

Subject:	Community Learning and Skills Service – Annual Report
Reason for briefing note:	To update Children’s Services Overview and Scrutiny Panel on the achievements of the Community Learning and Skills Service during 2014-2015.
Responsible officer(s):	Hilary Hall, Head of Commissioning Adult, Children and Health
Senior leader sponsor:	Alison Alexander, Managing Director/Strategic Director Adult, Children and Health Services
Date:	19 January 2016

SUMMARY

This briefing note provides an update on the work of the Community Learning and Skills Service in 2014-2015. The Community and Learning and Skills Service (CLASS) is a shared service between the Royal Borough of Windsor and Maidenhead and Slough Borough Council established in August 2012 delivering adult and community learning courses. Slough Borough Council is the accountable body to the Skills Funding Agency for funding purposes and for Ofsted for inspection.

1 BACKGROUND

- 1.1 The Community and Learning and Skills Service (CLASS) is a shared service between the Royal Borough of Windsor and Maidenhead and Slough Borough Council established in August 2012. Slough Borough Council is the accountable body to the Skills Funding Agency for funding purposes and for Ofsted for inspection. The aim of CLASS is to promote learning throughout the community, particularly for adults who would like to return to learning but who need opportunities based near to where they live and at times that fit in with their care or work commitments.
- 1.2 Funding for CLASS comes from the Skills Funding Agency through two funding streams:
 - The Adult Skills Budget – funding which is ‘earned’ through the delivery of accredited programmes, primarily supporting residents into employment.
 - Community Learning – funding that is subject to national guidelines with delivery informed by local priorities.
- 1.3 CLASS was last inspected in November 2012, under the previous inspection framework. A new inspection framework was launched in September 2015. The normal frequency of inspection is every four years; however, for good providers, it is every six years. Slough, which is the accountable body, is currently graded good. Part of the rationale of setting up the shared service was to help strengthen it in line with the areas of improvement identified by Ofsted in 2012.
- 1.4 CLASS is managed through a Management Committee comprising representatives from the Royal Borough and Slough. The service delivers courses direct through a pool of accredited tutors and also commissions courses from local accredited

organisations. Based in Riverside Centre, CLASS delivers courses at a range of community and neighbourhood learning centres:

- Maidenhead Library.
- Maidenhead Town Hall.
- Newlands Girls' School.
- North Ascot Youth Centre.
- Woodlands Park Village Centre.
- Broom Farm Community Learning Centre.
- Clewer Youth and Community Centre.
- Dedworth Library.
- Spencer Denney Centre.

2 DETAILS

2.1 Key achievements in 2014-2015 are:

- Unique learners increased by 45% from 581 (Autumn 2013/14) to 846 (Autumn 2014/15).
- Since the launch in July 2014 of the learning space at Maidenhead library, 210 learners have taken advantage of the learning opportunities offered; these included accredited courses e.g. English for speakers of other languages (ESOL), English and Maths, IT qualifications and Retail, and non-accredited workshops i.e. hand embroidery, calligraphy and natural cures.
- An excellent relationship with both Job Centre Plus and Grow Our Own has enabled an effective referral process to be put in place leading to a large increase in work with the unemployed. 26% (232) of learners engaged were claiming Job Seekers' Allowance at the time they enrolled on courses. A total of 363 learners engaged were actively looking for work in 2013/14.
- Through working with Children Centres and libraries, vulnerable targeted families referred by schools and health visitors, have been engaged; 120 learners have undertaken a programme of activities which encourage literacy and rhyme. Specific parenting courses have been run, including first aid for parents and courses aimed at two year olds to enable them to be school-ready.

2.2 Alongside a large increase in numbers, overall performance has improved across the majority of indicators. The improvement in the Adult Skills Budget service-wide success rates by 7.8% is particularly encouraging; bringing both key indicators above the national provider average. Performance indicators for RBWM for both funding streams, Adult Skills budget and Community Learning, are very encouraging, see table 1.

Table 1: RBWM's performance indicators for funding streams

Indicator	Community Learning		Adult Skills Budget	
	2012/13	2013/14	2012/13	2013/14
Learners / starts	1,009	1,494	58	321
Retention	96.6%	96%	100%	97.7%
Achievement	94%	99%	98%	92.5%
Success	90.8%	94%	97%	90.6%

- 2.3 Specifically in relation to community learning, CLASS in RBWM performed well in 2014-2015, and ahead of Slough, see table 2.

Table 2: RBWM community learning performance indicators

	2013/14 Actual	2014/15 Targets	2014/15 Actual	
Learners	1,494	1,835	1,885	↑
Enrolments	2,577	2,500	2,659	↑
Disability (%)	17.47%	19%	16.82%	↓
Male (%)	25.57%	27%	34.11%	↑
White British/Irish (%)	66.13%	65%	62.92%	↓
Ethnic Minority (%)	33.87%	35%	37.08%	↑

- 2.4 The annual self review identified a number of areas requiring improvement, see table 3 for areas of improvement and the remedial action underway.

Table 3: Areas for improvement and evidence of progress

Areas for improvement	Progress evidence
Develop and widen curriculum to include planned progression opportunities and pathways, and significantly expand the opportunities for accredited courses and those linked to employment. Expand accredited courses	Remodelling the delivery resulted in the expansion of curriculum both in accredited and non-accredited courses. Learner enrolment numbers increased by 49%.
Identify the key areas of improvement in the quality of teaching and learning and assessment as a basis of a systematic and intensive tutor training programme which improves the consistency and effectiveness of learners' experience in all learning sessions	The quality assurance cycle now includes termly planned graded and developmental lesson observations, file moderation, termly curriculum based meetings and annual performance management. Tutors are graded on a scale where grade one is the lowest. As a result of the quality assurance work, most tutors moved to grade two and above in 2014/2015. 75% of tutors in Windsor and Maidenhead now deliver programmes to a grade 2 or above standard. Work is continuing to move 100% of tutors to grade 2 or above.
Further develop quality improvement arrangements through deeper summary analysis and reports based on data,	The leadership team receives a termly report to monitor achievement, retention and success rates and identify remedial

Areas for improvement	Progress evidence
including learners' progression, an improved approach to the observation of teaching and learning and more evaluative self-assessment practice.	actions. Robust lesson observation is conducted through a panel of observers. A sample of each curriculum is scrutinised and moderated each term by this panel.
Incorporate equality and diversity in the context and content of all lessons to enrich learner' understanding	Equality and Diversity is embedded in lessons. There is evidence that the service has actively engaged learners with learning difficulties and disabilities leading to an increase to 34% from 27%.

3 RISKS

- 3.1 It is anticipated that there will be a reduction in funding through the Skills Funding Agency as a result of the overall spending reductions. The scale of this reduction is not yet fully known; however, the Management Committee is already looking at ways to increase income which may result in some small increases to course fees.