Access Creative College
SELF-ASSESSMENT REPORT

Executive Summary January 2023

2021-2022

EXECUTIVE SUMMARY

The executive summary is the result of a three-stage process. Managers of education and training provision and ACC centre managers produce local self-assessment reports, and national leaders assess these documents and create a joint national account. A senior panel moderates all documents and summarises the findings for the whole college.

The college education and training provision

- ACC provides education and training in seven main centres and several smaller sites in England. This provision now includes Access Sport (see below). ACC also subcontracts part of its provision to the Confetti Institute for Creative Technologies (CICT).

- ACC had **3,968** learners in 2021/22, of which **1,059** were through sub-contractual agreements and **498** were through Access Sport.

- Apprenticeships grew over the previous year and now cater for **106** apprentices at Levels 2 and 3. These programmes are arts-related occupational areas.

- The overwhelming majority of learners in 2021/22 aged 16-18 and 19+ followed an education programme for young people.

- The college offered for the first time Access to HE programmes for around **60** learners.

- The college ran its first year of digital T levels with a small number of learners **(17)**.

- ACC is developing its capacity in online provision following lessons learned during COVID-19. In apprenticeships, a blended learning model is in place to enable learners to build knowledge and skills in the workplace.

- ACC is developing clear pathways for learners to progress from Level 2 to higher education provision.

- Coaching Connexions (now ACC Sport) became part of the broader ACC group offer in 2021/22. It provides a range of sports and fitness-related programmes at Levels 2 and 3.

Key Business and Strategic Developments

Local Skills Improvement Partnerships (LSIPs) and other partnerships.

The college collaborates with local stakeholders to inform and develop its curriculum offer. It started playing a role in LSIPs. Examples include the Bristol Head of Centre representing ACC as part of the LSIP in the southwest. Also, ACC has links with Epic Studios and the BBC in Norwich, and the Norfolk Music Hub. Access Sport learners benefit from accessing a range of high-profile employer insights into the world of work. Learners at our Steven Gerrard Academy (Liverpool) participate in employer networks and masterclasses.

Provision Development

The college continues to develop its curriculum as industry needs change. 2021/22 saw further work in partnership with external stakeholders. For example, the BBC, Creative Nation, Wild Paths, Production Futures, and Beyond the Woods supported the launch of new courses. These courses included a new Esports course, a Software Development T-level, and Access to HE provision.

Access Sport

The college re branded Access Sport (formerly Coaching Connexions) into the Access Group. Access Sport now aligns with all Access Creative College education and training operations.

Leadership Professional Development

The college has invested in a coaching and mentoring programme for leaders and managers. This coaching supports and develops ACC leaders and looks at their reflective practice. It includes one-to-one coaching and group development sessions.

Education Summits and Teaching Development

The college has continued its approach to curriculum development with several curriculum summits. Vocational specialists collaborate, share practice, and plan curriculum delivery alongside industry specialists. Also, with partners, the college ran a mentoring programme for new and inexperienced teachers.[1]

Self-Assessment Training and Process

The college revised its self-assessment process underpinned by training for leaders and managers. It has led to a more robust self-assessment process at both centre and organisational levels. It is part of the college's aim with the curriculum to become fully evidence-led in its quality and impact assessment.

People Strategy

A renewed focus on developing our People Strategy with a focus on ensuring the organisation is aligned to the challenges faced by the sector in retaining and developing teaching staff.

[1] Partners included the Department for Education, Barnsley College, and higher education representatives.

Notable Achievements

Ofsted inspection
Access Creative College received an overall effectiveness grade of 'good' in March 2022. The college was pleased as it now offers a much broader and increased curriculum size since its previous inspection.[2]

Longitudinal Research Report
Leaders, teachers, and learners participated in a college evidence-led research review. This review's purpose was to improve the efficacy of teaching, learning, assessment, and the curriculum. Its impact has led to changes at the college. For example, in revising the organisation's quality framework and broadening perspectives in teaching and curriculum design.

Learning Environment
ACC has developed a reputation for excellent learning environments and resources. This year there are new facilities in Manchester and Bristol and investment in a new London centre.

New Provision
ACC successfully launched its new provision in Esports and a Software Development T-level.

dBs Acquisition
ACC acquired the private training provider dBS (based in Plymouth and Bristol). This move has further enhanced the curriculum offered. It also broadened the expertise and staff base within the organisation.
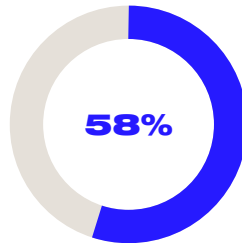
[2] ACC offers the following in scope provision for inspection - education programmes for young people, Adult learning provision and provision for high needs funded learners and apprentices.
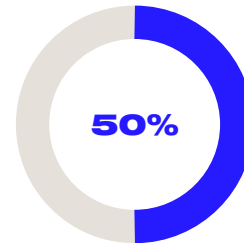
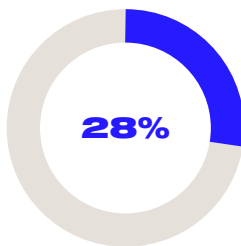# HEADLINE LEARNER OUTCOMES

Learner Destinations

94.1%
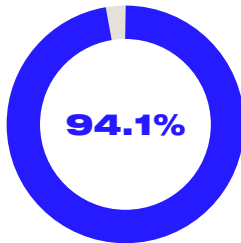
94.1% of all learners moved onto positive destinations.

58%

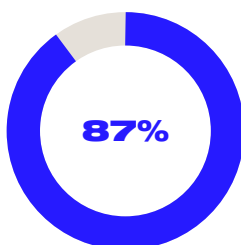**58% of ACC learners progressed to higher education (HE).**

50%

High Needs Learners' (HNL) progression to HE is 50%.
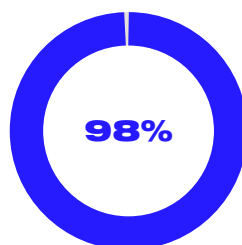
28%

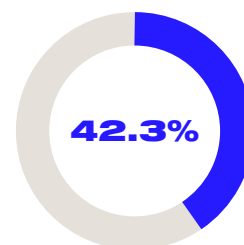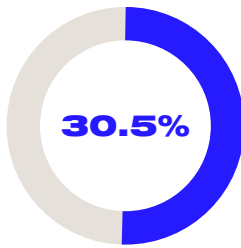**28% went into paid employment, 16 hours a week or more.**

Learner Achievement

87%

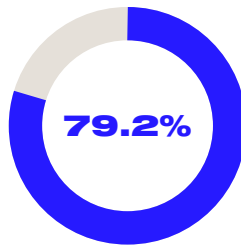**Achievement for learners overall on our pathway programmes remained high at 87%.**

98%

Achievement for HNL was high at 98%.

42.3%

42.3% of ACC and 26.5% of Sports learners improved their English grades by one or more.
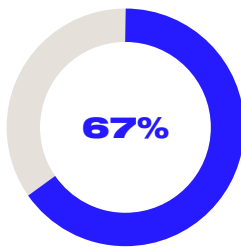
30.5%

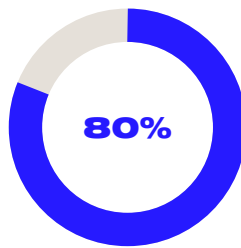30.5% ACC and 16% Sports learners improved their Mathematics grades by one or more.

79.2%

Combined Mathematics and English achievement were 79.2% with 12% high grades overall.

Apprenticeship Achievement

67%
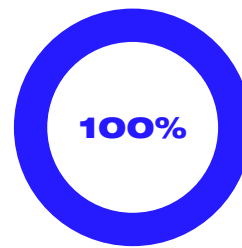
Overall, apprentice achievement was 67%.
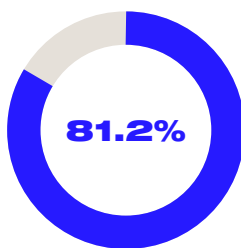
80%

80% of apprentices who passed their Level 3 programme achieved a Distinction.

100%

All apprentices completed their end-point assessment successfully the first time of asking.

Attendance and Engagement

81.2%

Attendance overall for 2021/22 was 81.2%.

86%
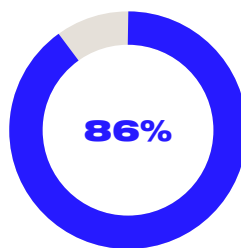
Attendance as of Jan 2023 has seen Improvement and sits at 86%.

Learner satisfaction 2021/22

94%

94% of learners feel safe at college.

90%

90% of learners say they are treated fairly and equally.

91%
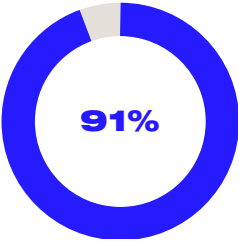
91% of learners say the teaching is at least good.

88%

88% of learners would recommend the college to a friend.

KEY STRENGTHS & AREAS TO IMPROVE

Key Strengths
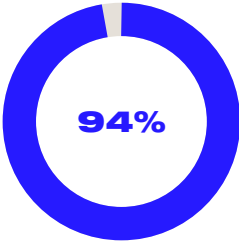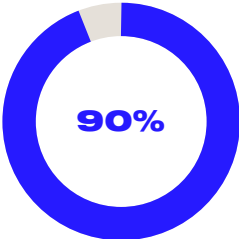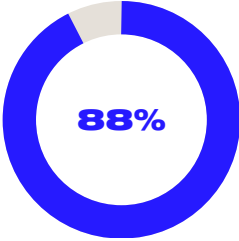
- Achievement rates for learners remain high. The vast majority achieved their vocational qualification.

- All Apprentices completed their End-point assessment (EPA) successfully the first time, and most **(80%)** achieved a distinction grade.

- Leaders and Managers have developed a curriculum that is ambitious and successful. It has a clear purpose and is responsive to the needs of the industry. 'Curriculum Summits' involving staff help improve teaching practice for all curriculum pathways. They include English and mathematics and Personal & Professional Development. The first summits for computing, sports, Access to HE, VFX and esports curriculum areas were in 2021/22.

- Learners benefit from high-quality vocational teaching underpinned by expert industry knowledge. Learners engage with industry professionals for specialist advice for their future careers. Most teachers are current practitioners in their subject specialism, including expertise in performing arts and promotion, the games, and the media industry.

- Staff benefit from effective continuing professional development (CPD), which connects to their curriculums. 'Curriculum Summits' and mentoring initiatives help develop and improve pedagogy. Examples include in-house termly 'Inset' days and targeted weekly CPD sessions. Also, a national mentoring initiative for new and inexperienced teachers.

- Learners find enrichment and work skills programmes valuable, which include work-related preparation (Go Live), work placements and extracurricular activities. They gain personal skills and insights to prepare for their next steps.

- Learners and apprentices deepen their vocational knowledge and skills through their courses. For example, learners on level 3 creative sound, music technology, and production gain craft skills. They show these skills in their assignments and work outside the college.

- As a result of their studies, socially disadvantaged learners achieve well and many very well. Nearly all learners, including those with high needs, transition into higher education **(58.3%)** or paid employment. After completing their level three qualification, **94%** achieved positive destinations. The development of knowledge and skills for high-needs funded learners is outstanding.

- All staff effectively support learners, especially those requiring high levels of support. As a result, a high proportion **(98%)** of high-needs funded learners achieve their core qualification.

- Leaders are responsive in addressing under performance through the 'organisational support to improve' process. Leaders use this process to provide support and challenge in weaker curriculum areas. Specialists help by sharing practices and recommending improvements.

- Staff create a safe, calm, inclusive environment where learners and apprentices study. Learners benefit from a community that supports and monitors their behaviours and aspirations. Leaders keep a close eye on these learning environments, including feedback from learners, to ensure that they feel safe in their learning.

Safeguarding

- Safeguarding is effective. ACC has a clear and well led structure for all aspects of safeguarding.

Governance

- The college's governance is 'highly effective' according to the **ACC Ofsted report.** The ACC governance structure has four key areas: Curriculum and Quality; Marketing Admissions and Recruitment; Finance and Business Support; Safeguarding. This objective group of experts gives leadership clarity for taking ACC's mission and vision forward, challenging performance and improving quality.

KEY AREAS FOR IMPROVEMENT

- Attendance, although improving, is still not meeting the organisational target of **90%** and remains a key priority.

- A few aspects of the curriculum, for a small minority of learners, require Improvement. The current level 2 curriculum model does not always fully prepare learners for their next steps. As a result, progression and outcomes for learners are inconsistent, requiring a new curriculum model for 2022/23 at level two. The strategy for adult learning needs reviewing.

- Learners' development of English and mathematics is still not consistently good across the organisation. For example, vocational teachers do not always provide learners with strategies to improve their written literacy and numeracy skills.

- In a few curriculum areas, teachers' assessment for learning does not always support learners in improving their work. Also, in a minority of courses, feedback is not always timely and of the required quality. As a result, a small minority of learners do not make enough timely progress with their assignments.

THE APPRENTICESHIP PROVISION IS NOT YET GOOD BECAUSE:

- Leaders do not have a clear enough insight into the data to manage the performance of the apprenticeship team.

- The quality of assessment for learning requires further development.

- CEIAG requires further development. [3]

- IP pedagogical skills require further development.

QUALITY OF EDUCATION AND TRAINING ACROSS ALL ACC EDUCATION AND TRAINING AT A GLANCE

Provisional Grades

Types of Provision	EPYP	Apps	HN	Adults
	2	3	1	2

Quality of Education	Behaviours & Attitudes	Personal Development	Leadership & Management
2	2	2	2

Governance	Meeting Skills Needs	Safeguarding
Highly effective	Reasonable contribution	Effective

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[3] CEIAG refers to Careers Education, Information, Advice and Guidance.

MOVING FORWARDS TO 2022/23

The provision is not yet outstanding because:

- Apprenticeship provision Requires Improvement.

- Attendance rates have improved but are not yet high enough.

- The development of English and mathematics is still not consistently good across the organisation and the achievement of high grades is not high enough.

- While achievement is high, ACC aims for achievement that breaks the **90%** threshold. It will do this by improving a few subject areas that under perform and reducing the **11%** variation in achievement across centres.

- CEIAG, although good, needs further embedding across all curriculums.

WHAT THE ORGANISATION NEEDS TO DO TO IMPROVE FURTHER IN 2022/23

Improve the quality of provision by ensuring:

- Leaders, support staff and teachers increase attendance rates to achieve the college target of **90%.** They should set high expectations from the start and monitor learners' progress during their studies at the college.

- Teachers and managers improve assessment for learning for learners and apprentices. Ensure that learners' achievement increases to outstanding. Improve those sites and subject areas particularly where learners achieve less well.

- Leaders review and improve the level 2 curriculum and strategy for adults. These changes will help better prepare this small group of learners for their next steps.

- All staff further embed English and mathematics as an integral part of the curriculum. Improve further the emphasis and importance of English and mathematics.

- Apprenticeship leaders have a clearer insight into the critical data to manage the performance of the apprenticeship programme.

- Leaders and managers further develop the CEIAG for apprentices and learners across the college.

- Leaders and managers further develop the CEIAG for apprentices and learners across the college.

- Industry Practitioners (IPs) further develop their pedagogical skills. Help them to improve further apprentices' skills and knowledge that they need to succeed.