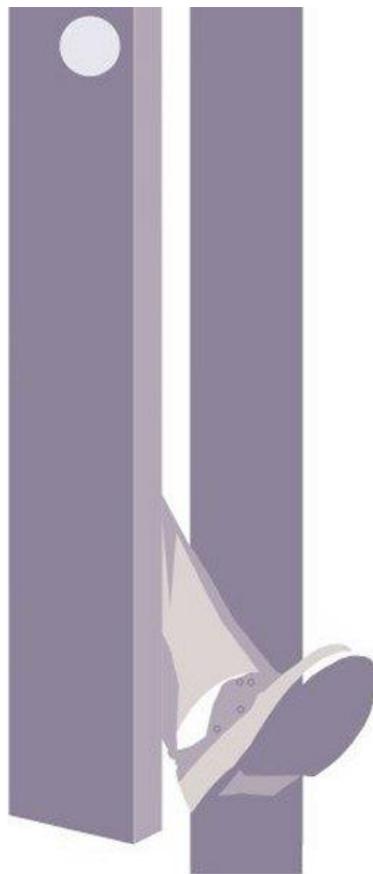


**OPEN DOOR
ADULT LEARNING CENTRE**

**SELF ASSESSMENT REPORT for
2015 - 2016**



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BACKGROUND INFORMATION

Open Door ALC is a voluntary sector, autonomous former external institution, situated to the south east of Sheffield. The organisation has been in existence since 1985. A small bank of full and part-time tutors delivers our own dedicated learning provision, with support from the administration staff. The only full time posts in our own organisation are that of the Centre Co-ordinator, and the Assistant Centre Co-ordinator, and one of our ICT tutors. The decision-making body of our own organisation is the voluntary board of Trustees, and that is made up from ordinary users of the Centre, local business people, retired police officer, retired clergy and local community activists. We contract two independent training providers, one here in Sheffield (Manor Training and Resource Centre), and one in Leeds (Swarthmore Education Centre), to fully deliver our Skills Funding agency contract. This subcontracting arrangement has been in place for five years.

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

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

Enrolments at Open Door ALC in 2015/2016 were 247 in accredited provision and all of these learners were aged 19-90, accessing 310 qualification aims. The service meets the needs of a range of learners. The overall enrolment trend shows a slight decrease in learner responsive numbers and an increase in non-accredited community learning activity. This reflects the increase in the support for the unemployed and the priorities of the local authority to support access and progression in its widest sense for people who are disadvantaged and who are furthest from learning and therefore least likely to participate.

Notwithstanding the individual commentary above, Open Door ALC works with two subcontractors to deliver its SFA funding contract. Manor Training and Resource Centre in Sheffield and Swarthmore Education Centre in Leeds, deliver 68% of the whole of the contract value, on behalf of Open Door ALC. Across the whole of the SFA contract, 822 learner's accessed 1167 qualification aims, in 2015/16 in a number of sector subject areas. This self - assessment report reflects all three training providers, during the academic year 2015/16.

Open Door's vision

To be a proactive service which identifies and delivers effective provision to help and support the people and communities of Sheffield and its neighbouring districts, particularly the most disadvantaged learners, to reach their potential. In delivering its SFA contract it seeks to work with, and support, its subcontractors to deliver a high quality training provision.

MISSION STATEMENT

‘Removing barriers to learning, for all adults in the south east of the city, and neighbouring districts and extending across Yorkshire and the Humber.’

KEY PERFORMANCE DATA

SUMMARY OF GRADES

COMMON INSPECTION FRAMEWORK

AREA OF LEARNING	SAR Grade 13/14	SAR Grade 14/15	SAR Grade 15/16
Vocational Learning – accredited provision ICT	2	2	2
Vocational Learning – accredited provision Crafts	2	2	2
Mathematics and English	2	2	3
ASPECT			
Effectiveness of leadership and management	2	2	2
Quality of teaching, learning and assessment	2	2	2
Personal development, behaviour and welfare	2	2	2
Outcomes for learners	2	2	2
Adult Learning Programmes	2	2	2

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

Our last Ofsted inspection in March 2015 recognized a number of areas where improvements are required. Firstly, that our subcontracting arrangements were weak and that our contracting documentation required improving. Since the inspection in 2015 we have derived a new subcontracting document, and this includes instruments of performance management, and clear guidance on supply chain management fees for under-performance. Secondly, we have introduced a new regime of quality assurance and performance management, utilizing key performance indicator documents, observations of teaching and learning, quality assuring observation processes, talking to staff and learners and forming reports for our organization. The inspection identified that outcomes for learners required improving, one of our subcontractors published success rates were in decline, and because this particular subcontractor was delivering over 45% of the whole contract, this had the effect of dragging down the remainder of the contract. Since the inspection, the subcontractor in question has improved upon their failing success rates, and is now delivering similar success outcomes to the other providers in delivering the SFA contract. As Lead provider we are endeavouring to support both subcontractors to make improvements in the quality of their delivery.

The sharing of good practice was identified as requiring improvement, we have re-invigorated the use of cloud-based storage and sharing systems and this platform is being used to share key documentation such as newly-revised ILP's and staff training materials around the Prevent duty. ILP's are currently under review, in all of the providers, we are seeking to introduce a better mechanism for target-setting, within ILP's, not only to improve retention rates, but to better measure distance travelled by each and every learner.

At group provider meetings we have introduced facilities for any provider to share any practice which they deem to be good, innovative or an improvement to teaching and learning. All staff, in all providers, have undertaken Prevent Duty training, and senior staff are continuing to access up to date training in this area.

EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT, **Good**

This is good because:

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

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

This is good because:

- Most learners enjoy their learning across the provision. Teaching challenges them and enables them to develop, consolidate and deepen their knowledge, understanding and skills well.

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

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

This is good because:

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

OUTCOMES FOR LEARNERS, **Good**

This is good because:

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

Achievement Rates for all qualifications by SSA

			2012/13	2013/14	2014/15	2015/16
01 Health, Public Service and Care	19+	Retention	92.2%	84.5%	84.1%	90.7%
		Achievement Rates	88.2%	81.7%	83.0%	60.7%
02 Science and Mathematics	19+					
		Retention	100%	100%	76.2%	83.8%
		Achievement Rates	100%	100%	76.2%	79.5%
06 Information and Communication Technology	19+					
		Retention	89.6%	89.5%	85.5%	90.3%
		Achievement Rates	83.2%	95.4%	83.7%	94.9%
09 Arts, Media and Publishing	19+					
		Retention	83.3%	100.00%	80.0%	86.2%
		Achievement Rates	83.3%	100.00%	80.0%	81.8%
12 Languages, Literature & Culture	19+					
		Retention	78.9%	87.5%	76.9%	93.5%
		Achievement Rates	64.9%	95.2%	71.8%	90.1%
13 Education and Training	19+					
		Retention	100%			
		Achievement Rates	83.3%			
14 Preparation for Life and Work	19+					
		Retention	90.2%	88.8%	89.4%	85.8%
		Achievement Rates	82.2%	86.7%	82.2%	85.3%
15 Business, Administration and Law	19+	Retention	85.7%	86.3%	80.0%	91.7%
		Achievement Rates	66.7%	68.2%	56.0%	83.3%

Timely Achievement Rates by Level

		2013/14	2014/15	2015/16
19+	Entry Level & Level 1			
		Timely Achievement Rates	81.7%	72.7%
	Level 2			
		Timely Achievement Rates	64.5%	70.1%
	Level 3			
		Timely Achievement Rates	66.7%	72.7%
Total 19+				
	Timely Achievement Rates	81.7%	71.8%	78.9%

Retention and Achievement by level

			2013/14	2014/15	2015/16
19+	Level 1(including Entry Level)	Retention	89.8%	87.1%	87.0%
		Achievement	82.7%	82.5%	92.7%
	Level 2	Retention	85.5%	86.9%	88.7%
		Achievement	70.1%	79.4%	88.8%
	Level 3	Retention	66.7%	72.7%	80.1%
		Achievement	78.9%	88.9%	81.7%
	Total 19+	Retention	87.0%	82.2%	87.3%
		Achievement	79.3%	83.6%	80.9%

Total Subcontracted Provision (19+)

			2013/14	2014/15	2015/16
19+	MaTReC	Retention	88.5%	89.4%	93.70%
		Achievement	71.1%	80.3%	86.50%
	Swarthmore	Retention	89.0%	84.9%	86.10%
		Achievement	79.9%	81.9%	79.50%
	Open Door	Retention	89.4%	87.4%	90.10%
		Achievement	88.0%	85.9%	89.40%
	Total 19+	Retention	89.0%	87.4%	89.50%
		Achievement	79.2%	80.8%	84.60%

Data from QSR 2012/13 - 2013/14 & QAR 2014/15

2015/16 Data is provisional, still some uncertainty on a number of English and Maths achievements.

2015/16 data to be updated in December 2016

Key Strengths

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

Emerging Strengths

- Improvement in overall achievement rates, with subcontractors and Open Door ALC
- Improved contract and sub-contractor management
- Improved and more effective working relationship with subcontractors
- Leadership and management are dedicated to supporting the subcontractors. We have very high expectations of our sub-contractors who are responsible for the delivery of 68% of our contract. This judgement is arrived at by ODALC newly implemented, and more effective, contract management arrangements.

What we need to improve

Overall achievement rates need improving across all of the providers delivering this SFA contract. It is not pertinent to highlight the difficult client groups that we all service, nor is it relevant to indicate the high levels of deprivation in the local communities that we all serve. We must ensure a robust initial assessment of learners before commencement of learning, and we must also ensure an adequate level of support is provided for those learners that would benefit, and achieve, their learning goals. Timely success is an issue, across all three training providers. We have recognised that not every learner will complete work in an acceptable timeframe because individuals have differing work-life balance and commitments. Level 2 achievement rates are of a particular issue across all three providers delivering the SFA adult skills contract. We have encouraged and supported our subcontractors to derive performance management statistics on their own delivery, and to highlight where achievement rates need to improved.

For Swarthmore Education Centre their 80.2% achievement rate of their Level 2 provision is an area for concern. We have supported the subcontractor to drill-down into their level 2 provision, and to identify the learning delivery that requires improvement, or if necessary, withdrawing. Their BCS level 2 (55.56%), AQA level 2 (71.88%) and OCR level 2 (66.67%) delivery is all below acceptable levels. The subcontractor is fully aware of these areas for concern and is implementing measures to address this poor performance. The Entry and level 1 achievement rates for Swarthmore are still unacceptable at 74.88%, overall.

For Manor Training and Resource Centre their level 2 achievement rate of 75.41% is another area for concern. While the subcontractor has withdrawn ICT and Business Text Processing from its level 2 delivery for 2016-17, the achievement rate overall for level 2 is still far from acceptable. The level 2 delivery in Functional skills in Maths and English is 67.44%, and the GCSE level 2 delivery is 77.27%. The subcontractor is aware of these areas for concern and has implemented a more robust mechanism for enrolling learners onto this delivery, such that it filters out any learners who they identify as being unable to achieve a level 2 in maths and English, despite the individual needs of the learner. The Entry and level 1 achievement rates for MATREC are acceptable at 89.69%, overall.

Our own level 2 achievement rates are 85.42% across the whole of our delivery, but in particular we have suffered a number of failures in Text and Word production, at level 2, only deriving an achievement rate of 52.94%. We are no longer offering this curriculum type for 2016-17 because we have not had any enrolment interest. Our level 2 BCS achievement rate of 77.78% needs improving, and we have introduced a filter mechanism to identify learners' with skills gap far in excess of what is required to successfully study at level 2. The Entry and level 1 achievement rates for Open Door ALC are at 84.75%, overall we need to improve these rates if we are to be comparable with our Provider group. The Functional skills delivery in Maths, especially, needs to improve as this area of our own delivery is unacceptable. Timely achievement has been an issue in Level 2 certificates in Mental Health Problems, but analysis of the problem has highlighted an area where we have revised our delivery.

Now more robust and achievable learning planned end dates are set for these learners, and these better reflect the time required to achieve their learning in a timely fashion. Review of the timely achievements in the 2016-2017 academic delivery indicate that substantial progress has been made with learners achieving against their planned end date, within the timely window.

We anticipate that our meeting with subcontractors in January 2017 will yield a better insight to the measures and mechanisms that have been introduced, to improve achievement rates, across the whole of the SFA contract.

Communication with our subcontractors needs improving further. The 2015 Ofsted inspection highlighted an issue where one of our subcontractors was quite vocal and scathing in how we, as the Lead provider, oversee this SFA contract. The subcontractor cited poor support mechanisms for them, and also cited a problem with their organisation not being considered as a full partner and subsequently we did have a fractious relationship with this subcontractor. Since the summer of 2015 we have been endeavouring to improve the working relationship with this particular subcontractor, and trying to be more inclusive in SFA contracting considerations. A change in senior manager personnel at this subcontractor over the summer of 2016 has resulted in a much more amiable working relationship, and our Centre Co-ordinator has devoted time to support this subcontractor with I.T. related support. Working relations with our subcontractor in Leeds have been excellent since 2010, and continue to be supportive and amiable.

Feedback and target-setting in learners' work is inconsistent and requires improvement in all providers' delivery. Here at Open Door Adult Learning Centre during the most recent academic year, we have introduced a number of variations to our Individual Learning Plan (ILP) documentation, endeavouring to improve target-setting for learners. We continue to discuss this issue at every provider meeting with subcontractors.

More sharing of good practice needs to take place, at regular provider meetings we encourage the sharing of good practice, and to invigorate the use of Cloud technology, to share systems and documents.

Continue to monitor the effects of devolution and to source new streams of funding as an independent training provider delivering in the Sheffield City Region.

To introduce a different regime of marketing strategies, for engaging local learners.

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

The regimes of observing teaching and learning are shared by everyone delivering the SFA contract, and we all continually seek to use these as part of our quality assurance systems. We use the OneDrive technology to share each other's outputs from the OTLA's, but more recently we are discussing the use of, and implementation of, learning walks to contribute to organisational quality assurance processes.

We need to increase the participation of males into the ICT delivery, because they are under-represented, and have been for the past five years.

The progress in embracing e-technology into all of our training provision is still in its infancy, we should prioritise channelling energies into making this a key action for this academic year. As lead provider I will be ensuring that it has prominence on our agenda items for meetings, and I will also be researching best practice into the use of e-technology.

THE SELF ASSESSMENT PROCESS

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

- Add statistics of achievement and retention, and success rates in October/November
- Gather subcontracting inputs in November, compile first draft document
- Expose all staff to the SAR, and its location, invite feedback, in November
- Roll out to Trustees in November for input
- Revise and edit from inputs, results from OTLA's to be considered in November
- Include activity feedback from November provider's meeting, Post to web portal after final endorsements from Trustees, in December

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

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

In November the retention achievement and success data from the previous year can begin to be entered for final judgements to be made by managers. An internal moderation process then takes place to improve the consistency, validity, reliability, objectivity and rigour of the whole process.

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

Learner numbers for the SFA contract for 2015-2016

SSA	Description	Qualification Aim Number
1.3	1.3 - Health and social care	107
2.2	2.2 - Mathematics and statistics	44
6.2	6.2 - ICT for users	276
9.2	9.2 - Crafts, creative arts and design	22
12.1	12.1 - Languages, literature and culture of the British isles	67
12.2	12.2 - Other languages, literature and culture	74
14.1	14.1 - Foundations for learning and life	400
14.2	14.2 - Preparation for work	165
15.2	15.2 – Administration	4
15.3	15.3 - Business management	8