

(December 2022)

# **Newcastle City Learning Self-assessment Report**

Academic Year 21/22

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## Overview

Newcastle City Learning (NCL) is the post-16 delivery service within Newcastle City Council. Newcastle City Learning works within the context of the city's demographics and priorities. The stated purpose of the service is

**"Providing opportunities in Newcastle for all to learn, improve and grow".**

## Vision

*Enabling Newcastle city residents to grow and thrive by providing high-quality, relevant development opportunities, making a difference to the employment chances and lives of all our learners.*

## Our values

Respect  
Teamwork  
Integrity  
Nurturing  
Compassion

## Background

Within the City Council, Newcastle City Learning (NCL) sits within the Education and Skills Division of the Children, Education and Skills Directorate. As such, the service feeds directly into the Children, Education and Skills Directorate plan and objectives for 2021-22.

At the heart of the service, is an ethos of supporting the people furthest away from the labour market in the city to develop their skills and confidence to move them closer to the jobs market. The service also provides a range of programmes and activities to allow residents to meet new friends, collaborate through learning and build confidence to enable residents to integrate and take a greater part in community life.

NCL has strong links with a range of partners including Job Centre Plus (JCP), The Council Careers, Advice and Guidance Team, Social Services, Your Homes Newcastle, Newcastle Futures Ltd, North of Tyne Combined Authority (NTCA), schools and a range of employers with whom it collaborates to provide additional training and support to the residents of the city.

Newcastle sits within the North of Tyne Combined Authority (NTCA) area and Adult Education Budget (AEB) funding has been devolved from the 2020/21 academic year. NCL continues to work with the leaders of NTCA to ensure that our curriculum meets both the needs of the city and the wider geographical area within the north-east region.

NCL receives funding through the Adult Education Budget (including the former Community Learning element), 16-18 Study Programme, the Apprenticeship levy and Advanced Learning Loans as well as some full cost delivery.

The adult curriculum has a very strong ESOL provision and steady numbers of 19+ learners with learning difficulties and disabilities (LLDD). In 21-22 we continued to develop our vocational training offer, to help adults gain qualifications to help them move closer to the jobs market. The curriculum leaders have established good working relationships with a number of employers to support the delivery of this strand of the curriculum and continue to look at regional trends to ensure that the curriculum offer remains relevant and meets local priorities.

The service also provides a range of community learning and recreational learning to support the residents of the city to build confidence and communication and to ensure that adults remain socially integrated, making friends and enjoying learning.

The service offers courses from four main buildings across the city:

- Westgate Community College
- Newcastle Skills Centre (on the Westgate site)
- Heaton Community Centre
- Gosforth Library and Learning Centre.

In addition, NCL delivers programmes of learning to young people aged 16-19. This is an area of the service's provision which has grown and developed during 2021-22.

## Context of this self-assessment report

One year on from the service's last full Ofsted inspection visit in October 2021, the service continues to develop, and to offer a high standard of educational experiences to its learners. Overall achievement rates have remained high, and the majority of learners who attend education programmes at Newcastle City Learning, stayed until the end of their programmes, and passed their planned qualifications. Achievement rates in adult learning are particularly high, this being the largest provision type within the service.

The service can now demonstrate a positive three-year trend in adult education provision and this area of our curriculum continues to offer excellent education opportunities for the residents of the city, helping many to improve their core skills and developing new knowledge, skills and behaviours to enable them to progress or enter the job's market.

Improved achievement rates in our Programmes for Young People (PYP) have been sustained again in 2021-22. Including a growth in support for young people with learning difficulties and disabilities.

Apprenticeship performance remains steady with a slight decrease in overall achievement rates in 21-22. The rates, however, remain higher than average for similar providers and both apprentice and employer feedback is consistently positive.

## Overall Effectiveness

This report covers the period of 1 August 2021 to July 31 July 2022. The evidence presented within our self-assessment procedures confirms that the quality of education received by the vast majority of learners at Newcastle City Learning remains good. In some areas of our provision the evidence would suggest that it is moving towards outstanding.

The quality of education received by adult learners, the largest provision type within the service was again exceptionally good. Ninety-seven percent (97%) of those adult learners who stayed until the end of their programme passed their qualifications. There have been many other benefits gained by our adult learners, including increased confidence and resilience, and improved mental-wellbeing which our learners continue to mention in learner feedback surveys.

Newcastle City Learning apprentices continue to progress well and have a positive impact in the workplace as a direct result of their learning.

Our young learners enjoyed a positive experience and continue to develop a wide range of knowledge and employability skills as part of their journey on the programme. We continue to seek to increase the number of relevant work placements on offer to those ready for work experience. The largest challenge remains the delivery of the English and maths element of the study programme with many of our learners reluctant to engage in this aspect of the study programme. However, many individual learners have made progress or at least maintained their skills in these essential subjects last year.

Newcastle City Learning continues to provide good quality specialist support to learners of all ages with learning difficulties and disabilities. The college has established itself as a high-quality provider and works in partnership with the council to ensure that learners continue to receive specialist support and education which enables them to make progress against individual targets within their Educational Health Care Plans.

## **Safeguarding at NCL is effective.**

The safety of our staff and learners is of the utmost importance to us. A safeguarding lead and deputy lead are identified and have undertaken the required training to fulfill those roles.

The Chair of the Advisory Board takes the lead responsibility on safeguarding and provides regular support and challenge in this respect. The Safeguarding leads have met with the Chair on two occasions last year to further discuss individual cases and trends within referrals at Newcastle City Learning.

One trend which is emerging, is one of neglect at home of our young people. At Newcastle City Learning we are very aware of this and look for the signs daily. Our pastoral officers also sensitively deal with regular issues in relation to the impacts of young people living in poverty at home. Where we have concerns that this has reached a certain threshold, we would make referrals to our Council colleagues and seek support on behalf of that child.

NCL carries out safer recruitment practices and provides appropriate training to all staff to ensure that their own knowledge and understanding around how to keep learners safe is updated on a regular basis.

NCL operates a comprehensive recording system called Tootoot to allow the service to record safeguarding concerns and to monitor our response and follow up actions in keeping our learners safe.

NCL regularly have to deal with safeguarding concerns on behalf of learners within our provision and provide timely and effective responses to all concerns raised.

All learners received information on how to keep themselves from the threat of radicalization and the wider threats to their safety, including online safety during induction and throughout their learning programmes.

NCL have positive working relationships with support multi-agency teams within the Council who they can call on for guidance and support should it be required.

Safeguarding remains effective.

## Teaching, Learning & Assessment practices

Leaders and managers carried out a number of visits to lessons last academic year to collect evidence of the quality of education within our provision. We also asked our learners to provide feedback about the quality of teaching, learning and assessment and the kind of support they received whilst learners at NCL. We also collected feedback through end of course surveys.

The evidence collected during those lesson visits told us that the majority of our learners received a good standard of teaching, learning and assessment. Learners told us that they received high levels of support which enable them to make good progress in their learning and to build confidence and a wide range of other softer skills, for example a learner from a maths class said *“the tutor is friendly and approachable, and that they feel comfortable asking for help if needed. The tutor will then explain things on the board in more detail”*. One learner said that *“the class also help each other if they are finding something difficult, discussing answers and methods with each other.”*

Learners feel that they are being stretched, one learner said that *“she couldn’t believe she was studying maths again and doing things that she never thought she would be able to do.”*

Learners on a counselling course commented that they feel challenged on the course. One learner described how *“initially new techniques are vague, but through repetition they have become clearer, and then the penny drops”*.

Adult learners with learning difficulties and disabilities said *“They all agreed they enjoyed their classes, and that L was a fabulous teacher who they learned a lot from”*. They had learned about the pros and cons of social media, in the last session, and how to keep themselves safe. They knew to go to a member of staff if they felt unsafe about something.

More comments can be found at – appendix 1.

The evidence collected through lesson visits, however, also told us that we still have some work to do in order to move from good to outstanding in our classroom delivery.

The most prominent areas for development are:

1. Questioning: teachers need to develop questioning techniques so that follow up questions allow learners to think more critically and ensure new concepts are remembered.
2. Effective use of peer assessment in lessons.
3. Better use of collaborative learning - teachers need to explore and use more activities that require collaborative working so that learners can learn from one another, foster independence from the tutor, and develop more autonomy.

Delivery staff at Newcastle City Learning benefitted from a range of professional development support opportunities last year to develop their classroom practice. For the second year running we ran the Peer Enhancement Programme (PEP) focusing on the four themes of best practice:

1. Thinking for Learning
2. Assessment for learning
3. Collaborative learning
4. Digital Skills.

Four of our tutors took part in the Education Training Foundation (ETF) mentoring programme, building their own skills as tutor mentors and helping others to develop their classroom practice across the service.

There is some clear evidence from lesson visits that participation on both the ETF and PEP programme has had a positive impact on individual's classroom practice following engagement with these two initiatives.

## Key Weaknesses – Identified at last inspection

What does the provider need to do to improve:-

- Ensure that teachers have high ambitions for apprentices and provide them with the guidance and teaching that they need to achieve distinction grades on their apprenticeship programme.
- Ensure that teachers identify and correct errors in the standard of written English produced by learners with high needs, so that they can provide learners with feedback on how to improve the accuracy of their work.
- Invest in the internal and external fabric and facilities of the buildings used by adult learners so that they can enjoy a more comfortable and inspiring learning environment.
- Ensure that more learners enjoy an outstanding experience in lessons.

We feel that we have made some progress against the key weaknesses from the last inspection report. However, moving to outstanding performance is always the most challenging.

- Percentages of apprentices achieving the higher distinction grades, where possible, has increased since the last inspection.

	Pass, Merit or Distinction standards *	
	20/21	21/22
<b>Pass</b>	12%	50%
<b>Merit</b>	88%	50%
<b>Distinction</b>	0%	0.00%
<b>Not Achieved</b>	0%	0.00%

- The High Needs tutors have undergone a refresher in SPaG to ensure that it is used consistently across the team. In addition, newly qualified or trainee teachers are attached to a mentor to ensure it is understood and used correctly and consistently.
- The service has made an investment recently in the internal fabric and facilities at Westgate and the Skills Centre. We also invested in better WiFi connectivity and the purchase of additional computers in order to provide a more comfortable and appropriate environment for learning for our learners. There is, however, still more work to be done.
- We continue to strive to develop our teachers to deliver outstanding teaching, learning and assessment but there is still work to be done to achieve this objective fully.



## Behaviour and Attitudes

Attendance has fallen across the whole service to 83% since the return to face-to-face learning. Whilst attendance has increased in Programmes for Young People (PYP), it is within the adult provision that we have seen a 7.2% decline. However, during 21-22 we did see several outbreaks of COVID within the service and this has impacted on this overall figure.

### NCL Overall Attendance-three-year trend

19/20	20/21	21/22
87.56%	88.76%	82.59%

### NCL Adult Attendance- three- year trend

19/20	20/21	21/22
88.86%	89.60%	82.44%

### NCL Young People Attendance- three-year trend

19/20	20/21	21/22
73.37%	82.36%	84.22%

The behaviour of our adult and apprenticeship learners continues to be excellent. The behaviour of our young learners is also good, due to the implementation of a new behaviour and expectations policy, and a consistent positive approach and constant wrap around support offered by the pastoral officers and programme managers.

The majority of teachers are able to create a calm and orderly environment for learning across all provision types. A key strength of our provision, continually highlighted within student feedback is the high levels of support received by students from both their tutors and our wider support services.

The majority of learners at Newcastle City Learning have an excellent attitude to their studies. Attitudes to learning within the young learners has improved and remains good.

Newcastle City Learning is good at developing effective learner behaviour and establishing a culture underpinned by British Values. In ESOL, adult learners clearly value the multilingual aspects of the ESOL classroom and how it becomes a mini culture, representative of broader life outside the classroom: *'speaking is getting better because what happens in the classroom helps me with what happens outside'* (Ofsted 2021)

Relationships among learners and staff reflect a positive and respectful culture where the principles of equality and diversity are nurtured. Learners of all ages thrive in a learning culture that celebrates diversity. NCL offers courses for many of the city's most marginalised groups, such as asylum seekers, refugees, vulnerable adults and young people from difficult backgrounds (Ofsted 2021).

Learners' attitudes to their education are positive. In maths and English learners arrive at lessons ready to learn and engage quickly with planned activities. Learners take pride in their learning and demonstrate positive attitudes to each other, tutors, and staff. Learners feel safe at college and feel comfortable about reporting any concerns to their tutor or another member of staff. Concerns have been acted on in a timely way.

In vocational areas tutors use the diversity in their classes by encouraging learners to translate key language into their first languages and share with other learners. Opportunities are taken in some classes to consider cross-cultural similarities and differences in values: in an observed Care Academy lesson a culturally diverse group of learners discussed and shared their personal definitions of equality through sharing their experiences.

Tutors at Newcastle City Learning are good at developing effective relationships with their learners. Apprentices feel safe and have a positive relationship with their tutors (Ofsted 2021). Learners on team leading apprenticeships were able to articulate local threats and apply these to their place of work. They understand their responsibility while at college and at work.

The LLDD learners set their own ground rules for how they want to be treated by each other at the beginning of the course. They then ensure these rules are upheld (Ofsted 21).

## Personal Development

The curriculum offer across all provision types at NCL supports our learners to develop their knowledge and skills, but also to develop a range of wider skills such as building their confidence, resilience, communication and wider social skills.

A further focus across all provision types is to develop employability skills to ensure that our learners move closer to the jobs market. Where learners have told us that their intention is not to move into employment, there is a focus on ensuring that learners can play a full and active part in their families and communities in the future.

In programmes for young people the number of placements obtained to provide real life work experience has increased, giving more learners an opportunity to further develop their employability skills.

In adult learning, the NCL curriculum extends beyond the academic/technical/vocational and provides for learners' broader development, enabling them to develop and discover their interests and talents.

The 'Dream, Discover, Do' programme provides a route for individuals back into employment. It builds self-esteem and confidence and prepares individuals to move back into learning and or employment. Over 50% of learners on the Dream, Discover Do programme gained employment or took up volunteering opportunities and over 50% enrolled to continue studying on further courses.

The Thinking Folk project continues to provide our learners with an opportunity to take part in higher order thinking and conversation. Socratic dialogues are used as a pedagogical construct for tutors to develop learners' critical thinking skills by drawing on their lived experiences and enabling them to recognise the common bonds that make us all human. Learners across the service continue to take part in these events allowing them to stretch their language skills, their cognitive skills and take part in lively debate.

The provider prepares learners for future success in education, employment or training by providing unbiased relevant careers guidance and opportunities within the world of work. We recognise that volunteering is an important pathway for some learners in helping them prepare for paid employment. The service continues to offer the passport to volunteering as an additionality for our adult learners with a further sixty-one adults completing this programme last year.

Partners such as Jet North are particularly valuable given the focus on ESOL learners for pastoral and careers support and the organisation recognises that NCL enables it to achieve its targets so mutual cooperation is essential.

The curriculum support learners in the community to develop their resilience, confidence, independence and mental health. Over 200 learners successfully completed a course of study or activity in an outreach venue in 2021-22. Many MFL learners report how well they have used their newly acquired language skills during periods of foreign travel.

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Learners at NCL understand how to keep themselves and their peers safe and who to report any concerns to. They receive comprehensive training on the varied risks to their safety in modern Britain. They are familiar with the risks of radicalization and extremism that they might be exposed to in the north east.

Newcastle City Learning promotes a highly inclusive environment where all learners are valued.

*“Learners of all ages thrive in a learning culture that celebrates diversity. NCL offers courses for many of the city’s most marginalised groups, such as asylum seekers, refugees, vulnerable adults and young people from difficult backgrounds. Staff promote and value the aspirations of all learners, irrespective of their backgrounds.” (Ofsted 2021)*

A further key focus in 21-22 has been the development of learner digital skills. Online working combined with the social isolation and challenges of the Covid-19 pandemic has strengthened the desire of many learners to improve their ICT skills. Enrolments on the new free Digital Skills courses for adults has been popular.

Learners aged from 16 to 19, learners with high needs and adults with learning difficulties and/or disabilities get opportunities to develop their physical health through exercise programmes on the campus playing fields. They also receive support developing safe and consensual relationships with their peers.

The service continues to provide learners with ongoing impartial advice and guidance. All ESOL learners have access to an external specialised agency which provides both pastoral and career advice. English and maths learners have access to formal career guidance through the National Careers Service.

## Leadership and Management

The leadership, management and governance continue to evolve to support an ever-changing service with a full re-structure of the leadership and management taking place in the summer of 2022.

Leaders and managers continue to look to ways to balance the demands to deliver high-quality education, against a background of more and more challenging financial constraints.

Leaders and managers have continued to develop the curriculum offer to meet the changing needs of our residents, employers and stakeholders. Leaders regularly consult with the North of Tyne Combined Authority to ensure that our curriculum offer remains aligned with their strategic priorities as well as keeping abreast of employer and resident needs from within the city of Newcastle upon Tyne. The Head of NCL regularly attends external meeting with both North of Tyne Combined Authority and the Council to ensure that the service is kept informed of changes in need and priorities from our main stakeholders and to ensure that we continue to provide training which is in line with local skills plans.

Leaders have a clear and ambitious vision for providing high-quality, inclusive education and training to all. NCL provides clear leadership for its staff with very good direction, communication, and decision making. Managers felt they had autonomy and flexibility to be creative within a clear set of values and accountability.

Leaders focus on improving teachers' subject and teaching knowledge to enhance the teaching of the curriculum. The practice, subject knowledge and up-to-date vocational expertise of staff build and improve over time. This includes their expertise in remote education. Newcastle City Learning promotes a professional development culture that recognises tutor expertise and collaboration as opposed to a management trickle down approach. The Peer Enhancement Programme (PEP) has successfully engaged over twenty-five staff members in action research communities of practice. The ETF programme sponsored mentoring programme trained 5 tutors to be mentors and 17 mentees benefitted – there is a clear indication that those involved in both PEP and ETF have improved their practice

Leaders engage effectively with their community, employers, local services and organisations responsible for local and regional economic planning. The content of ESOL, Care Academy, Volunteer Passport and Community Learning curriculums clearly reflect the collaborations with JCP, Health Care and the voluntary sector.

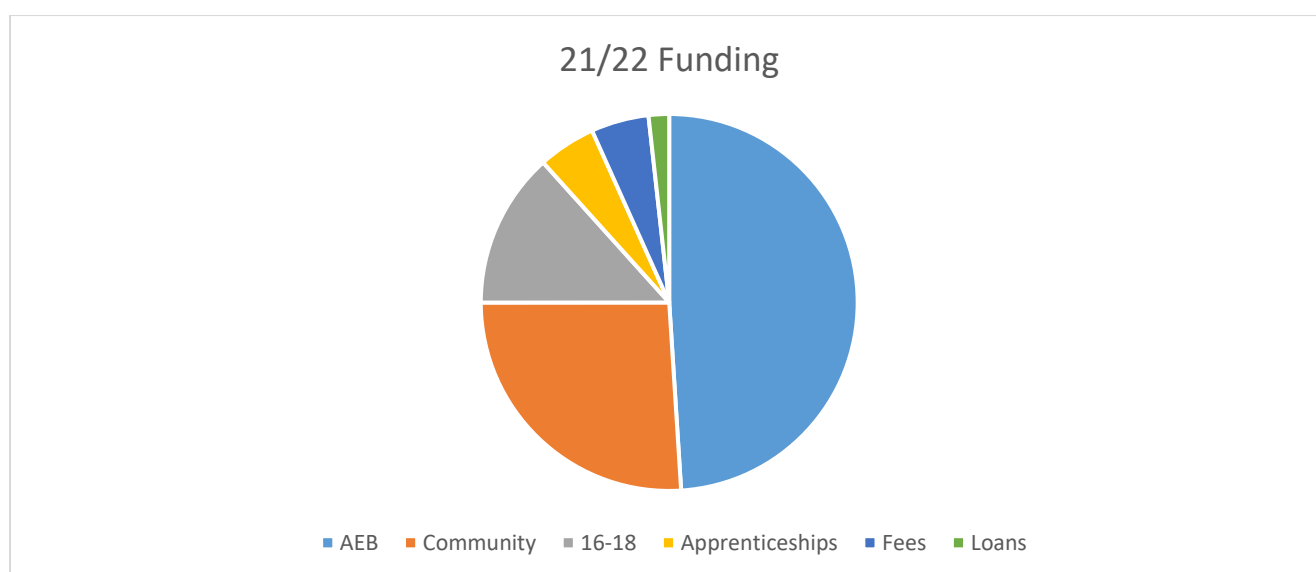
Regular Curriculum Progress Review meetings closely monitor progress against both quality and financial targets during the academic year. Middle managers are challenged within those meetings to address issues in a timely way, allowing appropriate interventions to be implemented.

Leaders and managers continue to be very conscious of teacher workload in unprecedented circumstances, but it has been difficult to prevent workloads from increasing with continued financial pressures. Leaders and managers have therefore had to be very aware of the possible impacts on staff well-being and keep regular checks on staff and make referrals to occupational health where appropriate.

## Governance – NCL Advisory Board

The service had a long-standing membership providing governance, support and challenge to the service. The governance of the service underwent a full review during the academic year 20-21 and a new Advisory Board was established with clear job descriptions being issued to all board members. This has further evolved during 2021-22. However, it remains a challenge to retain new Board members and ensure some consistency of Board membership.

## Provision Type breakdown



## Provision Types

### Adult Learners - Self-assessment- Author: Hardus du Plessis

## Quality of Education

Newcastle City Learning's (NCL) adult provision offers high quality education and the achievement rate of 92.5% in 21/22 is 1.2% above the national average.

Curriculums are ambitious, meet local needs and are designed to give learners the knowledge and skills they need to succeed. The English for speakers of other languages (ESOL) curriculum covers work related skills and lexis to help mandated Job Centre Plus (JCP) learners into work. The Level 3-5 qualifications in Beauty, Counselling, Supporting Teaching and Learning (STL) and Accountancy prepare learners for work in re-emerging markets. The Care academies are a response to the Council's demand for a greater workforce in health and social care, as are the Level 2 awards in Health and Social Care. The Dream Discover Do programme provides disadvantaged, long-term unemployed learners skills and confidence to return to work. Maths and English courses address gaping gaps in numeracy and literacy needs in the city and we get referrals from organisations who aim to help the unemployed, such as People Plus.



Our Community Learning offer pulls marginalised learners back into learning, often offered in community venues and provides a steppingstone for learners to join mainstream provision.

Teachers design and use activities to help learners remember the content they have been taught, to integrate new knowledge into larger concepts and to apply skills fluently and independently.

*In maths the learners said that “the tutor is friendly and approachable, and that they feel comfortable asking for help if needed. The tutor will explain things on the board in more detail”. One learner said that “the class also help each other if they are finding something difficult, discussing answers and methods with each other.”*

*In an English class the students report that they all feel like they are making progress and that they are stretched and challenged sufficiently. Some said that “they have a confidence now with reading that they didn’t have before – that they’re not ‘afraid’ of more lengthy texts.”*

*In a Spanish lesson, learners stated that they were being stretched and felt proud that they were now able to say some simple sentences in Spanish. They said that “with the tutor’s patience and insistence on correct pronunciation, that they felt more confident to try out their language the next time they visit Spain”.*

*In Supporting Teaching and Learning in Schools learners said “I have been really happy with the course, and I can’t think of anything that could be done to improve it”. “The tutor is always calm and actually very inspirational”. “I think we all want to do well for D. She’s that kind of tutor”.*

In ESOL programmes, teachers give learners the ability to communicate more fluently with potential employers and with staff at housing and support agencies (Ofsted 2021).

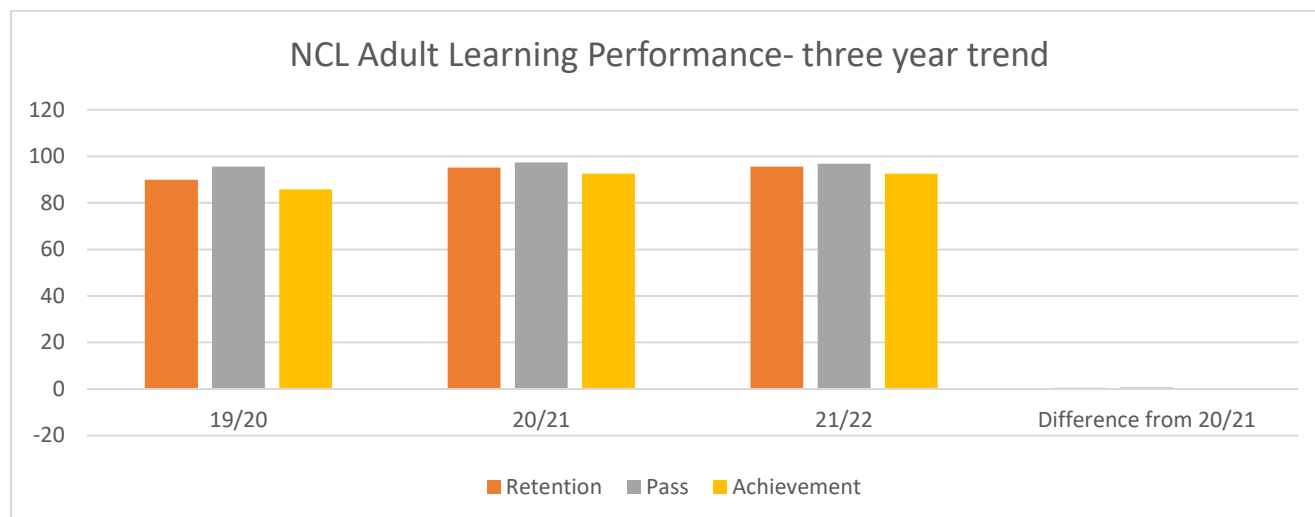
In one lesson visit the learners stated that the new knowledge they had gained in the session was about Newcastle upon Tyne and surrounding area and places to visit. They reported that they were developing their speaking and listening (pronunciation of place names/names of museums etc) and developing their reading skills.

Teachers are well qualified and have expert knowledge of the subjects they teach. Vocational tutors in Beauty and Counselling are qualified practitioners.

*“I absolutely feel great about this course and our tutor is very professional and always teaches to the best of her ability. The tutor is an outstanding teacher, supports all her students any way she can. She takes her time to explain all aspects of each module, makes the learning fun, and I understand every practical session. I can also put together really good assignments. The tutor is there for all students if there’s anything we don’t understand. She goes on to help and puts us at ease”.*

Student survey feedback – Beauty Curriculum.

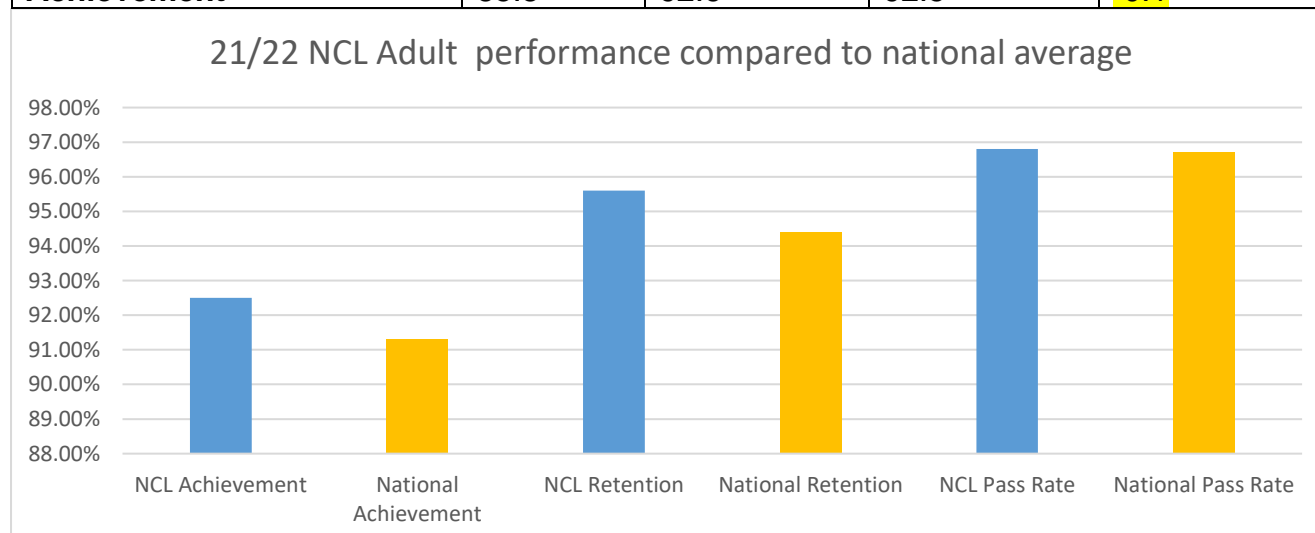
## 21/22 Adult Learning Performance



## 21/22 NCL Adult performance compared to national averages

NCL Achievement	National Achievement	NCL Retention	National Retention	NCL Pass Rate	National Pass Rate
92.5%	91.3%	95.6%	94.4%	96.8%	96.7%

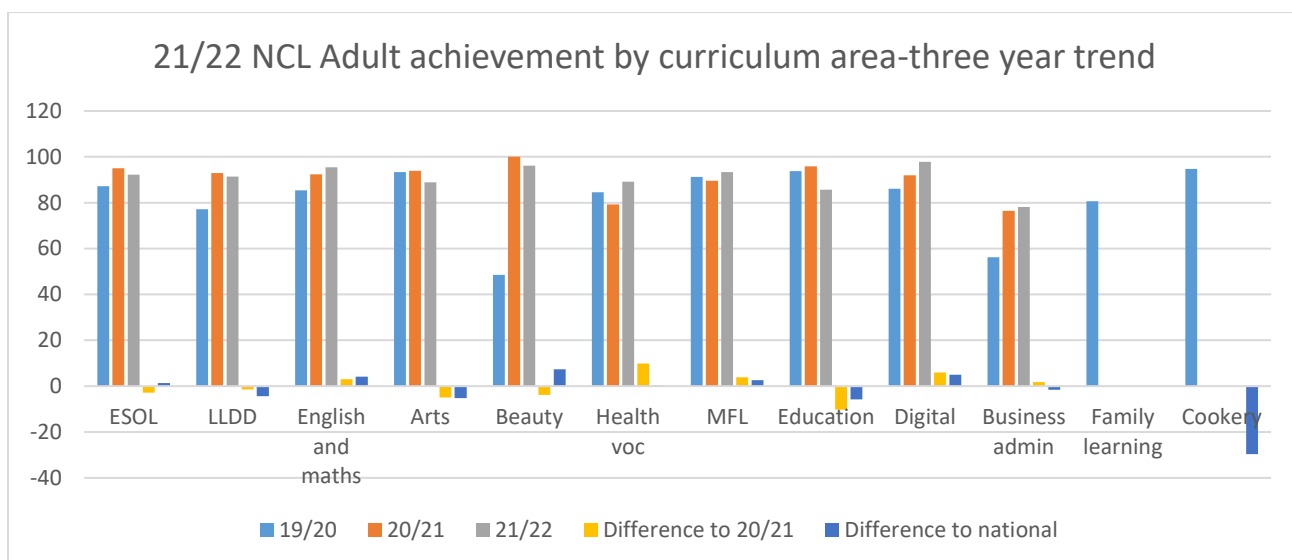
	19/20	20/21	21/22	Difference from 20/21
Retention	89.9	95.1	95.6	0.5
Pass	95.5	97.4	96.8	0.6
Achievement	85.8	92.6	92.5	-0.1





## 21/22 Adult Achievement by curriculum area

	19/20	20/21	21/22	Difference to 20/21	Difference to national
<b>ESOL</b>	87.2	95	92.2	-2.8	1.4
<b>LLDD</b>	77.2	92.9	91.4	-1.5	-4.4
<b>English and maths</b>	85.4	92.4	95.4	3	4.1
<b>Arts</b>	93.3	93.9	88.9	-5	-5.2
<b>Beauty</b>	48.6	100	96.2	-3.8	7.3
<b>Health voc</b>	84.6	79.2	89.1	9.9	0.2
<b>MFL</b>	91.2	89.6	93.4	3.8	2.6
<b>Education</b>	93.7	95.9	85.7	-10.2	-5.7
<b>Digital</b>	86.1	91.9	97.8	5.9	5
<b>Business admin</b>	56.2	76.4	78.2	1.8	-1.6
<b>Family learning</b>	80.6	NA			
<b>Cookery</b>	94.7	NA	66.7 (15 ls)	NA	-29.6* one small class



Less positive performance in 21/22 for:  
 LLDD (-4.4)  
 Arts (-5.2)  
 Education and Training (-5.7)

There have been some staffing issues in arts with a long serving substantial tutor taking ill last year which has affected achievements in this area. The inability to obtain work placements within schools in Supporting Teaching Learning and Schools has had a negative impact in Education and Training. In addition, some LLDD adult learners did have to leave their programmes last year, due to health reasons during the pandemic, due to being physically vulnerable and at risk to COVID infection.

## Areas for Improvement moving forward – Adults

Provision Type – Adult Learning		
	Issue	Action Required
Curriculum Intent	<p>We need to continue to develop our curriculum to meet changing needs within the city.</p> <p>Better partnership working and dissemination of employment and training priorities data from regional organisations such as the LEP</p>	<p>Continue to provide suitable training to those tutors who wish to diversify their teaching, especially to meet the continuous growing demand for ESOL.</p> <p>Bring ESOL Family Learning back to schools in wake of pandemic</p> <p>Continue to work with partners and employers to identify what training residents need and offer an adult curriculum informed by the city-wide Skills Plan</p> <p>Map our curriculums more explicitly to the 'World or Work'</p>
Curriculum intent	Successfully deliver against the Multiply funding	Ensure a strong offer which attracts new starters to maths and allow current learners to progress to qualification driven provision
Curriculum intent	Celebrate E&D more	Organise NCL wide participation in national events such as Refugee Week
Curriculum intent	Lack of placement and volunteering opportunities for learners.	Volunteering opportunities offered by Newcastle City Learning linked to employability and vocational courses are limited and ad hoc. Often it is the tutors and learners who generate such opportunities
Curriculum Intent Financial viability	We are not demonstrating value for money for the Community Learning	Be more creative in what we offer as part of Community Learning to attract more learners, especially as it is likely to become formula funded

	allocations at present. There is a need to improve research and consultation around provision for hard-to-reach groups	Continue to develop new ideas for community learning programmes which meet learners' current needs, post pandemic.
Curriculum Implementation	Too few lessons are judged as outstanding	Continue to offer a wide range of continuous professional development opportunities to our teachers and wider workforce to work towards the delivery of more outstanding lessons: continue to work on areas for development through PEP, heavily facilitate peer classroom visits and sharing of practice. Initiate a CPD programme to help tutors embed metacognition in their lessons
Curriculum Implementation	The key weakness identified in our recent Ofsted visit was the lack of investment in the internal and external fabric and facilities or the buildings used by adult learners so that they can enjoy a more comfortable and inspiring learning environment.	Lobby Council to support NCL financially to improve the internal and external fabric of the facilities and building at Westgate College.  To continue to invest, where possible financially in updating the classroom environments within both Westgate and the Skills Centre buildings.
Curriculum Implementation	Continue to embed a coaching and mentoring culture across the service	Use the ETF mentoring programme to embed and sustain a service wide programme of peer support and assessment
Curriculum Implementation	Increase access to all internal and external IAG opportunities to support learners beyond ESOL, English and maths	Develop out IAG offer to support learners better.

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Curriculum Impact	Less positive performance in 21/22 for: LLDD (-4.4) Arts (-5.2) Education and Training (-5.7) Food Hygiene (-29.6: 15 ls)	Keep a close eye on these areas of provision. Monitoring closely retention and reasons for withdrawals and non-achievement.
Curriculum Impact	Limited evidence held currently of impact of learning, and final destinations of our adult learners from last year.	Review of destination data collection systems.  J2Research commissioned to carry out a destinations data follow up activity in February 2022.

## Programmes for Young People - Self-assessment

**Author: Colleen Pittman**

Quality of education is judged as good in this area of the provision.

The majority of young people who attended our study programmes last year achieved their main vocational qualifications (95%). They also developed a wide range of social, emotional and employability skills which will support them to progress further into higher level study or employment. A far larger majority of the cohort also progressed into some form of work-placement during their studies, allowing them to gain valuable work-experience.

Achievement of maths and English requires improvement as too many learners fail to achieve higher levels as part of their programme.

There is a high quality and inclusive curriculum offer. Lessons are well planned and sequenced to develop and build upon prior knowledge and skills. Programmes are designed well to meet the aspirations and challenges of the young people on programme. Current labour market intelligence is used to identify local job opportunities and plan a curriculum that meets the needs of learners and employers.

Initial assessment and diagnostics are used effectively to identify starting points and inform the planning of lessons that stretches and challenges all learners.

Tutors use a range of effective strategies that result in learners retaining knowledge and applying practical skills development. High quality resources are used by tutors to support learning and progression. Brief and debrief sessions are used to deploy LSA's effectively to meet learner needs.

Assessment for learning is good and embedded in lessons. Feedback is timely and constructive, enabling learners to build knowledge and skills and progress.

The learning environment is conducive to learning with high expectations of all learners. Enrichment activities enable learners to improve their social skills and confidence and gain a better understanding of the communities in which they live.

Safeguarding is good. Wraparound pastoral support is excellent. Swift interventions ensure engagement with external agencies to further support when necessary. Learners feel safe at college. Attendance and punctuality are good and improving.

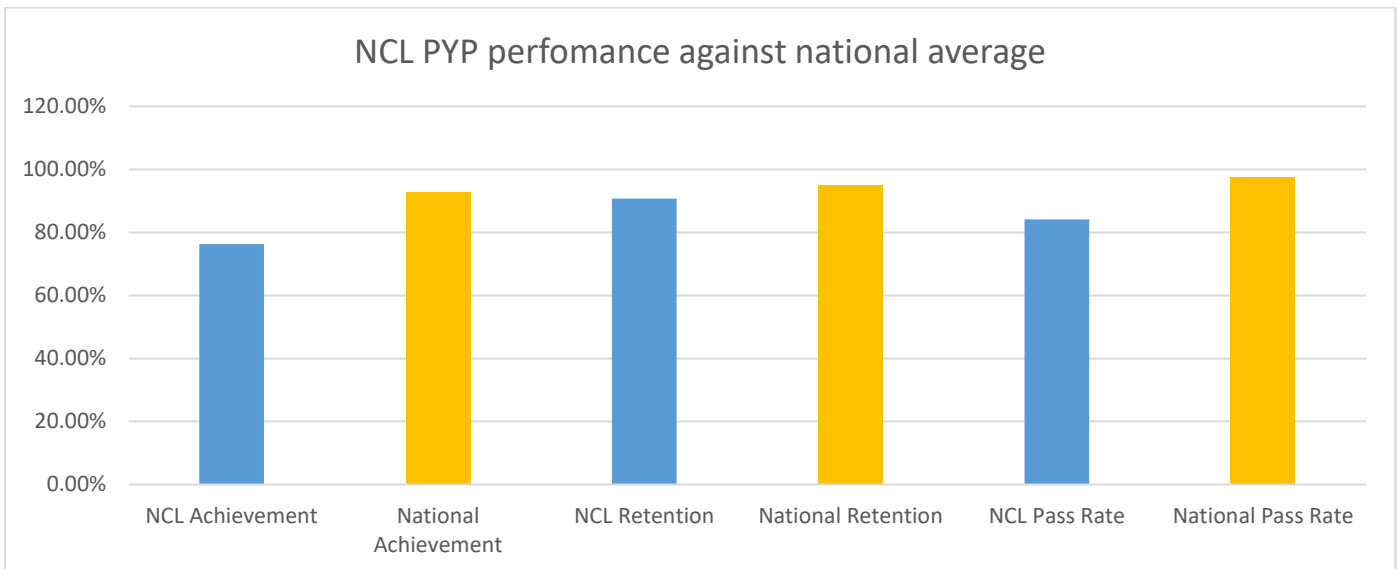
Learners are provided with information, advice and guidance and this is consistent at key points throughout the duration of the programme.

Work experience opportunities meet the needs and aspirations of learners. Forty-five (45%) of learners attended regular work placements and as a result, built core employability skills and grew in confidence as a result of their experiences.

## Self-assessment Report 2021/22

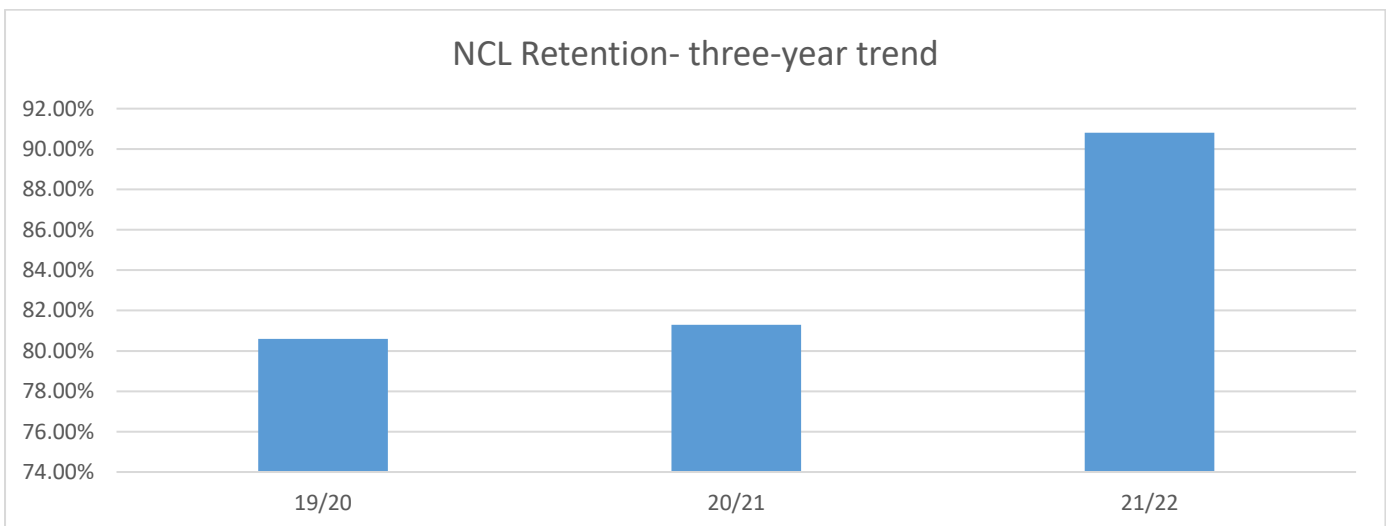
### NCL PYP performance against national average

NCL Achievement	National Achievement	NCL Retention	National Retention	NCL Pass Rate	National Pass Rate
76.3%	92.8%	90.8%	95%	84.1%	97.7%



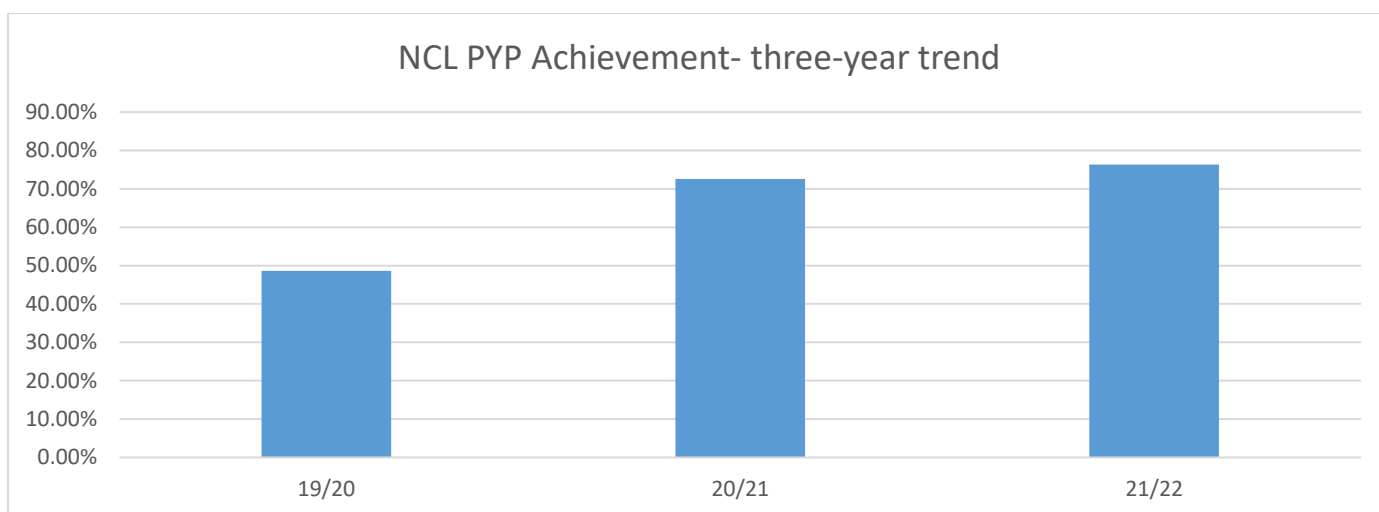
### NCL PYP Retention- three-year trend

19/20	20/21	21/22
80.60%	81.30%	90.80%

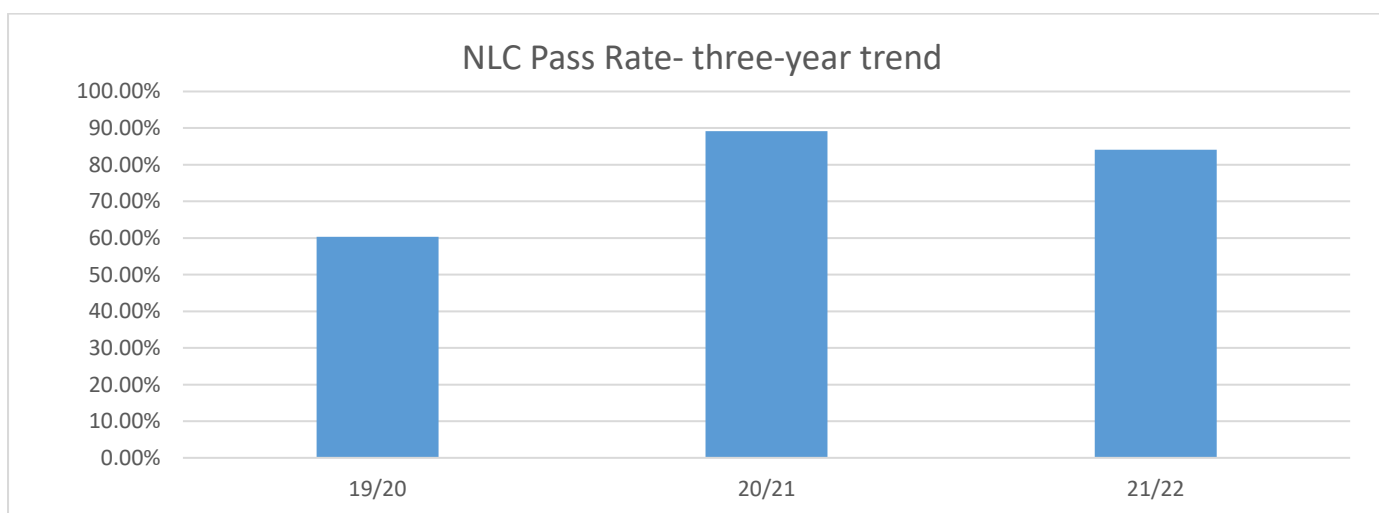


**NCL PYP Achievement- three-year trend**

19/20	20/21	21/22
48.60%	72.60%	76.30%

**NCL PYP Pass Rate- three-year trend**

19/20	20/21	21/22
60.30%	89.20%	84.10%



## Areas for Improvement moving forward – Young People

Provision Type – Programmes for Young People		
	Issue	Action Required
Curriculum implementation	Too many young people do not access relevant work experience as part of the programme at present.	A new role has been established within the team from 1 September 2021 with a view to increasing the number of suitable placements available to those who are ready to undertake work experience.
Curriculum implementation	Too many young people do not achieve higher level maths and English qualifications as part of their programme.	<p>Redesign of the beginning of the Autumn term for M&amp;E team to develop relationships and rapport before delivery of the curriculum commences.</p> <p>Issues with a difference between prior achievement information and initial assessment findings will continue to be an issue.</p> <p>Making is very difficult to measure real distance travelled in these core subjects.</p>
Curriculum impact	Whilst overall achievement rates have greatly improved. Still too many of our young people fail to achieve their planned qualifications	<p>Pathways have been designed to ensure a broad curriculum which is attractive and responds to the needs of our young people and local employers.</p> <p>Greater use of pastoral within vocational sessions at the beginning of the academic year to build relationships and rapport and ensure that learners are settled early and ready to learn.</p> <p>Pastoral Support/Counselling Officer in place 8/12/21 to further support the team with</p>



## Self-assessment Report 2021/22

		emotional and behavioral challenges which may impact on learner progress.
Financial stability	Impact of COVID 19 – we have now had two years of far lower numbers on the ESFA funded PYP programme which will have an impact on future funding.	Leaders and managers continue to closely monitor the financial position of the Department, including the staffing structure to support this very valuable aspect of our provision.

## High Needs - Self-assessment

**Author: Sam Riley**

Quality of education is judged as good for high needs learners.

The majority of learners achieve and progress well. Schemes of learning are sequenced and structured to develop constructive knowledge and skills and they are informed by Labour Market Information.

Learners with Special Education Needs and Disabilities (SEND) are able to access an ambitious pathway to suit the needs of the individual and enable them to achieve their aspirations/Education Health Care Plan (EHCP) targets. Tutors use starting points successfully to plan and deliver lessons that will stretch and challenge all learners.

Success is celebrated through regular reviews, which ensure that learners with high needs fully understand the progress they are making over time. Within the vocational subjects, tutors use activities which promote repetition ensuring learners with SEND and High needs can remember content and apply skills independently.

The behaviours and attitudes displayed by high needs learners in lessons is outstanding. Young people like the way they are treated as adults by all staff, they respond positively to the high standards that they are expected to observe in terms of their behaviour in classrooms, and around campus. As a result, levels of attendance and punctuality are excellent.

Leaders and managers use high needs funding appropriately to develop and provide challenging, personalised learning programmes that promote the progressive development of learners' knowledge, skills and behaviours. The programmes focus well on enhancing learners' employability skills and promoting their independence and autonomy.

## Areas for Improvement moving forward – High Needs

Provision Type – High Needs		
	Issue	Action Required
Progression	We know what happens to our learners when they leave us, but we do not continue to monitor/check this at 6 and 12 months to ensure YP still in position.	Team to develop system for long term progress tracking.
Curriculum implementation	Not all young people were able to take up a work placement opportunity.	Increase work placement activity from term 1 to ensure all high needs/EHCP learners can attend if appropriate for them to do so.
Progression opportunities	Not all learners are clear about what they want to do and have a good understanding of their career path	Increased IAG directly connected with work placements to capture early any changes in career path. Increased variety of quality work placements

## Apprenticeships – Self-assessment – Author: Cara Hetherington

The Quality of education is judged as good.

Apprentice levels of achievement are high. Ninety-two per cent (92%) of learners who complete their practical period go on to achieve their overall apprenticeship standard.

The overall achievement rate for apprenticeships for the academic year 2022-22 stood at 64.7% which is significantly higher than the latest published national data.

Apprentices that require English and maths have high levels of attendance and achievement.

Apprentice standards are chosen to provide long-term employment opportunities and to meet the needs of the local labour market. Training is planned individually and in tripartite with the apprentice, the employer and Newcastle City Learning.

Apprentice progress is reviewed regularly. The vast majority of learners, including those who need additional learning support, go on to achieve their overall apprenticeship and its components. However, more work needs to be done to support learners to strive for distinction at End-Point Assessment.

Initial assessments, diagnostic assessments and skills scans are effectively used to identify starting points in all areas of the apprenticeship. Tutors use starting points to plan teaching, devise off-the-job training and individual apprentice learning plans.

Tutors use a range of strategies to enable their learners to retain information long term and apply to real-life situations in their place of work. In the vast majority of cases, tutors use a range of activities and stretch and challenge their learners. Tutors use questioning techniques effectively.

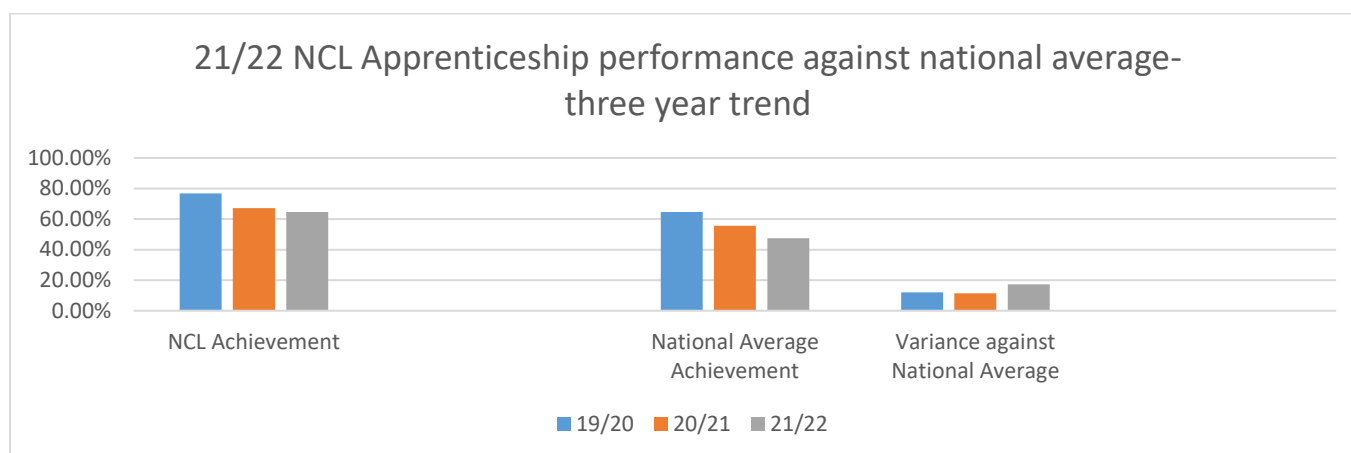
When providing feedback, tutors need to consistently provide quality feedback to enable their learners to identify what they do well, and what they need to improve to move forward.

Tutors create a learning environment for apprentices that is conducive to learning. Teaching is sequenced and scaffolded to prepare the learner for End-Point Assessment. Apprentices receive a blended approach to delivery which consists of classroom teaching, online or face-to-face tripartite reviews and online tutorials. English and maths sessions are predominantly delivered online.

Apprentices and employers receive good Information Advice and Guidance (IAG). Apprentices receive thorough IAG before enrolling on an apprenticeship and play an integral role in designing their apprenticeship programme. Learners receive IAG throughout their apprenticeship, during pre-planned tripartite reviews, and at the end of during a summative review.

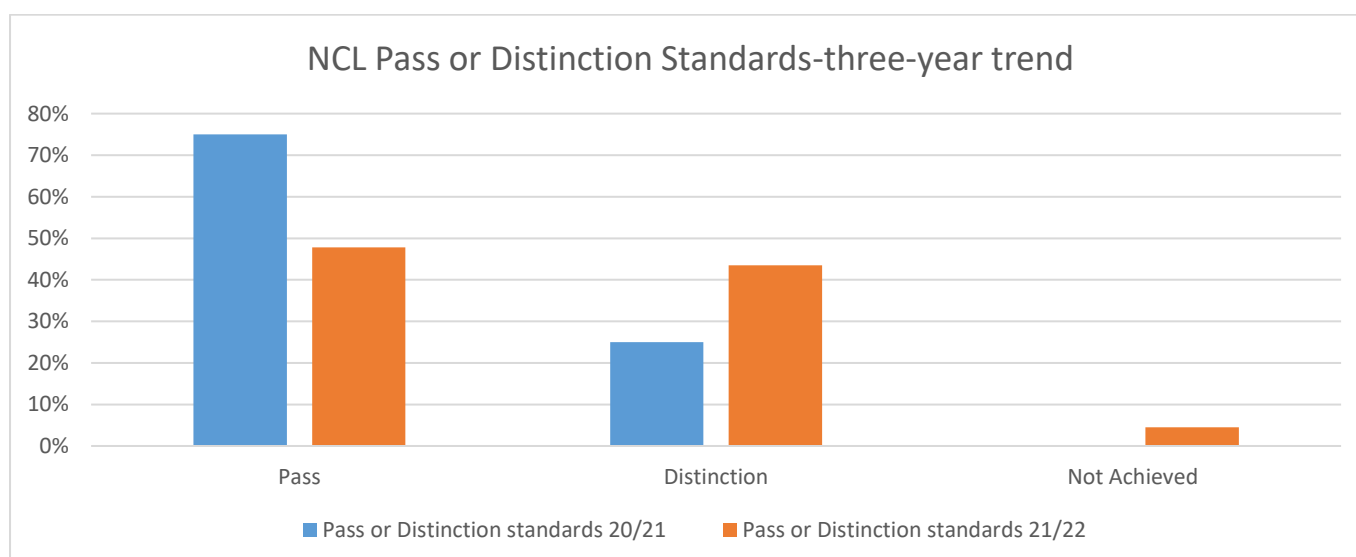
## Overall performance figures for Apprenticeships three-year trend

	19/20	20/21	21/22
<b>NCL Achievement</b>	76.7%	67.2%	64.7%
<b>National Average Achievement</b>	64.7%	55.7%	47.5%
<b>Variance against National Average</b>	+12%	+11.5%	+17.2%



## Overall Achievement – Higher grades

	Pass or Distinction standards	
	20/21	21/22
<b>Pass</b>	75%	48%
<b>Distinction</b>	25%	43.50%
<b>Not Achieved</b>	0%	4.50%

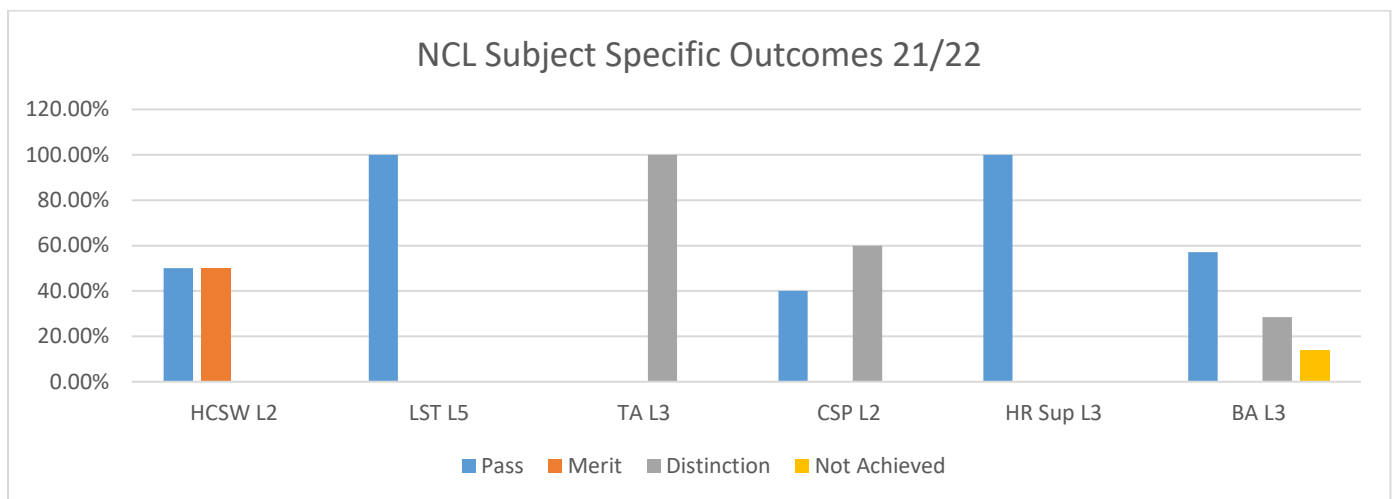


## Self-assessment Report 2021/22

	Pass, Merit or Distinction standards *	
	20/21	21/22
Pass	13%	50%
Merit	88%	50%
Distinction	0%	0.00%
Not Achieved	0%	0.00%

\*Only 2 completers in 21/22 on Pass, Merit or Distinction standards

### Subject Specific Outcomes



Much of our outcome data, per subject, is based on small group sizes. Some as small as 2. For instance, the Business Administration Level 3 is based only on 7 learners making our 1 non achievement 14%.

\*It is far more reliable to measure our progress against the overall outcome data than the standard specific outcome data.

## Areas for Improvement moving forward – Apprenticeships

Provision Type – Apprenticeships		
	Issue	Action Required
Financial stability	Apprenticeship recruitment has fallen during the pandemic, putting the provision at financial risk	<p>Great new role of Business Development and Employer Engagement officer.</p> <p>Develop a targeted approach to employer engagement, including a range of strategies to increase new business to meet financial targets.</p>
Curriculum implementation	In a small minority of cases, the onboarding process for new apprentices does not meet funding requirements and paperwork is incomplete.	<p>Training to be delivered to new Business Development and Employer Engagement officer.</p> <p>Regular quality checks to be implemented to ensure full compliance.</p>
Curriculum implementation	In a minority of cases teachers do not have high ambitions for apprentices and provide them with the guidance and teaching that they need to achieve distinction grades on their apprenticeship programmes.	<p>Criteria for all grades to be provided to all new apprentices at induction.</p> <p>High expectations to be set at beginning of programme.</p> <p>Trainers to discuss regularly at tripartite reviews and provide continual feedback that informs learners what they need to do to achieve a high grade at End Point Assessment.</p>

## Contact details

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