

# Southend Adult Community College

## Local authority

<b>Inspection dates</b>		<b>06 – 10 October 2014</b>
<b>Overall effectiveness</b>	<b>This inspection:</b>	<b>Good-2</b>
	Previous inspection:	Good-2
Outcomes for learners		Good-2
Quality of teaching, learning and assessment		Good-2
Effectiveness of leadership and management		Good-2

## Summary of key findings for learners

### This provider is good because:

- success rates have improved over the last few years and many are well above national rates
- learners develop good practical, vocational and employability skills. They make good progress in developing these skills
- learners on study programmes do well. The college has made a significant contribution to reducing the number of young people in the borough who are not in education, employment or training (NEET)
- staff are particularly effective at finding good work placements for learners on employability programmes. These placements relate directly to learners' aims and provide good workplace experience
- teachers use their professional skills and knowledge well to help learners relate their studies to the world of work and gain employment or promotion
- staff, at all levels, create good partnerships with a range of agencies. They use these partnerships well to help learners develop a range of useful skills
- leaders work well to create, and monitor the effectiveness of, a curriculum that meets the needs of learners and the local community.

### This is not yet an outstanding provider because:

- current learners on a few programmes are not making sufficient progress in developing their skills
- in a very few areas too much teaching requires improvement
- teachers do not develop learners' English skills sufficiently well in all lessons
- staff do not record safeguarding outcomes and resolutions with sufficient detail and clarity in all cases.

## Full report

### What does the provider need to do to improve further?

- Continue efforts to improve success rates and the progress learners are making.
- Ensure that all teachers develop learners' English skills sufficiently within their teaching.
- Improve teaching learning and assessment so that they are good or better in all curriculum areas by:
  - ensuring that teachers provide sufficient stretch and challenge to all learners
  - ensuring that initial and on-going assessment results are used consistently well to inform lesson planning
  - focussing more clearly on the quality of the learning during teaching observations.
- Bring greater rigour to the recording of safeguarding actions and outcomes.

### Inspection judgements

<b>Outcomes for learners</b>	Good
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- The vast majority of learners are adults. Learners studying visual arts form the largest single group of learners in the College. The next largest is the group studying early years and playwork programmes. A minority of learners are studying Foundation English, many of them as part of a programme of study, such as an apprenticeship or an employability programme. Employability programmes are a key feature of the College's provision, with learners on a range of different short- and long-term courses, including study programmes for around 50 younger learners at levels 1 and 2.
- Success rates are high, and in some cases extremely high. Whole college success rates have improved over the last few years and in 2013/14 college data indicate they improved to, or were maintained at, levels above national rates. In some areas, such as early years and playwork, modern foreign languages and employability programmes, success rates are extremely high. Success rates on English and mathematics courses are also high.
- College staff have been highly effective at closing achievement gaps between different groups of learners. In 2012/13, men did not do as well as women on a few programmes, and learners on some level 2 programmes did not do as well as those on level 3. Because of positive action, improved initial assessment and greater focus on outcomes, gaps have closed. No significant variations in the achievement of different groups of learners existed in 2013/14.
- Learners on study programmes and Foundation English courses make good progress into further education, employment or training. Learners previously recorded as NEET on short employability courses are very successful with most progressing to employment or further study.
- Many learners start their programmes with very low levels of prior attainment. Staff are very good at helping these learners develop confidence and a positive approach to their learning. Learners enjoy their learning and, as a result, their attendance is high, particularly so for those who have not had a positive experience at school or in their prior learning. Most learners make good, or very good progress, except for those in some Foundation English lessons.
- In areas such as visual arts and early years and playwork, learners develop excellent practical skills in a short space of time. Staff use their skills and professional experience well to motivate learners to succeed.
- Learners develop their employability and life skills well. Those who are not yet ready for employment, make good progress in developing skills such as in how to present and motivate

themselves. In a few cases, teachers do not challenge sufficiently well the punctuality and attendance of learners.

- Learners make significant gains in confidence and the college focuses strongly on the skills that they need to succeed in the local community. For example, the free 'staying steady' course, helps older learners who are fearful of falling, cope with situations to help them take a fuller part in the community.
- Learners, including those on study programmes, gain good vocational experience and skills from relevant and well-managed work experience, which helps them progress to higher levels of study. Staff are successful in finding placements which are well suited to learners' interests and needs. For example, one learner wanted to work with exotic animals and staff found him/her a placement in a local reptile centre.
- Learners with learning difficulties and/or disabilities gain valuable life experience by mixing with their local community and contributing well to the life of the college, such as during the 'Leigh Arts Trail', a college activity designed to showcase learners' creative skills. These learners make excellent progress towards independent living.
- The development of learners' mathematics skills is good and staff in many areas focus very well on helping learners develop general and vocational mathematical skills. Learners quickly gain the skills needed to help them with life and work. In a few areas teachers do not always make the best use of available opportunities to promote mathematics.
- The development of English language skills through vocational teaching requires improvement. In many curriculum areas, such as in visual arts and early years and playwork, learners develop a rich vocabulary of subject language, which they use well. However, the restructure of the delivery model of Foundation English, to support other programmes, has not been fully effective in all areas of the college's work, such as in study programmes. Teachers do not stretch current learners sufficiently well to develop broader English skills because staff focus too much on teaching to the requirements of the examination.
- In many curriculum areas, learners make good progress onto higher-level qualifications and into jobs that meet local and national need. For example, learners in early years and playwork gain qualifications that enable them to find jobs in the local area and most of the learners who studied a customer services vocational qualification at initial level have now progressed to studying it at a higher level.

### The quality of teaching, learning and assessment

Good

- In most lessons, teachers have high expectations of what learners can achieve and encourage them very well to improve their skills. For example, in visual arts, teachers encourage learners to improve their technique and the range of methods they use to express their ideas by providing challenging, critical feedback and expert technical advice.
- Teachers make good use of a range of innovative ideas to help learners develop skills. For example, in a beginners Italian lesson, the teacher set up pair work where learners used 'Battleships', a naval strategy game played on a grid. By selecting which words to use, learners quickly developed a better understanding of Italian letters and numbers, enjoyed the session and participated well.
- Learners make good use of information learning technology in most lessons, which they use for research and group work, for example, to enhance their skills and knowledge. Not all subject areas, such as visual arts, have learning material on the college's virtual learning environment which learners can access out of lessons to extend their learning.
- Teachers use their vocational experience well to help learners relate their knowledge to the workplace. For example, in one lesson for learners studying to be teaching assistants, the teacher helped learners develop a clear understanding of equality and diversity. Then, through

use of a very effective questioning technique, enabled learners to understand how these issues applied to classroom settings and how to help children understand them.

- Teachers assess learners’ starting points and support needs accurately, and ensure they are on the right programme. In a few lessons, teachers do not take sufficient account of learners’ previous knowledge and experience or individual needs, when planning learning activities. For example in Foundation English lessons, teachers focus too narrowly on the requirements of the qualification and often fail to challenge the most able or support those who require extra help sufficiently. As a result, a minority of learners in these lessons make slower progress than they should.
- Teachers monitor and record learners’ progress and achievement well. In visual arts and early years and playwork, teachers set clear and challenging learning targets for individual learners. Assessment is frequent, confirms accurately what learners have achieved, and is followed by the setting of further targets which help most learners make good progress. In modern foreign languages, staff have created an innovative and robust system for assessing learners’ progress and achievement. Staff have made excellent use of the European standards for teaching languages, to create very clear assessment criteria for courses that are not based on qualifications.
- Advice and guidance provided to learners are good. Specialist staff work closely with the local Integrated Youth Support Service to provide impartial careers advice. The college provides a wide range of support and welfare services that a significant number of students use to good effect, in particular those with additional learning needs or disabilities. The college works very well with other local partners and employers to improve opportunities for learners.
- Teachers provide learners with good and detailed verbal feedback on the work they complete in lessons. In the better examples, teachers extend this into clear written feedback with well-defined targets set to guide learners on how they can improve their work and what they need to study outside formal lessons, often using information available on the virtual learning environment. However, in too many cases, written feedback to learners, for example in Foundation English and employability training, does not focus sufficiently on what they need to do to improve their skills. Targets that teachers set with learners in functional skills classes too often focus simply on passing the tests.
- Vocational teachers help students make good progress in improving their English and mathematics skills within the majority of lessons. For example, in one floristry lesson the teacher used both metric and imperial measurements, and the conversion from one to the other, to help learners develop and reinforce their mathematics skills. Teachers reinforce the importance and relevance of written and spoken communication skills well when teaching unemployed learners.
- Staff promote well a culture of respect around the college sites and community venues. Learners respond very well, respecting and celebrating the cultural and other differences of the diverse college community. For example, in one lesson the teacher encouraged learners to discuss the topical event of harvest festival as celebrated in different religions.

<p><b>Early years and playwork</b></p> <p><b>Apprenticeships</b></p> <p><b>19+ Learning programmes</b></p>	<p>Outstanding</p>
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- Teaching, learning and assessment are outstanding, as reflected by the success, retention and attendance rates, which are exceptionally high. The excellent skills development and professionalism of learners have contributed well to the quality of pre-school provision in the Borough of Southend-on-Sea. Learners progress to higher levels of training, including pathways

to higher education and other specialist professional training. Many learners gain greater responsibility in their workplaces and learners apply their skills and knowledge very ably.

- Teachers motivate learners exceptionally well, applying high levels of professional standards at all times. Learners work hard to gain a better understanding of the theories and strategies used in the development and support of children and young people. For example, when exploring the duty of care in preparation for their next assignment, learners discussed current practice in their workplaces with regard to informing parents of their rights to raise concerns and issues.
- Teachers work well with learners to help them cope with the challenges of managing workplace responsibilities, their studies and family responsibilities. Teachers make excellent use of individual learning plans to help learners manage these different demands. Personal tutors provide learners with detailed and highly effective one-to-one coaching and mentoring support which is especially useful for learners who are unable to attend taught sessions.
- Teachers use their wide and varied experience, including of best practice in other countries, extremely well to help learners develop their skills, knowledge and expertise and to develop an ethos of ongoing professional improvement. As a result, for example, one learner recently gained recognition by a national organisation as childminder of the year. Learners recognise and value the opportunities they have for ongoing professional development.
- Learners make good use of the easy access they have to learning technology to increase their confidence, manage their learning programmes and engage in independent learning. For example they use computer tablets well in the classroom for research and reference to develop their knowledge further.
- Assessment of learners' starting points is thorough and helps place them at appropriate levels of study, with suitable recognition given for previous achievements and experience. Curriculum design and a through induction enable learners to commence study at any time in the year and take advantage of an excellent range of short courses to enhance their learning.
- Staff are particularly good at identifying and providing prompt support for additional learning needs. For example, learners who are dyslexic receive excellent coaching and guidance to enable them to develop effective coping strategies and appropriate assessment strategies are implemented for them.
- Teachers use an excellent range of exciting and innovative approaches to assessment and prepare learners well for their assignment work. Teachers encourage learners well to reflect on their experiences and use relevant examples from their workplace and other experience. Feedback on assignment work is clear and given promptly through the electronic portfolio and enables learners to understand what they need to do to improve both current and subsequent assignments.
- Staff provide excellent initial advice and ongoing guidance. Learners have a very good understanding of their options and the possible professional pathways open to them. They are also very well aware of higher education opportunities, which many of them are considering, to enhance further their professional knowledge.
- Teachers ensure that all learners improve their English, mathematics, and information and communications technology skills well and that apprentices gain appropriate qualifications in a timely way. They emphasise well the importance of developing academic writing and research skills, as well as the skills needed in communicating with young children and their parents or carers. For example, in a focus group on effective communication, learners reflected on the barriers that can exist and then considered carefully how they can overcome these barriers when working with small children and their families.
- Learners know well how to keep themselves and the children they work with safe. The safeguarding programme they study is customised to early years settings and learners gain an appropriate level 2 qualification in safeguarding endorsed by the Local Safeguarding Children's Board. In addition, learners take part in a range of activities that highlight issues and actions that might be needed. The early years team deals with any safeguarding issues for learners promptly and effectively.

- Teachers include good reference to equality and diversity in all programmes, and use books, toys and other learning materials that reflect the range and diversity of communities in Britain. Learners share examples of good practice from their workplaces. Teachers provide useful strategies to recognise and celebrate the linguistic diversity found in many pre-school settings, and to support English development for children who speak other languages.

<b>Visual arts</b>	
<b>19+ Learning programmes</b>	Outstanding
<b>Community learning</b>	

- Teaching, learning and assessment are outstanding, as reflected by the success rates which are very high. Almost all students successfully achieve their learning and progression goals. Attendance and punctuality are excellent. Learners make rapid progress in lessons and produce a very high standard of work for the stage of their course.
- Teachers set high expectations for the learners and promote a positive environment for learning. They successfully develop learners' practical skills through engaging projects and clear instruction and demonstration. As a result, learners are enthusiastic about their subject and use tools, materials and processes with confidence. Teachers plan lessons well and many tasks and activities are innovative. In glassmaking, for example, teachers introduce learners quickly to a wide range of production techniques and effects by making a single combined piece of glasswork.
- Teachers use their expertise and experience well to make lessons rich in content and learners benefit from supplementary tips and insights into their subject. Teachers are adept at delivering to mixed ability groups of learners and skilfully use questioning to check and develop learning. For example, teachers on an introductory photographic software course help learners to understand quickly basic functionality and ask inquiring questions about more advanced software effects and tools. In one session, the teacher developed well, through discussion and questioning, learners' wider visual language vocabulary of, for example, colour theory.
- Teachers are effective at creating a supportive but disciplined and studious atmosphere in drawing and painting lessons. As a result, learners develop a detailed underpinning knowledge of technique and process. In life drawing for beginners learners make very good progress, producing credible drawings that demonstrate an assured use of line and materials. Learners apply mathematical measurement and estimation appropriately and produce accurately proportioned and high quality drawings.
- In creative crafts, teachers place a strong emphasis on learners' understanding of sound design principles. Teachers require learners to use sketchbooks and mind-maps and make detailed photographic records of their work. Learners speak positively about their new skills and how they are helping their work. In a ceramics class, the teacher, through clear demonstration and instruction, helped learners with learning difficulties to understand and describe shapes and forms. They produce practical outcomes on a weekly basis such as tiles, pinch-pots and decorative three-dimensional object.
- Teachers make very good use of the excellent resources to provide inspirational environments for creative arts. Teaching areas are spacious and staff arrange them well. Specialist resources such as glassmaking and ceramics provide learners with a good range of opportunities to learn and practise skills and techniques. The virtual learning environment is underused and does not yet provide an active or useful learning resource for learners to independently access materials such as teacher notes or presentations.
- In a small number of lessons, teachers do not make sufficient use of opportunities to develop learners' vocational and visual vocabulary. Teachers do not give them sufficient time to describe

what they see or think is happening within an image. Learners are not routinely required to make technical notes and as a result, they do not record some key learning points

- Teachers provide excellent verbal feedback to learners in lessons and this helps learners to refine and develop the standards of their work. An end of year 'Leigh Arts Trail' exhibition provides a celebration of learners' achievements and presents their work to the wider college and local community. The written feedback given to learners is very good and is useful to learners but is too infrequent on a few courses. The teaching team have recently introduced a feedback book to increase the regularity of written feedback.
- Information, advice and guidance are excellent and help to place learners on to the right course and advise them of their next steps. A preparatory course is used well by teachers to provide additional support. Teachers use experiential activities very well, such as on a recently introduced summer school to further help learners settle in. They monitor learners' progress extremely closely in the early stages of their courses in order to assess their ability to complete a portfolio of work.
- Safeguarding practices are good. Teachers ensure that induction thoroughly covers the subject. Students with learning difficulties have clear support plans and workbooks where they identify and agree key risks, dangers and behaviours.
- The promotion of equality and diversity is very good. In a glassmaking lesson, the teacher showed learners a presentation about a Kenyan community glassmaking project that involves the use of recycled materials. This prompted useful discussion about materials, economics, processes and ethics. Teachers have built a comprehensive equality and diversity resource bank of teaching materials. However, this is not available on the virtual learning environment so is not yet accessible to learners outside the college. A potter's wheel has been installed in the ceramics workshop which is accessible by wheelchair users.

**Foundation English**

**16-19 study programmes**  
**19+ Learning programmes**

Requires improvement

- Teaching, learning and assessment require improvement, although a high proportion of learners achieve their qualifications. The college has been highly effective at increasing success rates. Learners gain the skills they need to achieve the qualifications. However, current teaching is not sufficiently effective in improving learners' broader language skills, including reading and writing. Too many current learners with very low starting points in their grasp of English make slow progress, largely because teachers do not pay sufficient attention to each learner's specific needs when planning and teaching lessons.
- Teachers give learners, many of whom have learning difficulties or disabilities, good personal support and care in lessons. Teachers and volunteers praise learners for their work and motivate them well to improve their confidence, particularly at entry level. However, teachers do not challenge lateness, or stress the importance of punctuality in preparing learners for work, sufficiently.
- In the better lessons, teachers' expert planning ensures they give learners texts and tasks that enable them to make good progress, which they monitor effectively. Teachers work well with learning support assistants and volunteers to ensure each learner gets support and learning activities which meets their individual needs. For example, in a very well-organised and successful beginners reading lesson, learners made good progress in improving their reading and writing skills because teachers provided texts and other resources at exactly the right level.
- Staff carry out detailed assessments of learners' English skills when they start. However, teachers do not always use the results sufficiently well to place learners, who have a wide range

of starting points, in the most appropriate class. A few lessons are less successful because teachers do not use initial and ongoing assessment sufficiently well to meet the needs of individual learners. In these cases, learners complete worksheets that are too easy and mundane. Too many learners, for whom English is a second language, make slow progress in functional skills and literacy lessons because they do not understand enough of the work.

- Teachers give immediate, detailed and effective verbal feedback to learners on their progress during lessons and on how to improve. However, written feedback is not as good. Learners' marked work contains many positive comments but feedback rarely focuses on what they need to do to improve. Too many comments are perfunctory and do not guide learners on how to improve their punctuation, grammar, spelling or sentence structure.
- Teachers use information and learning technology well to promote collaborative learning, and learners participate enthusiastically and creatively in the use of the technology. As well as improving their progress, learners benefit from recognising the potential of new technologies to help them to improve their English. Teachers recognise the need to help learners improve their use of mathematics and take advantage of opportunities when they arise.
- Staff promote a culture of tolerance and respect in lessons, and learners from different cultural and social backgrounds work together well. Teachers take full advantage of opportunities to celebrate diversity. For example, in one lesson learners discussed the harvest festival and researched the names and differences of the harvest festival in different religions.

<p><b>Employability Training</b></p> <p><b>16-19 study programmes</b></p> <p><b>Employability</b></p>	<p>Good</p>
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- Teaching, learning and assessment are good, as reflected in the success rates which are very high. Almost all learners complete their courses and most achieve accreditation. They understand well the relevance of the skills and knowledge they are gaining and many see their learning as a step on the journey to a job. Most learners are developing the communication and information and communications technology skills necessary to apply successfully for jobs. For example, a learner with mental health difficulties gained a job as a horticultural trainee.
- Progression advice from both teachers and specialist careers advisors is effective. Almost all younger learners progress to further education and the majority of adult learners continue to make progress towards employment through further training. The study programmes have engaged young learners who were previously NEET and all of these young people did well in all aspects of their study programme in 2013/14.
- Staff use partnerships well to deliver courses in many settings external to the college, such as children's centres, increasing recruitment from learners who have been disengaged from education and those who have other barriers to participation, such as women from some minority ethnic backgrounds and learners with mental health problems. Every young learner on the study programme undertakes an extended period of work experience that helps lead to employment or an apprenticeship.
- Teachers are very encouraging and give learners confidence that they can succeed. They are particularly good at relating theory subjects in the classroom to the world of work. Carefully selected and trained volunteers bring a wide variety of life and employment experience to the teaching. They provide excellent individual support for learners who need it.
- Learners are enthusiastic about their learning and clearly value the opportunity to gain qualifications, some for the first time in their lives. Teachers are sensitive to the personal issues that many learners face and have a strong commitment to keeping them on courses. In a few



cases learners are absent from or late for lessons and do not make the progress of which they are capable.

- In most lessons, teachers use questioning techniques very skilfully to enable learners to recognise what they have achieved so far and to challenge them to make further progress. Learners are encouraged successfully to question each other and become more active and independent participants rather than just reacting to teachers’ prompts. In one lesson, learners suggested suitable jobs for each other and then answered questions from their peers about expected pay levels and the application process.
- In the few weaker lessons, teachers direct their questioning too much to the whole group, and some learners do not participate at all. Even though these lessons are planned in detail they do not always allow sufficient time for learners to complete work. In a few lessons, teachers pay insufficient attention to ensuring all learners are provided with sufficient support or challenge to meet their individual needs.
- Teachers assess learners’ starting points well to establish each adult learner’s level of skill and knowledge. These learners set themselves regular targets and self-evaluate their progress well. Teachers monitor these evaluations carefully and give useful personalised written feedback on their progress and what they need to do to improve. In a few cases teachers rely too much on verbal feedback and their written feedback lacks sufficient detail. For younger learners on study programmes, the emphasis at this early stage in the course is to build confidence and encourage learners to develop regular patterns of attendance. This is proving successful.
- Teachers make good use of opportunities to develop learners’ English skills, both written and verbal. This is a strong feature of the teaching as teachers rightly see communication as a key aspect of employability. However, the development of English skills for study programme learners is not sufficiently well focused on the wider skills needed to enter employment, such as presentation and timekeeping.
- A strong ethos of respect for all learners, whatever their characteristics, is evident in lessons. Teachers ensure that learners from different cultures, customs and backgrounds share their experience and learn to work co-operatively so they develop the teamwork skills valued by employers.

<b>The effectiveness of leadership and management</b>	Good
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- Leaders and managers consistently and effectively plan for and communicate high expectations and ambition to staff and learners. Leaders successfully align strategic direction and delivery with the local priorities of improving the skills of the borough’s residents. By setting challenging targets linked to robust monitoring of performance, governors and senior managers ensure a continual improvement of standards. All staff within the organisation are clear about how they contribute to achieving these objectives. Staff have managed well the introduction of study programmes.
- Governors work successfully alongside similar providers to review their impact and benchmark their effectiveness. They are strong advocates of the college’s mission and bring a range of relevant business and education skills to bear to ensure that the college continues to improve in spite of less funding. For example, leaders have successfully reviewed the management structure to align it with key strategic priorities, while reducing costs.
- Leaders and managers make good use of management information, to monitor and improve performance. Staff are particularly adept at using outcome data to explore the impact of teaching on learners. Self-assessment is inclusive and thorough, and identifies accurately the strengths of the provision and the areas requiring improvement. . At department and subject level, managers and staff understand the areas for improvement that they need to work on. Action plans are robust and effectively managed.

- Partnership arrangements are excellent and bring great benefit to learners and local organisations. Links with the local early years authority are strong and lead to an effective sharing of information and training resources. Managers and staff actively promote learning to harder to reach learners and make their transition into learning as easy as possible. Many of these learners progress on to further courses.
- Curriculum planning is good. Managers constantly review information from local sources and the provision meets the diverse needs of the community well. Managers are very good at implementing bespoke short course provision rapidly and successfully, such as for early years and playwork learners. For example, when managers identified that success rates on cake decorating courses had declined, managers correctly identified that learners were not developing the skills needed to pass the examination. They created their own 'access to cake decorating' course and success rates improved.
- Study programmes have been introduced successfully, and targeted well at more vulnerable learners who need to build their confidence and employability skills. Work experience and work-related learning are a key feature for the learners and are having a positive impact on their skill development and their progression opportunities.
- The effective management of English and mathematics teaching has ensured that success rates have steadily improved and are now above the national rates. However, as correctly recognised by curriculum managers, the development of these skills beyond that of achieving the qualifications requires improvement. Changes introduced this year to the delivery of Foundation English, have not been as effective as planned.
- Over the past year, managers have strengthened performance management and staff appraisals. They use a range of activities, such as mentoring, coaching and peer observations, to support teachers very well to improve their practice. Observations of teaching and learning are comprehensive. However, as recognised by managers, performance management is not yet sufficiently robust in all aspects. Observers over-grade a few lessons and do not focus sufficiently well on the progress made by learners when judging the quality of teaching. Post observation action plans are not always sufficiently challenging or specific.
- Safeguarding requires improvement. The provider undertakes safeguarding checks on all staff who work with children. Learners say that they are safe and enjoy learning. Managers review safeguarding arrangements regularly and investigate incidents thoroughly. Staff are suitably trained and they actively support and care for learners. Risk assessments of work placements are comprehensive. However, safeguarding records do not always contain sufficient details about outcomes, and reporting to governors on safeguarding lacks clarity.
- The management of the promotion of equality and diversity is particularly effective. The College is a great advocate of community cohesion. Main sites are a harmony of respect and joy. They are filled with success stories of individuals from a broad range of backgrounds that motivate others well. All staff ensure that all sectors of the community are welcomed and appropriately catered for. Leaders have been very effective in reducing significantly gaps in the achievement rate of different groups. In lessons, teachers promote equality and diversity very well. The college is an integral part of the borough and many local groups use the classrooms and facilities.

## Record of Main Findings (RMF)

### Southend Adult Community College

<p>Inspection grades are based on a provider's performance:</p> <p>1: Outstanding                  2: Good                  3: Requires improvement                  4: Inadequate</p>	Overall	14-16 part-time provision	14-16 full-time provision	16-19 study programmes	Traineeships	19+ learning programmes	Apprenticeships	Employability	Community learning
Overall effectiveness	2			2		2	2	2	2
Outcomes for learners	2			2		2	2	2	2
The quality of teaching, learning and assessment	2			2		2	2	2	2
The effectiveness of leadership and management	2			2		2	2	2	2

Subject areas graded for the quality of teaching, learning and assessment	Grade
<b>Early Years and Playwork</b>	<b>1</b>
<b>Visual Arts</b>	<b>1</b>
<b>Foundation English</b>	<b>3</b>
<b>Employability Training</b>	<b>2</b>

## Provider details

<b>Type of provider</b>	Local authority							
<b>Age range of learners</b>	16+							
<b>Approximate number of all learners over the previous full contract year</b>	4,791							
<b>Principal</b>	Mr Stephen Lay							
<b>Date of previous inspection</b>	November 2008							
<b>Website address</b>	www.southend-adult.ac.uk							
<b>Provider information at the time of the inspection</b>								
<b>Main course or learning programme level</b>	<b>Level 1 or below</b>		<b>Level 2</b>		<b>Level 3</b>		<b>Level 4 and above</b>	
<b>Total number of learners (excluding apprenticeships)</b>	16-18	19+	16-18	19+	16-18	19+	16-18	19+
	4	614	52	312	0	109	0	116
<b>Number of apprentices by Apprenticeship level and age</b>	<b>Intermediate</b>		<b>Advanced</b>		<b>Higher</b>			
	16-18	19+	16-18	19+	16-18	19+		
	3	43	10	36	0	4		
<b>Number of traineeships</b>	16-19		19+		Total			
	N/A		N/A		N/A			
<b>Number of learners aged 14-16</b>	N/A							
<b>Full-time</b>	N/A							
<b>Part-time</b>	N/A							
<b>Number of community learners</b>	968							
<b>Number of employability learners</b>	192							
<b>Funding received from</b>	Education Funding Agency and Skills Funding Agency							
<b>At the time of inspection the provider contracts with the following main subcontractors:</b>	<ul style="list-style-type: none"> <li>▪ N/A.</li> </ul>							

## Contextual information

The college delivers provision to residents of the borough of Southend-on-Sea and the surrounding areas. The borough is not very large but has the highest population density of any borough outside of London. The borough has some affluent districts but some with very high levels of deprivation. Three-quarters of the learners come from the borough and three-quarters of these come from the most deprived wards. The college offers a wide range of courses for learners to gain skills for employment or leisure. In addition the college manages a dedicated centre for young adults with complex and profound learning disabilities and difficulties. At the time of inspection, courses were in their third or fourth week. The college restructured its delivery of Foundation English for the start of this term.

## Information about this inspection

**Lead inspector**

Derrick Baughan HMI

Two of Her Majesty's Inspectors (HMI), one associate inspector and three additional inspectors, assisted by the Deputy Principal as nominee, carried out the inspection with short notice. Inspectors took account of the provider's most recent self-assessment report and development plans, and the previous inspection report. Inspectors also used data on learners' achievements over the last three years to help them make judgements. Inspectors used group and individual interviews, telephone calls and online questionnaires to gather the views of learners and employers; these views are reflected throughout the report. They observed learning sessions, assessments and progress reviews. The inspection took into account all relevant provision at the provider. Inspectors looked at the quality of teaching, learning and assessment across all of the provision and graded the sector subject areas listed in the report above.

## What inspection judgements mean

Grade	Judgement
Grade 1	Outstanding
Grade 2	Good
Grade 3	Requires improvement
Grade 4	Inadequate

Detailed grade characteristics can be viewed in the *Handbook for the inspection of further education and skills 2012*, Part 2:

<http://www.ofsted.gov.uk/resources/handbook-for-inspection-of-further-education-and-skills-september-2012>

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