

SLOUGH BOROUGH COUNCIL

REPORT TO: Education and Children's Services Scrutiny Panel

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WARD(S): All

PART I

FOR COMMENT & CONSIDERATION

COMMUNITY LEARNING AND SKILLS SERVICE 2013/14 SELF ASSESSMENT REVIEW

1. Purpose of Report

This report provides an update on:

1. Final performance data for 2013/14 delivery.
2. Progress in the implementation of quality improvements identified in the annual Self Assessment Review.
3. Identification of key challenges in the planning of future delivery and strategies in place to mitigate impact to the customer.

2. Recommendations

The Panel is requested to provide comments on the above matters.

3. The Slough Joint Wellbeing Strategy, the JSNA and the Five Year Plan

3a. Slough Joint Wellbeing Strategy Priorities

The Community Learning and Skills Service relates to the following priorities.

Priorities:

- Economy and Skills

3b. Five Year Plan Outcomes

The Community Learning and Skills Service relates to the following outcomes:

- Slough will be the premier location in the south east for businesses of all sizes to locate, start, grow, and stay

- Children and young people in Slough will be healthy, resilient and have positive life chances

4. **Other Implications**

- 4.1 The Community and Skills Service is a shared service with the Royal Borough of Windsor and Maidenhead and Slough, with Slough the accountable body to the Skills funding Agency.
- 4.2 An annual Self Assessment Review is undertaken, a document which Ofsted will use as part of the inspection process. This report focuses on the 2013/14 assessment, approved by the shared management committee.

5. **Supporting Information**

- 5.1 **Table 1** illustrates the impact of the services commissioning strategy that of utilising the strengths of the voluntary and community sector to increase engagement with the services priority groups, leading to a significant increase in numbers.

Table 1: Engagement Indicators

Delivery year	Unique learners	Enrolments	% male	% disability
2012/13	3,368	5,575	24	17
2013/14	4,272	6,854	31	20
% difference	+78 %	+81 %	+7%	+3%

- 5.2 **Table 2** gives key service wide performance data relating to the two Skills funding Agency funding streams. The **Adult Skills Budget** – funding which is “earned” through the delivery of accredited programmes, primarily supporting residents into employment and **Community Learning** funding that is subject to national guidelines with delivery informed by local priorities.

**Table 2
Performance Indicators**

Indicator	Community Learning		Adult Skills Budget		
	2012/13	2013/14	2012/13	2013/14	2013/14 provider average
Enrolments / starts	2,692	3,806	478	1,210	
Retention	96.6%	96%	99.2%	98%	93 %
Achievement	94%	99%	80%	88.9%	84.4%
Success	90.8%	94%	79.35%	87.1%	84.4%

5.3 Despite a large increase in numbers overall performance has improved across the majority of indicators. The improvement in the ASB success rates by 7.75% is particularly encouraging; bring both key indicators above the provider average.

5.4 Areas for improvement

The annual self-review identified a number of areas requiring improvement, these are identified in table 3 (appendix 1) with the remedial being taken, and progress made.

5.5 Slough

The key areas to note within Slough are:

- The percentage of engagement with the white British communities has increased from 10, 9% (2009/10) to 29.5% in 2013/14. – An area of improvement identified by Ofsted (2010 inspection report).
- 20% of all Slough learners come from the more deprived wards (Britwell, Chalvey & Foxborough)
- Thorough working with Children Centres 39 vulnerable families have been engaged and undertaken a programme of activity.
- Excellent relationship with the Job Centre Plus has enabled an effective referral process to be put in place that has enabled a large increase in work with the unemployed.
- An increase in apprenticeships, seven through AVARTO, with an additional eight planned for September 2015, six within Slough Young Peoples Services, one 1 Active Slough two planned within library services (September 2015).
- The development of the Berkshire wide City Deal programme with the aim of reducing unemployment within the 16 to 24 age group. Strategies include:
 - Closer working arrangements across council departments (Young Peoples Services, Community Learning and Skills, Policy and Economic Development) in addition to external partners (Slough ASPIRE, East Berkshire College, Learning to Work, Princess Trust) in the development of a more coordinated approach to this priority age group.
 - Launching of Elevate Slough web site: **www.Slough.elevate.org.uk** – a young people’s web site that has a wide range of information for job seekers.
 - A particular focus on lone parents, led by Job Centre plus – bring together a wide range of agencies to focus on specific support required for this group.

6. Conclusion

The following have been identified as key challenges:

Challenge	Mitigating actions
Restructuring of the Community & Skills Division – leading to a reduction of managers.	The remodelling of the service has included providing additional support for sessional tutors through the formation of teams managed by learning coordinators reporting to a senior learning coordinator which it is hoped, that once embedded will give sufficient capacity to support delivery. The transition period will be carefully managed
Anticipated Ofsted inspection – the council was last inspected in November 2010, the normal frequency of inspection is every four years, but for good providers (which Slough is currently graded) – within six years.	The service is “inspection ready” but with the change in management structure, there will be a period of transition. A new senior manager position will be externally advertised. Transition strategies are being put in place to ensure that delivery is prioritised.
Potential further reduction in the council’s financial contribution to the service and also potential reduction of external funding from the Skills funding Agency.	In line with the five year plan a greater proportion of delivery will be commissioned out, but any further reduction in funding will result in a drop in learner numbers.

7. Appendices Attached

‘A’ - Progress report

8. Background Papers

None.