

Self-Assessment Report

Young Learners (16-18) delivery 2015/16

**EFA: Health, Public Services and Care;
Preparation for Life and Work,
Business and Services**



**Newham Training and Education Centre
(NEWTEC)**

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NEWTEC SAR EFA (Young Learners) 2015/16

Description of the Provider

Newham Training and Education Centre (NEWTEC) is a specialist organisation offering exceptional vocational training opportunities and high quality registered day care nursery facilities in Stratford and East London. From February 2007, NEWTEC became a wholly owned subsidiary of Newham College of Further Education (NCFE) and has retained separate charity status.

NEWTEC is well positioned to provide training and employment opportunities for the three London boroughs with the highest unemployment ratios. These are all in East London: Barking and Dagenham (9.8%), Tower Hamlets (8.8%) and Newham (8.6%). Newham is one of the most diverse boroughs in the country. In 2014 the employment rate in Newham was 60.5% compared with that of London at 71.2%. Youth unemployment in Newham is 20.5% compared with 22.6% average across London. Approximately 36% of residents have no formal qualification.

Training for 16-18 year old learners, funded through the EFA, represents 17% of all provision. NEWTEC works with a range of partners such as Newham College of Further Education, Kingston University and Newham Early Years' Service, as well as a range of community organisations. Of the enrolments in 2015/16, 51% were female, with 42% from Black ethnic groups, 28% from Asian ethnic groups, 14% from White ethnic groups and 16% from other ethnic groups, broadly reflecting the local population. Almost half had previous qualifications below intermediate level, and 4% declared a physical disability or a learning difficulty.

During 2015/16, the organisation's vision, mission, and values have again been reinforced and discussed with staff teams. NEWTEC constantly works towards its vision and mission:

"All our children will be happy, healthy & safe, and supported by well qualified and economically active parents and carers", and "to provide the highest quality childcare services and vocational training in care for young people, adults and employers."

2015/16 has been a very productive year for NEWTEC, when fully integrated quality improvement systems have shown an overall positive impact in all areas of provision. NEWTEC has demonstrated capacity to improve, with significant improvements in success rates of vocational programmes since 2014 and continued progress in staff development through observation of learning sessions. Dedicated and experienced staff members have enabled NEWTEC to be successful in Leaders in Diversity with the National Centre for Diversity. NEWTEC also retained EFQM 4* status, the IAG Matrix standard and Customer First Quality Kite marks acquired in 2013/14 and 2014/15. These achievements highlight the excellent leadership of the provision.

This report will focus on EFA-funded 16-18 learners, who were separately funded through a direct contract from the Education Funding Authority (EFA). During 2015/16, 232 young learners from very diverse communities received excellent guidance, support and training to encourage economic and social wellbeing. Feedback on the learning experience and the safeguarding emphasis at NEWTEC is consistently positive. There is excellent subject knowledge and good teaching by well qualified and experienced delivery staff. Rigorous quality improvement systems are fully integrated in all areas of provision. The early years learning programmes are highly responsive to learner and employer needs and offer excellent progression routes ranging from entry level to a level 5 B.A. Foundation Degree in early years.

Leadership by a highly experienced Board of Trustees is inspirational, consistent and sets high performance standards for the Senior Leadership Team (SLT) comprising of the Chief Executive and four Heads of Service (Young People and Higher Education, Commercial Operations, Adult Learning, and Customer Services) and their team leaders. Other key services such as finance, estates, human resources and SFA MIS services are provided by effective service level agreements with NCFE.

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Looking outwards, continuing positive relationships with key partners such as Newham College of Further Education, Kingston University, Newham Early Years and a range of community organisations and associate providers are crucial to NEWTEC's success. Engagement with employers is excellent, resulting in all early years and health & social care young learners undertaking work-experience for a minimum of sixteen hours per week for the duration of their traineeship and/or study programme.

Key findings from NEWTEC inspection report published on 20th March 2013

Key Strengths at last inspection

- Most learners successfully achieve their qualifications.
- Very effective actions are taken to improve outcomes for learners with learning difficulties and/or disabilities.
- The development of personal, social and employability skills is good, leading to good progression from foundation to advanced level courses and into higher education or employment.
- Teaching, learning and assessment are good, reinforced by highly effective care, guidance and support.
- Strategic direction is excellent, supported by clear actions to achieve the mission of the organisation and closely monitored by experienced and knowledgeable leaders and trustees.
- Staff receive an impressive range of staff development and training activities.
- Passionate teachers, assessors and support staff are well qualified and experienced in their fields.
- The comprehensive, critical and inclusive self-assessment process drives improvement in teaching, learning and assessment.
- The promotion of equality and diversity is outstanding; creating an inclusive warm and friendly learning environment.

Key Areas for Improvement at last inspection

- The attendance of intermediate level learners is low.
- The checking of learning is insufficiently rigorous.
- Insufficient information is shared with external employers about learners' progress or the links between on- and off-the-job learning.

Recommendations based on key findings from NEWTEC inspection report published on 20th March 2013

- Improve the attendance of intermediate level learners through closer monitoring of their barriers to engagement in learning and increasing the flexibility of courses to take account of young learners' interests and lifestyles.
- Develop methods to check learning in lessons and extend learning in assessment feedback to learners by giving them opportunities to reflect on how to apply their learning.
- Increase the information that is shared with external employers about learners' progress, enabling effective links between on and off-the-job learning to be maximised and coordinated. Extend the approach used in NEWTEC's own nurseries to external employers.

Summary of Self-Assessment Grades:

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	Grade 2012/2013	Grade 2013/2014	Grade 2014/2015	Grade 2015/2016
Overall Effectiveness	B	B	B	B
Effectiveness of leadership & management	B	B	B	A
Quality of teaching, learning and assessment	B	B	B	B
Personal development, behaviour and welfare	N/A	N/A	B	B
Outcomes for learners	B	C	B	B

Key to Grades:

NEWTEC

Ofsted

Grade A (Excellent)	=	Grade 1 (Outstanding)
Grade B (Good)	=	Grade 2 (Good)
Grade C (Sub-standard)	=	Grade 3 (Requires Improvement)
Grade D (Unacceptable)	=	Grade 4 (Inadequate)

Grades at last inspection (February 2013):

	Grade 2012/2013
Overall Effectiveness	2
Effectiveness of leadership & management	1
Quality of teaching, learning and assessment	2
Personal development, behaviour and welfare	N/A
Outcomes for learners	2

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2015/16 Key Strengths:

- Excellent awareness and understanding of safeguarding policies and the Prevent strategy (for learners and staff).
- Strategic direction is excellent, supported by clear actions to achieve the mission of the organisation and closely monitored by experienced and knowledgeable leaders and trustees.
- The promotion of equality and diversity is outstanding, creating an inclusive warm, friendly and safe learning environment.
- Learners say they feel respected by staff and one another. Learners demonstrate excellent equality and inclusive practices in the workplace.
- Overall achievement rate for 2015/16 is “Good” at 90.3% for all qualifications including functional skills and 96.1% for all qualifications excluding functional skills.
- Very effective actions are taken to improve outcomes for learners with learning difficulties and/or disabilities.
- Overall learner retention is excellent at 98.44% (96.81% in 2014/15) as a result of close attendance monitoring. Almost all learners that enrol on courses are retained to the end of their study programme.
- The development of personal, social and employability skills is good, leading to good progression from foundation to advanced level courses and into higher education or employment.
- Members of staff receive an impressive range of staff development and training activities.
- Passionate teachers, assessors and support staff are experienced and most are qualified at degree level, DTTLs, QTLS or equivalent.
- Teaching, learning and assessment are good across the provision, reinforced by highly effective care, guidance and support.
- The self-assessment process is critical, comprehensive and inclusive self-assessment process drives improvement in teaching, learning and assessment

2015/16 Key Areas for Improvement (AFI):

- Attendance and punctuality is still below 90%
- Inconsistent use of individual learning plans (ILPs) by teachers for setting clear targets, providing specific feedback and for identifying next steps in learning
- Inconsistent embedding of maths in vocational subjects

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Effectiveness of Leadership and Management

The effectiveness of leadership and management is outstanding. NEWTEC trustees provide excellent strategic direction, supported by clear actions, to achieve the mission of the organisation. Managers have high expectations of learners and of staff, setting ambitious targets for success. Experienced and knowledgeable leaders and trustees closely monitor performance. The use of management information has much improved over the last four years, giving trustees a clearer picture of the organisation's performance and enabling them to provide firm challenge and effective support to senior leaders. The closely-monitored quality improvement plan, supported by a range of improvement activities, involves careful scrutiny of performance against ambitious targets. The provision is evaluated using a variety of data sources and methods including learner views (learner forum / class feedback), employer views (employer panel / employer feedback), position statement and quality improvement plan and annual self-assessment report. The self-assessment process is very comprehensive and involves all staff. Team members meet regularly to review and update the quality improvement plan.

Improvements to teaching, learning and assessment are closely monitored through the comprehensive system of internal observation of teaching and learning, which is very effective. There was a continued focus on improving teaching and learning in 15/16 evidenced by an increased number of developmental observations. To further improve the quality of teaching and learning in 15/16 the process will continue to include sharing of good practice via standardisation meetings and further observations as well as on-going professional development opportunities scheduled throughout 15/16. Good links are made between teaching and learning, staff development and training, performance management and annual appraisal, to enable teachers and support staff to improve their skills and respond to professional criticism with confidence. An impressive range of staff development and training activities, including mandatory training for all staff in equality, diversity inclusion, Prevent, British values and safeguarding, has led to a heightened awareness of all staff to the needs and interests of learners and each other. Teachers and assessors are very well qualified and experienced, showing passion and excitement in their work. Supportive peer mentoring and peer lesson observations are proving particularly effective methods for sharing good practice, as practitioners pool their expertise. Communication between all parties is excellent. The comprehensive, critical and inclusive self-assessment process results in a self-assessment report for the whole organisation that has a good contribution from staff and learners.

The continued practice of listening and responding to the learner voice has made a key contribution to the improvement agenda, resulting in clear and valuable changes to provision such as the establishment of social space, Café Smooth and changes in the timings of classes to take account of learners' dependent care needs. Learner views are sought informally through learning walks and formally via course meetings as well as other surveys as planned within the quality cycle. Feedback is provided to learners through a "You Said, We Will" report about the actions taken to address any areas for improvement identified. NEWTEC maintains strong partnerships with placement providers and employers. Learners placed in NEWTEC's own nurseries benefit from very strong links between their learning at work and in the classroom. This is replicated with external employers and placement providers.

The promotion of equality and diversity is outstanding, building on an ethos of inclusion. During 2015/16 NEWTEC achieved Leaders in Diversity status with the National Centre for Diversity. NEWTEC has a welcoming, friendly centre with front-of-house staff who demonstrate excellent customer care skills. The ethnicity of centre staff reflects the broad range of minority ethnic groups within the local community, and both men and women of all age groups are represented well in the sectors in which they are employed. Retention, achievement and success for learners with a physical disability or a learning difficulty is good. Learners feel respected and there were no reported incidents of bullying or harassment in 2015/16.

Equality and diversity are promoted in the content of lessons to meet the needs of all learners in

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classes. The promotion of British values was identified as an area for improvement for 2015/16. Throughout the year the promotion of British values increased. Learners and staff exemplify British values in their behaviour by showing mutual respect and tolerance of different faiths and beliefs. Democratic processes, such as learners voting for learner representatives, are well established. Learners are able to make their own choices and the behaviour of learners is excellent.

Safeguarding and Prevent policies and strategies are very effective. Good, clear records are kept on the recruitment of staff and volunteers, including a single record for enhanced Disclosure and Barring Service (DBS) checks. These are updated in line with NEWTEC's DBS policy.

Learners say they feel safe at NEWTEC. Learners and staff are aware of how to make a safeguarding or Prevent referral. Safeguarding referrals are dealt with appropriately and discretely. Learners who have personal welfare or safeguarding issues are well supported to ensure they achieve their qualification. Learners say they feel respected by staff and by one another. Learners demonstrate excellent equality and inclusive practice in the workplace.

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Quality of Teaching, Learning and Assessment

The effectiveness of teaching, learning and assessment is good with 83% of teaching, learning and assessment judged as outstanding or good and only 17% requiring improvement. TLA is well supported by business support staff who provide initial Matrix accredited IAG, administration and facilities. Teachers are well qualified, experienced and vocationally competent, which enables learners to achieve and progress in their vocational careers. They provide excellent 1:1 information, advice, support and guidance including additional learning support (ALS) for learning difficulties or language needs to motivate learners and meet their needs.

Outcomes for learners are good because teaching, learning and assessment is good. The “outstanding” and “good” learning sessions are characterised by good attendance and punctuality, effective use of technology, good balance of practical vocationally linked tasks and knowledge based activities. Teachers facilitate lively discussions and debates to promote learning. In the best lessons, teachers assess the extent of learning using good questioning techniques. Learners respond well and demonstrate a good level of knowledge. Less effective lessons are characterised by low attendance, poor punctuality and missed opportunities to embed British values, English and maths.

The professional development needs of teachers are being addressed during support meetings, performance review meetings and standardisation meetings. Teachers are being supported through a wide range of methods including team teaching and peer observations. Standardisation meetings happen every six weeks to ensure the curriculum includes differentiated teaching and assessment methods and resources to meet learner needs.

Learners are highly motivated and enjoy their learning. They work cooperatively in groups, supporting each other and gaining knowledge from their shared experiences. Learners are keen to progress to further qualifications and into employment. Some learners aspire to progress to higher education and are well supported on their learning journey by tutors and their work-placement supervisor. To develop employability prospects, learners attend mock interviews, create a CV, and complete job application forms as part of their traineeship and/or study programme. NEWTEC has a recruitment agency on site which provides learners with the opportunity to work as bank staff in NEWTEC nurseries and in external nurseries, thus improving their economic well-being and financial independence.

Written work of learners is of a good standard and an e-portfolio platform “Achiever” is used by all early years and health & social care learners. Teachers mark work promptly and provide developmental feedback to help learners improve their work, to extend learning and develop grammar, spelling and punctuation. Learners write reflectively and critical writing skills are being developed. The embedding of English language skills is particularly useful for learners who have English as a second or additional language.

Assessment practice is good. Good assessment planning ensures that the individual needs of learners are taken into account and learners feel ready and confident for assessment. Well qualified assessors have good knowledge of the qualifications they teach. Assessors make good use of their observation of learners at work to identify learner competence across the qualification standards. This motivates learners and enables them to make good progress. Assessors work in partnership with employers to ensure that learners acquire good employment skills. Learners are aware of employment rights and some learners gain paid employment.

Additional learning support is highly effective. A very dedicated, highly-motivated team supports learners with additional learning and social needs particularly well. A well-organised and supported team of volunteers work with staff effectively to enhance learning. This cohesive approach has made a significant impact on the progress of learners. Communication is good and all staff members are informed of the individual needs of learners and the ways in which these

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needs will be met. Additional learning support staff members share their knowledge with teachers and assessors for the benefit of learners, for example sharing information about how dyslexia can be identified.

Personal Development, Behaviour and Welfare

Unemployment in London is two and a half times higher for 16-24 year olds (10.7%) than it is for those aged 25-64 (4.32%). In London, unemployment is highest among people of Black ethnicity at 11%, the next highest rate is among those of mixed ethnicity at 8% and lowest is among those of White ethnicity at 4%. Economic inactivity is highest among Pakistani and Bangladeshi ethnic groups at 38%. Combining unemployment and inactivity, levels of worklessness were highest among Pakistani and Bangladeshi ethnic groups.

NEWTEC welcomes the challenge of supporting young learners from disadvantaged groups with gaining the skills required to secure sustainable employment. During 2015/16, 232 young learners, most of whom had low starting points, deprived backgrounds and/or challenging personal circumstances, received excellent guidance, support and training to encourage economic and social wellbeing.

NEWTEC's priority objectives are determined by its vision "All our children will be happy, healthy & safe, and supported by well qualified and economically active parents and carers". NEWTEC's aim is to develop learners who are well equipped for success in higher education, employment, further education or training activities. NEWTEC has a history of providing good and outstanding learner support that was highly praised in the 2013 Ofsted inspection report. NEWTEC has continued to build on these strengths by offering a wide range of services that are updated to meet the needs of learners such as additional learning support (ALS), work experience, enrichment activities and excellent safeguarding processes. Support services and learning services work closely together to ensure a consistent and coherent approach to learners' personal development, behaviour and welfare. Course Advisors are information advice & guidance (IAG) level 3 qualified and provide IAG support, on course guidance, career and progression advice throughout the duration of the learner journey. All IAG services at NEWTEC are matrix accredited. Matrix reaccreditation was successfully gained in October 2015.

Through the delivery of vocational training and recruitment services, NEWTEC is addressing unemployment and workless for the 16-24 year olds, BME groups, people who were born in other countries who live in England, women, people living in East London boroughs with the highest unemployment ratios and people with disabilities.

Learners preparing for long courses are offered work-experience, along with English, maths and employability skills as part of a Traineeship prior to starting a long study programme. These programmes are designed to ensure that the interests of the learners are met and learners will have the opportunity to ensure that they enjoy working in their chosen sector. Information on learners' starting points is used to plan all aspects of individual programmes of learning. Teachers provide good opportunities for all learners to develop and improve their functional skills in English and ICT.

The development of employability skills is good. NEWTEC is using Achiever, the e-portfolio system, to provide feedback to learners and to set SMART targets. Learners are encouraged to set their own targets, and are encouraged to stay aware of their attainment and progress so they can take responsibility for achieving their goals. Learners develop independent learning and ICT skills through research projects and assignments. During lessons, learners are asked to produce presentations and displays that improve their communication skills, self-confidence and pride in their work.

Some learners taking early years or health and social care qualifications gain part-time employment in their placements, or once they are established in their studies they have the opportunity for paid work arranged through the NEWTEC recruitment agency. Learners who need to develop their literacy and numeracy skills complete functional skills qualifications in English and mathematics alongside their vocational qualification, increasing their employability prospects.

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Learners who have a GCSE D grade in English or maths work toward a C grade in GCSE English or maths. Learners demonstrate good reflective practice and confidently plan appropriate activities in their placements. Learners improve their personal, social and employability skills by attending external work placements and through discussion of a variety of topics during classes. Learners learn how to keep themselves safe, how to express their opinions on a given topic and how to debate whilst demonstrating respect for others. Learners are encouraged to research and produce their work using ICT to develop independent learning and employability skills.

Progression rates are good and NEWTEC offers qualifications from introductory courses to a foundation degree. There are many examples of learners progressing through these levels and returning to NEWTEC as nursery practitioners, teachers and even managers. The majority of learners progressed to the next stage either within their study programme or moved onto another programme such as from level 2 to 3 in the vocational subjects or level 1 to 2 in functional skills.

NEWTEC expects all activities to support the development of employability skills. Learners have a good understanding of their rights and responsibilities within the workplace. Employability, including legislation affecting employment rights and responsibilities is embedded in all learning programmes. Learners create CVs and search for voluntary and paid work opportunities. The Employer Engagement Advisor and Recruitment Agency Manager visit new classes to advise learners on employment opportunities and the skills required to gain employment. Learners register with the NEWTEC recruitment agency to increase their chances of finding employment. Early intervention for learners falling behind, spot checks and monthly attendance reports have maintained previously low attendance areas however overall attendance remains at 86%. Reasons behind absences are recorded and monitored to recognise patterns in individual learner attendance and appropriate support or alternative delivery methods are agreed with the learner.

Safeguarding, Prevent, equality, diversity and inclusion are also embedded in all learning programmes. NEWTEC takes the Prevent agenda very seriously and has established good links with London Borough of Newham Prevent team. All staff at NEWTEC have been trained and learners are supported well to ensure they understand how to keep themselves safe. Learners gain a good understanding of how to apply legislation related to Safeguarding, Prevent, equality, diversity and inclusion in the workplace. Learners and staff are aware of the safeguarding policy and Prevent strategy and the referral process should they have any safeguarding concerns. Appropriate action is taken immediately to address safeguarding issues and learners with safeguarding issues are well supported to ensure they achieve their qualification(s). In health, public services and care work placements learners demonstrate a good understanding of the nutritional needs of children/vulnerable adults, how to support children/vulnerable adults, and how to keep children/vulnerable adults safe.

NEWTEC promotes the ethos that excellent behaviour is of paramount importance to success. During 15/16 staff attended training on British values and the promotion of these values is monitored through OTLA and MOTs. Learners and staff exemplify British values, and demonstrate mutual respect and tolerance for people of different faiths and beliefs. To promote healthy eating young learners are offered a healthy, free breakfast and lunch. This initiative also encourages attendance and good punctuality. Café Smooth (the NEWTEC café) offers a good range of healthy breakfast and lunch options.

Outcomes for Learners

Overall outcomes for learners are good. The Appendix A provides a breakdown of 16-18 learner retention & achievement rates for enrolments on all courses due to end by July 2016.

In 2015/16 the overall learner achievement rate for 16-18 year olds was 90.34%, which significantly exceeded the national rate of 79.8% (in 2014/15). Learner retention and achievement rates for Sector Subject Areas (SSAs) of Business and Services; Preparation for Life & Work, are excellent and well above national average; 98.5% for Business and Services, against a national average of

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82.6% (15.9% above the national average) and 96.9% for Preparation for Life & Work, against a national average of 67.1% (29.8% above the national average).

The overall learner achievement rate for English, maths and ICT is 81.71%. This is 22.61% above the national average of 59.1%.

NEWTEC has been very successful in narrowing achievement gaps for different groups of learners. Black and Asian learners made up 70% of the total number of learner enrolments for young learners aged 16-18 in 2015/16. There are no significant variations in retention, achievement, or progression between different ethnic groups of learners.

In 2015/16, 5.6% of young learners at NEWTEC aged 16-18 declared a learning difficulty or disability. Of these learners, the majority succeeded in achieving their qualifications. 19 identified young learners requiring additional learning support made good progress with their course work. NEWTEC has a dedicated member of staff with a team of twelve volunteers who provide additional learning support for learners who need it. As a result, all 19 young learners due to complete by July 2016 were able to achieve their main qualification.

Overall attendance is 86% and remains below NEWTEC target of 90% or above. Staff members monitor attendance closely, ensuring learners are aware of the impact of this on their engagement in learning and the importance of good attendance as a key employability skill.

Learners preparing for long courses are offered work-experience, along with English, Maths and employability skills as part of a Traineeship or short programme prior to starting a long Study programme. These programmes are designed to ensure that the interests of the learners are met and learners will have the opportunity to ensure that they enjoy working in the Care sector. Information on learners' starting points is used to plan all aspects of individual programmes of learning. Teachers provide ample opportunity for all learners to develop and improve their functional English and ICT skills.

The development of employability skills is good. Many learners taking early years or health and social care qualifications gain part-time employment in their placements, or once they are established in their studies may also have the opportunity for paid work arranged through the NEWTEC recruitment agency. Learners who need to develop their literacy and numeracy skills complete functional skills qualifications in English and mathematics alongside their vocational qualification, increasing their employability prospects. Learners' work related skills are good. Learners demonstrate good reflective practice and confidently plan appropriate activities in their placements, making thoughtful and skilled interventions with parents and children, for example in early years settings. Learners improve their personal, social and employability skills by attending external work placements and through discussion of a variety of topics during classes. Learners learn how to keep themselves safe, how to express their opinions on a given topic and how to debate whilst demonstrating respect for others. Learners are encouraged to research and produce their work using ICT to develop independent learning and employability skills.

Progression rates are good and NEWTEC offers qualifications from introductory courses to a foundation degree. There are many examples of learners progressing through these levels and returning to NEWTEC as nursery practitioners, teachers and even managers. 37% of learners are known to have progressed to the next stage either within their study programme or moved onto another programme such as from level 2 to 3 in the vocational subjects or level 1 to 2 in functional skills. By the end of the academic year, it was known that 19% of all young learners had gained employment. This included 42.86% of the learners with a Vocational core aim who either gained employment with NEWTEC or elsewhere in the Care sector.

Main priorities for 2016/2017 to ensure further improvement takes place:

1. Attendance and punctuality above 90%
(Ref: **AFI 1** 2015/16)
2. Consistent use of individual learning plans (ILPs) by teachers for setting clear targets, providing specific feedback and for identifying next steps in learning (Ref: **AFI 2** 2015/16)
3. Consistent embedding of maths in vocational subjects (Ref: **AFI 3** 2015/16)

Attached Appendices:

- A) 2016/17 Quality Improvement Plan
- B) 2015/16 Retention and Achievement Data
- C) EFA Achievement, Employment and Progression Rate Trends

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Appendix A - Quality Improvement Plan 2016/17 – Actions for Young Learners (with progress up to September 2016)

Ref	Target	Impact Measure			Target Date
1	Attendance and punctuality above 90%	90% attendance and punctuality			July 2017
	Actions	Lead	Review Date/s	Impact	
1.1	More robust monitoring to improve attendance and punctuality for all EFA learners both at classroom sessions and in work placement settings	SCA	28/10/16 16/12/16 17/02/17 07/04/17 02/06/17 21/07/17		
1.2	Identify and investigate the trends in attendance and punctuality	SCA	28/10/16 16/12/16 17/02/17 07/04/17 02/06/17 21/07/17		
1.3	Tutors and assessors establish and apply consistently high expectations for learners to achieve	TLYL	28/10/16 16/12/16 17/02/17 07/04/17 02/06/17 21/07/17		
1.4	Emphasise how chances of progression at work or in further studies are enhanced by good work ethics and time management	EEA	28/10/16 16/12/16 17/02/17 07/04/17 02/06/17 21/07/17		
1.5	Continue the zero tolerance approach to lateness and follow up using Learner Absence Procedure	SCA	28/10/16 16/12/16 17/02/17 07/04/17 02/06/17 21/07/17		

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Quality Improvement Plan 2016/17 – Actions for Young Learners (with progress up to September 2016)

Ref	Target	Impact Measure			Target Date
2	Consistent use of individual learning plans (ILPs) by teachers for setting clear targets, providing specific feedback and for identifying next steps in learning	Good Quality ILPs, Excellent Retention, Achievement & Success Rates, Progression and destination results			July 2017
	Actions	Lead	Review Date/s	Impact	
2.1	Initially assess learners starting points and monitor their progress, set challenging tasks, and build on and extend learning for all learners	PLFS	28/10/16 16/12/16 17/02/17 07/04/17 02/06/17 21/07/17		
2.2	Provide appropriate and timely information, advice and guidance that supports effective learning	SCA	28/10/16 16/12/16 17/02/17 07/04/17 02/06/17 21/07/17		
2.3	Ensure that Self-evaluation Ladder Form is used consistently as a tool to reflect on learners' soft skills. Encourage learners to set up their own targets and report on achieving them.	PLYL	28/10/16 16/12/16 17/02/17 07/04/17 02/06/17 21/07/17		

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2.4	Giving learners tasks that directly address their weaknesses which requires more individual planning	TLYL	28/10/16 16/12/16 17/02/17 07/04/17 02/06/17 21/07/17	
2.5	Incorporate actions from SAR into key areas for improvement in teaching, learning and assessment	TLYP	28/10/16 16/12/16 17/02/17 07/04/17 02/06/17 21/07/17	

Quality Improvement Plan 2016/17 – Actions for Young Learners (with progress up to September 2016)

Ref	Target	Impact Measure			Target Date
3	Consistent embedding of English and Maths in vocational subjects	Functional Skills success rates 5% above the national average			July 2017
	Actions	Lead	Review Date/s	Impact	
3.1	Identify the starting points for learners to inform tutors for effective lesson planning	PLFS	28/10/16 16/12/16 17/02/17 07/04/17 02/06/17 21/07/17		

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3.2	The delivery of Functional Skills is made relevant to learners' vocational studies and employment prospects	PLFS	28/10/16 16/12/16 17/02/17 07/04/17 02/06/17 21/07/17	
3.3	Standardisation of SoWs to ensure FS are incorporated	PLYL	28/10/16 16/12/16 17/02/17 07/04/17 02/06/17 21/07/17	
3.4	Each lesson starts with a FS-related warm-up activity that incorporates the learning outcomes for the session	PLYL	28/10/16 16/12/16 17/02/17 07/04/17 02/06/17 21/07/17	
3.5	Scheduled (announced and unannounced) observations of teaching, learning and assessment to ensure lessons are delivered as planned	TLQA	28/10/16 16/12/16 17/02/17 07/04/17 02/06/17 21/07/17	

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Appendix B - Retention and Achievement Data


2015/16 - EFA (16-18) Enrolments due to achieve in Blocks A-F								
			Qualification			Achievement Rate		
PARTNER	SUB	CTYPE	Learning Aim	Total Enrols	C2/C3 Fail	C1 Achvd	Ach %	

(At R14)

Pass Rate		
Pass	S/C8 tbc	Pass %

Date: 20-Oct-16

Retention Rate		
Ret.	W3 Withdr.	Ret %



Notes

Overall Summary

ELCI	VOC	L2/L3	Childcare/ H&S Care	39	1	32	82.05%	32	0	96.97%	33	6	84.62%
Sub-Conts	VOC	L2/L3	Childcare/ H&S Care	17	0	17	100.00%	17	0	100.00%	17	0	100.00%
Sub-Conts	BAL	L1/L2	Bus. Admin / Cust. Service	136	2	134	98.53%	134	0	98.53%	136	0	100.00%
ELCI	PLW	L1/L2	Employability	33	0	33	100.00%	33	0	100.00%	33	0	100.00%
Sub-Conts	PLW	L1/L2	Employability	160	5	154	96.25%	154	0	96.86%	159	1	99.38%
Sub-Total All - excluding Functional Skills				385	8	370	96.10%	370	0	97.88%	378	7	98.18%
ELCI	FSK	E3/L1/L2	Functional Skills	85	16	67	78.82%	67	0	80.72%	83	2	97.65%
Sub-Conts	FSK	E3/L1/L2	Functional Skills	172	28	143	83.14%	143	0	83.63%	171	1	99.42%
Sub-Total Functional Skills				257	44	210	81.71%	210	0	82.68%	254	3	98.83%
TOTAL All Delivery Subjects				642	52	580	90.34%	580	0	91.77%	632	10	98.44%

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ELCI Summary

VOC	CCY/CEY	L2 Childcare CYPW/CEY	5		5	100.00%	5	0	100.00%	5	0	100.00%
VOC	DCY/DEY	L3 Childcare DYPW/DEY	20	1	15	75.00%	15	0	93.75%	16	4	80.00%
VOC	CPA/DHA	L2 Tech./Diploma H&SC	1		1	100.00%	1	0	100.00%	1	0	100.00%
VOC	CPC/DHC	L3 Tech./Diploma H&SC	8		6	75.00%	6	0	100.00%	6	2	75.00%
VOC	CSS/CST/DST	L2/ L3 Supporting T&L	5		5	100.00%	5	0	100.00%	5	0	100.00%
PLW	TAE	Traineeship/ Employability (incl. TIS & WOS)	33		33	100.00%	33	0	100.00%	33	0	100.00%
Total ELCI Vocational Skills due BLOCKS A-F			72	1	65	90.28%	65	0	98.48%	66	6	91.67%

FSK	FES	L1 Functional English	6		6	100.00%	6	0	100.00%	6	0	100.00%
FSK	FEX	L2 Functional English	4		4	100.00%	4	0	100.00%	4	0	100.00%
FSK	FMB	E3 Functional Maths	9		8	88.89%	8	0	100.00%	8	1	88.89%
FSK	FMS	L1 Functional Maths	14	8	6	42.86%	6	0	42.86%	14	0	100.00%
FSK	FMX	L2 Functional Maths	5	4	0	0.00%	0	0	0.00%	4	1	80.00%
FSK	ITS	L1 Functional ICT	1	1	0	0.00%	0	0	0.00%	1	0	100.00%
FSK	ITX	L2 Functional ICT	3	3	0	0.00%	0	0	0.00%	3	0	100.00%
FSK	GFE	GCSE Foundation English	20		20	100.00%	20	0	100.00%	20	0	100.00%
FSK	GFM	GCSE Foundation Maths	14		14	100.00%	14	0	100.00%	14	0	100.00%
FSK	GRE	GCSE Resit English	9		9	100.00%	9	0	100.00%	9	0	100.00%
Total ELCI Functional Skills due BLOCKS A-F			85	16	67	78.82%	67	0	80.72%	83	2	97.65%

Total All ELCI Delivery due BLOCKS A-F			157	17	132	84.08%	132	0	88.59%	149	8	94.90%
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Sub-Contractors Summary

DTK	BAL	CPS	L2 Cert. Princ. Cust. Serv.	19		19	100.00%	19	0	100.00%	19	0	100.00%
DTK	BAL	CPB	L2 Cert. Principles Bus. Ad.	6		6	NA	6	0	100.00%	6	0	100.00%
DTK	PLW	AES	Award Emp. Skills	15		15	100.00%	15	0	100.00%	15	0	100.00%
DTK	PLW	CES	Cert. Emp. Skills	26	4	21	80.77%	21	0	84.00%	25	1	96.15%
DTK	FSK	AIU	L1 Award IT user	19		19	100.00%	19	0	100.00%	19	0	100.00%
DTK	FSK	CIU	L2 Cert. IT User	26	1	25	96.15%	25	0	96.15%	26	0	100.00%
DTK	FSK	FEG	L1 Functional English	11	2	9	81.82%	9	0	81.82%	11	0	100.00%
DTK	FSK	FEP	L2 Functional English	20	2	18	90.00%	18	0	90.00%	20	0	100.00%
DTK	FSK	FMG	L1 Functional Maths	13	2	11	84.62%	11	0	84.62%	13	0	100.00%
DTK	FSK	FMP	L2 Functional Maths	23	4	19	82.61%	19	0	82.61%	23	0	100.00%
Total DTK due BLOCKS A-F				178	15	162	91.01%	162	0	91.53%	177	1	99.44%
POLINO	VOC	DHA	L2 Dip. H&S Care	7		7	100.00%	7	0	100.00%	7	0	100.00%
POLINO	BAL	CBK	L2 Cert. Bus. Knowl.	37		37	100.00%	37	0	100.00%	37	0	100.00%
POLINO	BAL	CPB	L2 Cert. Principles Business	30	1	29	96.67%	29	0	96.67%	30	0	100.00%
POLINO	BAL	DCS	L2 Dip. Cust. Service	43		43	100.00%	43	0	100.00%	43	0	100.00%
POLINO	PLW	CDE	L2 Cert. Devel. Ent.	55		55	100.00%	55	0	100.00%	55	0	100.00%
POLINO	PLW	CEP	Cert. Emp. Skills	55		55	100.00%	55	0	100.00%	55	0	100.00%
POLINO	FSK	FEG	L1 Functional English	14	1	12	85.71%	12	0	92.31%	13	1	92.86%
POLINO	FSK	FEP	L2 Functional English	11	7	4	36.36%	4	0	36.36%	11	0	100.00%
POLINO	FSK	FMG	L1 Functional Maths	17		17	100.00%	17	0	100.00%	17	0	100.00%
POLINO	FSK	FMP	L2 Functional Maths	15	6	9	60.00%	9	0	60.00%	15	0	100.00%
Total POLINO due BLOCKS A-F				284	15	268	94.37%	268	0	94.70%	283	1	99.65%

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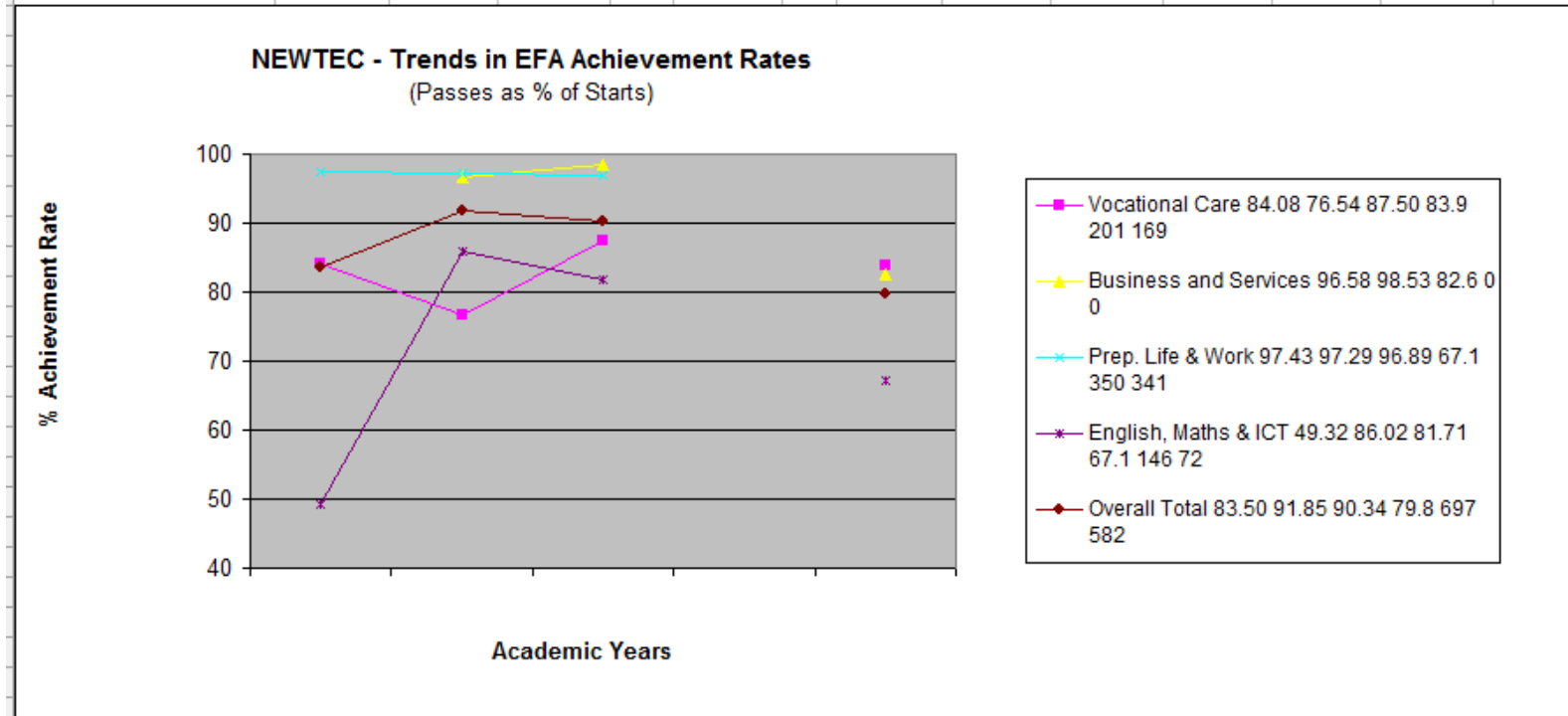
Sub-Contractors Summary (continued)

SK. SERVE	VOC	AYW	Award in Youth Work	5		5	100.00%	5	0	100.00%	5	0	100.00%
SK. SERVE	VOC	CYP	L2 Cert. Youth Work	1		1	100.00%	1	0	100.00%	1	0	100.00%
SK. SERVE	VOC	CYW	L3 Cert. Youth Work	0		0	NA	0	0	NA	0	0	NA
SK. SERVE	BAL	ACS	L2 Aw. Customer Services	1	1	0	0.00%	0	0	0.00%	1	0	100.00%
SK. SERVE	PLW	ACW	Award in CV Writing	5	1	4	80.00%	4	0	80.00%	5	0	100.00%
SK. SERVE	PLW	AES	Award in Emp. Skills	4		4	100.00%	4	0	100.00%	4	0	100.00%
SK. SERVE	FSK	FE1	L1 Functional English	1	1	0	0.00%	0	0	0.00%	1	0	100.00%
SK. SERVE	FSK	FM1	L1 Functional Maths	1	1	0	0.00%	0	0	0.00%	1	0	100.00%
SK. SERVE	FSK	FT1	L1 Functional ICT	1	1	0	0.00%	0	0	0.00%	1	0	100.00%
Total SKILL SERVE due BLOCKS A-F				19	5	14	73.68%	14	0	73.68%	19	0	100.00%
ZURBEL	VOC	CCY	L2 Cert. CYP Workforce	2		2	100.00%	2	0	100.00%	2	0	100.00%
ZURBEL	VOC	CIC	L1 Cert. Intro to Care	2		2	100.00%	2	0	100.00%	2	0	100.00%
ZURBEL	VOC	DCY	L3 Dip. CYP Workforce	0		0	NA	0	0	NA	0	0	NA
Total ZURBEL due BLOCKS A-F				4	0	4	100.00%	4	0	100.00%	4	0	100.00%
Total of all EFA Sub-Contractors due BLOCKS A-F				485	35	448	92.37%	448	0	92.75%	483	2	99.59%

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Appendix C - EFA Achievement, Employment and Progression Rate Trends

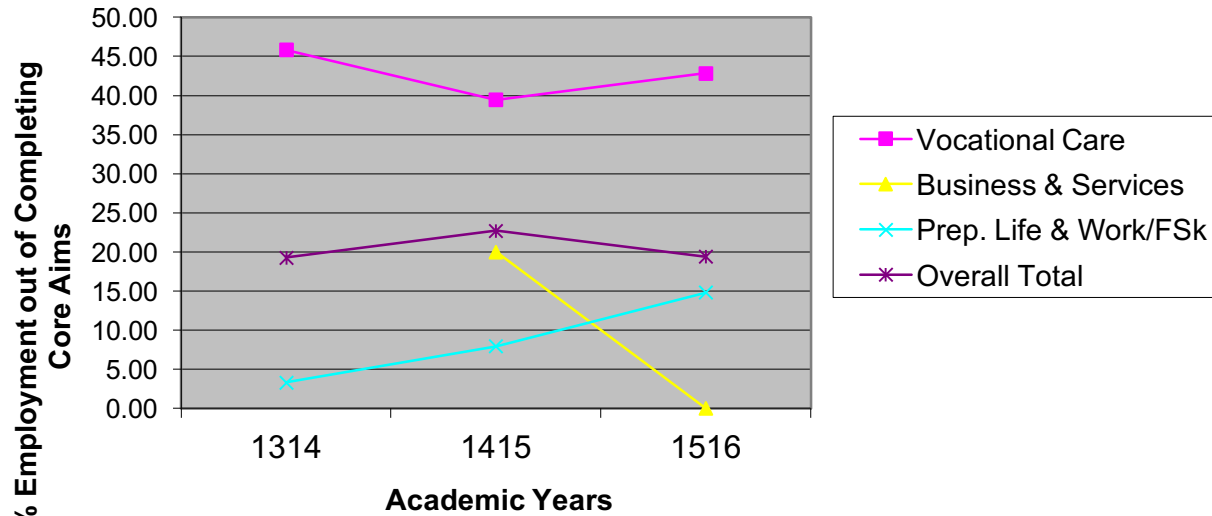
	Ach. Rate	Ach. Rate	Ach. Rate			Nos Counted	Nos Achieved	Nos Counted	Nos Achieved	Nos Counted	Nos Achieved
SSA	1314	1415	1516		1415 Nat. Avg.	1314	1314	1415	1415	1516	1516
Vocational Care	84.08	76.54	87.50		83.9	201	169	81	62	56	49
Business and Services		96.58	98.53		82.6	0	0	263	254	136	134
Prep. Life & Work	97.43	97.29	96.89		67.1	350	341	406	395	193	187
English, Maths & ICT	49.32	86.02	81.71		67.1	146	72	379	326	257	210
Overall Total	83.50	91.85	90.34		79.8	697	582	1129	1037	642	580



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	Emp. Rate	Emp. Rate	Emp. Rate		Core Aims ending in Ac. Yr.	Learners Employed		Core Aims ending in Ac. Yr.	Learners Employed		Core Aims ending in Ac. Yr.	Learners Employed
SSA Core Aims	1314	1415	1516		1314	1314		1415	1415		1516	1516
Vocational Care	45.83	39.44	42.86		72	33		71	28		49	21
Business & Services		20.00	0.00					95	19		40	0
Prep. Life & Work/FSk	3.33	7.94	14.81		120	4		63	5		81	12
Overall Total	19.27	22.71	19.41		192	37		229	52		170	33

NEWTEC - EFA Trends in Employment Outcomes



Inform

NEWTEC SAR EFA (Young Learners) 2015/16

	Progr. Rate	Progr. Rate	Progr. Rate		Core Aims ending in Ac. Yr.	Learners to Further Study		Core Aims ending in Ac. Yr.	Learners to Further Study		Core Aims ending in Ac. Yr.	Learners to Further Study
SSA Core Aims	1314	1415	1516		1314	1314		1415	1415		1516	1516
Vocational Care	34.72	57.75	8.16		72	25		71	41		49	4
Business & Services		4.21	37.50					95	4		40	15
Prep. Life & Work/FSk	5.00	3.17	54.32		120	6		63	2		81	44
Overall Total	16.15	20.52	37.06		192	31		229	47		170	63

