

**Self-Assessment Report**

**2020/21**



# 

- the friendly place to learn –

**Mary Ward Centre**

42 Queen Square Great Turnstile

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**Blackfriars Settlement**

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**(Action planning and**

**target setting)**

**Final SAR Dev Plan to:**

**SMT; HoD’s, QIG**

**Update 3-Year Development Plan**

**Centre SAR compiled**

**Draft SAR Development Plan**

**Governing Body approves Centre SAR**

**Draft Centre SAR to:**

* **Moderation Meetings**

**Structure of Grades**

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| --- |
| **Overall Effectiveness** |

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| --- | --- | --- | --- |
| **Quality of Education** | **Behaviour and Attitudes** | **Personal Development** | **Leadership and Management** |

**For each area of activity and lesson observations, a four-point scale of grades is used.**

* grade 1 – outstanding
* grade 2 – good
* grade 3 – requires improvement
* grade 4 – inadequate

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| **Context** |

The Mary Ward Centre is one of four London adult education colleges designated under 1992 Further and Higher Education Act as an ‘Institute of Adult Learning’ (IAL). With the Mary Ward Legal Centre and Blackfriars Settlement, it is part of the Mary Ward Settlement established in 1892. The Centre’s distinctive programme and excellent public transport connections ensure a student body composed of residents and commuting workers from all London boroughs and beyond, illustrating the regional (rather than strictly local) role of the Centre.

The majority of the Centre’s provision is funded by the Greater London Authority (GLA) and the Education and Skills Funding Agency (ESFA). However, in recent years, some provision has been funded by Camden Council, Mercers, the Royal Female School of Art, NIACE, Association of Colleges (Teach Too Project), the National Lottery (Ageing Better Project) as well as from other funds for other types of work such as the Equalities Commission Unit for an LGBT project, the Tinder Foundation to purchase sets of iPads and a small amount from the British Museum.

The uncertainties as a result of the pandemic in 2020/21 made this a challenging and unusual year. It is very difficult to compare with previous years. As government restrictions eased towards the end of the summer we were able to open for face-to-face in a covid safe way. The impact of this was to restrict the number of people in classrooms and in the building. Ultimately this resulted in fewer classes in the building and therefore fewer students. Some provision stayed online in order to prioritise the provision that required specialist rooms/equipment and more vulnerable learners who would have been unable to attend online a large amount of provision remained online. The take up for this wasn’t as good as we might have expected. Further disruption occurred when at the end of December another lockdown was announced and all face-to-face learning was suspended once again for the majority of the second term. Where possible learning moved online and was delivered remotely so that students could continue their learning. However, the impact was felt greatest on specialist provision that wasn’t possible online. Although alternatives were offered to give some opportunities to students it could not have replaced the planned volumes, During the summer term face-to-face learning returned with similar restrictions to the autumn term and a similar volume to term 1 was delivered. Challenges were also faced through managing staff and tutors remotely, enrolling students remotely and furlough.

**Our mission**

The objects for which the Charity is established are the advancement of public education and the promotion of social service for the benefit of the community.

**Our Mission statement is**

To develop and provide excellent, innovative and wide-ranging adult education and community services. In this, we are guided by:

**Our Core values** *(agreed Oct 2017):*

* Putting the needs and aspirations of current and potential students and clients at the centre of all that we do,
* Valuing our users as individuals and promoting inclusion through our friendly and accessible approach to service delivery,
* Promoting access to education including the value of learning for personal development and quality of life and using learning as a tool to combat disadvantage,
* Promoting access to justice and providing legal advice for the poorest and most disadvantaged,
* Valuing our staff as our key asset and supporting them in delivering high professional standards across our services,
* Advancing equality, eliminating discrimination, and fostering good relations among all our users,
* Maintaining an open, honest, accountable and fair approach in all our communications with all our services users, staff and other stakeholders.

**Number and Range of Learners**

In 2020/21, the Centre saw a decline in learner numbers as a result of the pandemic. 2,181 students enrolled on (4,153 in 19/20 and 5,288 in 18/19) on 5084 (8,045 in 19/20 and 11,703 in 18/19) course places. 52% of students identified themselves as being from a group other than white British (similar to 19/20). 79% were female, 3% were under 25 and 43% (a 4% decrease since 19/20) were over 60, underscoring the lifelong learning opportunities offered by the Centre. 20% of students identified themselves as having a learning difficulty or disability (the same as in 20/21). 54% (a 4% increase from 20/21) of students were entitled to concessionary or nil fees. 32% of our students are of working age and not in employment, 4% higher than in 19/20. An additional 3% of students are either employed/self-employed and earn less than the London minimum wage. Further information about the makeup of the student body can be found in the Equality and Diversity Annual Report 20/21.

**Programme Offer**

The programme offer of 548 (788 in 19/20 and 1126 in 18/19) individual courses caters exclusively for part-time students. Courses range from short taster courses in Community Outreach to long programmes of 180 hours. A small number of accredited courses are offered over two years. The average course length is about 20 hours. Courses are offered in the day, evening and at weekends to meet the needs of adult students. Of the 548 courses delivered, 332 were online courses (of this 332, 72 were in Community Outreach), 52 were blended. The vast majority of the 164 face-to-face courses were in Art.

The Centre has traditionally offered non-accredited courses for adults. The Centre also has a portfolio of accredited courses and Skills for Life provision. In 2020/21 only 9% of enrolments were for an accredited course. This reflects the fact that the majority of our students (and many of their employers) opt for non-accredited courses. It follows that the Centre remains a specialist college for non-accredited adult education.

The curriculum is divided into two departments: Creative and Community and Academic and Progression. There is a special programme of cross-curricular courses for students over the age of 60. Each department also contributes to a growing programme of Community Outreach courses aimed at widening participation. These courses are organised by the Community Outreach Curriculum Manager. Towards the end of the spring term there was a restructure of the academic team to realign the structure with future needs of the community and local and national priorities. The two departments were changed to five curriculum areas which reflect better the cohort of students accessing learning and to give focus to priorities such as covid recovery.

**Progress has been made to address the areas for improvement identified in 2020/21**

**The Quality of Education**

* Not enough observations demonstrate outstanding teaching and learning.

Due to Covid a change to the focus of OTLA was made in 2020/21 to concentrate on online teaching

* Success on a small amount of ESOL and some Business Management courses is not yet consistently above benchmarks

Overall success rates in ESOL have improved from 81% to 87%. Award in Business Admin has improved from 71% -88%. Payroll Level 2 is still below the benchmark but represents very low numbers.

* In a small number of sessions, some opportunities are missed to correct errors or give written feedback

Although some improvements were seen in OTL’s, the focus of OTL changed due to the pandemic.

**Leadership and Management**

* There are not yet enough observations to evidence outstanding teaching, learning and assessment across the provision.

Due to Covid a change to the focus of OTLA was made in 2020/21 and this remains an area for development

* Outcomes do not yet evidence the improvement made to teaching and learning as a result of actions identifies through observation.

Impact of the training for online training could clearly be seen in term 2 observations. Good teaching and learning was maintained.

* The Health and Safety and Learner Welfare Policy needs reviewing and updating to reflect online safety and a Covid-safe classroom.

The Learner Welfare Policy has been reviewed and updated. Guidance was developed for Covid Safe working procedures for staff and students. This was updated and communicated throughout the year. Training for teaching online included online safety which included protocols when on Zoom.

# **Mary Ward Centre**

# **Self-Assessment Report**

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| --- | --- |
| **Overall effectiveness** | **Good** |
| **Quality of Education** | **Good** |
| **Behaviours and Attitudes** | **Good** |
| **Personal Development** | **Good with Outstanding features** |
| **The Effectiveness of Leadership and Management** | **Good** |

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| The overall effectiveness of the Centre is **good** because: |

**The Quality of Education**

**Intent**

* There is a clear and shared institutional understanding of the curriculum and what it means. It is well designed and effective in addressing social disadvantage. It is responsive and meets the diverse needs and interests of students, employers, and the local community and national priorities well.
* Courses are well planned and sequenced so that students can build their skills and knowledge in across all modes of learning (face-to-face, online and blended)

**Implementation**

* Tutors use a wide variety of teaching methods well. Sessions are interesting and challenging, develop students’ skills (including digital skills) and knowledge, and enable them to make progress and support them to achieve their goals.
* Tutors make effective links between new and previous learning to help students develop their skills and knowledge.

**Impact**

* Learner success is very good across both non-accredited and accredited provision
* Tutors have a strong understanding of students’ needs and personalise their support effectively to extend their understanding and thus their ideas, confidence and communication skills.

**Behaviours and Attitudes**

* Tutors continue to be very good at developing classroom relationships both online and face-to-face. Students continue to work very well with each other and collaboration/discussion consistently occurs in an atmosphere of mutual respect.
* Students develop employability skills (including English, Mathematics and ICT Skills) and benefit from purposeful work-related learning.
* Students have excellent attitudes toward their studies and learning. Ambition is fostered well to create communities of learning.

**Personal Development**

* Promotion of personal, social and cultural inclusion at the Mary Ward Centre is outstanding.
* The centre is highly effective at integrating students with particular support needs within the main curriculum. Outcomes for students receiving additional learning support (ALS) continue to be outstanding.
* Staff provide students with highly effective progression and employment advice and guidance.

**The Effectiveness of Leadership and Management**

* Leaders and managers have worked very effectively to ensure that students continue to enjoy a good standard of education. Staff are strongly committed to further improving the quality of the programmes.
* The appraisal, observation of teaching, learning and assessment process is used effectively to support staff and identify staff development needs to improve the quality of teaching and learning.
* Our community outreach programme continues to be outstanding.
* The advancement of equality and diversity continues to be outstanding.

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| **The Centre is not yet outstanding because:** |

**The Quality of Education**

* Improvement for academic support in Counselling Level 3 is required in order to better prepare students for the progression and achievement at the next level
* There are fluctuations in success rates on a small number of courses

**Personal Development**

* Success rates for those who declare a mental health issue remain lower than the centre average

**Leadership and Management**

* The range and number of OTLS’s didn’t reflect all aspects of teaching, learning and assessment
* The Quality Improvement Group needs to be re established

**The impact of Covid**

**The Quality of Education**

* The diversion of resources due to the pandemic meant that planned curriculum development couldn’t happen
* The restrictions in the curriculum caused by the pandemic reduced the modes of learning available to students and led to a reduction in student numbers.

**Behaviours and Attitudes**

* Although behaviours within learning are outstanding, attitudes to learning due to the pandemic meant that less people attended classes.

**Personal Development**

* The range of enrichment activities was limited due to the pandemic.

**The Effectiveness of Leadership and Management**

* Although leaders and managers were effective in their response to the pandemic restrictions to modes of learning and the curriculum led to a reduction in the number of learners.

**The Quality of Education**

The quality of education is **good.**

**Intent**

**There is a clear and shared institutional understanding of the curriculum and what it means. It is well designed and effective in addressing social disadvantage. It is responsive and meets the diverse needs and interests of students, employers, and the local community and national priorities well.**

There is a clear strategic view of the development of the curriculum. There are robust processes involving all key stakeholders, including trustees, to develop the curriculum rationale. The Centre’s ethos of ensuring access for all underpins the approach to curriculum development as has the aspiration to enable learners to feel part of a community. The Centre remains committed to the delivery of a broad ACL programme to support both personal and community development. Opportunities are offered for people whatever their age or background to continue to learn for pleasure, personal development or to gain skills they need for their life or work. Staff are strongly committed to maintain the quality of the programmes and ensure that the curriculum meets the diverse needs of individuals who seek to develop their skills to improve and enrich the quality of their life or enhance their employment prospects.

Leaders and managers have a clear strategic focus to meet the skills needs of Londoners to enhance their employment prospects or improve the quality of their life. In line with the mayor’s strategy to create ‘A city for all Londoners - making sure Londoners, employers and businesses get the skills they need to succeed in a fair, inclusive society and thriving economy’ (Skills for Londoners Strategy), leaders and managers have developed a range of courses for students who are in most need of the skills to contribute to, and benefit from, the economic opportunities of living and working in London. In line with the mayor’s strategy, the skills provision is particularly effective in supporting greater diversity in particular vocational areas. Notwithstanding the impact of the pandemic cohorts remain diverse. In this year the transferable work skills curriculum provides examples of this. Of those studying Computing courses 84% are women (same as 19/20), 40% had a learning difficulty or disability and (same as 19/20) and 50% were from a BAME group (same as 19/20). Similarly for Business and Management courses, 80% were women (same as 19/20), and 67% were from BAME groups (14% increase). It is in no doubt that this provision speaks to the aspiration of these students.

A broad non-accredited curriculum for adults provides an important opportunity for those who may have had their education disrupted, to benefit from the experience of learning about ideas and subjects often associated with more privileged education. This aspect of the curriculum is significant in delivering the Skills for Londoners Strategy which states ‘Not only is adult education and training fundamental to ensuring all members of society are able to secure and progress in work, but it also has an impact on social and wellbeing outcomes that can be felt across the city. There are, for example, links between engagement in learning and improved health and wellbeing’. This remained true during 2020/21 despite the pandemic.

The carefully selected curriculum, flexible part-time provision offered across the day and evening including online and blended options and excellent learner support enable the centre to address social disadvantage well by attracting and retaining learners with complex lives and additional learning support needs. The centre is highly successful at achieving its key curriculum objectives to provide access to a range of courses to different groups and individuals through a differentiated and learner-centred approach to need. The provision is effective in supporting groups who are often underrepresented in training and who face barriers to their success. Across the provision, 20% of students have a disability or learning difficulty. 80% of students across the provision are women, in particular, those returning to work following a break for caring responsibilities and are a key target group.

2020/21 was a challenging year due to the ongoing effects of the pandemic and the major focus was to design a flexible and agile curriculum that was responsive to the ongoing changes and uncertainty of the pandemic. The response by staff to the pandemic and the speed with which they propelled change was outstanding. Managers entirely revised their planned curriculum and the way in which it was planned. They demonstrated their ability to problem solve throughout the year by amending and reworking their plans in response to the changes to ensure that students were able to access and continue with their learning. They made decisions about what would and would not work online. They demonstrated their creativity and resilience and built on their experiences of developing and delivering remotely and online to enable learners to access learning throughout the year. They showed a commitment to their students and the organisation through responding quickly to moving on and off line as lockdowns were imposed and then lifted at short notice. They supported students to successfully finish and achieve their qualifications, continue their learning to maintain their skills and offer opportunities for students to support their well-being. In ESOL, English and math’s managers developed blended models of learning during the first term and embedded digital skills in preparation for lockdown allowing them to move almost seamlessly to online when necessary. Managers in art worked with their tutors to develop online content as a contingency plan for short notice lockdowns and creating new content for short courses online to offer something for students whose classes (e.g. sculpture) were not possible online in the usual format. For example, Printmaking at Home used materials that could be found at home or were easily accessible. They even developed new protocols in order to offer life drawing online. During periods of lockdown wherever possible provision was moved online to enable students to continue with their learning and when face-to-face was possible priority was given to those most vulnerable to access the centre. Of the 548 courses delivered, 332 were online courses (of this 332, 72 were in Community Outreach), 52 were blended. The vast majority of the 164 face-to-face courses were in Art.

**What are students say:**

*‘The ability to continue online enabled us to continue as a group. It helped me to feel more connected socially and that I’m continuing to learn.’*

**Printmaking at Home Online**

*‘Just such a deep appreciation that we have been able to have this class digitally. It has provided stability and something to look forward to during the pandemic.’*

**Hindi 4B**

*‘Doing the course over Zoom was much better than I expected and worked very well.’*

**Spanish Stage 2**

The strategic work to develop the curriculum for the move to Stratford continues. Curriculum Managers are given clear guidelines within which to review and plan their curriculum including developmental work for the move to Stratford in 2022/23. Effective communication of the strategy and guidance through a Curriculum Development and Design Group enables managers to implement this strategy. All curriculum areas continue to contribute to the expansion and development of the provision. They have been effective in reviewing and realigning their curriculum areas to meet changing priorities and funding constraints, whilst retaining the distinctive characteristics of its delivery, such as at Blackfriars which merged with the Settlement in May 2018.

In anticipation of the move to Stratford and to sharpen the organisations commitment to meeting the needs of a new area and priorities such as Covid recovery the organisation undertook a restructure of the academic team in the early part of the summer term. The new structure gives much more focus to the cohort of students who access the centre and their needs rather than the subject areas. This now needs to be taken forward.

The curriculum at Blackfriars, with a high need and demand of ESOL, Literacy and math’s and beginners level work skills continues to reflect the need of the local community and its profile. Unfortunately, numbers of students were adversely affected in 20/21 because of the pandemic. However, the profile continues to reflect the community. For example, 69% of students at Blackfriars are from a BAME background (an increase of 3% from 19/20), 80% are unemployed (31% increase) of which 4% receive less than the London Living Wage, 78% qualify for NIL fee (42% increase) and 10% for a concessionary fee (7% decrease). This is reflective of the type of provision that was delivered at this centre during 2020/21 and further indicates the needs of the community. 53% of learners at Blackfriars live in Southwark (27% increase), and a further 11% come from neighbouring Lambeth and Lewisham (1% increase). Managers continue to develop a more mixed economy curriculum to provide sustainability. Unfortunately, it was not possible to develop a more mixed economy curriculum to provide sustainability will be built on in the coming year. The impact of the suspension of face-to-face learning for the summer term resulted in the number of students at Blackfriars decreasing from 617 to 283 in 20/21 – without the pandemic, the number of individuals accessing opportunities at Blackfriars would have undoubtedly increased from the previous year.

**What our students say:**

*‘The material of the course was very interesting and the way it was delivered was amazing - even more given the special circumstances and that it was online.’*

**History of Art**

**The curriculum is well constructed and supports learners to develop the knowledge and skills to succeed in life including employability skills and digital skills**

In transferrable work skills courses in areas such as ESOL, Computing and IT and Business Management students develop good employability skills for a wide range of roles. Most students report that they are attending these courses to improve their chances at work. In an internal survey, 81% of students on courses directly linked to work report at least one positive work-related outcome, including being more aware of new/different career paths/job possibilities, gaining new skills and knowledge to help them get a new/better job or a promotion and that as a result of their course they would be able them to get more work. 85% reported that they had gained other transferrable work skills: time management, verbal/written communication, timekeeping, time management and prioritising tasks. 28% reported that they had improved their confidence.

**What our students say:**

*‘The teacher was very good. She made lessons enjoyable, and she was fully supportive. I learned so much which is going to be very helpful for my career, personal life and for my community.’*

*‘The research and homework have been very useful and helpful in terms of improving our skills and knowledge.’*

*‘I learned about public services in UK and also from my own community. I saw the role of the interpreter and where he/she can work (and in which situations). The next steps are to improve the knowledge about terminology about the public services and get more confidence with practical working experience (through voluntary work).’*

**Community Interpreting**

*‘I improved my vocabulary, speaking skills, pronunciation’*

**ESOL Entry 3**

*‘I believe that this course has helped me to develop my own teaching skills.’*

**French 2B**

Within the overall curriculum offer, alongside the broad non-accredited courses, there are key skills and vocational qualifications, some of which include work experience opportunities and several excellent progression routes that lead to meaningful employment, volunteering and community work. Specific professional qualifications offer opportunities to progress into career paths such as Counselling and Community Interpreting.

**Functional Skills:** The provision of English and math’s was adversely affected in 2020/21due to the pandemic with fewer courses delivered. As a result, enrolments decreased from 381 to 221. As a result of the centre closure in Term 2 no new Beginners IT courses were able to start. Tutors worked on embedding digital skills into courses on Term 1 so that students were able to continue online in Term 2. A unique course at the centre, ‘IT Plus English and Math’s, supports students to improve their digital skills as well as their literacy and math’s skills. There is a continued need to support the improvement of digital skills to enable students to access learning opportunities when face-to-face learning is suspended.

**Entry to Work Skills:** There are a range of courses designed to develop employability skills for those furthest from the workplace e.g., those with learning difficulties, disrupted or limited educational experience, substance abuse issues or mental ill-health. It was very challenging to deliver entry level courses online and the number of students accessing these courses was fewer in 20/21 than in 19/20.

**Transferable Work Skills for progression in work:** These courses are designed to help people get better jobs or support a longer working life. This includes a mixture of non-accredited and accredited courses including payroll and bookkeeping, project management, event management, coaching and mentoring skills, business administration, Office IT packages and planning a career change. Enrolment onto these courses was challenging and delivering online due to access to specialist software at home for students.

In this section tutors plan content that is relevant to the working environment. For example, in Business Admin the tutor ‘gets students to create filing systems on a cloud space from the start and links the concept of filing systems in new GDPR regulations.’ Across this provision over one third of the students are either unemployed (30%), in part-time employment (4%) or returning to work after a break (5%). 3% are self-employed and 4% retired or semi-retired. At the end of their courses 31% said they had gained skills and knowledge to help with employment, including getting a new job, or a better job, get a promotion, get more work and the ability to apply for a broader range of jobs, 23% said they were more aware of new/different career paths/job possibilities.

**Career paths and professional qualifications:** The centre has an excellent track record of the successful delivery of professional qualifications. Courses at level 3, 4 and 6 in Counselling and Community Interpreting are well developed. Student loans are used successfully to support provision for adults 19 and above. In preparation for the move to Stratford, managers have identified skills needs and demands in Newham. As a result, they are developing business finance qualifications at levels 3 & 4 and preparing to extend Health and Social Care provision as well as developing the existing provision for the creative industries and in skills allied to the fashion industry, such as pattern cutting and tailoring.

**Courses are well planned and sequenced so that students can build their skills and knowledge across all modes of learning (face-to-face, online and blended)**

Clear direction is set by leaders and managers for curriculum planning. At course level, managers give good guidance to tutors to use the curricula set by awarding organisations well to plan their courses with achievable aims to build skills and work towards the course qualification.

Non accredited courses are also well constructed. Sessions are well planned and cohesive. In the best sessions tutors set useful targets to build skills and knowledge in logical sequences to enable students to achieve.

**What our students say:**

*‘The course was well planned and had clear aims. I learnt a lot during a short time and was able to knit complete patterns on my own.’*

**Easy Eye-Catching Colour Knitting**

In modern foreign languages observers note that sessions ‘have both variety and cohesion as different activities and groupings are used to scaffold natural language settings and cultural contexts into more focused work on grammar’ and sessions are ‘well planned and carried out with activities that are well chosen to enable students to make progress in their learning.’

In ESOL ‘the session sits within the course which covers the curriculum, works on level appropriate grammar, uses extensive topics and develops both productive and receptive skills. There is a good focus on skills required for exam success and these are built in from an early stage.’

**The curriculum provides very good progression pathways. Students are enabled to take the first steps through to more advanced levels both in accredited and non-accredited courses.**

Many areas of the curriculum are designed in such a way that students can progress to a higher level than their initial course. There are also areas of the curriculum with mixed ability and experience classes where students are supported to improve their skills levels through individualised learning goals and personal projects, for example, Sculpture, Jewellery and Painting and Drawing. Tutors are very good at differentiation and promoting progression to enable learners to progress in a variety of different ways across the curriculum.

**What our students say:**

*‘I liked the fact that our tutor, Cleo, always had something for everyone - there was always a "stretch and challenge" option.’*

**Watercolour for Beginners**

Courses in Community Interpreting are offered at Levels 1, 2 and 3 with weekday and weekend as well as online study options available at each level to enable learners to access these opportunities. There is also a Level 6 course in Preparation for the Diploma in Public Services Interpreting with a specialist option in Legal Interpreting. This enables students who are already qualified and working as interpreters to develop their knowledge and skills and qualify to work in new areas of interpreting at better rates of pay. There is also a range of CPD courses for qualified interpreters which are devised in consultation with Interpreting employment agencies.

In Counselling, non-accredited courses are offered at an introductory level as well as accredited courses from Level 3 to Level 6. In addition, there are CPD opportunities for practitioners.

In Modern Foreign Languages, the centre offers a range of non-accredited Modern Foreign Languages (French, Spanish, Italian and Hindi) at multiple levels, with more advanced classes to allow advanced learners to continue to make progress beyond stage 3. Where possible, courses are programmed with daytime and evening attendance options to enable learners to take advantage of the opportunities to study and progression is enabled by sequencing the time slots of courses so that students can progress from one level to the next within the same time slot from year to year. Beginners languages courses suffered in 2020/21 due to the pandemic and numbers decreased across all languages at this level. In the main the higher levels were most resilient from the effect of the pandemic. This area of the curriculum will need to be rebuilt in the coming years.

In Art and Design, absolute beginners’ courses have been developed to attract new and less confident students to try different subjects. The curriculum progresses through to Level 3 and professional level courses. In Art and Design, many leaners attending accredited classes progress from the non-accredited route.

ESOL students are enabled to move on with their learning, either up a level in ESOL or into other education. The introduction of beginners reading and writing provides low-level learners with a bespoke class, targeted towards their specific needs. Referrals have come in from other colleges in the area such as Morley and City Lit. Preparation for the Cambridge certificate and pronunciation courses target special interests of students and employers.

In Health and Social Care, the curriculum is designed to enable students to learn how to improve their health and well-being in a relaxed and encouraging environment; many are hampered by disabilities or health issues that might make them feel excluded from or uncomfortable in more conventional health and fitness environments like gyms or private studios, and others may be excluded by lack of funds. 38% of students in these classes are over 60, 2% declare they have a physical disability or a disability affecting their mobility.

**Students are clear what their courses are preparing them for and are successful. As a result, they gain employment and/or other benefits.**

Across the curriculum:

Success rates continue to be high at 96%

Despite the disruption to learning caused by Covid throughout 2020/21, satisfaction remained high at 94%

All learners identified an additional benefit to learning

All learners identified a progression route

In Community Outreach 98% reported they had really enjoyed their classes and 95% said they would like the class to continue or do a similar course

In work-related courses, 77% of students report that they are taking the course to help them get a new/better job, get a promotion, get more hours, or make a career change. 9% work part-time (19% decrease since 19/20) and 30% (3% decrease since 19/20) are unemployed. By the end of their courses all students who returned a survey reported that the skills and knowledge gained would help them get a new job/better job/get a promotion and has helped increase their confidence more broadly. The surveys were administered online during 20/21 due to the pandemic. Inevitably, the response rate was less good than when paper copies are given out by tutors and completed in class. The digitization of these surveys requires further development.

In Health-related courses, all students returning a survey reported a health-related benefit, of which 69% reported improvements to their existing conditions as a result of attending a class.

Where appropriate pre-course assessments/processes are thorough at ensuring students understand what the course intentions are and what they will be able to do at the end of it as well as placing students at the correct level.

**What our students say:**

*‘I liked learning something new and meeting a variety of different people’*

**Life Writing**

**Implementation**

The new approach to observations of teaching, learning and assessment (OTLA’s) to sharpen the focus on the developmental actions required for improvement is becoming embedded within the organisation. In total 64 OTLA visits took place (74% of all tutors) with every tutor delivering online receiving a visit. A high proportion of these observations recorded much good or outstanding aspects of teaching, learning and assessment. What became apparent in 2020/21 was that online learning was here to stay for at least another year. Therefore, within the challenges presented by Covid, the focus of the class visits was to identify the impact of CPD on teaching and learning online to inform future training needs to enable tutors to be able to deliver sessions online well.

**Teachers are well qualified**.

They have significant levels of subject specialist expertise and experience, up-to-date subject knowledge, and have a professional approach to their teaching. For example, all tutors in Humanities are qualified to at least a post-graduate level. All ESOL tutors hold a Certificate (CELTA) or a Diploma in English Language Teaching to Adults (DELTA). All visual and performing arts tutorsare practitioners, such as artists and musicians and some Creative Writing tutors are published, writers. Many are successful in their own right. Counselling tutors are required to be practicing counsellors and bring a wealth of industry experience. In Community Interpreting all tutors work as Interpreters and hold the highest available level of subject specialist qualifications. For example, a tutor who delivers on the DPSI course has a Law degree.

**What our students say:**

*‘The tutor was energising and inspiring.’*

**Sewing Machine Masterclass**

*‘Very good teacher who is very experienced and knowledgeable about the subject.’*

**Flex and Strength**

*‘The tutor is knowledgeable and enthusiastic and inspires the desire to learn and have fun at the same time’*

**French Stage 4**

Tutors use their expertise, along with excellent teaching skills to motivate, challenge, inspire, engage, and enhance the learning on the course.Although not a requirement 83% of all tutors hold a teaching qualification.

All tutors delivering online content and support continued to use their skills well to deliver a high level of teaching and support and undertook extensive CPD throughout the year including surgeries to problem solve issues and share good practice. There is much positive feedback from students on courses in challenging subject areas which moved online, particularly in Creative and Performing Arts.

**What our students say:**

*‘The tutor puts lots of time and skill into preparing his courses and creates and friendly atmosphere for discussions. His knowledge is excellent and his manner engaging.’*

**Norse Myths**

**Tutors use a wide variety of teaching methods well. Sessions are interesting and challenging, develop students’ skills (including digital skills) and knowledge, and enable them to make progress and support them to achieve their goals.**

Tutors enable learners to understand key concepts and create purposeful working environments. Used very effectively across all observed provision are:

* clear and careful tutor exposition and explanation,
* use of questioning to elicit knowledge, check understanding and prompt discussion,
* presentation of material in a variety of ways to aid comprehension, critical thinking and promote discussion
* well-executed demonstrations, including the use of second cameras on online courses
* group and pair activities to draw students in to explore topics and develop ideas as well as work together in different ways.
* Well designed, engaging, and relevant resources which benefit learning
* Use of technology in online classes – use of breakout rooms, sharing screen, using second cameras, chat box
* Very good classroom management and communication skills, creating a purposeful learning environment in which learners are highly engaged, active and contributing
* Flipped learning in online courses

For example:

In Humanities, tutors use their skills in classroom and group management well to ensure that all students can contribute to discussion and debate and have those contributions valued.

In all ESOL classes tutors use questioning techniques very effectively across the provision to check learning, elicit understanding. In an Entry 1 class the observer noted a ‘good variety of activities, with clear supporting resources and ways of working/groupings to maintain student interest and produce appropriate language.’

In Modern Foreign Languages ‘topics build skills naturally and help students develop language in useful contexts.’ In Hindi, ‘well-chosen activities are integrated well to make the session and engaging and to keep students making progress.’

In health-related classes, such as Yoga, ‘instructions are clear with good demonstrations for students to follow and good descriptions for students remember e.g. a nice banana-shape for this side of the body.’

Flipped learning models are used very well in online provision. In an art class ‘activities, theme and context of sessions are sent in advance with clear expectation of what the students needed to contribute to the session. Students have a deadline to send work and are encourages to explore wider reading / contextual studies around the theme or topic.’ This allows students to be fully prepared and tutors to focus the gaps in understanding rather than covering all the content.

In the best sessions technology is used very well to enhance learning. In Philosophy Moodle is used very well alongside Zoom. The observer noted ‘very good use of Moodle, incorporating not just the material used for sessions themselves but wider selections for further reading and audio/video material for students to explore further’. This good practice could be extended to using the forum function for discussion outside the classroom and submission of homework. This good practice should be developed across all modes of learning.

Across the provision, there are many opportunities for learners to put into practice what they have learnt to embed the learning such as practical’s and project work. In Modern Foreign Languages, there are a variety of opportunities for learners to practice what they have learned. In Community Interpreting ‘Excellent real-life examples and situations were used to enhance role plays and provide a useful structure and experience to students.

Despite the disruption to face-to-face learning throughout the year of face-to-face learning students’ comments indicated that they were satisfied with the teaching on their courses. However, student satisfaction rates have declined in 2020/21 and require investigation.

In our internal satisfaction survey:

* 94% of students surveyed indicated that overall, they were satisfied with their courses (96% 19/20) last year
* 92% of students thought that their courses were well planned and organised
* 92% agreed that the teaching and learning methods were good and that the course met their needs

**What our students say:**

*‘I liked the other students - their positive feedback, friendliness and empathy; xxxx (the tutor) providing encouragement and support and giving us ideas for further reading/follow up, and useful quotes from famous writers. She gave us very good ideas and prompts to get us writing too - even when they seemed unlikely or difficult, they always worked! Students had different amounts of experience of writing courses, and xxxx managed this very well, offering extra discussion and support to those who wanted it.’*

**Life Writing**

*‘The tutor was very welcoming and made me feel at ease. The weekly homework tasks were quite challenging for me and stretched me creatively.’*

**Beginners Creative Writing**

**Tutors make effective links between new and previous learning to help students develop their skills and knowledge.**

Across the provision, learning is well planned in stages allowing students to build their skills throughout the session/course. Tutors ensure that students build knowledge and acquire skills, improving on what they already know and can do.

For example, in Gentle Yoga ‘The emphasis on the breath work is a good way for students to build on their progress.’

In Italian, ’the scheme of work covers topics, skills and grammar which are level appropriate and working equally on productive and receptive skills. These skills and topics build naturally and help students to develop their language in useful context.’

In Counselling, ‘The rolling process of having pairs of students recap key learning from the previous session is very good practice. This was good role-modelling of how different strands of learning on the course are attended to and integrated.’

**Assessment on all courses is very good**

On non-accredited courses, the vast majority of staff use a variety of methods to monitor and assess progress (e.g. question and answer, group work, projects and presentations, class discussion, observation, questioning, and elicitation). These are used effectively to guide learners, reinforce and check on learning and to inform differentiation, all of which enables learners to progress well. In the best sessions, tutors carry out ongoing assessment of students’ progress and their individual needs can be seen in the activities of the session and that regular review feeds into future planning. In Norse Myths, ‘Assessment of progress is effective in enabling students to learn and explore the texts and ideas encountered in the course.’

On accredited courses judgements are supported by robust internal standardisation and verification processes and are accurate. The accuracy of assessment and high-quality feedback enables learners to achieve high standards. For example, the moderator for Counselling Level 4 comments ‘The written work of the students is of a good standard and the feedback is developmental and encouraging with opportunities given for students to resubmit work when necessary.’ The moderator for community Interpreting notes at Level 3, ‘Overall, assessors are effective in giving constructive feedback, assessment decisions are fair and learners produce work to a challenging standard that is appropriate for the level of qualification.’, at Level 2 ‘There is a good range of appropriate, challenging tasks to assess learning outcomes and assessment criteria.’ And at Level 1 ‘assessment tasks are varied and include matching, completing charts, open response tasks and some research. Task layout generally guides the responses well, and allows learners to demonstrate their research skills and apply their own experience’.

In the vast majority of sessions, assessment is used well to embed knowledge, check understanding and inform planning.

Examples of good practice include: in Business Management and Computing courses, online assessment is used well to allow students to take their assessments when they are ready. Video and photography are also used very well across Art and exercise classes for initial and formative assessment so that progress can be seen in relation to starting points as well as providing a record of success. Peer assessment and peer critique is also used well in Art, Languages, Community Interpreting and Creative Writing to help students improve. In Spanish ‘well-structured activities are used effectively to enable continuous assessment and feedback throughout the session’.

**Impact**

The impact of the pandemic has undoubtedly rendered this year outside the normal trends. The pandemic resulted in an overall reduction in the volume of students taking an examination or qualification (20/21 400 students took a qualification or exam compared to 800 pre Covid). Therefore, data is not strictly comparable with previous years.

**Learner success is very good across both non-accredited and accredited provision**

In spite of the challenges of Covid, the overall success rate remained very good at 96%, 6% above the benchmark.

Achievement of learning aims on non-accredited courses is very good at 95% and has returned to its high pre pandemic levels. Students satisfaction levels have decreased. With only 74% of students agreeing that they received the support they needed. This requires investigation.

Success on accredited courses overall is also good at 90%, an increase of 3% on 19/20. Although the numbers of students taking examinations was lower than the previous year and pre pandemic there are outstanding results in a good proportion of the accredited provision with over half at 90% or higher. Of this 19, 15 (38%) are at 100%.

In Art and Design success remains outstanding at Level 3 at 100% and 10% above the national benchmark. Although at Level 2 success is 88%, out of the two students that weren’t successful one received partial achievement.

Success in Counselling is outstanding overall at 95% and has returned to the pre covid levels.

Success in Community Interpreting is also outstanding overall at 92%, an improvement of 2% overall on the previous year. At levels 1 and 2 there were improvements but Level 3 saw a small decline, 1% below the national benchmark which requires investigation.

Although the numbers are small, there is a decline in results in Payroll Level 2 to 63%. This represents 3 learners and is indicative of the difficulty of students not being able to practice in the centre and access specialist software from home.

**What our students say:**

*‘I am able to do most of the exercises and often at the higher level. I have gained more endurance to be able to continue with more repetitions.’*

**Pilates**

*‘I am able to move well, my balance has improved, through transferring weight my arms are stronger. Over all my quality of life is good due to these sessions.*

**Flex and Strenghten**

Computing and IT is good overall at 86% with outstanding results at Level 2 (100%). Fluctuations at Entry Level and Level 1 require some investigation.

The overall success rate for ESOL has improved by 6% to 87% since 19/20. Although numbers taking exams has declined since 18/19 there are some very good and outstanding results. Whilst there are some pockets of lower success they represent very low numbers and should be taken in the context of the Covid year.

We should continue to monitor success rates at granular level to determine if action is required.

**What our students say:**

*‘The tutor explained exactly what was going on and we were all able to draft a pattern block for ourselves. We then looked at adaptions which was an eye opener for me because I realised how darts affect shape and fit. I told the tutor if she could hear what was going on in brain, she would have been deafened by the sound of pennies dropping and it all fell into place.’*

**Pattern Cutting**

**All students receive good support including those who have high levels of need and are disadvantaged.**

Staff have high expectations of all their students. Students are very successfully supported to access courses that meet their needs regardless of their abilities. Across the provision, overall success rates continue to be high at 96% and have been maintained for several years. This ambition is recognised in the observations of teaching, learning and assessment. In the best sessions, expectations are high and all learners are appropriately stretched throughout the session, appropriate to their individual abilities.

The centre is a trusted provider for many organisations who refer students with complex and multiple needs. 49 students were provided with additional learning support (ALS) in 20/21 in courses across the curriculum, from non-accredited courses to Level 4 qualifications, this is a third of students less than the previous year due to covid-19. However, proportionally this is the same percentage (1%) to the previous year. Success and retention rates for these students continue to be very high at 91% and 98% respectively, in line with the centre average. Tutors work very effectively with additional learning support tutors to enable students to participate fully.

However, on Counselling Level 3 the moderator highlights that whilst feedback is detailed and supportive and evidences that the criteria has been met, there are not enough examples at Level 3 of good links to personal development and skills. This requires investigation.

**Students work to a high standard and demonstrate their skills and knowledge very well**

There is a high standard of work across the provision in both accredited and non-accredited provision. Students make very good progress relative to their starting points. Observers across the subjects commented on the high standard of work produced by all students. For example:

In ESOL classes tutors plan ambitious content and stretch their students. They are able to use technical language even at the lower levels.

In non-accredited sessions such as Anthropology student presentations as an optional exercise are effective in stretching some students in the course and in Philosophy, ‘There were some valuable, perceptive and constructive contributions from students that showed they were really engaging with the material and are developing critical responses to this.’

In art appreciation, ‘Students are asked complex and challenging reflective questions, encouraged to think for themselves and engage at an advanced level.’ and in Watercolour for Beginners ‘Work produced is to a consistently high standard, especially for a beginner’s course.’

In Literature, ‘Students are very engaged with the subject and are able to offer analysis of the material on the course to a good level. Students respond to the text, to questions often raising quite perceptive points. They also show an ability to interrogate higher level questions.’

**What our students say:**

*‘I have the confidence to speak in French on the telephone to my friend in France’*

**French Stage 4**

**Tutors give clear, constructive feedback about individual progress and achievement and what students can do to improve their knowledge, understanding, and skills.**

Tutors monitor progress during activities and gather a useful range of accurate assessment information. They use this effectively to give learners clear and sensitive feedback to help them pinpoint exactly about what they need to do to improve their knowledge, understanding and skills, make progress and to achieve high standards. Students use this feedback to improve and make progress. In an internal survey, 90% of students report that they receive useful feedback and encouragement from their tutors.

**What our students say:**

*‘Good to have individual feedback at end of each session. The tutor is very warm & welcoming & encouragingcollaborat.’*

**Life Drawing in Lockdown Beginners**

*‘the tutor monitored our progress and fed back to us throughout the course’*

**Watercolour**

In the best sessions, tutors systematically use written and oral feedback to highlight areas of strength, focusing on improvement and how this can be achieved.

In Community Interpreting classes, progress is continually checked and fedback on, with effective use of peer assessment to consolidate learning.

In Yoga’ The tutor demonstrates then observes each sequence of asanas and gives individual feedback and guidance as needed’.

**The vast majority of staff identify learners’ support and additional learning needs quickly and accurately through effective initial assessment, leading to the provision of high quality and effective support to ensure a wide range of abilities are able to progress with their learning.**

Tutors are very good at identifying those students who require additional learning support and are referred to the Additional Learning Support (ALS) coordinator. The impact of the pandemic meant that fewer students received support. There is an extensive and robust and rigorous assessment process to identify the best type of support to provide. Much use is made of specialist support tutors. Support may be provided in class or on a 1:1 basis outside of class.For example, a student attending an accredited art class has difficulty processing information, and is supported in class as well as receiving technical help outside of class time (recording lectures/printing off digital files/accessing resources in preparation for upcoming sessions).

Liaison between tutors and ALS, support staff continues to be excellent, providing seamless quality in delivery to students with additional needs evidenced by the high success rates of students receiving this support.

The overall success rate for students receiving additional learning support (ALS) has remained high at 92%. Retention for students receiving ALS is also outstanding at 96% and has been maintained over several years. The success of students who receive ALS is measured by their success and retention achievements on courses for which they receive ALS.

Staff use very well-considered arrangements to find out what students can and cannot do before the start of their course. They look carefully at each student’s experience, prior learning and qualifications to place them on courses that best suit their learning and career goals. Staff give students comprehensive information about what to expect on their course so that students are well prepared and know what they need to commit to. As a result, retention rates are very high (95%).

On the majority of non-accredited courses, teachers make good use at the start of the course of the information that students provide about their prior knowledge and experience. They have an excellent awareness of students’ needs and abilities. They use this to plan lessons effectively to meet students’ needs. In the best sessions, tutors use the results of initial assessments to set individual learning goals and plan programmes and learning activities around this. They provide challenging work for students, whether they are at a beginner, intermediate or advanced level. Consequently, the work of many students in these practical lessons shows their increasing confidence in experimenting and trying new techniques.

**What our students say:**

*‘I like this course because I have learnt a lot of things that are new to me and that I have forgotten. Also my teacher has been such a big help with the problem I have. I feel very safe and calmer with her teaching me.’*

Initial assessment identifies learner support needs well. In accredited courses, initial assessment includes an application, interview and written assessment process. The records of this are used by tutors to inform planning and delivery, including highlighting points where students may need additional support. In counselling, this information from this process informs decisions about class composition and planning for pairing and triad skills practice as well as personal development sessions along with tutorials including academic support.

In ESOL, English and math’s courses pre-course assessment is carried out to determine the best level class in which to place students. These initial assessments, as well as diagnostic assessment, are used well to inform planning.

Initial assessment health forms are used effectively in fitness classes to ensure movements and exercises are adapted to the individual needs of the students, for example, in Pilates, there is a quick injury check in with students the start of every class on injuries or health problems, and the class is adapted accordingly to their needs.

**What our students say:**

*‘I learnt how to paint on glass. I managed and was supported on designing and choosing a project that was achievable to complete in the time frame of a 4 week course.’*

**Stained Glass and Mosaic**

*‘I learnt ways to express myself creatively in a very supportive environment, also helped me to get out of the house and have structure and routine and prevent me from being socially isolated’*

**Fused Glass**

Tutors understand and track student’s progress well to support their preparation for the next step. In some of the best sessions, one to one tutorials are the cornerstone of the monitoring progress. In mixed ability groups, tutors tailor learning to enable all students to make good progress. Students develop confidence in learning and make clear progress in the development of knowledge and the acquisition of skills. Learning and achievement are enhanced through a caring and sharing environment with a wide range of abilities and everyone in the class have a full opportunity to learn. Class blogs, photos and videos are used effectively to evidence student progress against starting points and showcase work.

However, on Counselling Level 3 the moderator notes ’that whilst feedback is detailed and supportive and evidences that the criteria has been met, there are not enough examples at Level 3 of good links to personal development and skills’. This requires investigation.

**Tutors have a strong understanding of students’ needs and personalise their support effectively to extend their understanding and thus their ideas, confidence and communication skills.**

Staff provide very good support for learners with a wide range of abilities enabling them to progress with their learning. Differentiation activities are well thought out to support and stretch students. For example:

In Pattern Cutting the tutor has ‘good knowledge of student's ability, stages and approaches to Pattern Cutting, from RARPA, initial assessment tasks and relationships with students. Evidence of that knowledge is integrated into planning clearly demonstrated in the content of the course.’ and ‘differentiation very well managed – different approaches to pattern cutting well integrated. Tasks repeated affectively and sensitively for student requiring more support and time to understand process. One student was working in another pattern cutting technique, and was well integrated to achieve at the same level and speed as the other students’

In Pilates, ‘Students are able to engage in all activities in the session in a way that is suitable for them. Additional challenge is incorporated for some exercises with the use of blocks at home for some exercises.’ and in Yoga and Relaxation ‘The class is run with close attention to individual needs, offering alternatives for most of the exercises to the students.’

**What our students say:**

*‘The tutor was patient with me. And took time to explain everything’*

**Functional Skills Maths**

‘*It was exceptionally well run - our tutor is a brilliant facilitator and 'held' and supported the group wonderfully’*

*‘Students had different amounts of experience of writing courses, and the tutor managed this very well, offering extra discussion and support to those who wanted it.*

**Life Writing**

**Tutors continue to be highly committed to students’ learning and progress within courses and onto the next.**

Overall success rates remain high at 96% and retention remains high at 95%. In Counselling, students make effective links between the topic covered and previous learning, theory, ethical and professional principles, and their own experiences. In exercise classes, tutors continuously monitor progress to offer guidance and feedback and reminders about posture to enable students to improve. In the best non-accredited sessions students have achieved some clear individual RARPA goals which sit well alongside the group aims. Progress is clearly being made against them. Students make very good progress. Tutors encourage this well and set further challenges in the way they develop discussion.

In spite of the restrictions of lockdown and Covid, tutors continue to find innovative ways in the centre and online to celebrate the success of their students. For example, art exhibitions of their work are displayed throughout the centre and in the café. Performing arts classes such as Music Hall and variety continued to meet and perform online.

In an internal survey, across the provision, 64% that they felt they could progress to the next step. 84% of students said that they intended to study more about their subject or study a different subject at the MWC. 42% of students who responded said they intended to learn more about or practice their subject on their own. 83% report that they got the help and advice that they needed on what to do next.

**The Quality of Education is not yet outstanding because:**

* Improvement for academic support in Counselling Level 3 is required in order to better prepare students for the progression and achievement at the next level
* There are fluctuations in success rates on a small number of courses
* The diversion of resources due to the pandemic meant that planned curriculum development couldn’t happen
* The restrictions in the curriculum caused by the pandemic reduced the modes of learning available to students and led to a reduction in student number.

**Behaviours and Attitudes**

As an Adult Education Centre, there is a distinctive approach to Behaviours and Attitudes and Personal Development. We recognise and welcome the autonomy of adult learners to make decisions for themselves and to take responsibility for those decisions. At the same time, we are an organisation that was founded on a set of values which our founder referred to as “equalisation”. We continue to hold to these values in a modern context today. These core values (see page 5) inform the way we seek to promote and support the individual autonomy of our adult students and provide the context in which we look to develop the personal development, behaviour and welfare of our students. Our commitment to these values and the centre ethos is fully compatible with British values of the promotion of democracy, the rule of law, mutual respect and tolerance and individual liberty. In making a judgment about how successfully we enhance and promote the behaviours and attitudes and personal development, of our students, we consider both core ‘attitudes to learning’ (including the extent to which learners take pride in their work and develop self-reflective views of their own and others work) and these additional values.

As a result of the pandemic this year people’s attitudes to engaging with learning has been affected for example, their reluctance to travel and this has resulted in a drop in learner numbers.

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| **Behaviours and Attitudes** |

**Behaviours and Attitudes is good.**

**Tutors continue to be very good at developing classroom relationships both online and face-to-face. Students continue to work very well with each other and collaboration/discussion consistently occurs in an atmosphere of mutual respect.**

Across the provision, standards of student behaviour are very good. All students when they attend their first session sign up to and understand the Learner Charter which outlines what is expected of them and what they can expect from the organisation. Students benefit from understanding this code of conduct. In the vast majority of sessions, there is excellent rapport and levels of peer support are impressive. Students benefit from highly effective working relationships with their tutor and each other. Tutors create purposeful and respectful learning environments in which learners are absorbed, active and contributing. All students have an equal chance to participate, and mutual respect and enjoyment are evident. Tutors successfully created the same experience online as in the classrooms and across the provision all students are engaged in and enjoy their learning. For example, In Painting and Drawing, the observer noted there was ‘The discussions were between the students as much as it was between the tutor, and they were engaged and invested in the class throughout.’ In a Community Interpreting class, ‘Students are taking responsibility for completing tasks and giving each other feedback, with guidance and clarification from the tutor as needed.’

**What our students say:**

*‘I liked the collaborative atmosphere fostered by the tutor and the other students.’*

**Sewing Machine Masterclass**

*‘I just enjoyed thinking and learning and coming across new materials and other views’*

**Intermediate Philosophy**

*‘I liked - all the ideas, encouragement and support. Building online relationships with other students and learning from them. The variety of activity- even those I found challenging and were, maybe, not the kind of painting I see myself doing but it taught me a great deal about watercolour as a medium that I could then adapt. The care with which materials were prepared and shared. The tutors excellent teaching’*

**Watercolour for Improvers**

Incidences of complaints about student behaviour are very few. No students were referred under the student disciplinary policy in 20/21.

More positively, students on courses throughout the Centre encounter different ideas and perspectives and discuss and analyse these in an atmosphere in which appreciation of different viewpoints is a core part of the learning. For example, a consistent feature of Humanities, Music Theory, History of Art and Art Appreciation classes is that they have productive working relationships and respectful engagement with differing views. In an internal survey, 56% of students report that they have learned different ways of thinking as a result of their course.

**Attendance is good in the majority of classes. Most students are punctual. Where students are late they are integrated into the session with minimal disruption to learning.**

Despite the pandemic retention and success are very high across the provision at 95% (4% increase) and 96% (2% increase) respectively. Their persistence in the face of difficulty is demonstrated well by their achievement of their qualifications. Students accessing their courses from home online has appeared to have a positive effect on attendance which improved on pre pandemic levels by 4% to 87%. Attendance is monitored regularly and appropriate action is taken to follow up non-attendance. Tutors are aware of absences and support students to catch up and achieve their outcomes. The improvement on attendance through blended learning will be considered beyond the pandemic.

**What our students say:**

*‘I like the other students - their positive feedback, friendliness and empathy’*

**Life Writing**

*‘I told the other students before one of the classes that I was a beginner and they were all very friendly and positive so I didn't feel that I was out of my depth.’*

**Pilates**

**Students develop employability skills (including English, Mathematics and ICT Skills) and benefit from purposeful work-related learning.**

Tutors on both non-accredited and accredited courses prepare students well for employment. In an internal survey, 96% said that they were satisfied with their course.

In our transferrable skills provision which includes both non-accredited and accredited courses, students benefit from purposeful work-related learning. Several subject sections are aimed at employability including business management, computing and cv writing and interview skills. On these courses, students develop relevant and transferrable workplace skills to improve their employment prospects. They enrol in industry-standard qualifications to demonstrate skills to employers in areas such as APM Project Management, ECDL computing certificate and IAB Payroll and Bookkeeping courses. Enrolment is this area in 2020/21 has seen a decline due to Covid. This will need to be re built in the coming year.

Students develop vocational skills relevant to their chosen career pathways in Counselling, Community Interpreting, Pattern Cutting, Bookkeeping and Payroll, Business Management and Office skills.

**What our students say:**

*‘I learned opportunities for a career in community interpreting.’*

*‘I will to keep going with the course in order to finish the 3 levels and get a job in the field’*

*‘I learned new words and the services some of the organisations do and how to find charities and organisations where I can do work experience as a volunteer’*

**Community Interpreting**

*‘After my course I want to spend more time in a Spanish speaking country and apply for jobs with the requirement for basic Spanish’*

***Spanish***

In ESOL and English Literacy courses, students discuss and debate issues in a considered way. Tutors skillfully prompt students to extend their vocabulary and are highly effective in developing their debating skills. A large proportion of students who complete their qualifications develop good listening, language skills and the majority become more effective communicators. They state that they are now able to have productive discussions with school teachers, doctors and social care workers for example.

**What our students say:**

*‘I like to learn English to increase chance to get a good job in future.’*

*‘the course changed my life’*

**Functional Skills Entry 3**

Digital skills have been developed across the subjects in 2020/21 through use of Zoom and Moodle. ESOL classes are delivered through a blended approach with one session per week taking place online and one session face-to-face. Digital skills are embedded into the face-to-face session to ensure that they are able to access the online session. This prepared students well for the move to online during the lockdown in the second term. In Community Outreach, students were provided with additional sessions on how to use the technology to enable them to access online learning.

**What our students say:**

*‘I am improving my conversational communication with the Doctor and Council.’*

**ESOL Entry 1**

**Students have excellent attitudes toward their studies and learning. Ambition is fostered well to create communities of learning.**

Across the provision, students, are keen to learn and continue to enjoy their learning. Despite the difficult circumstances during the year 2181 individual students joined a class either face-to-face or online, including in Community Outreach where staff hand-delivered materials and resources to students in a Covid-safe way so that they could continue with their learning. The vast majority of students report how much they enjoy their courses. For example, in Spanish, the observer noted, ‘Students are fully engaged throughout and are enjoying their learning.’ Levels of satisfaction remain consistently high over several years. They take their work seriously, are focused and work with concentration. They are keen to learn and are enthusiastic about their learning enabling them to develop knowledge, understanding and skills. Classes are purposeful with tutors and students working together to create focused learning environments. Students collaborate well and clearly benefit from each other’s contributions. In the majority of sessions, peer feedback is well incorporated into sessions to enhance learning and the social interaction amongst students.

Students demonstrate their keenness to learn by asking questions and responding to critique to develop and deepen their understanding. For example, in a creative writing class, the observer noted ‘Students all engaged and managing process of online learning well, with enthusiastic participation throughout.’ They value their learning and inform their tutor if they are going to be absent or late. They complete homework tasks to consolidate, extend and deepen their knowledge.

The determination of both tutors and students to succeed was best highlighted during the lockdown period in term 2. Their resilience and ability to adapt and move seamlessly online was exceptional.

In an internal satisfaction survey, 96% report that they are happy with their courses. In Community Outreach, 98% of students report that they enjoy their courses.

The overall retention rate continues to be high at 95% and has been sustained over several years. Retention rates in the vast majority of subject sections are high. Retention is in line with the centre average in Visual Arts 95% and Music 95%. In Community Outreach, courses are designed well to support people with chaotic and disruptive lives resulting in high levels of attendance and retention, which is very good at 100% and 90% respectively and has been consistently high for several years.

High levels of student motivation and focus are also evident in high success rates of 96% for both accredited and non-accredited provisions. Tutors provide stretch and challenge to learners enabling them not only to achieve well but to produce a high standard of work and achieve beyond their expectations.

**Students are proud of their achievements.**

Many are provided with opportunities to celebrate their work through exhibitions and performances both within the Centre’s buildings and at prestigious external venues. In Creative Art, the emphasis placed on individual creative development ensures students produce highly creative work of a professional nature across the curriculum. Work is exhibited at external venues as well as throughout the Centre. Exceptional collaborative artworks are produced by students in the Community Outreach programme. Many of these students face significant barriers to learning or significant personal challenges. Students in Digital Media and Skills for Life also display their work in public areas throughout the Centre. In Humanities and Human Sciences, the standard of analytical and critical thinking in academic subjects like philosophy and the social sciences is excellent. Students in psychology classes develop their debating skills well through focused discussions. 20% of students report that they intend to share some of the things they have learned with their family.

Observations of teaching and learning reports comment that Spanish students have ‘lots of opportunities to practice and produce language and relate this to their personal interests and lives’ and ‘many speakers of other languages (ESOL) are able to describe articulately how their language learning has impacted on their working and family lives.’

**Students continue to feel safe and are well looked after, particularly during the very difficult periods of lockdown**.

Leaders and managers have implemented the requirements of the ‘Prevent’ duty and safeguarding very well. Staff are trained to know and identify if students are vulnerable and what action to take. Students have a good understanding of what to do and who to go to if they have concerns. In the event of any safeguarding concerns, staff provide suitable support to students and maintain accurate records of any issues. Leaders’ and managers’ actions demonstrate a commitment to protecting students and ensuring their safety. Staff worked hard to create a safe environment for those students who wanted to come back to feel safe.

**Behaviours and Attitudes is not outstanding yet because:**

* Although behaviours within learning are outstanding, attitudes to learning due to the pandemic meant that less people attended classes.

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| **Personal Development** |

**Personal Development is good with some outstanding features.**

**Students are helped to develop wider personal and social skills which are useful to them beyond the immediate context of the course.**

Tutors foster an inclusive environment where each student is valued and there is a good sense of inclusion in the class. Through their participation in courses, students learn from each other. This kind of development of “soft skills” can make a major contribution to personal development and is used very effectively in a range of courses. Peer learning, feedback and correction is used effectively in both accredited and non-accredited courses which enables all earners working online or attending in person to develop their social skills.

Data relating to these ‘soft skills’ is collected using a number of internal and external student surveys. During 202/21 digital versions of these surveys were developed and piloted for students to complete online during the autumn term. These were reviewed and consolidated in the spring and summer terms. Inevitably, as students complete these surveys at home online rather than with their tutor in class there has been a decline in the response rate to these surveys. Further investigation is required to determine the issues and identify action.

Nevertheless, every student who returned a response on the end of course questionnaire identified at least one additional benefit from their learning, including improved self-confidence and more confidence in learning. Across the provision, 48% of students report more self-confidence, 50% report that they have developed different ways of thinking and 41% report they have more confidence in learning as a result of attending courses.

In Community Outreach 77% (1% increase) of students reported that their courses had helped their confidence, 68% report improved communication skills (6% increase). 64% tell us they have met new people and made new friendships as a result of their course which is a decline from the previous year but reflects the impact of the pandemic.

In Community Outreach, enrichment continues to help students to gain and develop important skills such as commitment, good citizenship, and team spirit. Enrichment helps to make learning on the outreach courses more meaningful, valuable, and rewarding. The activities are fun, which helps students to become more engaged in their learning and retain more information. For example, Line dance and singing students performed in public at an annual WinterFest in Camden showcasing their talents and inviting new people to join. Learners visited outdoor parks, such as The Royal College of Physicians' Garden or Bow Creek Ecology Park, as inspiration for developing their drawing skills. A key success of the Community Outreach teams work during 2020/21 was not only in the way they brought learners together but also the way they were able to engage so many people from different communities during a very hard and isolating year. Many of the learners involved, including older communities, lone parents, people suffering multiple bereavements, people with mental ill-health and other complex health needs and learning difficulties face fierce barriers to learning. They found ways through the year to offer learning in a variety of different creative ways, out of which our students showed determination, resilience, and joy to take part in courses in new ways. Despite lockdown, the team continued to run arts and crafts, dance, exercise, conversation and singing courses on Zoom and continued to hand-deliver art materials to students across Newham in a Covid-safe way so that they could continue their online learning, whilst offering information on the many online galleries that popped up across London. The team also continued to give 1:1 personalised technical support to approximately 20 students to help them use their devices and access Zoom. They also arranged celebrations of students work at any opportunity, including art exhibitions, videos of our community choirs, IDTA dance medal award ceremony, performance at St Patrick's Day event by our Country Dancers, and the amazing contribution that came out of an online fundraising sponsored Festive Dance Along. Two Covid quilts were created. One by Patchwork and Quilting students which was displayed in the café as part of our Covid exhibition. The second quilt ‘Sewn Antidote’, voluntarily facilitated by an art tutor, was made in response to the pandemic and the effects of isolation. It had contributions from many students from across the centre and was chosen to join the V&A textiles collection.

Anthropology, History and Art Appreciation courses make extensive use of enrichment visits to art galleries, museums, and other cultural institutions to enhance the experience of learners on these courses. Although in person visits were not possible, virtual visits took place. In classes and through resources such as Moodle, tutors and students often share information about programmes in the media that are relevant to their particular course.

**What our students say:**

*‘I enjoyed socialising with others, the regularity & reliability of the classes’*

**Zumba Gold**

*‘I have become more confident and less depressed by my health limitations and I have found the social side of participating really enjoyable especially during the pandemic/lockdown.’*

**Gentle Yoga and Meditation**

Students also benefit from contributing to and attending exhibitions and performances which took place both at the centre and at external venues, despite being hampered by Covid again this year. The L3 Foundation group held a show at the college and a virtual exhibition was held by the L2 Pre Foundation on the Mary Ward website. The Art Trail managed to continue throughout the year, visiting virtual gallery spaces and attending exhibitions in person when Government guidelines allowed. Some students have benefited directly from selling their artwork from a Covid themed exhibition at the college. The Music Hall class held online classes and performances throughout the year and the Friday Strings groups moved to the weekend, in order to travel safely at less congested times.

**Students are well supported to improve their digital skills**

During 2020/21 students continued to develop their digital skills in both online and face-to-face classes. ESOL, English and maths embedded digital skills into their classes during the first term to prepare students to move online should this be necessary. Other areas of the curriculum such as Art prepared online contingency plans with their students to deal with short notice lockdowns/quarantine/self-isolation. These skills are invaluable in additionally supporting students to keep in touch and engaged with family and friends as well as use other online services in their lives. This blended approach could be developed further after the pandemic to enhance learning and improve accessibility.

**Promotion of personal, social and cultural inclusion at the Mary Ward Centre is outstanding.**

The Mary Ward is a values-led organisation. The culture of the organisation is such that these values are deep-seated. Our own set of values are reflective of the ‘British Values’ and are thoroughly integrated into all areas of the curriculum. Cultural content is embedded very well in MFL sessions, enabling comparison between British society and those of the target language country (including noting variations within these, recognising diversity). In a French class, ‘The tasks are well themed around cultural content from north African francophone culture.’ Where appropriate to level content may also incorporate explicit attention to the discussion of political, social, and ethical significance.

**What our students say:**

*‘I have improved my grasp of measurement and proportion with the portrait.’*

**Sculpture Portrait and Life**

*‘The tutor was very encouraging and she made me feel that I could do the work although I didn’t think my work was perfect.’*

**Creative Embroidery**

In all Community Interpreting courses, social and ethical issues are a consistent focus of classroom activities and assignments. Key themes of the interpreting code of conduct are discussed, analysed, and consistently re-enforced. Students at all levels in community interpreting learn a great deal about the cultural diversity of modern Britain and this is consistently celebrated on the courses, within the context of fundamental values of British society. They tell us that a major motivation for them doing the course is to facilitate the cultural integration of their target language communities into British civil society, as well as supporting the individual needs of members of those communities. Students on the higher-level courses are encouraged to think critically about these issues and to relate them to potential conflicts and dilemmas in real life interpreting situations. Level 2 students’ complete units on developing their assertiveness and listening skills in addition to their knowledge of public services. Students also benefit from several visiting speakers who are very experienced practitioners in key areas of public services and the law.

All ESOL classes embed British values into their course content in a wide variety of relevant ways. In a ESOL Entry 1 class, there was a ‘strong cultural content, a review of last session included St David and connections to Wales.’ Teachers are confident to help further students’ views, through class discussion, on issues such as the impact of immigration on local communities. They also skillfully use resources in lessons to promote tolerance, equality and diversity.

Moral, social and cultural development is an explicit focus of the content of courses in many Humanities courses (e.g. in Philosophy, History, Anthropology, Economics, Psychology). Teaching and learning in all of these courses take place in a context in which the exploration of fundamental values is central. For example, the development of democracy and the rule of law and various approaches to equality are examined in detail in Philosophy, Economics and History courses. In Anthropology classes students learn to appreciate and think critically about the diversity of cultural practices and to apply anthropological perspectives to aspects of contemporary society (e.g., in art, advertising and current affairs) which enables students to gain insight into the various forms of discrimination. Whereas 50% of students across the provision report that they have developed different ways of thinking, in this section of the curriculum it is significantly higher at 88%.

**Achievement between different groups of students including different ethnicities, students with a learning difficulty or disability, or in relation to gender is in line with the national benchmark where these exist, although there are some variations at granular level**

There is minimal variation between different groups. Success rates for students from BAME backgrounds are high at 95%, in line with the centre average of 96% and above the national benchmark of 90% in all categories. We provide support for all our students, whatever their barriers to education may be and work with external agencies where appropriate to ensure that any learners in our care are looked after appropriately and encouraged to succeed. In 20/21, 20% of students declared a disability when they enrol, similar to that in 19/20. Overall success for students who declare a disability/learning difficulty improved in 20/21 and is in line with the centre average of 96% In 20/21, success for those with a visual or physical disability improved from 90% to 100% (90%) and from 91% to 99% respectively. However, at a granular level, there is annual variation for some groups, and we continue to watch for trends and investigate those smaller areas of difference. Success for black/British is lower at 92% and there continues to be a variation for those with declared mental health issues whose success rates fell from 92% in 19/20 to 90% in 20/21. This requires further investigation.

**The centre is highly effective at integrating students with particular support needs within the main curriculum. Outcomes for students receiving additional learning support (ALS) continue to be outstanding.**

It is a clear decision of the centre not to have discreet provision for groups of individuals with particular needs. In line with Mary Ward values, all students are supported to ensure they are welcomed and successful within the main programme, valuing their difference. They are supported by our well trained highly experienced staff to enable them to fully participate and succeed. Students who receive additional learning support can access a wide variety of courses. In 20/21 the range of courses included Counselling Level 3 and 4, Glass Art Techniques, Foundation Art & Design Level 3, Pre-Foundation Art & Design Level 2, ESOL, Computing Beginners – L2, Understanding Community Interpreting L1, 2 and 3, Hindi, Adult English Literacy, Math’s, Sculpture and Clothes Making. During the lockdown, students were specifically supported by tutors to improve their digital skills to enable them to access and continue their learning. For example, 1:1 sessions on using Zoom.

The range of support needs is diverse and includes disability affecting mobility, multiple disabilities, visual impairments, hearing impairment, dyslexia, autism, speech, language and communication needs, mental health disability, and emotional or behavioural difficulties. Students are supported in class or outside of class as well as with specialist equipment.

**What our students say:**

*‘I had been supported by Mary Ward to study and improve my English level even with learning disabilities. I am so happy with the teaching support gave to by my tutor.’*

**Functional Skills**

The impact of the pandemic in 20/21 meant that we supported fewer students with ALS. However, 2% of students in 20/21 received additional learning support, similar to that of 19/20 (3%). The percentage of students with difficulties and disabilities also remained at 20 % as in previous years, due to fewer numbers overall only 49 (150 in 19/20) students were identified as needing support and were supported with their additional learning needs. The care and support provided to those students are outstanding. Their success rate is very high at 92%, a 1% increase on the previous year. 15 of the 23 students on accredited courses all gained full accreditation and 4 gained partial accreditation. 23 students on non-accredited courses achieved the learning outcomes of the course. The majority of students who did not achieve had their learning disrupted by ill-health. The retention rate for students receiving additional learning support has remained consistently high for three years and is outstanding at 96% and 1% above that for all students. Students who received additional learning support at the Centre have moved on to both paid and voluntary work and to higher levels of study at the Centre and with other learning providers. A good proportion (47%) of them continued studying at the Centre. For many students, there is also a significant development of personal and social skills.

**Programmes are very effective at promoting and improving student’s health and well-being.**

Students speak passionately and enthusiastically about how learning has improved their lives particularly during the pandemic. Many describe their experience at Mary Ward Centre as ‘life-changing’ for their families and themselves and remain in learning for significant periods. Courses provide stimulation and focus to help students cope with mental health and wellbeing issues as well as reducing social isolation and loneliness. Many students tell us that they have taken a course to promote their sense of well-being.

Across the provision 44% of students (similar to previous years) report improvements to their mental/physical health as a result of attending a class. In Art and Humanities classes this rises to 62% and 75% respectively.

All students on health-related courses report at least one health related reason such as bone/joint problems, back pain/stiffness, and stress/depression, for attending a course. 92% report that attending the course has improved their physical or mental wellbeing. 69% reported improvements to their existing health or medical conditions an increase of 19%. 73% reported improvements to their mental health and 11% reported that as a result of attending their course they had made fewer visits to the doctor.

In Community Outreach these statistics rise. 73% report improvements to their existing health and medical conditions, 70% report improved mental health and well-being and 24% fewer visits to the doctors. All students report other health improvements including improved blood pressure, breathing, balance, flexibility and mobility, less joint pain and quicker recovery.

**What our students say:**

*‘I like the ability to maintain health and flexibility of body. Ability to see old friends virtually.’*

**Swing, Jive and Stroll**

*‘I was very satisfied overall.....maybe it saved my sanity during COVID.......??’*

**Intermediate Philosophy**

*‘I can happily say that I think I improved my muscle strength, flexibility and balance. The course also helps a lot with a sense of calmness - a priceless commodity in these stressful times.’*

**Yoga Back to Basics**

Students also report that their social skills have improved by making new friends (48%) and that they have developed different ways of thinking (56%). Many feel their confidence in their learning has increased (53%). Whilst these skills are often referred to as soft skills; they are difficult to acquire yet are invaluable in enabling students to reach their full potential.

**What our students say:**

*‘Over all my quality of life is good due to these sessions.’*

**Flex and Strengthen**

**Staff provide students with highly effective progression and employment advice and guidance.**

In June 2021 the centre was successfully retained its Matrix accreditation for information advice and guidance. The report identified that the benefits of the culture at Mary Ward strength ‘is that they enjoy a sense of connectedness with an organic institution, grow in confidence, develop interests that may have been previously dormant, indulge their curiosity into new areas of knowledge, and thereby make better choices for their wellbeing and lifestyle. In this context, IAG nurtures individuals, and at its most successful MWC does this very well’.

As a result of attending courses at the Mary Ward Centre students change their perception of what is possible in their lives.

On vocational courses, qualifications are offered that are relevant and current and recognised as the industry standard in their sector. Work experience and careers advice are embedded into vocational courses such as counselling and community interpreting. Counselling students undertake placements as part of their course and Level 2 community interpreting students undertake voluntary placements. In recognition that careers are no longer for life, a bespoke course for students who want to plan a career change has been developed as well as courses to improve broader skills such as Public Speaking.

Provision for work-related learning continues to be excellent in ESOL as schemes of work show that work-related topics are covered at all levels, from different jobs through to giving presentations, applying for jobs and writing CVs.

Overall, 50% of students studying in 19/20 returned to learning in 2020/21.

In Counselling progression is very good. 84% of students studying L4 Year 1 in 20/21 progressed from L3 in 19/20. 95% of students on Level 4 Year 1 progressed to Year 2 in 20/21.

In Art and Design, all tutors give good guidance to their students about the next steps. Unfortunately, the impact of the pandemic and the need to deliver learning online meant that students choose not to progress last year from Level 2 to Level 3. Only 29% of students from art courses in 19/20 progressed to L3 Foundation. In 20/21 27% of students on L2 Pre Foundation progressed from non-accredited art courses in 19/20. The bursary fund from the Royal Female School of Art (RFSA) is also used to provide financial support towards fees and one to one advice sessions for portfolios.

Most students take more than one course and progress from one year to the next either to the next. 83% (8% decline) report that they receive the help and advice they need on what to do next. Overall 58% (6% decline) felt able to progress to the next step.

Students on Community Interpreting courses gain qualifications at Level 3 or the specialist legal interpreting qualification at Level 6 that enable them to make progress into employment. 26% of students on L1 and L2 courses in 19/20 progressed to L3 in 20/21.

A range of additional CPD courses are available to Counselling and Community Interpreting students post-level 3 once they are qualified to enable them to continue their career development

Students also have opportunities to take additional qualifications outside of their courses such as Music Theory, Cambridge English Advanced, and Diploma in Public Service Interpreting. Those who attend the graded music reading classes (1 – 5) and choose to take the exam (not mandatory) have a high proportion of merit/distinction grades.

**Progression rates across all areas of the curriculum continue to be very good.**

Across the provision, courses are offered at different levels to enable students to progress to broader or higher-level learning. Students are encouraged to progress to further study by their tutors and staff at the Centre, enabling them to continue to develop skills and further their understanding of the world around them. Students benefit from good information, advice and guidance to support their progression, enabling them to make choices about their learning. 83% of students report that they got the help and advice on what they needed to do next. This is the case particularly in Computing and IT (97%) and Business Management (100%) and Digital Media (100%), Visual Arts (84%), ESOL (90%), Health and Social Care (85%) and Languages (83%) where student satisfaction with advice is above the Centre average.

84% of students who responded to a survey reported that they intend to continue their studies at the Mary Ward Centre within either the same subject area or a different one.

Progression through the provision, in general, is very good. Students’ progress through the levels in ESOL, English and math’s to enable them to improve their functionality in everyday situations. They develop lifelong learning skills and return to study different subjects at the Centre. All students in ESOL and English and math’s reported that they intend to continue their studies at Mary Ward or study a new subject at the centre. In ESOL, 30% also declared that their courses have improved their work prospects or promotion chances.

There is also clear evidence of progression within the other departments with, for example, students in Creative Arts and Humanities move on to higher levels of learning or broaden their range of skills within their chosen subject area. Students who have taken Counselling, Community Interpreting and Teacher Training courses also progress into work. In Visual Arts students have progressed to Higher Education (degree and MA level) as well as becoming practicing artists/creators.

Student progression is excellent for the Community Outreach programme. Through engaging in informal, community and art-based projects and courses, many students progress to more formal learning including accredited learning, volunteering, and employment as well as making contributions to their communities. 95% of respondents said they would like their classes to continue or to do a similar course. More specifically, 71% of students indicated that they intend going on to further learning either at Mary Ward Centre or elsewhere.

**Personal Development is not outstanding because:**

* The range of enrichment activities was limited due to the pandemic.
* Success rates for those who declare a mental health issue remain lower than the centre average

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| **The Effectiveness of Leadership and Management** |

**Leadership and management are good.**

**Leaders and trustees have a good overview of the quality of the provision. Managers set ambitious targets, have high expectations for what all students can achieve, and attain high standards of quality and performance**.

Against a difficult background in 20/21 of managing a rapidly changing environment and developing new provision, leaders and managers maintained very high success rates of 96% across all levels and lengths of provision. The success rates of students who complete community learning courses, which make up the great majority of the provision, also remains high at 95%. Despite the fact the entire year was disrupted by Covid, the centre maintained the level of students taking a qualification compared to 19/20 when only one term was disrupted. In 20/21 the ratio of enrolments for qualifications was 4% higher at 9% than in 19/20 and 2% higher than in 18/19.

**What our students say:**

*‘I think that this course has worked very successfully online. I attended French 1A and 1B at the Mary Ward Centre before lockdown and the high standard of teaching has been maintained in moving to the online environment. I commend the Mary Ward Centre for making this transition under what must have been very pressured circumstances.’*

**French Stage 2**

The success rate for students achieving qualifications in 2020/21 is also high at 90%. Although this is an improvement on last year and the year before, in 2020/21 there were 48% fewer students who took qualifications. Rates in Counselling and Community Interpreting have improved overall to 95% and 92% respectively to pre pandemic high levels. Business Admin has improved from 81% to 83%. Project Management has improved from 91% to 100%. ESOL has improved overall from 81% to 87. However, Award in IT User Skills at Level 1 and Entry Level are below national benchmarks. These represent very low numbers and can be attributed to the impact of the pandemic of classes having to go online in the spring term due to government restrictions.

**Leaders and managers have worked very effectively to ensure that students continue to enjoy a good standard of education.** **Staff are strongly committed to further improving the quality of the programmes.**

The commitment from staff during 2020/21 was outstanding demonstrated by their resilience and agility to respond to the challenges of Covid extremely well by adapting their plans at very short notice over and over again. Experience of developing and delivering online courses in 19/20 was built on to make decisions about what was and wasn’t possible online as well as developing covid safe working practices to enable face-to-face classes to happen. 2181 students joined a class in 2020/21 either online, face-to-face or blended. For example, managers identified those cohorts (ESOL, English and Math’s) who would benefit from blended models to improve their digital skills. This enabled them to move seamlessly and completely online when it was necessary. Managers worked with tutors in Art to develop online content for face-to-face classes in the event of short term lockdowns. At very short notice face to face learning was suspended for the spring term which resulted in the cancellation of some specialist provision. Undeterred by this managers and tutors developed new art provision that was possible online and planned creative new ways of recruiting students to these courses. In addition, when the restrictions were lifted towards the end of the term short face-to-face courses were replanned for the last four weeks to give students an opportunity to come into the specialist spaces. Priority was given to those more vulnerable groups who benefit most from contact with heir tutor and the specialist equipment at the centre. For example, Computing and IT and Functional Skills.

They ensure that the curriculum meets the diverse needs of individuals who seek to develop their skills to enhance their employment prospects or improve the quality of their life. Staff create an environment in which students enjoy their lessons and participate in-class activities. Teachers create an industrious and harmonious working atmosphere in which students thrive.

The culture of the organisation is established and well sustained by leaders and managers. Sessional tutors are well integrated into this. There is a clear set of institutional values that are understood across the whole organisation including all our sessional tutors. Leaders and managers place a strong focus on working with a range of partners to provide innovative and engaging learning. Managers work closely with tutors to improve the quality of teaching, learning and assessment. Students work collaboratively in an environment of tolerance and mutual respect.

A quality assurance group comprised of trustees, leaders and managers provides more in-depth scrutiny of data and monitors the progress of the improvements required. Due to Covid this group did not meet during 2020/21.

Data is used very effectively to improve the quality of the provision and to ensure high standards. A variety of systems are used. For example, Observations of Teaching, Learning and Assessment (OTLA), appraisals, self-assessment, Recognising and Recording of Progress and Achievement on non-accredited courses (RARPA), internal and externally benchmarked surveys. There is a bespoke management information system to collect data and create reports on a weekly, termly and annual basis. Managers use these systems to good effect to make improvements. They monitor recruitment, fee and funding income, attendance, retention success and achievement to identify where teaching, learning and assessment can be improved.

**The observation of teaching, learning and assessment process is good and used effectively to improve practice.**

Key managers and all observers attend the teaching, learning and assessment group which focuses on refining and improving the observation process. Members of this group analyse and moderate observation reports and feedback on training, monitor grades and plan training.

In 19/20 the centre made a departure from giving an overall grade to individual observations of teaching, learning and assessment and trialed an ungraded approach to sharpen the focus on the developmental actions required for improvement. The introduction of this enabled more personalised support to improve the quality of education. A focus of development for observers was to better identify actions that would make improvements to teaching and learning to move from good to outstanding. However, because of the pandemic the team decided to change this and focus its observations on the online activity and ensuring covid safe face-to-face learning so that the centre could reopen when permitted. The observations in the first term were used to identify good practice and training needs to inform the CPD for term 2 and 3. In total 64 OTLA visits (74% of all tutors) were undertaken and all tutors delivering online provision were visited. A very high proportion of these observations recorded good or outstanding aspects teaching, learning and assessment.

Due to this change, whilst the majority of sessions evidenced good and outstanding aspects of teaching, there are not enough observations to evidence outstanding teaching, learning and assessment across the provision. However, the CPD for online teaching and learning was very effective at maintaining good teaching and learning in all sessions observed.

The process of moderation is used effectively to standardise judgements made across the team, agree on judgements, improve the quality of reports, share good practice and provides staff development for the Teaching and Learning team.

**The appraisal, observation of teaching, learning and assessment process is used effectively to support staff and identify staff development needs to improve the quality of teaching and learning.**

Managers work closely with staff to improve the quality of teaching, learning and assessment. Managers anticipate tutors professional development needs well. They plan appropriate training which is focused and effective. For example, training in 2020/21 was focused around teaching online and the use of technology and working in a covid safe classroom in response to Covid.

Staff development is well informed and provides opportunities for professional discussion between tutors and observers to reflect on their practice and identify areas for improvement. share good practice using the information from observations. Good practice is identified and shared at tutor training days.

Tutors are supported with continuing professional development both internally and externally to improve and enhance their teaching. Throughout the year tutors received 1:1 support with their department and attended tutor training events. Tutor training events are opportunities for tutors to learn new or enhance their skills and to update their knowledge. They include a mixture of themed workshops and meetings as well as the chance to network with each other. Training is delivered by a range of staff including tutors, curriculum coordinators, Heads of Department and Head of Adult and Community Education.

Tutor training events are also an opportunity to update staff on more general issues such as GDPR, changes to payroll and allow tutors to contribute and be kept informed about the move to Stratford.

At the end of 19/20 staff identified further training needs to ensure resilience and agility for the coming year and to allow us to be able to move more seamlessly into an online mode should the need occur.

Throughout 2020/21 the training was focused on delivering online and delivering learning in covid safe classroom, Training took place regularly throughout the year and included weekly surgeries for tutors to trouble shoot issues as they arose. All training took place online and gave an opportunity for the team to think more creatively and flexibly about how training could be delivered. This enabled the training to be more subject relevant, for more tutors to attend and to start to create a community of learning. Training sessions included New to Moodle, Zoom Surgeries, Technical Basics, Use of Breakout Rooms, Use of a Second Camera, Models of Online Learning (Flipped Classroom), Next Steps Moodle, Using Polls, Troubleshooting Surgeries for Moodle, Using video, sound and cameras, Blended Learning and using Moodle alongside Zoom. As well as training for online all tutors coming back into the building using specialist rooms were required to attend training. Covid safe guidance was developed for all tutors and students using the building and rooms. Front desk staff were also trained on the administrative processes required for Zoom to ensure that the students experience of joining their class was standard and smooth. More than 30 training sessions (almost one per week) were delivered across the year to a total of 318 attendees. Every member of staff teaching attended at least one session. Sessions took the form of group training, 1:1 support and peer support.

All staff are also offered a subsidised place on a Mary Ward course of their choice to support their well-being.

**Highly successful partnerships support the Centre’s mission and objectives.**

Mary Ward continues to have well established and strong partnerships with local community organisations and groups which help to widen participation. Partnerships are highly successful and mutually beneficial, through effective working relationships, good communication and the maintenance of regular consultation. These partnerships allow the centre to reach the most vulnerable and marginalised in society who are furthest from education. Not only does the centre ensure that there are partners who represent the majority of underrepresented groups in the community but they also work with those who are not represented at all. For example, organisations that support trafficked women, women who have suffered domestic servitude, homeless communities and people with early dementia and complex health needs. Additional funding from successful partnerships has also been secured through Ageing Better and Camden Mind. There are also effective partnerships with local providers – in particular, Camden Adult Learning Partnerships and the other three London-based Institutes of Adult Learning. In ESOL new partnerships have been formed with Care for Calais and the Helen Bamber Foundation to provide bespoke courses for refugees. As a result of delivering more provision at Blackfriars and the partnerships there, the centre is able to reach students from wider geographical areas.

The Mary Ward Centre has significant numbers of Community Outreach partners and continues to forge new relationships with partners in Newham in preparation for the move to Stratford and with a view to developing curriculum. For example, with the library, the neighbourhood team at Newham Council, Newham Adult Learning Service and Birkbeck, University of London and the GLA.

**Our community outreach programme continues to be outstanding.**

Community Outreach establishes full relationships with communities. This unique programme highly responsive, co-designed with partners and offers a broad range of subjects to meet community needs and circumstances, often using multicultural themes to engage students and takes learning to some of the poorest and most vulnerable groups. As well as supporting social inclusion and addressing equality and diversity in the community it also supports other large organisations such as the British Museum to address their own equality and diversity issues enabling them to reach members of the community who would not easily access and use their facilities. The outreach team works closely with the rest of the academic team to co-design and develop programmes in community settings.

Pre pandemic, the Community Outreach team worked directly with 42 groups and organisations in Camden, Islington, Tower Hamlets, Southwark, Hackney and Newham. Notwithstanding the effect of the pandemic meant that fewer courses were delivered in this section, a total of 88 courses were offered to engage a total of 319 students taking 1047 course places. Partnerships with these organisations are used to great effect to meet students’ needs and raise achievement. Community arts projects are used innovatively to bring together community groups. Pre pandemic we have seen a growing demand for other classes which enhance health and wellbeing, for example, singing (choirs), dancing (various genres) and exercise and expect that this to be part of Covid recovery. The outreach team engages a wide variety of students ranging from those experiencing mental health difficulties, homelessness and addiction problems to those who have experienced social and cultural barriers to learning. Covid completely altered this landscape – partners had to prioritise food and housing; staff were furloughed; the direct delivery that could take place was online. However, for all the challenges faced, community outreach continued to keep in touch with Partners and students and run a good quality service. They ran visual arts and singing courses on Zoom, hand-delivered art materials to students across Newham in a Covid-safe way so that they could continue their online learning. They also gave 1:1 personalised technical support to approximately 20 students to help them use their devices and access Zoom. They sent out warm-up videos, vocal breathing exercises and quizzes, IT activities and keep fit booklets, to engage communities unable to take part in online activity. Tutors kept in touch with their students to make sure they were well and to share news, including offering Zoom dance sessions on Christmas Eve and Boxing Day. Although the service was much reduced it became very much more personalised. See the Community Education Widening Participation Annual Report 2020/21.

The Matrix assessor commented:

‘The Community Outreach team takes the special offer represented by MWC out of its unique setting and links into the wider community through partnership work. The team understands that formal learning is by itself not enough to build or transform quality of life and achieve the highest retention levels (98%) despite the barriers. They lead the way in integrating different elements of the MWC into holistic support and opportunity, often for members of the significant minority groups with which the

Centre works. CO uses IAG to identify the short-term barriers that can stand in the way of

longer-term aspirations and guides learners to where they want to go.’

**The advancement of equality and diversity continues to be outstanding.**

The values of Mary Ward Centre are reflected in our strategic objectives and Student Charter and are held by all staff across the organisation. Our aim of being ‘the friendly place to learn’ is evidenced in students’ comments. The centre is a very welcoming and inclusive place to study. Students report that they feel the centre is ‘the friendly place to learn’. Leaders and managers promote a strong ethos of inclusion, equality and learning opportunities for all. They are very effective in eliminating or reducing barriers to learning. Students from a wide range of backgrounds enrol at the centre. Many face severe barriers to learning. Students have access to a broad range of courses at all levels and in many local venues. The curriculum is highly responsive to the needs of the very diverse communities the Centre serves. These values are embedded within the curriculum in subjects such as Philosophy (choice of Philosophers), Anthropology, Complementary Therapies. Stereotypes are also challenged with unique courses such as ‘Beauty at the Mary Ward’ where three different disciplines look at the subject of beauty. In qualification courses such as Counselling and Community Interpreting equality, diversity and inclusion are taught overtly in specific modules.

The quality of additional learning support is outstanding as shown in high retention rates of 98%. The number of students with a disability continues to be at 20%. There are dedicated staff for disability support. Personalised support allows students to achieve. There are no significant gaps in achievement for groups of students who declare a learning disability or difficulty. Students who declare a disability and/or difficulty perform in line with the centre average at 96% (centre average 96%). Many students progress to further study. Staff have a very good understanding of how to support significant numbers of students with learning difficulties and disabilities. Staff development has been used effectively to improve tutors’ skills to support their students online.

**What our students say:**

*‘I was impressed by how well it worked on zoom. The tutor worked very hard to make sure we were all included, and I certainly felt included. She also provided us with lots of backup information and online links. And the group felt very friendly and supportive.’*

**Watercolour for Improvers**

Students for whom reasonable adjustments are made have a Personal Action Plan (PAP) for both face-to-face and online classes e.g. format changes for students with a visual impairment, footrests provided, support to and from lessons, respite space provided when required, handouts printed on coloured paper, provision of a hearing loop, adjustable chair, large print handouts, visual overlays for the computer screen, British Sign Language interpreter and note-taker, posting work when students are unable to attend, loan of equipment (laptops and iPads) so that people could access their learning and individual support for using the technology. Additional learning support was also delivered online during periods of lockdown. Where appropriate students also have a Personal Emergency Evacuation Plans (PEEP). Room changes are made every year to give step-free access to students who are unable to use the stairs. Further information is provided in the Equality and Diversity Report 2020/21.

Throughout the year and the challenges faced by Covid, we continued to support students through additional learning support needed through a variety of ways including face-to-face, Zoom and telephone. In total 11 tutors supported 33 students on courses from Counselling to English and math’s, ESOL and Hindi. Community Outreach supported students in discreet sessions to improve their digital skills enabling them to access provision. Where students were unable to access digital/online resources were offered alternative support. For example, work sent via the post and 1:1 support via the telephone.

**Safeguarding is effective and the process of raising concerns is efficient.**

Appropriate safeguarding systems are in place to ensure a safe place for students to learn. The Prevent agenda is embraced as part of our approach to equality and diversity. Training has been delivered at tutor training events to ensure everyone understands their responsibilities within that duty. All permanent staff and all tutors complete compulsory training. The broad and liberal curriculum on offer encourages students to be tolerant and respectful of each other as well as developing the confidence to report inappropriate behaviour or use of language.

An effective safeguarding policy helps ensure the safety and well-being of students. Leaders and managers have created a strong culture in which staff recognise that any learner is potentially vulnerable at different times in her or his life. Staff receive training and continuing professional development which ensure that they have a good understanding of how to keep students safe and what to do should they have concerns about the welfare of a learner. Students and staff know to whom they should go when they have concerns about their own or others’ safety. Students feel safe and know how to stay safe online. 98% of students who responded to an external survey said they felt the centre was a safe place to learn. 95% of respondents also reported that they know who to ask for help with any problems.

**What our students say:**

*‘the teaching, and class atmosphere, felt very safe and supported’*

**Fused Glass**

Our approach to the Prevent agenda and the promotion of British values have been further developed to include an updated Learner / Client Welfare Policy, a risk assessment action plan and training on Prevent, Safeguarding and Embedded Values. All trustees, staff and tutors have completed Education and Training Foundation online Prevent training (and updates) to ensure they understand their responsibilities. Training has been provided for tutors and staff to ensure they have the skills and confidence to identify concerns and know how to report those concerns. Staff are trained to know and identify if students are vulnerable and are familiar with the referral process. One concern was reported in 2020/21 and was dealt with through referrals to key workers or other agencies. A log of all referrals is kept by the designated individual.

A series of awareness-raising posters on values and keeping safe are displayed throughout the buildings. All new tutors are required to complete Prevent & Channel Awareness on-line training before they start to teach. This is included in tutor training events.

In Counselling, tutors follow the professional standards around confidentiality and safety. The centre developed covid working practices to ensure a covid safe building to enable us to open for face-to-face learning in September 2021.

**Self-assessment processes are well developed and robust**.

The self-assessment report has been developed as a management tool and to focus more sharply on teaching and learning to enable managers and trustees to understand more fully the areas of development. As a result of an effective development plan and rigorous monitoring, high success rates overall have been maintained. Managers set challenging targets to improve success rates. Processes to support quality improvement are regularly reviewed and updated. Each curriculum section self-assess the provision in their department and produce a subject section summary of the strengths and areas for improvement. A cross-college self-assessment report is produced annually. Initially, sections of the report are moderated by trustees and staff. The cross-college Self-Assessment Report is then produced and moderated by staff and trustees. This final report is presented to the full Board of Trustees for comment, scrutiny and approval. A Quality Improvement Plan is developed from this. The Quality Improvement Group was set up to scrutinise, challenge, and monitor the Quality Improvement and Development Plan. This group is made up of trustees, the Head of Adult and Community Education and a staff member from the Teaching, Learning and Assessment group. Due to the pandemic this group did not meet during 2020/21 and needs to be reestablished. Recruitment is required for this group.

External moderators also compliment the departments on their quality assurance processes. Internal verification processes for accredited courses are very good, thorough and consistent and lead to accurate and fair assessments.Annual course review and evaluation is an essential part of quality improvement processes at the centre and includes a detailed consideration of both internal and external internal verification reports. In turn, this feeds into the departmental self - assessment report.

Students have excellent opportunities to give feedback through both internal and external surveys as well as through suggestions and talking to staff including the Head of Adult and Community Education. Student surveys were developed to be completed digitally during 2020/21 due to the pandemic. Inevitably, this resulted in a decline in the number of students completing the survey online as opposed to completing a paper copy in class with their tutor. Student satisfaction is still high although understandably lower than previous years. 94% of respondents reported that they were overall happy with their courses. All students who return a questionnaire report at least one additional learning benefit on their course.

**What our students say:**

*‘no course online is as nice as being in a room - I worry that courses are going to stay online forever!’*

*‘Online does not in anyway equate to actual class lectures’*

**French Stage 2 and 4**

*‘Of course, some live interaction would be good when it is allowed because this is a course about communication.’*

***Spanish Stage 2***

**Governance is good.**

Trustees understand the values of the Centre well. They are fully involved in scrutinising and examining the work of the Centre. Trustees have a good overview of the quality of provision. They are aware of its strengths and weaknesses and the challenges that they face. They have a good understanding of what leaders and managers need to do to improve the provision. Trustees provide an effective challenge to leaders and managers. Trustees are involved in the self-assessment process through moderation meetings as well as final approval. They take part in the moderation of the provider’s evaluation of the quality of provision and hold leaders and managers to account. Each year the number of trustees attending self-assessment moderation increases. A quality improvement group which includes trustees supports improvement to the quality of teaching, learning and assessment and a more in-depth understanding of the quality of provision is gained. This group needs to be reestablished in the coming year.

Improvement has been made to the reports the board receive to focus more sharply on the quality of teaching and learning. The report includes positioning statements on delivery, success and the quality of teaching and learning using the data as well as information from Observations of Teaching and Learning. The Board monitors the delivery and quality using this data and through the Quality Improvement Plan and offers a challenge to the Senior Management Team.

They are well informed about adult education and take an active role in developing strategy and vision. A particular focus is our move to East London, to reach new and better serve London communities.

Governance arrangements are regularly reviewed. There is a regular renewal of membership and skills and there is a preparedness to take action to implement change when required. The Board of Trustees carries out an annual self-assessment review and individual appraisals.

The centre employs a qualified clerk to ensure processes are effective.

**Financial and strategic management is good.**

Financial planning, monitoring and risk-management are highly effective. Fee and funding income is reviewed to maximise value to students of the available resources and careful consideration is given to how fees are planned.  The Centre has a robust budgetary planning process, with regular monitoring of performance and effective reporting to trustees and staff. The latest regularity auditors have given the Centre a clean audit report. The Centre is successful in attracting funding from a range of sources to support the development and increase the range of its provision. Successful funding bids add value to the curriculum. The centre was successful in bidding for Covid emergency funding from the GLA Southwark Local Authority and City Bridge Trust to provide IT equipment, training, and purchase resources to make its buildings Covid safe. Funding from the Royal Female School of Art also provided for bursaries for Art Students at the Centre. The Mary Ward Centre provides a Bursary Fund to support students who may not be eligible through other streams.

The impact of the disruption due to Covid meant that student numbers, were around half of the usual figure, with a knock-on impact to tuition fees. However, through managing direct costs and taking advantage of the government’s Coronavirus Job Retention Scheme, the Centre was able to mitigate losses.

The centre recognises the importance of reserves in the financial stability of the organisation and has a stated Reserves Policy to hold a minimum of 1 to 3 month’s operating expenditure as unrestricted free reserves. Consequently, the Centre continues to ensure that it has adequate reserves to support its core activities.

Key elements of strategic planning include the implementation of the Property Strategy which will play a major part in achieving long term sustainability with a wider reach of adult education and community support and advisory services across London. Having purchased a new freehold site in the London Borough of Newham in July 2018, a key part of the Board’s focus during 2020-21 has been to continue with the plans for the redevelopment of this site, set in motion during 2018-19, to become a new, modern set of premises for the provision of the activities of both the Centre and the Settlement, from 2022 onwards.

**Leadership and Management is not yet outstanding because:**

* The range and number of OTLS’s didn’t reflect all aspects of teaching, learning and assessment
* Although leaders and managers were effective in their response to the pandemic restrictions to modes of learning and the curriculum led to a reduction in the number of learners
* The Quality Improvement Group needs to be re established