

Self-Assessment Report 2018/19



- the friendly place to learn –

Mary Ward Centre

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Great Turnstile
London WC1V 7JU

Blackfriars Settlement

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London SW1 0RB

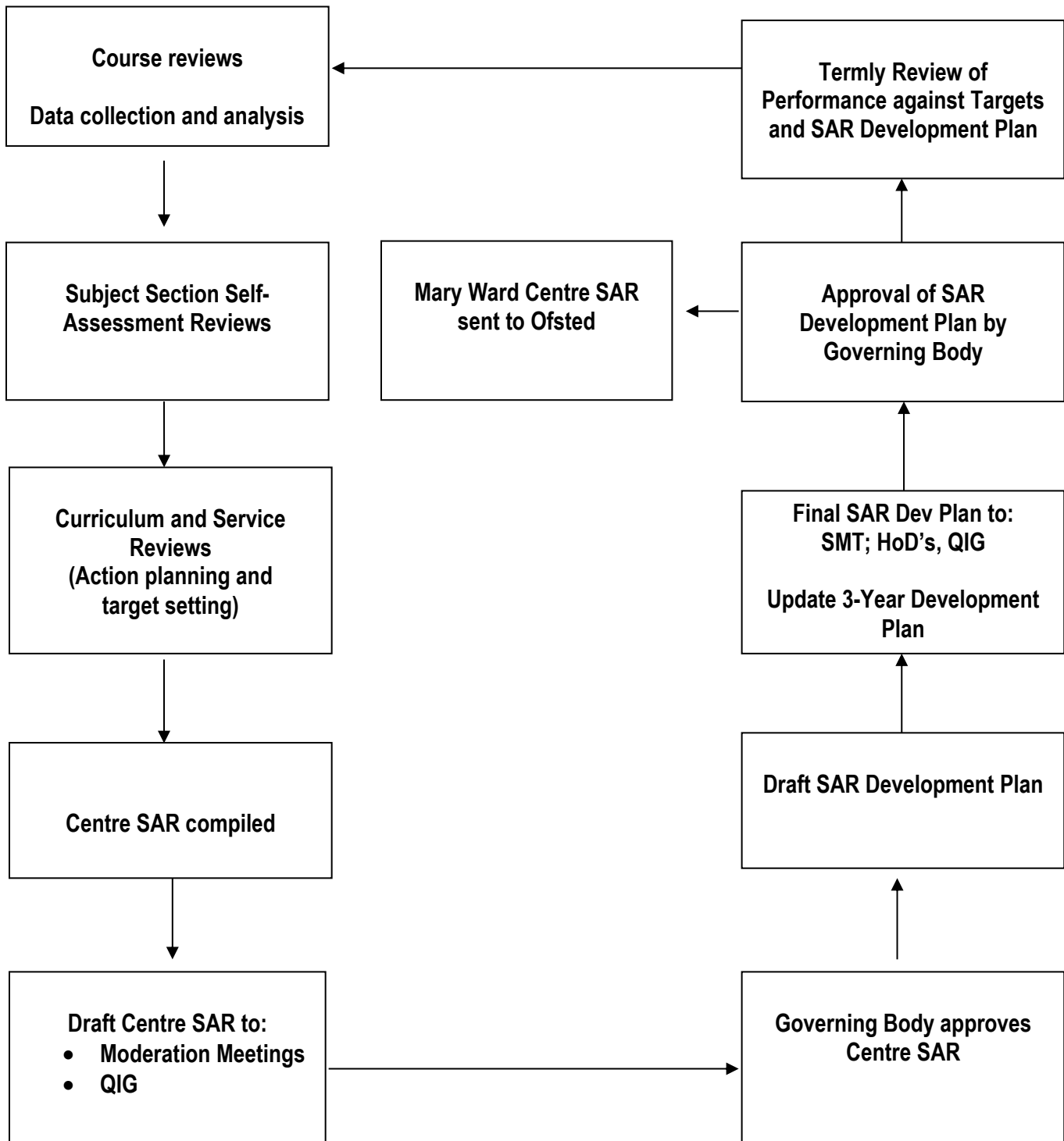
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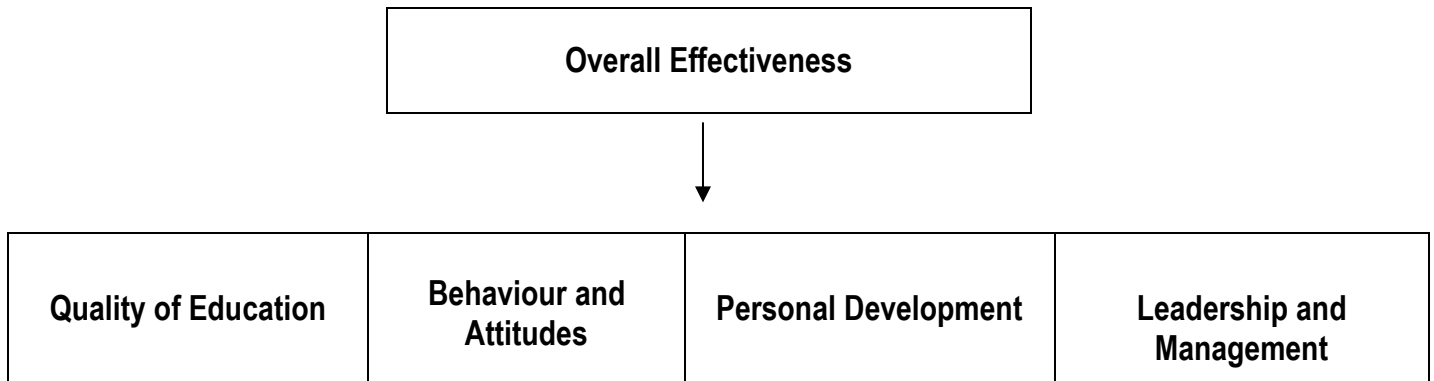
Appendices

1. Appendix 1 Data tables

Quality Cycle and SAR Process



Structure of Grades



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

Context

The Mary Ward Centre is one of four London adult education colleges designated under the 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 Education and Skills Funding Agency (ESFA). However in recent years some provision has been funded by Camden Council, 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.

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 2018/19, the Centre enrolled 5,288 students on 12,014 course places. 52% of students identified themselves as being from a group other than white British (a 2% increase since 17/18). 79% were female, 3% were under 25 and 43% (a 1% decrease on 17/18) were over 60, underscoring the lifelong learning opportunities offered by the Centre. 21% (3% increase since 17/18) of students identified themselves as having a learning difficulty or disability. 45% of students were entitled to concessionary or nil fees, 2% lower than in 17/18. 26% of our students are of working age and not in employment, 1% higher than in 17/18. Further information about the makeup of the student body can be found in the Equality and Diversity Annual Report 18/19.

Programme Offer

The programme offer of 1126 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 in order to meet the needs of adult students.

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 2018/19 only 6% 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 Manager.

In May 2018, Blackfriars merged with the Mary Ward Settlement. The learning and development work of Blackfriars Settlement is now part of the Mary Ward Education Centre as well as a small amount of work subcontracted from Southwark Adult Learning.

Progress has been made to address the areas for improvement identified in 17/18

The effectiveness of teaching, learning and assessment

- Not enough teaching, learning and assessment is outstanding.
 - There is a small increase of the percentage of outstanding sessions since 17/18 from 18% to 21%. No sessions were graded 'inadequate' or 'requires improvement'.
- In some classes, teachers' targets for students at the start of a course are not sufficiently precise to allow teachers and students to monitor the progress that students make.
 - A tutor training event was delivered for all tutors, improvements have been seen in observations.
- Variable attendance on some Over '60s, English and maths and ESOL provision may affect outcomes for students.
 - There has been a 10% improvement in attendance on ESOL courses. Attendance on over 60's and English and maths is below the centre average.

Outcomes for learners

- Success is poor on payroll qualifications and in a small number of qualifications success has not been maintained over a long enough period.
 - There have been improvements in both 'Award in Payroll' to 74% (62% in 17/18) and 'Certificate in Payroll' to 75% (44% in 17/18).
- Success for some groups of students in particular demographics is below that for all students.
 - Although this has improved for the groups identified in 17/18, it has declined for some students who declare a mental health issue.
- Attendance at Blackfriars is low.
 - A 10% improvement in attendance on ESOL courses has been seen.

The effectiveness of leadership and management

- The current approach to tutor training is not sufficiently personalised or timely enough.
 - A review of the Observation of Teaching, Learning and Assessment policy and process has taken place. As a result, a new approach will be piloted in 19/20

Mary Ward Centre
Self-Assessment Report

Overall effectiveness	Good
Quality of Education	Good
Behaviours and Attitudes	Outstanding
Personal Development	Outstanding
The Effectiveness of Leadership and Management	Good

The overall effectiveness of the Centre is good because:

Quality of Education is good.

- Curriculum intention is strong. The curriculum is well designed and effective in addressing social disadvantage.
- The curriculum is ambitious and supports high aspirations for all students.
- Tutors use a wide variety of teaching methods. Sessions are interesting and challenging, develop students' skills and knowledge, enable them to make progress and support them to achieve their goals.
- Tutors across the provision plan a wide array of assessment methods providing students with many opportunities to succeed.
- Very good support enables students to achieve their learning goals. Tutors and specialist support staff are skilled at providing very good support to tenable students to achieve their learning goals including those who have complex needs .
- Tutors continue to be highly committed to students' learning and progress.
- The quality of student work is good and in some cases outstanding and there are some outstanding results on accredited courses.

Behaviours and Attitudes is outstanding.

- Tutors continue to excel at developing classrooms relationships with a wide range of students. Students continue to work very well with each other in a collaborative atmosphere of mutual respect.
- Students have excellent attitudes toward their studies and learning. Across the provision, they are keen to learn, continue to enjoy their learning and are proud of their achievements.
- Tutors on both accredited and non-accredited programmes prepare students well for employment.
- Students feel safe and are well looked after.

Personal Development is outstanding.

- Promotion of personal, social and cultural inclusion at the Mary Ward Centre is outstanding. Students benefit from an excellent range of enrichment activities.
- The centre is highly effective at integrating students with particular support needs within the main curriculum. Outcomes for students receiving additional learning support (ALS) are outstanding.
- Students are helped to develop wider personal and social skills which are useful to them beyond the immediate context of the course.

The Effectiveness of Leadership and Management is good.

- Leaders and managers have worked 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.
- Our community outreach programme continues to be outstanding.
- The advancement of equality and diversity continues to be outstanding.

The Centre is not yet outstanding because:

The Quality of Education

- Outstanding teaching, learning and assessment is not sufficiently widespread across the provision.
- Success on a small amount of ESOL and Computing courses is not yet consistently above benchmarks.
- IT resources and equipment need improving at Blackfriars to facilitate progress and implementation of the intention of the curriculum.

Leadership and Management

- The current processes for improving teaching, learning and assessment from good to outstanding have not yet demonstrated their effectiveness.
- A more personalised and individualised approach to continuous professional development for tutors is required.
- Processes to capture the impact of learning on individuals are not yet effective.

The Quality Of Education

The quality of education is good.

Intent

Curriculum intention is strong. The curriculum 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 and national community 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 also 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. A broad non-accredited curriculum for adults provides an important opportunity for those who may have missed out on education, or suffered disruption, 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'.

A current strategic focus is the move to Stratford. Heads of Department 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 have contributed to the expansion and development of the provision, in particular at Blackfriars which merged with the Settlement in May 2018. 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 and have increased the number of people accessing courses here from 90 to 700. The curriculum at Blackfriars, with a high need and demand of ESOL, Literacy and maths and beginners level work skills reflects the need of the local community and its profile. For example, 65% of students at Blackfriars are from a BAME background, 41% are unemployed, 24% qualify for NIL fee and 20% for a concessionary fee. 23% of learners at Blackfriars live in Southwark, and a further 8% come from neighbouring Lambeth and Lewisham. Moving forward managers are developing a more mixed economy curriculum in order to provide sustainability.

The centre is very good at providing access to a range of courses to different groups and individuals through a differentiated and learner centred approach to need. For example, there is a good range of provision for older people within the centre as well as a programme within the community designed to reach those who have disrupted and chaotic lives and suffer the greatest disadvantage. Community Outreach teaching supports students with their functional skills very well, whether developing their confidence or improving their language skills and computer literacy as part of their course. 77% of students who went onto do qualifications, chose subjects in functional and work skills. Participating in courses help students to make choices, learn new skills in different subjects that they may not have considered before, or develop specialist interests. These 'soft' outcomes are often quite subtle but become the very tools to support or develop students' learning. Students have reported that *"it is good to meet people and share skills;" "I have been learning by having fun;" "I feel happy and relaxed;" "I have a better memory."* These outcomes emerge over and over again from people in day care centres, community projects, hostels, or parents groups in schools.

The carefully selected curriculum, flexible part-time provision offered across the day and evening 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 provision is effective in supporting groups who are often underrepresented in training and who face barriers to their success. Across the provision, 21% of students have a disability or learning difficulty (an increase of 3% since 17/18). 79% 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.

What our students say:

'This is a wonderful place with very friendly, efficient & helpful staff and a great range of courses.'

'I am very happy with the centre. Very friendly people. My course is very interesting and what I wanted to learn'

Level 1 Award in Pattern Cutting

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 advantages 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. The transferable work skills curriculum provide examples of this. Of those studying Computing courses 76% are women, 37% had a learning difficulty or disability and 43% were from a BAME group. Similarly for Business and Management courses; 77% were women, 22% had a disability or learning difficulty and 32% were from BAME groups. It is in no doubt that this provision speaks to the aspiration of these students.

Learners develop good employability 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. All students report that they are attending these courses in order to improve their chances at work. In an internal survey, 100% 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 to get more work. All students reported that they had gained other transferrable work skills: time management, verbal/written communication, timekeeping, time management and prioritising tasks. 38% reported that they had improved their confidence.

What our students say:

'The Mary Ward Centre has been a good place to me for learn and develop different skills and have gained a lot of IT skills. I have enjoyed the administrator course work at Mary Ward centre and I feel my teacher has been a good guidance for my career change.'

'I really enjoyed the course with other students and the teacher. I have got some new skills and knowledge which is very useful.'

Business Administration

Specific professional qualifications offer opportunities to progress into specific career paths such as Counselling and Community Interpreting. In Community Interpreting, the annual job fair supports students in gaining employment. In an externally benchmarked survey, 95% of students agreed that they are learning skills that will help them in real life.

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 a number of excellent progression routes that lead to meaningful employment, volunteering and community work. This includes:

Functional Skills: The provision of English and maths has increased since 17/18 from 220 enrolments to 298 and Beginners IT enrolments have increased from 84 to 152 to meet the needs of the most disadvantaged and contribute to the Digital Inclusion Strategy.

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. The number of students disclosing difficulties/disabilities has risen since 17/18 by 3% to 21%.

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. Alongside

these courses, there are also courses to develop skills for employment tailored to specific sectors such as Setting Up a Social Enterprise, Social Media for Marketing, Photoshop for Illustrators and Marketing and Social Media for Artists. All students completing a survey on Business Management courses report that they join their courses in order to get a new job/better job/promotion/get more hours/change career. 41% of these students are in part-time employment and 32% on variable hours/fixed term/zero hour contracts. 32% said that at the end of their course they were more aware of different jobs, 41% said the knowledge and skills gained would help them get a better job and 32% said they would be able to apply for a broader range of jobs. In fact, 44% of all students doing non-accredited courses across the provision say that their course helped to improve their chances of gaining work, getting a better job or help them to set up their own business.

Career paths and professional qualifications: The centre has an excellent track record of the successful delivery of professional qualifications. Courses at level 3 & 4 in Counselling and Community Interpreting are well developed with some new provision up to Level 6 in Counselling as well as the Preparation for Diploma in Public Service Interpreting. Student loans are used successfully to support provision for adults 19 and above. In preparation for the move to Stratford, managers 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.

The curriculum provides very good progression pathways to enable students 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 within those 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:

'It is a very well run course with a good balance of set projects to increase skills and techniques and opportunity to work on individual projects. Our tutor has a good system of ensuring that everyone in the class gets the opportunity for one to one attention and tuition'.

Fused Glass Techniques

For example, courses in Community Interpreting are offered at Levels 1, 2 and 3 with weekday and weekend 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 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.

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 learners 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 took low level learners out of Entry 1 and into a bespoke class, targeted towards their specific needs. Referrals have come in from other colleges in the area such as Morely and City Lit. Short course 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. 40% of students in these class are over 60, 5% declare they have a physical disability or a disability affecting their mobility. In year amendments to the curriculum led to more classes focused on balance due to student demand.

Students are successful as a result of taking courses and get employment and or other benefits and are clear what their courses are preparing them for.

Across the curriculum:

98% of respondents report that the course met their needs and that they were overall satisfied,
98% of respondents felt that they were on the right course,
97% said they felt confident about doing their course,
94% report that they are learning skills that will help them in everyday life,
97% reported that they were achieving what they set out to do,
91% said that they were aware of what they could do once their course ended.

In work related courses all 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. 17% work part-time and 23% 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.

In Health related courses all students returning a survey reported a health related benefit, of which 48% 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.

In a benchmarked, external survey 98% of students reported that they felt they were on the right course and 95% thought the course information was helpful. However, 88% of students reported they felt they knew enough about their course before they started. This is lower than the previous year and is in the lower quartile of the benchmark. This requires further investigation.

The curriculum is ambitious. All students receive good support including those who have high needs 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, success rates are high at 94% and have been maintained for a number of years. This ambition is recognized by external moderators who comment *'Portfolio evidence for L3 is robust with challenging assignments, involving research and analysis. Learners have good opportunity to display the breadth of their knowledge and experience. A high standard of response is expected which is excellent practice'*. The centre is a trusted provider for many organisations who refer students with complex and multiple needs. 150 students were provided with additional learning support (ALS) in 18/19 in courses across the curriculum, from non-accredited courses to Level 4 qualifications, a 50% increase from 17/18. Success and retention rates for these students continue to be very high at 94% and 95% respectively, in line with the centre average.

Implementation

A very high proportion of graded teaching, learning and assessment is good (72%) or outstanding (21%). The percentage of good sessions has improved from 67% in 16/17 to 74% in 17/18 to 87% in 18/19. No sessions were graded as required improvement or inadequate. Although there are improvements in the grades profile of observations, action plans are not precise enough to address individual development to raise standards further precise enough to move from good to outstanding.

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 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 tutors are 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. The tutor who delivers the input sessions on the DPSI course has a Law degree. The external moderator for Community Interpreting comments *'team of tutors/assessors who are fully qualified and highly experienced practitioners. The centre coordinator is also very experienced. They are well supported by the exam administration team.'*

What our students say:

'There is a very high level of teaching in the College in all the courses that I have attended.'

Collage and Mixed Media

Teaching is excellent. The tutor is extremely helpful. The atmosphere in the class is good. All in all I've been happy to study here.

Digital Print Projects

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. The external moderator for Art and Design comments 'A very experienced and dedicated member of staff, her commitment to achieving high standards of work from the learners is observed through the level of planning and organisation she puts into the delivery of the qualification. She is very passionate and committed to the delivery of adult education.'

What our students say:

'I'm just absolutely enjoying my language course. I was open minded. I also did a beginners art class last term which produced a variety of ideas from the tutor absolutely stimulating. Like the language course the tutor was passionate about wanting to impart this knowledge and to give us as much in sight and help as possible.'

Italian 1B

Tutors use a wide variety of teaching methods. Sessions are interesting and challenging, develop students' skills and knowledge, enable them to make progress and support them to achieve their goals.

Used very effectively across all observed provision are:

- clear and careful tutor exposition and explanation,
- presentation of material in a variety of ways to aid comprehension and critical thinking,
- well executed demonstrations,
- group and pair activities to draw students in to explore topics and develop ideas.

In an ESOL class, good teaching skills were observed - 'you push for accuracy and remind students of previous work, help them make links and see patterns. This has resulted in students having good grammatical knowledge and terminology.'

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

Tutors use questioning techniques very effectively across the provision to check learning, elicit understanding and to develop discussion further.

In a Spanish class 'Good elicitation and questioning led students to answers and prompted some deeper thinking. I really liked the pattern identification that you asked for during the grammar section, this will work very well for some students to make the links they need between the new and the known.'

In a life drawing class the observer comments 'You are challenging students to think in more depth and question how to interpret the subject and its relationship with the background. Students are encouraged to contribute to the discussion, with you asking them open questions, to encourage them to reevaluate their understanding of composition.'

In ESOL class the observer noted '*you used every opportunity to review previous learning, picking up on spellings, grammar*'.

Across the provision, there are many opportunities for learners to put into practice what they have learnt in order to embed the learning such as practicals and project work. In Modern Foreign Languages, there are a variety of opportunities for learners to practice what they have learned. In an Italian class 'elicitation skills encouraged students to demonstrate what language they can produce, reminding them how far they have come from the start of the course.'

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

Students are very satisfied with the teaching on their courses. Excellent student satisfaction rates have been sustained over a number of years.

In our internal satisfaction survey:

- 98% of students surveyed indicated that overall they were satisfied with their courses maintained since 17/18
- 98% of students thought that their courses were well planned and organised – maintained since 17/18
- 98% agreed that the teaching and learning methods were good and that the course met their needs an improvement of 1% since 17/18

What our students say:

'I have just started my first course and am happy with it. The tutor is good, and the learning environment is very supportive. I am finding it interesting, challenging and so far manageable.'

MS Office Essentials for Work

In an externally benchmarked survey learner satisfaction continues to be very good with overall 98% of learners satisfied with the teaching and learning:

- 98% report that they strongly agree or agree that they are satisfied with their courses (11 points above the external benchmark)
- 98% of respondents report that their tutor uses different ways to help them learn
- 97% report that the materials used help make their learning interesting
- 98% report that teaching and learning methods suit them.

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

Course planning is logical and develop the skills required. For example in an ESOL lesson 'You took every opportunity to teach language in this session, word building was done with organ – organist like piano - pianist and you drew attention to spelling rules e.g. silent k in knight'

In a French class the tutor used an extensive range of teaching and learning methods, they worked well in sequence and built on skills and language previously taught.

Learning is planned well in stages allowing students to build their skills throughout the session/course. In fashion and textiles, students learn in stages from taking measurements, cutting out a pattern to garment construction. Returning students adapt their patterns and tackle more complex garments with confidence.

What our students say:

'Great tutor. Friendly class to work in.'

'I really like it here and my sculpture has improved greatly'

I find the course and centre excellent and I look forward to attending in the future.'

Sculpture: Inspired by Life

Tutors across the provision plan a wide array of assessment methods providing students with many opportunities to succeed.

For example, 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, Community Interpreting and Creative Writing in order to help students improve.

Assessment on both non-accredited and accredited courses is very good.

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. In an external survey, 97% of respondents felt that the assessment of their work was fair. On accredited programmes external moderators comment:

'All learners work presented for the review had been correctly assessed. The centre has an extremely thorough approach to the assessment of learner work.'

In Functional Skills the external moderator comments 'There was a very good standard of marking on all papers and the mark schemes had been correctly and consistently applied. The summative

comments for the Speaking, Listening and Communication papers are excellent and a model of good practice.'

In ESOL the observer notes 'It is impressive that you use the assessment criteria with students to support their achievement in writing tasks. This sets the requirements right from the start and prepares them to focus their writing towards exams.'

On non-accredited courses, 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 on going 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 exercise classes, students are encouraged to develop their knowledge and skills beyond simply carrying out the exercise enabling them to improve 'there is clear evidence of learning and not just doing, with informative handouts to supplement classroom activity.'

In the main resources are used well to support learning including access to resources such as IT rooms to enable students to practice using specialist software. However, IT resources and equipment at Blackfriars are in need of upgrading and improving in order to provide consistency of quality of resources across the organisation.

Impact

Very good support enables students to achieve their learning goals.

This is demonstrated by a consistently overall high success rate, over a number of years, of 94%, 7% above the benchmark.

Success on accredited courses overall is good at 88%, a 1% increase on 17/18. There are outstanding results in a good proportion of the accredited provision with 29 qualifications (58%) at 90% or higher. Of this 29, 20 (40%) are at 100%.

In Art and Design success is outstanding at 98%. A 6% increase since 17/18 and 10% above the national benchmark.

Success in Counselling is also outstanding at 96%, a 7% improvement since 17/18 and 18% above the national benchmark.

Significant improvements in Community Interpreting Level 2 (from 77% to 96%) has led to outstanding overall success in Languages at 92%, a 2% increase and 6% above the national benchmark.

In Humanities, the Award in Education and Teaching continues to achieve excellent success rates of 100%.

There are some excellent results of 100% in Business Administration and Bookkeeping Level 2 and there have been significant improvements in Payroll success at both Level 1 and Level 2 which has contributed towards the overall success in Business Management increasing by 7% to 82% since last year. The pockets of lower success are moving in the right direction but still require some improvement to bring them in line with the centre average.

What our students say:

'This centre lives up to its slogan 'the friendly place to learn' - I love it.'

Sculpture: Inspired by Life

'for all young and old people who want to study and get to prepare for different professions and activities. I recommend if someone likes to study and need to properly prepare for the future course to MWC'

Pronunciation

'The teaching is incredible in helping me to shape a memoir project.'

Life Writing

Computing and IT is slightly lower than the previous year by 3% at 83% but is still good. There are some excellent results at Entry Level at 93% and are much improved since 17/18. Success at Level 1 is lower than the national benchmark at 76%. However, students who weren't successful at Level 1 achieved at Entry 3.

The overall success rate for ESOL is good at 85% above the national benchmark of 83%. The overall success of full qualifications is good at 87% and there are some excellent results at Entry 1, 3 and Level 2. There are small pockets of poorer results at E3 Writing (56%) and Level 1 Reading (67%).

Out of 9 qualifications in English and maths, 5 have outstanding success of 100%. Overall success rates in this section at 85% are lower than the previous year. This is a very small cohort of students dramatically affected by a small number of students who were unsuccessful.

What our students say:

'Really enjoyed the course, and know it will be useful in my work in book publishing (and in my hobbies).'

Indesign

'The course has been very well run, well organised and I got a lot more from it that I expected. It's been the most transforming and rewarding experience of my adult life, giving me a great foundation for future personal and professional development.'

Counselling Level 1

Achievement of learning aims on non-accredited courses is very high at 94% and has been maintained for a number of years. 96% of students agreed that the support they received was good, similar to 17/18 (97%). In an externally benchmarked survey, 99% of students reported that they received good support from their tutor, an increase of 1% since 17/18.

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

External moderators for accredited courses consistently comment on the high standard of work produced across subjects.

'A diverse range of outcomes were observed in the sample all of which demonstrate the high level teaching and learning provided to the learners during the duration of the qualification. It is clear that the adult learners enrolled on the qualification are developing a wide range of skills and techniques in art and design with some very impressive outcomes.'

External moderator for Art and Design Level 2

'The work produced by learners was of a very high standard and it was clear that the cohort was very engaged with the process. Overall the evidence demonstrated a high level of technical vocational skill being delivered.' **External moderator Pattern Cutting**

'The work produced was of very high quality and demonstrated a broad and experimental approach to the delivery of this qualification. Learner work for this unit was extensive and demonstrated learners working with a wide range of materials, techniques and processes creatively. For those learners achieving a distinction there was clear evidence of ongoing analysis of the materials, techniques and processes being used and it was clear how this had informed creative decision making.' **External moderator Art and Design Level 3**

There is the same high standard of work in non accredited provision. Observers in a sculpture class note *'High quality work being produced. Students across all abilities are able to develop their own individual approach and personal projects.'*

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 in order to help them pin point 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 externally benchmarked survey, 97% of students agreed that the feedback they get tells them what they are doing well and how to improve, maintained since 17/18 and 98% respond that the feedback they get from their tutor is helpful, in line with the previous year/maintained since the previous year. In an internal survey, 97% of students report that they receive useful feedback and encouragement from their tutors in line with the previous year.

What our students say:

'Feedback is always constructive and the other members of the group are supportive. Topics and exercises are well constructed and give plenty of scope for creative writing. xxxx is a conscientious and excellent tutor.'

Creative Writing

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.

For example in Spanish there is evidence that tutors have developed their practice by extending strong practice in feedback from oral error correction into feedback on written work, though in some sessions this could still be developed further, with more emphasis on developing marking codes that encourage students to make the corrections themselves rather than emphasizing the role of the tutor.

In an ESOL session 'Feedback on written work is of a very high calibre, developmental and can be used to make the required improvements.'

In Creative Writing courses, feedback on learner's work tends to be specific and individual and effective use is made of peer feedback, which benefits both students and those giving feedback.

In Community Interpreting the external moderator comments:

'Feedback for L3 assignments is excellent, constructive and detailed and appreciative of more researched and analytical assignments. A high standard of response is expected which is excellent practice'

All 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 help learners achieve as well as they can.

Tutors are very good at identifying students as requiring additional learning support and are referred to the Additional Learning Support (ALS) coordinator. This has resulted in a 50% increase this year of students receiving ALS. 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).

In an ESOL class liaison between tutors and ALS, support staff continues to be excellent, providing seamless quality in delivery to students with additional needs.

The overall success rate for students receiving additional learning support (ALS) is excellent at 97%. It has remained high over time and is above the centre average. Retention for students receiving ALS is also outstanding at 99% and has been maintained over a number of 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 prior to 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 (92%).

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 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:

'The tutor is very supportive and encouraging, as well as being very inclusive and ensuring that everyone is involved.'

Creative Writing

All staff provide good support and in the majority of sessions, very good support for learners to ensure a wide range of abilities are able to progress with their learning.

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 counseling, 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 maths 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 – in strength and conditioning classes, for example, students report at the start of every class on injuries or health problems, and the class is adapted accordingly to their needs.

What our students say:

'This is a great course - lots of information and learning - brilliant. Great tutor as well and its good to have so much info on Moodle.'

'The tutors (philosophy courses) helpful and work extremely hard with the range of resources/handouts used. Always available online and in person to offer further guidance and advice.'

'The course is excellent. Discussion is stimulating and the course material provided online comprehensively.'

Political Philosophy

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.

In less good sessions, the use of a whole class format reduces the scope to fully individualise learning.

In the majority of sessions, staff provide very good support for learners to ensure a wide range of abilities are able to progress with their learning. Differentiation activities are well thought out to support and stretch students.

Tutors have an excellent understanding of students' needs and personalise their support effectively to extend students' contributions and thus their ideas, confidence and communication skills.

For example, on lower level ESOL courses students are supported well in a variety of ways: mixed ability pairs, simplified work and graded questions.

In exercise classes options for the completion of exercises/moves are given to provide different ways to achieve and progress, appropriate to individual needs (e.g. for injury/disability as well as for different levels of experience and ability). More advanced versions of the exercise are then introduced with more flowing movements with less advanced or confident students guided to stay with the original range of movement.

Tutors continue to be highly committed to students' learning and progress.

97% of students agreed that they felt they were making good progress, an increase of 3% since 17/18. Overall success rates are high at 94%. 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. In Philosophy, most students are making very good progress. Tutors encourage this well and set further challenges in the way they develop discussion.

Tutors make the most of opportunities to celebrate the success of their students. For example, art exhibitions or their work throughout the centre and in the café, performances both in the centre and at external venues as well in Anthropology where students produced a booklet of their work.

Tutors ensure that their students are ready for the next stage of their learning or for employment.

In Community Interpreting, 100% of students report that they enrol on courses in order to get a new job and in Counselling 83% report it is to make a career change. All students on transferrable work skills courses such as Business Management and Computing report they are taking the course for employment purposes.

In an internal survey, across the provision, 66% said that they felt they had the ability to progress to the next step an increase of 4% since 17/18. 91% of students said that they intended to study more about their subject or study a different subject at the MWC. 48% of students who responded said they intended to learn more about or practice their subject on their own. In an externally benchmarked survey 91% report that they are aware of what they can do after their course ends.

The Quality of Education is not yet outstanding because:

- Outstanding teaching, learning and assessment is not sufficiently widespread across the provision
- Data on the impact of learning for individuals is inconsistent and not specific or precise enough in some areas of learning
- Success on a small amount of ESOL and Computing is not yet consistently above benchmarks and over time
- IT resources and equipment need improving at Blackfriars to facilitate progress and implementation of the intention of the curriculum

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 the fundamental 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 fundamental values.

Behaviours and Attitudes

Behaviours and Attitudes is outstanding.

Tutors continue to be very good at developing classrooms relationships. 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. For example, an observer in an ESOL class noted ‘Good, friendly working atmosphere; lots of peer support and encouragement’. In Community Interpreting students from a wide variety of backgrounds work and learn together in a purposive environment. In the best sessions, peer learning is used effectively to enhance learning and students develop additional benefits of practicing and developing these social skills. Level 3 students especially benefit from their development of skills of giving and receiving constructive feedback on their performance in role plays.

In all observations of languages, there are good working relationships within the class, especially in relation to peer feedback and purposive classroom dynamics.

Incidences of complaints about student behaviour are very few. No students were referred under the student disciplinary policy in 18/19.

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, 54% of students report that they have learned different ways of thinking as a result of their course, a 6% increase since 17/18.

Tutors are highly skilled at supporting students with behavioural and mental wellbeing issues. They work extremely well with the additional learning support coordinator and support tutors to integrate students, enable them to participate in the group activities and to achieve their goals.

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

Attendance rates across an incredibly diverse provision of different user groups are good at 82% and above the target of 80%. Retention and success remain high across the provision at 92% and 94% respectively. Attendance on accredited courses is better than the centre average at 85%, a 2% increase since 17/18. We recognise that adults are sometimes unable to attend for a variety of reasons. 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 achievement their outcomes.

What our students say:

'Enjoy and appreciate that we are learning through the medium of Italian. Good group who interact v well with one another and our tutor.'

'I think this course is excellent. Very interesting, motivating and very well taught.'

Italian 1B

As a result of planned changes to the structure of ESOL courses at Blackfriars, attendance has improved in ESOL classes by 10% to 86% since 17/18. In sections such as Over 60's and English and maths where a large number of students have long term health issues or disabilities, attendance is lower than the centre average at 72% and 67%. In Community Outreach, changes to the structure of the programme and as a result working with groups with significant issues and disrupted lives explain a decline in attendance to 81%.

Attendance on accredited courses is higher than the centre average at 85%.

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 external survey, 94% of students said that they were learning skills that would help them in everyday life. 97% said that they were achieving what they set out to do. 98% said that they were happy with their course and the centre.

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 enroll 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.

Students develop vocational skills relevant to their chosen career pathways in Counselling, Community Interpreting, Teacher Training, Community Arts, Pattern Cutting, Bookkeeping and Payroll, Business Management, Office skills. Many students tell us as a result of their courses they get work. For example, in crèches or nurseries, a range of social care and therapeutic settings, and the public sector.

What our students say:

'The computer course is very good, my tutor and her assistant are always helpful and the ICT activities are very interesting. I am enjoying my course and I have learnt so much on the computer. I'm going to do the level 1 course next and eventually it will help me get a part-time job when my caring duties are finished.'

Entry Level ICT

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 am very satisfied with the teacher and the course. This course it has helped me a lot I have improve my English. My pronunciation my vocabulary get better. Thank you.'

ESOL

Students have excellent attitudes toward their studies and learning. Across the provision, they are keen to learn and continue to enjoy their learning.

The vast majority of students report how much they enjoy their courses. Levels of satisfaction remain consistently high over a number of years. They take their work seriously, are focused and work with concentration. They are highly engaged, enthusiastic, motivated, focused and intent on 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. Observers consistently note peer feedback is used very well. For example, in Art classes, observers report there is a 'purposeful learning environment in which learners are absorbed, active and contributing. The class had grown over the term and the learners demonstrated good levels of commitment to their learning' and 'learner participation is good, with most students contributing confidently and effectively'

In an internal satisfaction survey, 98% report that their courses are stimulating and 98% report that they are happy with their courses. In Community Outreach, 100% of students report that they enjoy their courses.

The overall retention rate continues to be high at 92% and has been sustained over a number of years. Retention rates in the vast majority of subject sections are high. Retention is higher than the centre

average in Business Management 96% and Visual Arts 93%. In Community Outreach it is very good at 98% and has been consistently high for a number of years. Creative Writing, retention has improved slightly by 1% respectively to 92% bringing it in line with the centre average.

High levels of student motivation and focus are also evident in high success rates of 94% for both accredited and non-accredited provisions. Students do not just achieve well, but also produce work of a high standard (see Quality of Education). The high standard of learners' work has been maintained. Across accredited courses external moderators comment on the standard of work being above the level required, demonstrating that tutors are providing stretch and challenge to learners and that they 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 art works are produced by students in the Community Outreach programme and are exhibited in high profile venues such as The British Museum as well as choir performances at events such as the Queen Square Fair and Camden Celebration of Learning. 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 on cultural perceptions of personal space. Observations of teaching and learning reports comment 'languages students improve their capacity to speak, understand and engage with/in other languages and cultures' 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 feel safe and are well looked after.

In an external survey, 98% agree that the centre is a safe place to learn, 6 points above the national benchmark. 94% of students surveyed said that the centre staff were friendly and helpful, 96% cite Mary Ward is the friendly place to learn an increase of 1% since 17/18.

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 avulnerable 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.

Behaviours and Attitudes remain outstanding because:

- Students feel safe.
- Students continue to work very well with each other and collaboration/discussion consistently occurs in an atmosphere of mutual respect.
- Students have excellent attitudes to their studies and are proud of their achievements

A further area for development:

- Review targets for attendance for the different sections, including Community Outreach to ensure they are appropriate for the course type.

Personal Development

Personal Development is outstanding.

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. As well as developing their knowledge through discussion they also acquire really valuable skills in giving and receiving constructive feedback. 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 and correction is used effectively in both accredited and non-accredited courses which enables learners to develop their social skills. For example, the use of peer assessment is noted as a significant strength of courses in Counselling and Community Interpreting and is consistently used well in Visual Art and Design courses, as well as in some Dance, Health and Exercise sessions and in Creative Writing.

In Community Outreach, enrichment continues to help students to gain and develop important skills such as commitment, good citizenship, and team spirit. A key success of our multi partner projects with the British Museum is how it brings together so many people from different communities. Many of the learners involved face fierce barriers to learning. They include homeless communities, sex workers, lone parents, people with mental ill health and other complex health needs and learning difficulties. These are people who would not usually have the opportunity to engage in arts, let alone exhibit at the British Museum.

Anthropology, History and Art Appreciation courses make extensive use of enrichment visits to art galleries, museums and other cultural institutions to enrich the experience of learners on these courses. 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.

In Art and Design much use is made of the accessibility to galleries and museums in the central London area to provide enrichment to learning.

What our students say:

‘Our teacher is really great, gets me to look at the subject in different ways. Love the field trips to galleries and museums, puts things in perspective.’

History of Art

Students also benefit from exhibitions and performances both with the centre and at external venues. Some students have benefited directly from selling their paintings, prints, sculptures, textiles, glass and jewellery.

Three quarters of all students return a response to internal surveys. Every student who returned a response on the end of course questionnaire identified at least one additional benefits from their

learning, including improved self-confidence and more confidence in learning. Across the provision, 55% of students report more self-confidence and 58% report they have more confidence in learning as a result of attending courses. In Community Outreach 80% of students reported that their courses had helped their confidence.

Promotion of personal, social and cultural inclusion at the Mary Ward Centre is outstanding. Students benefit from an excellent range of enrichment activities.

British Values are thoroughly intergrated 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). Where appropriate to level these may also incorporate explicit attention to the discussion of political, social and ethical significance.

What our students say:

'The course is very enjoyable with varied materials. It's a small class which is a great advantage in enabling confidence in contributing to discussions.'

'The course is well managed and run by the teacher. She is organised and the subjects are very interesting and teach me about areas of French life and culture I find stimulating and very instructive.'

French Curiosities

'This course offers us the chance to feel confident and have a go. The atmosphere is very supportive and encourages learners to participate in developing their skills in all aspects of Italian.'

Italian 1B

In all Community Interpreting courses personal, 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-inforced. 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 say 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. Teachers focus closely and effectively on making clear to students how British values relate to their lives and those of their peers and neighbours. Students develop their knowledge of British society, its public service institutions and the rights and responsibilities of citizens. For example, teachers take students to Parliament Square and the Houses of Parliament to discover democracy in action, and to the Supreme Court of Justice. 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.

ESOL students continue to be provided with excellent opportunities to take part in wider society, the majority of ESOL classes continue to include a trip or visiting speaker. Visits to the Tower of London

and the Houses of Parliament have been very successful this year. In addition, all ESOL classes embed British values into their course content in a wide variety of relevant ways.

Moral, social and cultural development is an explicit focus of the content of courses in many Humanities courses (e.g. in Philosophy, History and the History of Ideas, 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). This enables students to gain insight into the various forms of stereotyping conscious and unconscious discrimination. 75% of students in this section report that they have developed different ways of thinking, significantly above the centre average of 54%. The course on the Social Psychology of Cults and Totalitarianism examines extremism and radicalism in a variety of contexts. Students learn how to identify the characteristics of cult-like organisations and behaviours and how to protect themselves from the effects of these.

Achievement between different groups of students including different ethnicities, students with a learning difficulty or disability, or in relation to gender is in the main above the national benchmark.

There is minimal variation between different groups. We provide support for all of 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 in an appropriate manner and encouraged to succeed. There has been a 3% increase in the number of students who declare a disability when they enrol since 17/18. Success rates for students with a mental health issue have declined since last year and are below the centre average. This requires 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) are outstanding.

Students who receive additional learning support are able to access a wide variety of courses. There is no discrete provision for specific groups. Students are accommodated with the main provision and supported to achieve. In 18/19 the range of courses included Counselling Level 3 and 4, Printed & Dyed Textiles, Glass Art Techniques, Foundation Art & Design Level 3, Pre-Foundation Art & Design Level 2, ESOL, Herbs and Body Systems, ECDL Level 2, Understanding Community Interpreting L1, 2 and 3, Award in Education and Training, Mobiles Devices and Apps, Award in Mentoring, Hindi, Creative Writing, Adult English Literacy, IT Plus English and maths, Sculpture, Clothes Making, WordPress for Web Design and Music Theory (Grade 4).

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:

'The College is very good at assisting people with disabilities.'

Collage and Mixed Media

In 18/19 150 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 97%, similar to the previous year. 63 of these students gained full accreditation on a range of courses across the levels and 75 of these students on non-accredited courses achieved the learning outcomes of the course. Those who did not achieve were in the majority to do with health (physical and mental) reasons. The retention rate for students receiving additional learning support has remained consistently high for three years and is outstanding at 98%, 6% 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. Over three quarters 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 students health and well-being.

Students speak passionately and enthusiastically about how learning has improved their lives. Many describe their experience at Mary Ward Centre as 'life changing' for their families and for themselves, and remain in learning for significant periods.

What our students say:

'I think its very interesting, also this course helps us with how we eat healthy food and keep breathing.'

Diet and Nutrition

Courses provide stimulation and focus to help students cope with mental health and wellbeing issues as well as reduce social isolation and loneliness. Many students tell us that they have taken a course to promote their sense of well-being. All students who return a response on the end of course questionnaire identify at least one additional benefit from their learning. For example, across the provision, 55% of students report that they have increased self-confidence and 46% report that they have improved their physical or mental well-being (a 1% increase). Improved self-confidence is particularly high in Business Management (83%), ESOL (72%) and Community Outreach (80%). This is particularly impressive as students on these courses face many challenges and barriers in their lives.

All students on these health related courses identified at least one specific health related issue as a reason for attending the class including bone or joint problems and back pain or stiffness. 48% reported improvements to their existing health or medical conditions an increase of 8%. 47% reported improvements to their mental health and 17% reported that as a result of attending their course they had made fewer visits to the doctor a 5% increase since 17/18. In Community Outreach these statistics rise. 69% report improvements to their existing health and medical conditions, 59% report improved mental health and well-being and 38% 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:

'The hospital appears to suggest to some patients that they boost their well-being by attending courses. I wonder if this might be encouraged in a more formal arrangement.'

Clothes Making

'My teacher has been extremely supportive and committed throughout the 3 terms I have been attending Tai Chi/Chi Kung. This has had a vital role in my recovery and has given me tools to use in everyday life. I'm hugely grateful.'

Tai Chi

'Extra gentle pilates has helped my mobility & health. xxxx is an exceptional tutor who tailors the exercises to the varied abilities of the students.'

Extra Gentle Pilates

Students also report that their social skills have improved by making new friends (47%) and that they have developed different ways of thinking (54%). Many feel their confidence in their own learning has increased (58%). 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:

'Have attended Mary Ward Philosophy classes for several years have really appreciated the quality of the courses (and lecturers) which have greatly added to the quality of my life and the breadth and depth of my thinking. Thank you.'

Political Philosophy

Staff provide students with highly effective careers advice and guidance.

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.

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. One course is delivered in partnership for helping to get women back into work.

In Art and Design, all tutors give good guidance to their students about the next steps. 65% L2 and L3 in 19/20 are progressing from the previous year. The bursary fund from the Royal Female School of Art (RFSA) is also used to provide one to one advice sessions for portfolios.

The annual Community Interpreting fair involves Interpreting agencies and voluntary organisations so students at all levels of the course have opportunities to make contacts relevant to their career progression. Students complete personal development plans as part of their course at all levels.

Working in Community Arts is designed for students who want to gain essential knowledge and experience of working in the Community Arts sector. The course shows students how to develop and deliver projects within the community including project and event management as well as working to briefs. Students also develop and deliver a live Community Arts project and also have the opportunity to shadow Community Arts practitioners.

Volunteering opportunities at the centre are also offered to enable people to progress to paid work. For example, volunteers who support students in class have progressed to becoming tutors themselves.

Most students take more than one course and progress from one year to the next either to the next level, to an accredited course or to a related course to acquire a range of transferable skills to equip them in the workplace and everyday life. 97% report that they receive the help and advice they need on what to do next. Overall 66% felt they had the ability to progress to the next step, a 4% increase since 17/18.

Students on Community Interpreting courses gain qualifications at Level 3 and prepare for Level 6 qualifications that enable them to make progress into employment.

Students on Award in Education and Training completed an Education and Training Foundation Prevent Training module in addition to their qualification in order to enhance their applications for employment. Students also progress from Art & Design to train as tutors.

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 the provision 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. 97% of students report that they got the help and advice on what they needed to do next, an improvement of 1% since 17/18. This is the case particularly in Computing and IT (100%) and Business Management (100%) and Digital Media (99%), Visual Arts (99%), Health and Social Care (98%) and languages (99%) where student satisfaction with advice is above the Centre average. In an external survey, 91% of students agreed that they were aware of what they could do after their course ended, above the benchmark by two points.

91% 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 maths to enable them to improve their functionality in everyday situations. They develop lifelong learning skills and return to study different subjects at the Centre. 89% of students in ESOL and 68% of students in English and maths reported that they intend to continue their studies at Mary Ward, in line or above the centre average of 68%. 39% and 35% respectively, report that they intend to study a new subject at the centre, above the average of 23%. 31% and 62% also declared that their courses have improved their work prospects or promotion chances; significantly higher than the Centre average of 20%.

What our students say:

'I love the courses I do in Mary Ward - floristry techniques and mosaic/stained glass. The tutors are amazing helpful and so creative. Helped me develop my ideas, steer me in new directions and extend my skills. Delighted with my progress and intend to continue both courses this year.'

Floristry Techniques

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. 99% of respondents said they would like their classes to continue or to do a similar course. More specifically, 57% (a 4% increase from 17/18) of students indicated that they intend going on to further learning either at Mary Ward Centre or elsewhere. 22% (2% more than the previous year) said that the skills they had learnt may help them apply for voluntary work. 19% (similar to the previous year) said the course had helped them consider paid work or that the course had helped them to think about doing an accredited course.

Personal Development is outstanding because:

- Students are helped to develop wider personal and social skills which are useful to them beyond the immediate context of the course.
- Promotion of personal, social and cultural inclusion at the Mary Ward Centre is outstanding. Students benefit from an excellent range of enrichment activities.
- Programmes are very effective at promoting and improving students health and well-being.

A further area of development:

- Success for some who declare mental health issues at enrolment is below the centre average.

The Effectiveness of Leadership and Management

Leadership and management is 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.

Leaders and managers have maintained very high success rates of 94% across all provision and have been maintained for a number of years. The proportion of students achieving qualifications in 2018/19 continues to be high at 88%, a 1% improvement since 17/18. The proportion of students who complete community learning courses, which make up the great majority of the provision, remains high at 94%.

As a result of managers focusing attention where improvement was required the success rates on Award in Payroll has improved from 62% to 74% and on Certificate in Payroll from 44% to 75% since 17/18. Further work is required to bring the Payroll and Bookkeeping success rates in line with the centre average and maintain these rates over a sustained period. Further work is also required in a very small number of learning aims in Computing and ESOL. On non-accredited courses, the overall success rate is also very high at 94% and has been sustained for a number of years.

Leaders and managers have worked 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.

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 by the 150 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.

What our students say:

'Great course, great centre.'
Fused Glass Techniques

'A really fantastic centre and course.'

'Staff are kind, caring and inclusive.'
History of Art

Trustees, leaders and managers have established a quality assurance group to provide more in depth scrutiny of data and monitoring the progress of the improvements required. This new group also provide a challenge to the targets and actions identified to make these improvements.

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. For example, this year the group identified aspects of staff development for subject sectors such 'Teaching for exam success' for ESOL and whole group activities including 'Setting Targets and Learning Goals' in response to the areas of improvement identified through the observation process. More general teaching and learning training such as, 'Using the Interactive Whiteboard', 'Mental Health Awareness', 'Deaf Awareness' and 'Prevent' were also offered as well as updates on policies and procedures, self-assessment, refreshers on course documentation.

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.

In observations of teaching and learning, a high proportion (93%) of teaching, learning and assessment is good (72%) or outstanding (21%). The percentage of outstanding sessions has improved from 18% in 16/17 to 21% in 17/18. No sessions were graded inadequate or requires improvement.

In the main tutors maintain their grades at outstanding and good. Continued and personalised support is required to make improvements from good to outstanding.

The process of moderation is used effectively to standardise judgements made across the team, agree on grades, improve the quality of reports, share good practice and provide 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.

Managers work closely with staff to improve the quality of teaching, learning and assessment. Managers plan appropriate training for teachers and share good practice using the information from observations. The observation process provides opportunities for professional discussion between tutors and observers to reflect on their practice and identify areas for improvement.

Tutors are supported with continuing professional development both internally and externally to improve and enhance their teaching. A number of different strategies are in place to deal with the challenges of an entirely part time sessional work force of tutors totaling around 150 – line managed between 2 heads of department and a TLA Group of eight members carry out observations. Throughout the year they received 1:1 support with their Head of Department and attend tutor training days which include time for a team meeting. 120 attendees participated in the three tutor training events. 74 individual tutors attended at least one of these sessions, with many attending more than one. For those who are unable to attend materials are made available on Moodle. The majority of tutors indicated in their evaluations that the training had helped them contribute to the Centre. These sessions were a mixture of themed workshops and meetings as well as opportunities for tutors to network across the curriculum and within their own subjects. Good practice is identified and shared at tutor training days. The workshops are opportunities for tutors to learn new or enhance their skills and to update their knowledge as well as 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.

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

A review of the OTLA process took place in 18/19 in order to focus on individual tutors developmental needs.

Highly successful partnerships support the Centre's mission and objectives.

Mary Ward continues to have well established and strong partnerships with the 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 under represented 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. The merger with Blackfriars in 18/19 also has proved to be successful in reaching a very specific group of students from a wider geographical area.

The Mary Ward Centre is beginning to forge new relationships with partners in Newham in preparation for the move to Stratford. For example, with the library, the neighbourhood team at Newham Council, Newham Adult Learning Service and Birkbeck, University of London.

Our community outreach programme continues to be outstanding.

This unique programme is 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 work sits within the Creative, Vocational and Community Programmes but works closely with both departments to co design and develop programmes in community settings. The Community Outreach team work directly with approximately 45 groups and organisations in Camden, Islington, Westminster, Tower Hamlets and Hackney. In 18/19 a total of 197 courses were offered to engage a total of 923 students taking 2348 enrolments. 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. However, we have seen a growing demand for other classes which enhance health and wellbeing, for example, singing (choirs), dancing (various genres) and exercise. 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. The provision continues to increase. We continued a successful project with Ageing Better to reduce isolation in older people through digital inclusion. See the Community Education Widening Participation Annual Report 2018/19.

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. 96% of 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 enroll 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. The quality of additional learning support is outstanding as shown in high retention rates of 99%. The number of students with a disability has increased in 18/19 by 3% to 22%. 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 better than the centre average at 97% (centre average 94%). 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. For example, training at tutor training events has included Managing Mental Health issues in the classroom and Deaf Awareness.

What our students say:

for all young and old people who want to study and get to prepare for different professions and activities. I recommend if someone likes to study and need to properly prepare for the future course to MWC'

Pronunciation

In 2017/18 43 students (30 in 17/18) had a Personal Action Plan (PAP) for whom reasonable adjustments were made e.g. format changes, for students with a visual impairments, foot rests 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. 142 individuals (104 in 17/18) had a Personal Emergency Evacuation Plans (PEEP) a significant increase on the previous year. A significant number of 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 18/19.

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 Safeguarding Policy has been updated to include Blackfriars. 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 have completed 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.

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 trustess, staff and tutors have completed Education and training Foundation online Prevent training 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. Eight concerns were reported in 18/19 none required referral to Channel, those which were safeguarding issues were dealt with through referrals to key workers or other agencies. All cases were closed. 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 at tutor training events.

In an external survey carried out by QDP, 98% of respondents said that they felt that Mary Ward Centre is a safe place to learn.

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 over a three year period. Managers set challenging targets to improve success rates. Processes to support quality improvement are regularly reviewed and updated. Each department 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 also moderated by the Quality Improvement Group and then a group which include the Chair of the Board of Trustees, trustees, the Senior Management Team, Heads of Department, Curriculum Coordinators, Community Outreach Manager, Equality and Diversity Manager, staff from finance, MIS and student services. 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 introduced in 2017/18 to further strengthen the self-assessment process. 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. This group scrutinises, challenges, monitors and recommends for approval the Quality Improvement and Development Plan.

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 satisfaction has been maintained over a three year period and is very high. 98% of respondents reported that they were overall happy with their courses. The percentage of respondents' has increased since the previous year from 75% to 77%. All students who return a questionnaire report at least one additional learning benefit on their course. 91% of students in an external survey reported that the centre tries to improve things a slight decrease since 18/19.

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. For example, they take part in the moderation of the provider's evaluation of the quality of provision and hold leaders and managers to account.

They are well informed about adult education and take an active role in developing strategy and vision. 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. Trustees are involved in the self-assessment process through moderation meetings as well as final approval. New arrangements for these meetings have been embedded more fully in 17/18 and has meant that a more in depth understanding of the quality of provision is gained. Governance arrangements are regularly reviewed.

A quality assurance group which includes trustees has been established to continue to improve the quality of teaching, learning and assessment.

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 management is excellent.

Financial planning, monitoring and risk-management are highly effective. Fee and funding income is reviewed in order 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: in 2017/18 the Centre continued to deliver provision funded through Camden Mind and Ageing Better. 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.

Leadership and Management is not yet outstanding because:

- The current processes for improving teaching, learning and assessment from good to outstanding have not yet demonstrated their effectiveness.
- A more personalised and individualised approach to continuous professional development for tutors is required.