to the area is monitored. Some issues are completed and others added to the plan as it becomes clear that actions to improve are required. Other relevant area issues are also discussed.

In November the retention achievement and success data from the previous year can begin to be entered for final judgements to be made by the Development Managers. An Internal Quality Assurance (IQA) process then takes place to improve the consistency, validity, reliability, objectivity and rigour of the whole process.

The SAR is immediately shared with managers and staff and made available to all learners after it has been finally endorsed in December. The QIP will be ready for uploading in February.

OTLA

- All tutors are observed once during the academic year. In 16/17 we adopted the OTLA template used by Swarthmore Education Centre
- One member of staff has sole responsibility for undertaking observations and preparing reports
- Learners' views are canvassed to ascertain whether the course is challenging; meeting their needs and aspirations; progression towards short & long term goals; to comment on the quality of teaching, learning and resources and their enjoyment of their learning so far.   Learners are invited to make comments and make suggestions on how Open Door ALC could help improve their sessions or learning experience, which are taken on board by the tutor and Senior Management Team
- Tutor views are canvassed and feed into the process prior to the report being written. Reports are discussed and shared with tutors and where recommendations are identified, action plans are developed and are monitored through performance management
- OTLA reports are Internal Quality Assured by the senior personnel within each organisation
- One planned paired observation with a subcontractor is planned annually, and findings shared at a good practice event held at Swarthmore, annually

Strengths
- Open Door ALC's OTLA process is strong and inclusive. It incorporates data on attendance, learner progression towards short & long term goals, retention and, where applicable, achievement, as well as canvassing learners' and tutor' input
- Written reports are clearly written and, where recommendations are identified, action plans are developed and are monitored through performance management
- Moderated Internal Quality Assurance reports agree with grades awarded and report positively on the quality of the reports submitted

What we need to improve
- Increase number of observers to speed up the process
- Introduce peer observations as a mechanism for sharing and disseminating best practice
- Revisit OTLA schedule to take account of time for writing reports
- Revisit purpose of learning walks and implement if necessary
- Unsuccessful introduction of learning walks due to staffing capacity and appropriateness of paperwork

Subcontractor improvements identified

Manor Training and Resource Centre (MaTReC) in Sheffield -
- Retention rates at both level 1 and level 2
- Achievement and Retention rates in GCSE Maths
- Specific support offered to learners ALS needs
- Increase in learner numbers on GCSE English Language
- Achievement and Retention rates in GCSE English Language
- Evaluate the impact of change of Awarding Organisation on achievement levels
- Increase the % of learners who complete the End of Course Review
- Introduce peer observations as a mechanism for sharing and disseminating best practice
- Revisit purpose of learning walks and implement
- Ensure learners are consistently applying accurate spelling, punctuation and grammatical and proofreading skills when completing ILPs' entries
- Create a culture and opportunities for sharing best practice
- Ensure all learners complete on-line evaluation survey
- Continue to embed Safeguarding and Prevent message into courses where appropriate
- As recommended by the JCQ Centre Inspection Service photographs of learners to be taken for identification purposes for courses and exams
- Introduce learner security passwords to tight-up security and data protection
- Subsequent years to build on lessons learnt from this first year of delivery of the 9-1 style examinations, which involved much new preparation
- Results show the reasons some learners did not achieve, or did not achieve as highly as their peers were directly related to: withdrawing from the course for family reasons to go abroad; poor attendance or opting to be distance learners and English not being their first language, therefore poor literacy skills
- Attempt to encourage more feedback during the course from those not attending/engaging and insist on written work being submitted
- Improve retention rates by more stringent enrolment
- Slow down when reading from the boards/slides to give time to assimilate the content/information
- Timescale for those needing to take Level 2 April-July by doubling classes proved too quick for the majority of learners to attain the necessary skills. Reconsider the effectiveness of doubling up classes for future intakes
- Attainment rates suffered due to learners' problems such as mental health difficulties and family issues. Endeavour to apply more stringent conditions at enrolment to ensure improve retention and achievement
- Ensure learners complete the online questionnaire before leaving the course
- Although good achievement, the second level 1 cohort was not as cohesive as a level as they were merged with level 2 for the March-July semester. Recommend separating level 1 and level 2 in future, where possible, and if numbers enrolled allow
- Paperwork could be further enhanced to reflect the excellent teaching practice observed e.g. Scheme of work to show evidence of inclusion of E& D, and British Values within the course, Session plan to show planned differentiation to meet individual learners' needs, e.g. different coloured paper, ILPs to include tutor's feedback after learners' comments
- Better IAG for learners progressing from level 1 to higher level to ensure on the most appropriate programme

Swarthmore Education Centre in Leeds -

- Set and communicate dates for student updates and progress reports to cover academic year.
- Produce a dated plan for the academic year to include team meetings, progress update reports, IQA, exam weeks and observations.
- Utilise the IA to set SMART goals for individual students.
- Ensure regular standardisation and IQA take place throughout the year
- Create a culture and opportunities for sharing best practice
- Recommendations from OTLA to inform Swarthmore Annual training & development plan
- Standardisation of OTLA
- Introduce ID for staff and students
- Ensure all staff and volunteers maintain up to date and relevant safeguarding, Prevent and E&D training.
- Use standardised initial assessment process and pre-screening interviews to get 'the right learner on the right course'.
- Regular cross-centre standardisation meetings to improve Entry level achievement rates
- To improve higher level maths using MY Maths and Maths Watch
- Trial BKSB to use to screen learners and to assess prior to attending course
- Improve retention of students on Entry classes
- Offer regular points of entry for new starters Sept and Jan

What the contract needs to improve upon:

- Overall achievement rates need improving across all of the providers delivering this ESFA contract.
- We must ensure a robust initial assessment of learners before commencement of learning.
- We must also ensure an adequate level of support is provided for those learners that would benefit, and achieve, their learning goals.
- Timely success is an issue, across all three training providers.
- Communication with our subcontractors needs improving further.
- Feedback and target-setting in learners' work is inconsistent and requires improvement in all providers' delivery.
- We need to increase the participation of males into the ICT delivery, because they are under-represented and have been for the past five years, across the whole of this contract.
- More sharing of good practice needs to take place, at regular provider meetings we encourage the sharing of good practice, and to encourage the use of Cloud technology, to share systems and documents.
- Targets to address variances in provider profile/demography need to be thoroughly scoped out and discussed at regular intervals.
- We need to better oversee the outcomes of each other's Quality Assurance activities, we have previously shared each other's systems and procedures, but it may be that we need a mechanism to moderate these processes.
- The collection and analysis of data on destination of learners following completion of their programmes needs to be more robust. We need to ensure learners are given the maximum opportunity to progress into appropriate further training or employment.
- We need to further develop the confidence of tutors, so that they can easily integrate opportunities into learning sessions that help learners understand how to protect themselves and others from radicalisation and extremism.
- We need to improve attendance, across the contract.