

Curriculum Area Self-Assessment Report 2016-17- Contractor- ATN

Curriculum Area(s):	Adult Skills (ESOL/ICT & Functional skills in English/Maths)
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Overall Grade:	2

Starts	Level 1 (award/Cert/Dip)	Level 2 (award/Cert/Dip)	Level 3 (award/Cert/Dip)	Entry Level	Total
16-18 students study programmes					
Adult students	135	26		356	517
Apprenticeships					
HE students					
Total overall	517				

SUMMARY OF KEY STRENGTHS & AREAS FOR IMPROVEMENT	
Key Strengths	Key Areas for Improvement
<ul style="list-style-type: none"> Professional development of members of staff enhanced by rigorous and effective performance management 	<ul style="list-style-type: none"> To improve achievement, pass and retention rates for ICT qualifications.
<ul style="list-style-type: none"> High quality formative feedback that facilitates learner progress. Learners show good understanding of ways to improve as a result of frequent, detailed and accurate tutor feedback on their learning. 	<ul style="list-style-type: none"> To establish more effective links with local employers and recruitment agencies to improve job opportunities for learners who are ready for the job market.
<ul style="list-style-type: none"> Much improved retention (91.67%), Pass (98.18%) and achievement rates (90%) across ESOL qualifications. 	<ul style="list-style-type: none"> To organise sufficient and effective enrichment activities for learners.

Effectiveness of leadership and management		Quality of teaching, learning and assessment		Personal development, behaviour and welfare of students		Outcomes for students	
Self Assessed Grade	Validated Grade	Self Assessed Grade	Validated Grade	Self Assessed Grade	Validated Grade	Self Assessed Grade	Validated Grade

2		2		2		2	
Effectiveness of 16 to 19 study programmes		Effectiveness of adult learning programmes		Effectiveness of apprenticeship programmes		Overall	
Self Assessed Grade	Validated Grade	Self Assessed Grade	Validated Grade	Self Assessed Grade	Validated Grade	Self Assessed Grade	Validated Grade
		2				2	

Grades: Outstanding, Good, Requires improvement, Inadequate

EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT

Consider: the level of expectation set in the area, how you secure and sustain improvements to teaching, learning and assessment through CPD, lesson observation and performance management to tackle weakness and promote good practice; how you use the views of students, employers and other stakeholders; the priority given to the provision of English and mathematics; how effectively you monitor the progress of groups of students so that none is disadvantaged or underachieve; the extent to which the area promotes all forms of equality, how well British values are promoted and any reference to specific safeguarding arrangements.

Key strengths

- **Professional development of members of staff enhanced by rigorous and effective performance management**
- **Effective planning, design and management of the curriculum and learning programmes to meet the needs and interests of learners, employers and the local and national community**

Key areas for development

- **To establish more effective links with local employers and recruitment agencies to improve job opportunities for learners who are ready for the job market.**

Evidence to support the judgements

You will need to make the judgement and then provide the evidence. The evidence should include the following:

- Staff appraisals, are these all complete? give examples of where this has helped staff to improve, include how many teachers have had coaching or mentoring etc.
- Have you set high expectations for both staff and students? How? Give examples such as challenging target grades for students or challenging yet realistic targets for staff
- How have you helped improve teaching learning and assessment? Give overall figures of how many staff have been observed, how many action plans complete etc.

- Attendance at CPD- figures and impact
- Overall outcomes from the on programme and exit survey, put in the stats and the areas that have improved and those that require improvement
- How have you used the learner rep system, has this been effective, do you need to improve this, do you give feedback to students who have raised concerns?
- Include any employer feedback if this is relevant, again use stats if available
- How have you ensured there are no achievement gaps, if there has been any what are you doing about this?
- How well English and maths is being developed, is this outstanding, good does it require improvement etc. Use the results from the on programme and end of year survey and put in the stats from this

Study Programmes

- Are study programmes well planned for each student and are they managed so that they provide progression, stretch, mathematics and English for all students without GCSE grades A* to C, as well as work experience and non-qualification activities? If so give examples

Adult Provision

- How well do staff work with partners, such as local employer networks, local authorities or employers to ensure that the provision is relevant to local employment opportunities and supports local and national priorities, if so what has been the impact?
- How well do the adult learning programmes enable students to overcome their barriers to employment? if so what has been the impact, add in destinations and types of employment, use any case studies.

“Employability aspects are built into all programmes, and a job club is held weekly for ATN learners to access computers, search for jobs and send off applications online, with support available.” (Matrix report Nov 16)

At ATN all courses are designed to lead to a nationally recognised certificate acceptable to prospective employers and /or further education establishments, or to provide job seeking soft skills and motivation to long term unemployed

and workless groups, leading to sustained employment. ATN invests heavily in adult Skills for Life and ESOL courses and has a long-term presence at a number of venues to meet the needs and enhance the ambition of many learners.

There are high expectations of learners, who are appropriately challenged by staff to achieve to the best of their potential. A culture of success pervades the organisation, which is reflected in the quality of the learning atmosphere and its resources, which have been effectively financially managed. ATN inspires learners to actively consider employment opportunities and invests heavily in staff and resources to facilitate both individual ambition and future prospects.

Lesson observations, audits, learning walks, learner feedback, and course evaluation reports identify that during Sep 16 – Jul 17 most learners were supported by tutors and employability advisors to create or update their CVs and learn interview techniques to perform better in job interviews. All classrooms are well-equipped with IT facilities and are decorated with subject specific posters and models of student work. Learner feedback collected during lesson observations and learning walks indicate that many learners felt valued and greatly satisfied during their learning programmes at ATN as they believe that the courses will enable them to obtain their life goals such as getting employments in desired area of work. *“I am satisfied with learning at ATN. The course I am undertaking will definitely help me to get a job in an office environment. Big thanks to my teacher”* (End course learner evaluation, ITQ Level 1 Certificate Dec 2016).

Learners are able to progress to higher level courses which are planned with clear progression routes from Entry level 1 to higher levels. In the beginning of the learning programme based on the information gathered through IAG process, tutors adapt SOWs and lesson plans to accommodate individual differences and individual needs in teaching sessions. For example, most SOWs were amended to embed work based themes such as customer service, retail, getting a job, working in an office etc. to help learners to develop employability skills. ILPs are reviewed constantly which enables learners to identify their progress and set further goals. Initial assessments, diagnostic tests and SMART targets in ILPs help learners to easily identify their own development and identify the distance they have travelled from their starting points. (Tutor folder audits, March 2017)

ATN's current records show that majority of learners (84%) had positive progression. 10% obtained employment after or during the learning programmes at ATN. In the previous academic year (2015/16) the employment rate was just below

8%. 74 % of learners progressed to the next level within ATN. However, for 9% of learners, progression information has been unknown. Although there was an increase in progression to employment, there exists a need to establish extensive employer network as identified in staff meeting held in April 2017 to ensure not only educational achievement but also good levels of progression into sustainable work destinations.

The organisation has an extensive range of control measures in place to ensure due diligence and compliance in all of its operational processes and this is underpinned with a suite of documentation that clearly sets guidelines and parameters for ATN's operations. Policies are in place that ensures students are fully protected under legislation relating to Health & Safety, confidentiality, Equality of Opportunity, diversity and the professional integrity of the organisation is constantly monitored internally and by external funding partners. The high standards of teaching, learning and assessment are key to the success of the organisation. Therefore, staff are valued and challenged. Graded lesson observations were carried out by ATN's quality team and OTLA reports evidence that 100% of observed sessions were graded 'Good' which reflects the quality of teaching and learning that is undertaken at ATN.

ATN is strongly committed to the development of its staff to ensure that they are skilled and equipped to provide the best teaching experience for all students. Some of the key CPD opportunities created for ATN's tutors included:

- Information Advice and Guidance (Level 3)
- Level 3 Diploma in Business Administration
- Preparing for RAPA
- EV feedback meetings
- Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice
- Education and Training - level 4
- Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice
- Standardisation of marking training
- Preparing for Matrix and matrix assessor feedback
- Preparing for EV visits
- Negotiating Lesson observation grades

QUALITY OF TEACHING, LEARNING AND ASSESSMENT

Consider: how teaching, learning and assessment methods and resources inspire and challenge all students and meet their different needs; how students are supported to achieve their learning goals, both in and between learning sessions; how initial / diagnostic assessment to identify students' support and additional learning needs; how staff work with students to ensure that teaching, learning and assessment enable all students to make good progress and prepare for their next steps; staff assess students' progress frequently and reliably and provide constructive feedback; the promotion of equality and diversity; how well students are supported to develop their skills in English, mathematics and ICT and their employability skills.

Key strengths

- **High quality formative feedback that facilitates learner progress. Learners show good understanding of ways to improve as a result of frequent, detailed and accurate tutor feedback on their learning.**
- **Creative and very well developed learner feedback processes that helps to improve achievement**

Key areas for development

- **Further improve the quality of teaching, learning and assessment with a target of moving at least 25% of tutors to grade 1 (Outstanding).**

Evidence to support the judgements

Start the sentence with the judgement and then give your evidence to support this, for example the quality of teaching, learning and assessment is good because XXXXXX

- You will need to include student feedback on TLA in the area, be specific about courses and overall and do provide the stats.
- Refer to the outcomes of observations, what did reports say? How well did students make progress?
- How well have all students been challenged to ensure their different needs, including the most able and the most disadvantaged are met?
- Have students been supported to achieve their learning goals, both in and between learning sessions? For example, how effective is target setting, use of Moodle etc.
- How well have staff assessed students' progress and performance and ensure that assessments and reviews are timely, frequent, fair, informative and reliable?
- Have students received clear and constructive feedback through assessment and progress reviews and/or during personal tutorials so that they know what they have to do to improve their skills, knowledge and understanding to achieve their full potential?
- Have employers, parents and carers, as appropriate, been engaged in planning students' development; have they been kept informed of each student's attendance, progress and improvement, where appropriate?
- Has teaching, learning and assessment promoted equality, raise awareness of diversity and tackle discrimination, victimisation, harassment, stereotyping, radicalisation and bullying?
- Are staff aware of and do they plan for individual students' diverse needs in teaching sessions and provide effective support, including making reasonable adjustments for students who have special educational needs and/or disabilities?
- Has teaching promoted students' spiritual, moral, social and cultural development?
- Has teaching, learning and assessment supported students to develop their skills in English, mathematics and ICT and their employability skills, including appropriate attitudes and behaviours for work, in order to achieve their learning goals and career aims?

- Has teaching, learning and assessment supported and challenged students to make substantial and sustained progress in all aspects of their study programme? Give examples of support for students who for example fell behind or for those who excelled.

Adult Provision

- How well do staff work with students and employers or other partners to ensure that teaching, learning and assessment enable students to develop personal, social and employability skills that prepare them well for their intended job role, career aims and/or personal goals? if so what has been the impact, for example X% intend to go into employment or X% of Access students have university places or plan to go to university
- Add in student feedback regarding teaching, learning and assessment

Appropriate and timely information, advice and guidance support learning effectively. Staff initially assesses learners' starting points and monitor their progress, set challenging tasks, and build on and extend learning for all Learners. Comprehensive initial assessment and IAG processes successfully inform detailed individual learning plans. Further diagnostic assessments further enhance an understanding of individual ability and support requirements. Enrolment/IAG observations carried out by RUTC staff identified that *"ATN is a welcoming and friendly environment to learn. Experienced staff put nervous students at ease...students leave with clear instructions ..."* According to the learner satisfaction survey 98% of learners agreed that their initial interview gave them the right kind of information for the course.

In Nov 2016 ATN undertook an accreditation review in the Matrix standard for information, advice and guidance. The standard was, once again, achieved and the report stated "Information, advice and guidance (IAG) is embedded into provision at all stages of a learner's journey. Initially helping people to choose the most appropriate course and level to start from, supporting them through to successful achievement, and advising them on steps to progression, whether other courses, work placement or further support with employability skills to gain employment." (Matrix report Nov 16). According to learner satisfaction survey 79% of learners agreed that they felt that they were equipped to go into a job situation after the completion of the courses they attended. Progression captured indicate that 10% of learners obtained employment while attending or after the completion of their courses.

The commitment of staff to their professional development remains good. Staff training is central to improvement and is integrated into a cycle of planning and implementation which focuses on raising standards. An extensive range of CPD courses are well-attended by staff. *“My manager and all the staff supported me throughout the course (L4 Education and Training) to complete the course successfully. I have been given training and support to improve my teaching skills and to understand my student’s needs.”* Course evaluation report, FS Maths Entry 1 July 17).

All teaching and learning staff had a graded lesson observation. The results of the 2016-17 Teaching Learning and Assessment Observation Programme show that 100% of staff observed achieved a Grade 2, (Good). Staff support for improvement is constructive and effective. To ensure that the observation process is positive and developmental, all staff work with their line manager post observation to agree tailored teaching and learning targets to meet their individual development requirement. *“Tutor worked on previous feedback, especially to embed various skills such as Maths, English and employability and succeeded in integrating these skills very well into the lesson.”* (ICT observation report, 14/10/2016).

Student feedback processes are creative and very well developed. They are carried out on multiple occasions to capture students’ aspirations and views about their programmes and the information captured is used to inform future planning of their learning programmes although most learning programmes are for not more than 6 weeks. Student views on their own progress are captured well through reviews and various evaluations. *“Sample assessments helped me a lot to understand clearly about the final exam”* (End course evaluation, FS Skills English L1 Jul 2017)

Learners show good understanding of ways to improve as a result of frequent, detailed and accurate tutor feedback on their learning. Feedback on learner progress is thorough and timely. Teachers discuss with learners the progress they have made towards their learning objectives and also support them to know what they need to do for further improvement. Students acknowledge this in mid and end course evaluations. *“My teacher tells me what to do next. Very helpful. I know my weakness now”* (Mid course evaluation, FS English Level 2). According to learner satisfaction survey 100% of learners identified their tutor to be supportive and helpful. *“At the end of each unit the learners were given an end of unit mock test, which clearly helped me to identify their progress.”* (Course evaluation report, FS Maths Entry 1 July 17).

Equality and diversity are promoted through teaching and learning. ATN is highly responsive in its planning to ensure its provision is available to all students. There is proactive and very sound promotion of equality and diversity in the curriculum through a series of themes embedded. For instance, ESOL and functional skills in English curriculum raises awareness of the rights and responsibilities of learners to live as equal citizens in community. Learners are encouraged to understand concepts of fairness, dignity, respect and inclusion. Tutors use a range of resources specifically to meet the communication needs of learners with learning difficulties and disabilities. Staff place great emphasis on supporting students to understand information, which is available in a range of formats including text, sign and picture. 100 % of learners agreed that they felt safe and respected on their course (Satisfaction survey result, 2017). *“Some learners had health problems but these learners were given extra time to complete their worksheets.”* (Course evaluation report, FS Maths Entry 1 July 17). *“Lesson plans were structured according to the individual needs. There were differentiated learning skills in each lesson like for e.g, simplified activities for less confident learners, grouping less confident learners with more confident ones, giving more time to weaker learners. Group activities, discussions and peer learning and assessments were part of the learning and training.”* (Course evaluation report, FS English Entry 2, May 2017)

PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE OF STUDENTS

Consider: the extent to which students take pride in their work, become self-confident and self-assured, and know that they have the potential to be a successful learner on their current and future learning programmes, including at work; the proportion of students who benefit from purposeful work-related learning; how well students develop their personal, social and employability skills; the extent to which students feel and are safe and have a good understanding of how they can raise concerns if they do not feel safe; how well students attend learning sessions and/or work regularly and punctually.

Key strengths

- **Positive, safe, secure atmosphere for learning through the promotion of equality and diversity.**

- **Good development of Maths, English and employability skills**

Key areas for development

- **Need for more enrichment activities.**

Evidence to support the judgements

- How self-confident and self-assured have students become? Do they know that they have the potential to be a successful learner on their future learning programmes, including at work?
- How many students benefited from purposeful work-related learning (including external work experience) where appropriate to their learning programmes and/or their future career plans, and how well did they contribute to their workplace, including on work experience, as a valued member of the workforce? Add in numbers, examples of work experience places and any employer feedback.
- How well have students developed the personal, social and employability skills, including English, mathematics and ICT skills, required to achieve their core learning aims and appreciate the importance of these skills in the context of their progression and career aims?
- Have students completed any relevant additional qualifications that will enhance their learning and are likely to increase their future employability?
- How high was the standard of work that students presented that was appropriate to their level of study and/or requirements of the relevant industries so that they can work effectively to realistically challenging academic or commercial deadlines?
- How have lessons, including enrichment activities, allowed all students to explore personal, social and ethical issues and take part in life in wider society and in Britain?
- What has been the attendance and punctuality levels at learning sessions?
- How well have students participated in any distance learning activities, such as online learning and the use of Moodle?

Adult Provision

“Teaching materials and techniques reflected the multi-cultural and multi ethnic students in the class. Multicultural aspect of the class was highly valued and respected. Events and lessons were planned to celebrate the multicultural

community festivals and this helped learners' to learn about each other's culture. " (Course evaluation report, FS English Entry 2, May 2017)

ATN provides a safe, welcoming and harmonious learning environment for people who come from a diverse range of backgrounds. ATN has created a positive, safe, secure atmosphere for learning through the promotion of equality and diversity with a widely diverse body of learners in an inclusive learning environment. Staff provide confidential one-to-one advice and support to students seeking guidance about a range of emotional and personal issues, from stress and relationships to housing and benefits. ATN maintains effective links with external support agencies, signposting and referring learners as necessary. Learners develop good attitudes to learning, show exemplary behaviour and have a very positive experience. The behaviour of students is very good. This has been a key strength in many lesson observations. Learners have extremely positive views (99% of students state that other members of the group were friendly and supportive). 100% of students in the learner satisfaction survey answered yes to the question "Do you feel safe and respected on your course?"

ATN has given a high priority to developing Maths, English and ICT in order to improve the employability of the students. Lesson observations and learner feedback collected on various occasions reveal that most learners in ESOL qualifications agreed that the course had helped them to improve numeracy skills. Similarly most learners have commented that their respective course had helped them to develop employability skills. All SOWs and lesson plans audited reveal that all tutors were keen to embed employability, well-being, English, Maths and ICT in to their curricula. Through this learners are well-prepared for the next stage such as further training and employment. ESOL, FS Skills and ICT learners agree that they benefited from the use of employability services offered by ATN including CV support and job interview skills development. Many learners received details of potential employment opportunities in the local area from the employability tutors of ATN.

In contrast to the previous years not many learners benefitted from taking part in enrichment activities. For example, staff meetings identify that unlike the past year some staff and learners felt that trips to central London to visit museums or to take part in educational events do not seem to be safe anymore in the wake of terrorist attacks and this prevented tutors to encourage certain enrichment activities for their learners. Some tutors also felt the need for celebrating memorable days such as 'women's Day' and 'employability day' together with the learners.

OUTCOMES FOR STUDENTS

Consider: how well students make progress during their programme compared with their starting points, with particular attention to progress by different groups of students; to what extent students attain their learning goals, including qualifications, and achieve challenging targets; students enjoy learning and make progress relative to their prior attainment and potential; students' progress to relevant further learning and employment; whether there are any significant variations in the achievement of different groups of students.

Key strengths

- **High levels of achievement and progress made by most learners relative to their starting points and learning goals.**
- **Much improved retention (91.67%), pass rates (98.18%) and achievement rates (90%) across ESOL qualifications.**

Key areas for development

- **Decline in retention rate (90%) in comparison to the previous 2 year's 91% & 92%.**
- **Poor achievement rate for ICT qualification (85%) in comparison with previous year's (97%).**

Evidence to support the judgements

- How many students made progress during their programme compared with their starting points, with particular attention to progress by different groups of students?
- How many students attained their learning goals, including qualifications, and achieve challenging targets?
- Did students' work meet or exceed the requirements of the qualifications, learning goals or industry standards?
- Did students enjoy learning and make progress relative to their prior attainment and potential over time?
- Did students' progress to relevant further learning and employment or self-employment relevant to their career plans or gain promotion at work?

- Did students acquire qualifications and the skills and knowledge that will enable them to progress to their chosen career, employment, and/or further education and training that have been planned in line with local and national priorities for economic and social growth?
- Are there any significant variations in the achievement of different groups of students?

Study Programmes

- How many students, and groups of students, have made progress from their different starting points, remained on their study programme, achieved their core aim and made progress towards a GCSE grade C in English and/or mathematics?
- How many students, and groups of students, progressed to the planned next stage in their careers, such as a higher level of education or training, or to employment or an apprenticeship?
- Progress on level 3 qualifications in terms of value added is above average across nearly all subjects

Adult Provision

- Have students or groups of students made substantial and sustained progress towards their agreed learning goals?
- Have retention rates been high for almost all groups of students?
- Have there been any gaps in the progress or retention of groups with similar starting points? If so what was done to close these?
- How many students' have progressed swiftly to higher levels during their learning programmes?
- How many students completed their learning programmes, achieved qualifications relevant to their career aims and moved on to sustained education, employment, training or an apprenticeship, or are more independent in their personal lives or their communities?

“Learners’ development needs are matched against the requirements of the qualifications and an agreed assessment plan established. Learners have regular opportunities to review their progress and goals.” (FS Skills EV report, 14/2/2017)

Success rates have been high for the past three years in the majority of learning programmes. Results are consistently very good across the range of qualifications and levels. For example, overall improved pass and achievement rates

compared to last academic year. 2016-17 had an outstanding pass rate of 96% with an increase of 1% from the previous year. In 2015 – 16 pass rate had fallen to 95% from the previous academic year's remarkable 98% for basic skills qualifications. In 2016-17 ATN achieved 87% of achievement rate. 2015 – 16 had a lower achievement of 86% for Basic Skills qualifications. However, in the previous 2 years, 2014/15 & 2013/14, ATN had achieved higher achievement rates of 91% and 88% respectively. Excellent retention (91.67%), pass (98.18%) and achievement (90%) gained for ESOL qualifications. However, ICT qualifications suffered a decline in retention, pass and achievement rates. Pass rate dropped to 96% from previous year's 100% along with a significant decrease by 12% in achievement rate to 85% from the 97% of 2015/16. ICT qualifications had a 100% retention rate in 2015/16 but this has dropped to 93% in 2016/17.

Most learners achieved and made progress relative to their starting points and learning goals. Learners made excellent progress in relation to their learning aims and objectives. Thorough initial assessment processes led to attainable and aspirational programme goals. *Although pass rate for male and female learners remain the same, there has been a 9% difference in the achievement rate. Female learners achieved an outstanding rate of 92%, where as achievement for male learners was 83%. Caribbean learners had 100% pass rate against the 91% of learners from African background.*

Rigorous and regular review of learning targets ensured that programmes remained challenging. *"The individual learning plan and mid point review helped me to find the learners needs. Also observing learners during the sessions helped me with their needs."* (Course evaluation report, FS Maths Entry 1 July 17). Results of the Student satisfaction Survey remain impressive showing that 99% of learners had completed their individual learning plans and 97% of learners stated that they had achieved their learning goals. Students enjoy and value their time at ATN. They respond positively to questions regarding their experiences. 99% of learners agreed that they would recommend courses to someone else. *City and Guilds external verifier for ESOL qualifications identified that "ILPs are updated regularly by reviews and mock assessments."* (ESOL EV report, Jan 2017).

There are clear progression routes and learners' post-ATN outcomes are wide ranging. Learners have very good opportunities to gain functional and personal development skills and qualifications in line with their aspirations. Lesson observations and audits identify that all learning programmes embedded employability skills development and learners were provided with very good career advice with the focus on developing transferrable skills. Most observation

reports identify that learners were greatly satisfied with their progress in learning and achievements. For example, “It was evident that all learners were making good progress and achieved the objectives of the lesson. Wide range of activities used to promote excellent learner engagement and achievement” (Lesson observation report, 14/10/2016).

APPENDICES

A. Outcomes for students AP4 data

B. SMART Targets

Curriculum Area Smart Targets (Active Students) Table A. Dir B.	Count Of To Be Reviewed Smart Targets	Count Of To Be Reviewed Smart Targets	Count Of Achieved Smart Targets	Count Of Achieved Smart Targets
	(March 2017)	May-17	(March 2017)	May-17

C. Student Feedback Data

- **The On-Programme Survey**
- **The End of Year survey**

D. Professional development activity (staff attendance at part A and part B in 16/17)

Curriculum Area	Curriculum Subject	Curriculum Managers	Eligible for Attending Part A & B CPD Sessions	Attended Part A	Attended Part A %	Attended Part B	Attended Part B %	% Attended B that had been to A
Directorate B								

E. Observation reports completed and the number of action plans reviewed

<u>Curriculum Area</u>	<u>Curriculum Manager</u>	<u>No. of Observations on ProObserve</u>	<u>No. of Observations with no Action Plans</u>	<u>No. of Action Plans needing review</u>	<u>No. of Action Plans that have been reviewed</u>	<u>No. of Actions Plans yet to be reviewed</u>	<u>% Reviewed</u>