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| Subject: | Community Learning and Skills Service (CLASS) 2015/2016 review |
| Reason for briefing note: | To update the Children's Services Overview and Scrutiny Panel on the performance of the Community Learning and Skills Service and the outcome of the recent Ofsted inspection. |
| Responsible officer(s): | Philip Wright: Head of Learning and Community Services (Slough Borough Council) Safia Mohamud, Community Learning and Skills Manager |
| Senior leader sponsor: | Hilary Hall, Head of Commissioning – Adults, Children and Health |
| Date: | 25 January 2017 |

SUMMARY

This report provides an update on the performance of the Community Learning and Skills Service in 2015-2016, together with the outcomes of the Ofsted inspection of the Service undertaken in June 2016 and the resulting action plan.

1. BACKGROUND

- 1.1 In August 2012, a shared Community Learning and Skills Service was created between the Royal Borough of Windsor and Maidenhead and Slough, with Slough the accountable body to the Skills Funding Agency. The service reports to a shared management committee comprising two senior officers from each council, with Slough having 51% of the voting rights.
- 1.2 The service receives funding from the Skills Funding Agency to deliver adult education, and apprenticeship programmes for Slough only.
- 1.3 Ofsted inspected the service between 21 and 24 June 2016 and judged the service's overall effectiveness as "requires improvement" with all subsidiary grades also being graded as "requires improvement". The previous inspection grades for Slough were "good", November 2010, and for Windsor and Maidenhead "requires improvement", May 2012.
- 1.4 The service also produces an annual Self-Assessment report through which performance data is used to inform overall judgements. The 2015/2016 performance data was not available at the June inspection.

2. DETAILS

- 2.1 In 2015/2016, RBWM identified key priority outcomes for the Community Learning and Skills Service which are aligned with the Adult, Children and Health Services directorate vision. These priority outcomes include:
 - Increase choice and diversity in education.
 - Deliver an integrated early help offer for children and vulnerable families.

- Promote independence

2.2 Appendix 1 gives details of how the service contributes to the above outcomes, with the majority of the performance targets having been met.

Engagement

2.3 The total number of engagements has decreased, see table 1, which is partly due to the reduction in referrals from Job Centre Plus, reflecting the decrease in the levels of unemployment.

Table 1: Service wide engagement

| Delivery year | Unique learners | Enrolments | % male | % disability |
|---------------------|-----------------|-------------|-------------|--------------|
| 2014/15 | 3,945 | 6,219 | 28 | 16 |
| 2015/16 | 3,684 | 5,935 | 25 | 16 |
| % difference | - 7 % | - 5% | - 3% | - |

Performance – qualification programmes

2.4 Table 2 gives key service wide performance data relating to the delivery of qualification programmes with a strong focus on English Speakers of Other Languages (ESOL), mathematics, English and ICT. These areas are core areas of the curriculum, supporting learners into employment. The service's main focus is on delivering qualifications to those of low level skills, with a decreasing emphasis on level 2 qualifications. 37% of the accredited delivery is in RBWM, reflecting the demand to up skill low skilled residents.

Table 2 Qualifications by level

| | | Actual 2013/14 | Actual 2014/15 | Actuals 2015/16 | % change | National 2013/14 |
|----------------|-----------------------|-------------------|-------------------|--------------------|-------------|---------------------|
| Entry | Leavers | 662 | 618 | 613 | -5 | |
| | Retention rates | 98.5% | 94.5% | 93.1% | -1.4% | |
| | Pass (Achievement) | 86.3% | 83.4% | 92.5% | +9.1% | |
| | Achievement | 85.0% | 78.8% | 86.1% | +7.3% | 85% |
| Level 1 | Leavers | 265 | 293 | 172 | -121 | |
| | Retention rates | 94.7% | 96.9% | 96.5% | -0.4 % | |
| | Pass (Achievement) | 90.0% | 88.4% | 91.0% | +2.6% | |
| | Achievement | 85.3% | 85.7% | 87.8% | +2.1% | 85.0% |
| Level 2 | Leavers | 279 | 136 | 67 | -69 | |
| | Retention rates | 100% | 99.3% | 95.5% | -3.8% | |
| | Pass (Achievement) | 93.5% | 88.9% | 98.4% | +9.5% | |
| | Achievement | 93.5% | 88.2% | 94.0% | +5.8% | 82.7% |

2.5 Achievement rates across all levels have increased, entry level by 7.3%, level one by 2.1%, and level 2 by 5.8%. This means that achievement rates at all levels are now above the 2013/14 national provider average.

Performance – Community Learning (RBWM)

2.6 Community Learning strands include:

- Family learning workshops delivered in Children’s Centres and libraries.
- Leisure programmes, e.g yoga and pilates.
- Pre-employability workshops, e.g. IT, CV writing and interview skills.
- Personal development courses e.g. cooking skills and flower arranging.

2.7 The programmes are directly delivered and also commissioned from other providers, including East Berkshire College, Workers Education Association and the community and voluntary sector. Programmes are delivered in 15 different venues including community centres, libraries, schools and children’s centres, across the borough. 72% of the learners come from Royal Borough of Windsor and Maidenhead, 20% from Slough and 8% from the neighbouring boroughs and counties.

Table 3 Performance data relating to community learning delivery in RBWM

| | 2013/14 Actual | 2014/15 Actual | 2015/16 Actual | Change % 14/15-15/16 |
|--|---------------------------|---------------------------|---------------------------|---------------------------------|
| Learners | 1,494 | 1,886 | 1,727 | -8% |
| Enrolments | 2,577 | 2,660 | 2,637 | -1% |
| Disability (%) | 17.5% | 15.4% | 10.9% | -4.5% |
| Male (%) | 25.6% | 28.8% | 23.9% | -4.9% |
| White British/Irish (%) | 66.1% | 62.9% | 60.0% | -2.9% |
| Black & Minority Ethnic (%) | 33.9% | 37.1% | 40.0% | +2.9% |
| Retention (%) | 97.3% | 96.8% | 96.2% | -0.6% |
| Pass (Achievement)(%) | 98.0% | 99.6% | 99.4% | -0.2% |
| Achievement (Success) (%) | 95.3% | 96.2% | 95.6% | -0.6% |

2.8 In Royal Borough of Windsor and Maidenhead, learner numbers have been increasing in the last three consecutive years. However, in 2015/16, the unique learner numbers have decreased, partly because fees have been increased by 20%. This is still competitive when compared with other providers.

2.9 Enrolment numbers, on the other hand, have been consistent. Learners are re-enrolling to programmes and achievement remained high. The black and minority ethnic percentage targets have increased steadily, reflecting the service’s priority of engaging with this group. Disability has decreased partly because one sub-contractor which delivers targeted courses for this section of the community, was not able to meet its targets.. As a result of this, the contract has been reviewed and reduced for this academic year. The decline in numbers also reflects the national trend for community learning.

June 2016 Ofsted report.

2.10 Ofsted inspected the service from 21 to 24 June 2016. Their main, but not sole, focus was inspecting the non- accredited community learning delivery as this is the majority of the provision, with a particular focus on the quality of teaching, learning and assessment.

2.11 Adult learning programmes were graded “requires improvement” as were all other contributory grades, leading to an overall effectiveness grade of “requires improvement”.

2.12 Ofsted identified three key strengths and four overarching areas that required improvement. A copy of the full report can be found on the Ofsted website www.gov.uk/find-ofsted-inspection-report. The report is under Slough Borough Council who is the accountable body. .

Strengths:

- Learners from disadvantaged groups receive good support to achieve their goals.
- Strong partnerships ensure that learning programmes meet local, community and labour market needs effectively and managers ensure that classes are well located and accessible for learners.
- All learners develop confidence and independent learning skills to make valuable contribution to their work places.

Areas requiring improvement:

- Improve the consistency of the quality of teaching, learning and assessment by a more thorough approach to analysing the outcome of observations, using them to identify areas for improvement across the service, and encouraging the sharing of good practice.
- Ensure that all staff have appropriate English and mathematics skills themselves, and are clear about how to develop these skills in their learners.
- Ensure that teachers make good use of initial assessment to set challenging targets, and are clear about how to develop these skills in their learners, particularly in internally assessed.
- Ensure that tutors understand the importance of increasing learners’ knowledge around British values, diversity and radicalisation.

2.13 The service is putting in place a series of actions that will support managers in raising the quality of teaching, learning and assessment including:

1. Strengthening the shared management committee, who have a role in monitoring the quality and service performance, through the appointment of an external “adult education adviser” to provide informed challenge and act as a “critical friend”.
2. Managers have participated in a focused workshop facilitated by an HMI resulting in a series of actions which are being fed into the post Ofsted action plan.
3. Exploring working with the local college (graded good) and commissioning external expertise to support managers in quality assurance and training.
4. Undertaking a quality “health check” in the summer 2017 term to measure progress and to identify further work that is required to bring the service back up to “good”.

2.14 A detailed post-Ofsted action plan has been devised which also incorporates further improvements identified within the 2015/16 annual review, see appendix 2 for a summary of the action plan. Progress is monitored by the shared service management committee.

APPENDIX 1: 2015/16 REVIEW REPORT – COMMUNITY LEARNING AND SKILLS SERVICE (CLASS)

Royal Borough of Windsor & Maidenhead

The objectives and outcomes for the Community Learning and Skills Service delivery in the Royal Borough of Windsor and Maidenhead is set within the context of the Council's strategic principles:

- Resident Focused
- Value for money
- Delivering Together
- Equipped for the future

The service is currently commissioned through the Adult, Children and Health Services directorate and its delivery aligns with the directorate's vision:

Resident's needs are met as early as possible by highly skilled professionals. The number of children, young people and their families with high levels of need is reduced and our residents, children and young people, are given every opportunity to be successful.

| Children's and Adult Services Objectives | Specific action (from outcome plans) | Specific service action | Performance measure | Where will this measure be produced | Why this action – evidence used to assess how outcome will be achieved | Progress and impact |
|--|--|---|--|---|---|--|
| Increase choice and diversity in education | All residents will be economically independent | Deliver comprehensive provision that include accredited and non accredited courses across the borough | Number of unique learners engaged. 15/16 Target 1,886 | Termly Performance report Shared mang. Meeting notes | To increase learners' engagement into learning | Achieved: 1,727 learners participated on various adult learning from short to long programme. |
| Increase choice and diversity in education | All residents will be economically independent | Deliver maths, English language to up-skill residents. | Number of units of qualification in ICT, Maths and English language gained. 15/16 Target 153 | Termly performance report | To increase learners' participation to gain skills and improve their job prospect | Achieved 159 learners gained qualification. |

| Children's and Adult Services Objectives | Specific action (from outcome plans) | Specific service action | Performance measure | Where will this measure be produced | Why this action – evidence used to assess how outcome will be achieved | Progress and impact |
|--|--|--|---|---|---|--|
| | | Commissioning activity (Grow) to support residents to gain employability skills | Number of unemployed clients engaged. 15/16 Target 300 Number of learners progressed to work report annually. 15/16 Target 20% progress to employment. | Contract monitoring report and termly performance report | To increase learners' participation to gain skills and improve their job prospect | Engaged 201 unemployed learners. Over-achieved progression targets 60% progressed into either employment, volunteering or further training. |
| | | Commission voluntary sector to deliver to targeted communities to support learners' personal development and employability | Number of unique learners engaged. 15/16 Target 240 | Contract monitoring report and Termly performance report | To increase hard to reach engagement on learning and employability skills. | Engaged 252 benefitted from targeted , specialist provision and developed employability skills. |
| Increase choice and diversity in education | All residents will be economically independent | Commission voluntary sector to deliver to targeted communities to support learners' personal development and employability | Learners report increased confidence and develop new skills | Learners destination feedback | | 75% of those who responded to client destination reported increased confidence and developed new skills. |

| Children's and Adult Services Objectives | Specific action (from outcome plans) | Specific service action | Performance measure | Where will this measure be produced | Why this action – evidence used to assess how outcome will be achieved | Progress and impact |
|---|---|---|--|---|--|--|
| Deliver an integrated early help offer for children and families. | Residents' needs are met early and do not escalate. Safer children | Deliver tailored family courses for targeted vulnerable families to ensure that their needs are met as early as possible. | Number of courses delivered in partnership with Innovation project /Children centres 15/16 Target 4 Number of targeted family engaged through programmes. 85% of participants report increased self confidence | Reported on termly partnership meeting between Children centre , Class and the Innovation teams Class termly survey and children's centre outcome star tracking Termly class performance report | To undertake early help and direct work with children and their families to reduce number of cases on CIN To reduce isolation, increase confidence and improve Health and wellbeing | Delivered 4 courses and engaged 50 learners. 80% reported increased confidence. 20% increased self esteem. |
| Deliver an integrated early help offer for children and families. | Increase children's language/speech development for school readiness | Deliver 12 sessions including stories and songs, book buzz and read with me in targeted Children centred, schools and libraries | Number attending activities & events for adult and children at Children centres , libraries and schools. 15/16Target 215 | Reported on termly partnership meeting between Children centre , Class and the Innovation teams Class termly survey and children's centre outcome star tracking Termly class performance report | To improve children's vocabulary and confidence in speaking . | Over-achieved target - 425 learners benefitted from workshops on stories and songs delivered by the library service in targeted schools and children's centres. Over 85% reported that they gained more confidence. |

| Children's and Adult Services Objectives | Specific action (from outcome plans) | Specific service action | Performance measure | Where will this measure be produced | Why this action – evidence used to assess how outcome will be achieved | Progress and impact |
|--|---|--|---|---|--|---|
| Promote independence | Residents of LDD are enabled to remain independent longer | Commissioning activity through EBC to support learners with disabilities and learning difficulties to gain skills to live independently. | Number of unique LDD learners. 15/16 Target 50 80% of LDD learners Increase their ability to self manage Support evidence 2 case studies annually). | Termly contract monitoring Class performance report. | To increase confidence of LDD learners | Not achieved 29 due to low referrals from day centres. 100% reported increased confidence and improved health. |
| Promote independence | Residents of LDD are enabled to remain independent longer | Contribute to the development of the multi-agency partnership working with Adult social care “ Every step together” | Develop and deliver 2 bespoke exercise courses | “Every step together “ group report | Improve life chances for disadvantaged residents. | Not achieved – Innovation centres still at early stage to deliver. |

APPENDIX 2: COMMUNITY LEARNING AND SKILLS SERVICE POST OFSTED ACTION PLAN (SUMMARY)

| Key areas of improvement | Key Actions | Time scale | progress |
|--|--|---|--|
| Improve the consistency of the quality of teaching, learning and assessment by a more thorough approach to analysing the outcome of observations, using them to identify areas for improvement across the service, and encouraging the sharing of good practice. | 1. Introduce themed “walk throughs” to gain an understanding of current practice, identify areas of improvement and plan additional levels of support to tutors, and to inform training. | Commence September 2016 continue through to 31 st July 2017. | 11 “walk throughs” undertaken with further planned for the spring term. – Area of development identified - inconsistent setting and measuring of SMART targets. Incomplete record of learners’ progress and achievement. |
| | 2. External support to be commissioned to support and quality assure managers judgements through peer observe lessons in order to ensure consistency and level of indicative grading. | In place by 31 st January 2017 | Tender document on south east commissioning portal, provider to be(s) to be appointed by the end of January. |
| | 3. Plan and deliver formal lesson observations across all curriculum areas with peer support from external adviser. | Delivery spring and summer terms | Five lesson observations undertaken 6 joint observations planned for the spring term. |
| | 4. Training and sharing of good practice workshops to be arranged and delivered. | Spring and summer terms | |
| | 5. Service wide quality health check to be undertaken to monitor progress, identify strengths and areas of development. | By 31 st July 2017 | Tender document includes a requirement to undertake a health check. |
| Ensure that all staff have appropriate English and mathematics skills themselves, and are clear about how to develop these skills in their learners | 1. Undertake an audit of all staff English and maths qualifications. | By the end of February 2017. | Discussed at shared management committee, tutor forum, staff to be informed and offered support to upskill. |
| | 2. Support tutors gain additional skills and or qualifications in order they are confident to embed these core skills into their teaching. | By 31 st July 2017. | |
| | 3. Policy and tutor guidelines to be written regarding the embedding of English and maths throughout the curriculum. | By 1 st December 2016. | Policy written and to be shared with all staff . |
| | 4. Training and sharing of good practice to support tutors in embedding maths across all curriculum areas. | By 31 st July 2016 | Workshops to be planed for the spring term |
| Ensure that teachers make good use of initial assessment to set challenging targets, and are clear about how to develop these skills in their learners, particularly in internally | 1. Autumn “walk throughs” to check if challenging and measureable targets are set. | 31 st December 2016. | Audit of all classes to take place focusing on SMART and challenging targets set and attendance levels. |
| | 2. Managers and tutors to review the ILP (individual learning plan), make simpler and ensure captures, | 31 st January 2107 | Draft to be shared and revised at the January staff meeting to be |

| Key areas of improvement | Key Actions | Time scale | progress |
|--|--|--------------------------------|---|
| assessed classes. | starting points, progress and achievement. | | implemented spring term. |
| | 3. Lesson observations to capture how effective tutors capture assessment of learners progress and learning, | 31 st July 2107 | |
| Ensure that tutors understand the importance of increasing learners' knowledge around British values, diversity and radicalisation | 1. Deliver training to all tutors. | 31 st December 2016 | Two workshops delivered in the autumn term. Further training to be planned for spring term. Action plan being written in liaison with S.B.C. PREVENT coordinator. Plan to be presented to CLASS leadership team to confirm allocation of responsibilities. Shared management committee to monitor progress. Contracts have been updated and agenda item at small providers forum autumn meeting. |
| | 2. Lesson observations include a focus on diversity, prevent | | |
| | 3. Prevent duty risk assessment to be undertaken and action plan developed following assessment. | 1 st February 2017. | |
| | 4. Report to the spring meeting of the shared management committee relating to PREVENT duties. | 31 st March 2017 | |
| | 5. Provider contracts to be updated to include duties relating to PREVENT to include training and fully aware of how to report concerns. | 1 st April 2017 | |

Other areas of focus include:

- **Safeguarding:** Strengthening of safeguarding policies and procedures including sub contractor reporting and closing the loop on cases logged by the service.
- **Achievement:** Increasing the ICT qualification achievement levels to be above the provider average and maintaining the ESOL and functional skills achievement levels.
- **Performance data:** to continue to focus on producing timely and robust performance data to understand performance levels and to take immediate actions to identify and rectify poor performance.