

ACCESS CREATIVE COLLEGE



SELF-ASSESSMENT REPORT (SAR) 2022/23

Executive Summary

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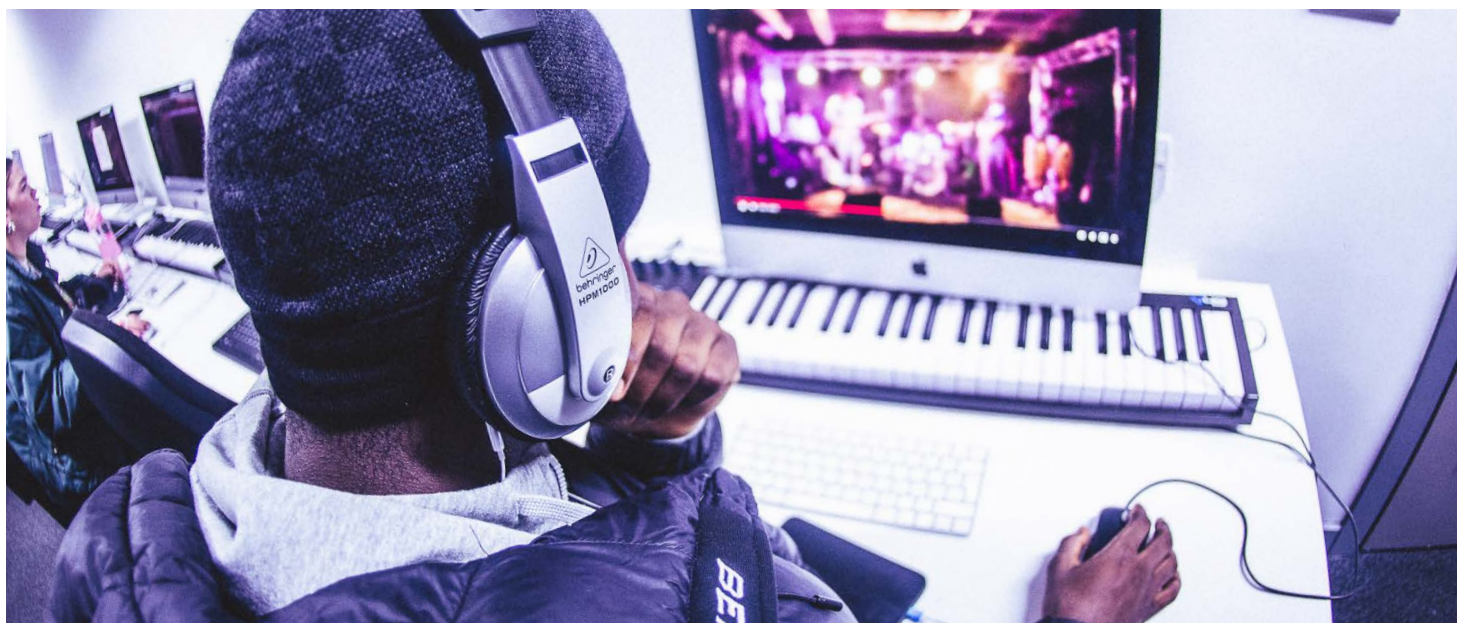
The executive summary is the result of a three-stage process. Centre managers produce local SARs for their education and training provision. National leaders assess these documents and create an overview of all areas of provision. Both contain the key information and hyperlinked underpinning evidence. A senior leadership panel moderates all documents and summarises the findings.

Chief Executive Officer Summary of the Year

Many thanks and congratulations to our staff, learners and apprentices in 2022/23 for their achievements and efforts. Our education and training provision maintained its quality last year. Given the range of courses and locations, this outcome was no mean feat.

A major step forward was the narrowing of the achievement gap between our lowest and highest achieving centres. My main focus for the coming years is to improve our provision and become a provider of the highest quality.

I look forward to welcoming all our learners, staff and apprentices to 2023/24 and I am particularly excited we are opening a new academic creative centre in London.



1. The College Education and Training Provision

- ACC offers education and training in seven main centres and several smaller sites in England.
- This provision includes Access Sport (see below). ACC also subcontracts part of its provision to the Confetti Institute for Creative Technologies the (CICT). Generally the provision remained largely the same as in 2022/23.
- ACC had **4,276** learners in 2022/23, of which **1,354** were through sub-contractual agreements and **824** through Access Sport.
- Apprenticeship provision caters for **163** apprentices at Levels 2 and 3. These programmes are in arts-related occupational areas.
- The overwhelming majority of learners in 2022/23 aged 16-18 followed an education programme for young people. Adult learners took similar vocational courses.
- The college offers Access to HE programmes for **55** learners.
- The college completed its first cohort of digital T Levels in 2022/2023 with a small number of learners (**67**).
- ACC is developing clear pathways for learners to progress from Level 2 to higher education provision.
- The college offered **121** places for learners with high needs.

Key Business Developments and Strategic Intentions

- ACC continues to establish new provision and expand its further education and skills (FES) offer. The first cohorts of Esports and Software Development courses completed in 2022/23. Further to this, Access to Higher Education courses (A2HE) have expanded to include the Manchester campus.
- Access Sport has joined Access Creative College. Access Sport expanded its delivery to **824** learners and now offers provision in **16** locations.
- Leaders secured and successfully refurbished a new centre in London to welcome learners for the 2023/24 academic year.
- Several centres are now working closely with Local Skills Improvement Partnerships (LSIPs). Some are already playing a major role in skills development in the regions.
- The college has a new centre staffing structure to improve leadership in its provision.
- ACC intends to develop its strategy and mission for adult provision in 2023/24.

3. Notable Curriculum Achievements

- ACC achieved a major step forward in narrowing the achievement gap between the lowest and highest performing centres from **11%** to **5%**.
- The Access Group completed its first year implementing an improved level 2 curriculum across the country.
- ACC has successfully launched Century (a mathematics software training package) to increase learner engagement and learning between mathematics sessions. Century has contributed to an increase in high grades in English and maths for 22/23 and improved learner progress from their starting points.
- Senior leaders implemented a restructure of its quality team through the introduction of regional heads of quality and advanced teaching practitioners (ATPs) in centres. This restructure aims to provide greater oversight, accountability and improvement nationally. In addition to this a new quality cycle has been implemented to evaluate and check the quality of the provision throughout the year.
- A newly developed and further improved staff management system (TAP) has ensured more efficient and organised courses, staff and timetables.



4. Headline Learner Outcomes

Learner Destinations

96%

of all Access Group learners move on to positive destinations.

96%

of all learners with high needs progress onto positive destinations.

67%

of all Access Creative eligible level 3 year 2 learners move into higher education.

Learner Achievement

88.3%

of learners achieve their vocational qualifications.

90%

of high needs funded learners achieve their core qualification of which **73.7%** achieved a merit or higher.

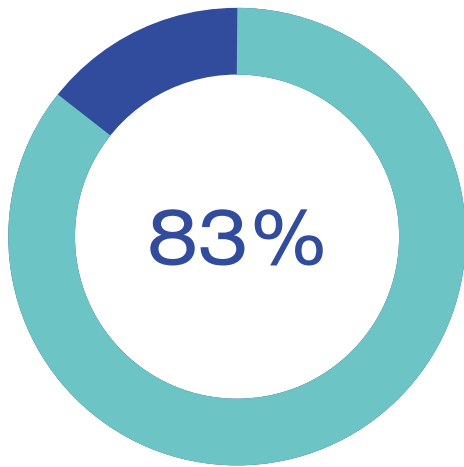
75.7%

of Access Creative learners achieve a merit or above in their qualification, of which **28%** achieve a distinction or above.

63.3%

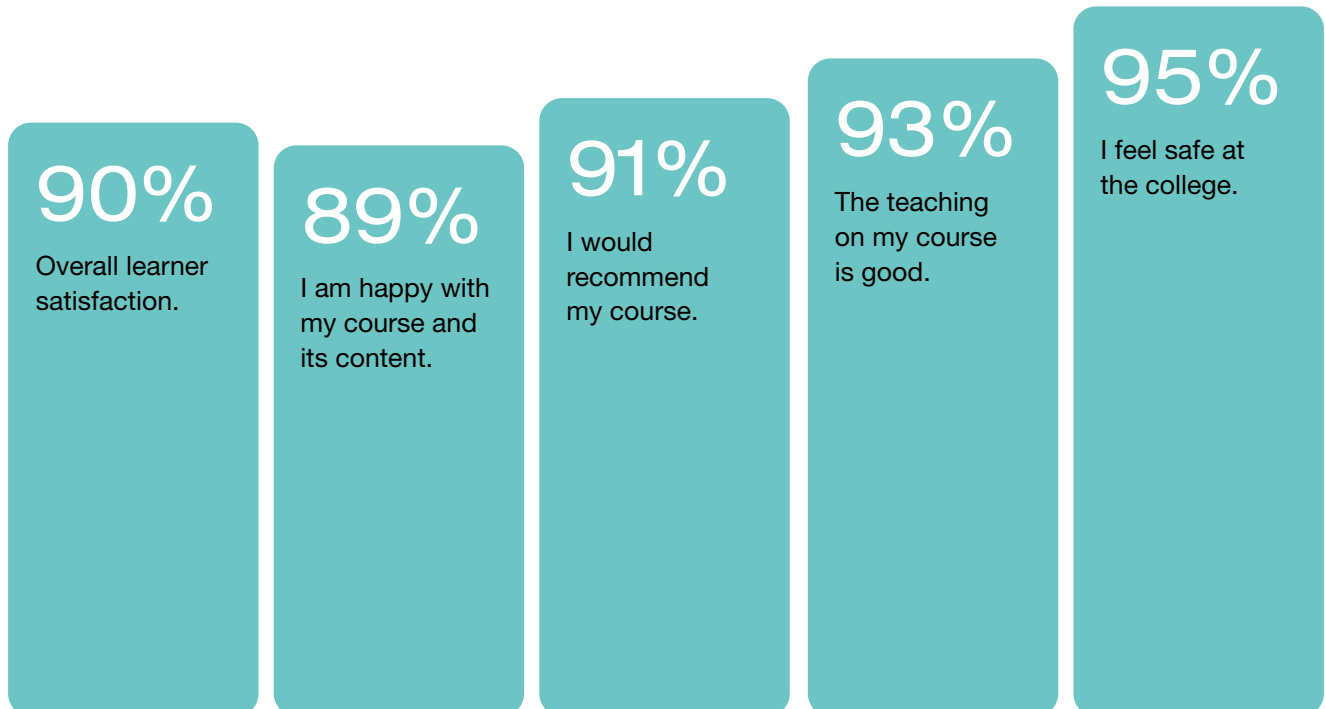
of Apprentices achieve their qualification.

Attendance and Engagement



for Access Creative College
and Access Sport.

Learner Satisfaction 2022/23



5. Key Strengths and Areas to Improve

Key Strengths

- Outcomes for adults and young people remain high. For example, most achieve their vocational qualifications (**89%**) and the large majority achieve a grade of merit or above. A high proportion (**90%**) of high needs learners achieve their vocational qualification.
- Apprenticeship practitioners prepare apprentices well for their end-point assessment. As a result **97%** passed their EPA first time; **72%** achieved a distinction grade.
- Leaders and managers have a clear, rich, and well-articulated vision for the curriculum they offer. They are acutely aware of the need to provide a broad curriculum, which prepares learners for the wide range of job opportunities within the creative and sporting sectors. At the same time, they oversee a curriculum that develops their learners interests, skills and abilities.
- Teachers help learners to gain the skills and knowledge they need for their next steps. They use their extensive skills and experience from industry to inform their teaching. They teach learners practical skills to high standards through a range of effective teaching methods. As a result, (**96%**) of learners go on confidently to the next stage in their lives.
- Teachers devise and teach a rich curriculum that stimulates curiosity and enjoyment for learning new skills and knowledge. They ensure that there is a depth to the content they teach, which equips learners well in their knowledge of the subject.
- Staff create a supportive and inclusive environment across all sites where learners feel safe and enjoy their learning. It enables learners to study and achieve.
- Learners are well prepared for their next steps. Learners move on to a range of positive destinations as a result of their personal development and time at the college. There are **95%** of learners who recognise that their course is relevant to their intended future career path. There was an increase in positive learner destinations again in 2022 rising to **96%**, which is up by **2%** when compared to **94%** in 2021.
- The ACC continuing professional development programme (CPD) is impacting positively in the way staff across the curriculum share and implement their courses.
- Senior leaders have strengthened the management in lower performing centres. As a result achievement gaps between higher and lower performing centres have narrowed.
- Staff provide caring pastoral support that enables learners to study and keep up with the pace and pressures of learning. They are skilful at supporting learners to help them with, for example, their mental health, which manifests as a barrier to their learning.
- Learners with high needs are supported to achieve particularly well.

Safeguarding

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

Governance

- ACC has strong internal and external governance in place for all aspects of provision. A sequence of boards scrutinises the provision against key metrics and ensures leaders intervene where any slippage in performance occurs. The college has secured external governance with safeguarding, curriculum evaluation and development expertise.

Key Areas for Improvement

- Attendance is still not meeting the organisational target of **90%** and remains a key priority.
- Teachers do not always effectively organise or assess learning. This results in untimely completion of learners' assignments. In addition, learners receive insufficient developmental feedback in a minority of curriculum areas.
- Not enough of the small proportion of learners that study English and mathematics develop the skills to achieve high grades. Many however, do improve their grades.
- Apprenticeship provision requires improvement.



6. Quality of Education and Training across ACC at a glance

Types of Provision	EPYP	Apps	HN	Adults	Safeguarding
	2	3	1	2	Effective

Quality of Education	Behaviours & Attitudes	Personal Development	Leadership & Management
2	2	2	2
Governance	Meeting Skills Needs	Safeguarding	Overall Effectiveness
Highly Effective	Reasonable Progress	Effective	2

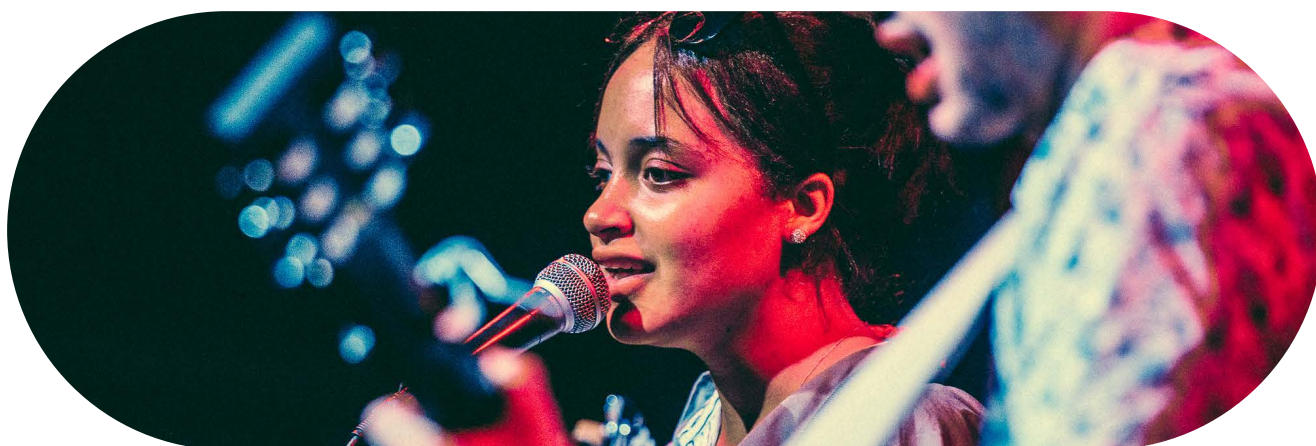
7. Moving Forwards to 2023/24

The apprenticeship provision is not yet good because:

- The quality of developmental feedback (assessment for learning) is not yet good enough.
- Quality improvement and assurance requires improvement.
- The broader curriculum is not sufficiently embedded.
- The clarity of information needed to make informed decisions in relation to the provision is not yet good enough.

ACC is not yet outstanding because:

- Attendance rates have improved but are not yet high enough.
- While achievement is high, ACC aims for achievement that consistently breaks the **90%** threshold.
- Assessment for learning for all learners is not yet strong enough.
- Apprenticeship provision needs improvement.
- The achievement gap between centres requires narrowing further.



What the organisation needs to do to improve further in 2023/24

- Improve learners' skills development and high grades in English and mathematics. Focus on embedding English and mathematics in vocational programmes. For example, integrating aspects of numeracy and literacy through reading and explaining the language in text and examination question.
- Ensure that learners develop greater skills in self-learning. Help more learners access and use tools such as Century effectively. Across the curriculum, help them devise ways to organise and make their learning more effective, plan, and critically self-reflect their learning and work.
- Set high expectations for learning and attendance in all centres at the start of the year. For example, ensure that parents are engaged positively early on in the academic year. All learners should know the importance of timely completion of work and teachers should monitor this closely.
- Continue to improve assessment for learning across the curriculum areas. Ensure that developmental feedback is standard for all learners and apprentices.
- Measure the impact of provision through the new quality structure across all curriculum areas.
- Put in place the strategy for adult provision.
- Improve oversight of the apprenticeship programme through better management information, quality assurance and improvement in practice.

