

## **SLOUGH BOROUGH COUNCIL**

**REPORT TO:** Education & Children's Services Scrutiny Panel

**DATE:** 8<sup>th</sup> December 2016

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**WARD(S):** All.

### **PART I** **FOR CONSIDERATION & COMMENT**

#### **COMMUNITY LEARNING AND SKILLS SERVICE – 2015/16** **PERFORMANCE REPORT AND JUNE 2016 OFSTED REPORT**

##### **1 Purpose of Report**

This report provides:

1. A performance report on Adult Education and Apprenticeship 2015/16 delivery.
2. The outcome Judgements of the Ofsted inspection undertaken in June 2016.
3. Progress in implementing strategies in response to the areas identified by Ofsted requiring improvement.

##### **2 Recommendation(s)/Proposed Action**

The committee is requested to note and comment on:

1. The adult education and apprenticeship 2015/16 performance.
2. The results of the Adult and Community Learning Ofsted inspection carried out between 21<sup>st</sup> and 24<sup>th</sup> June 2016.
3. The progress being made in addressing the areas of improvement identified within the report.

##### **3 The Slough Joint Wellbeing Strategy, JSNA and Five year Plan**

The Community Learning and Skills Service contributes directly to the following strategies:

##### **3a. Slough Joint Wellbeing strategy Priorities**

**Priority 1:** Protecting Vulnerable Children through providing apprenticeship opportunities for Children leaving care.

3b. **Joint Strategic Needs Assessment (J.S.N.A.)**

**Education and Skill Development:** working with unemployed residents to increase their skill levels and support into employment.

3c. **Five Year Plan**

**Outcome 1:** Enabling partners to support residents to develop skills to meet local employers' needs.

4. **Other Implications**

(a) Financial

Funding to deliver adult education is primarily from an external grant from the Skills funding Agency. There are no financial implications specific to the recommendations in this report.

(b) Risk Management

There are no specific risks associated with this report

(c) Human Rights Act and Other Legal Implications

There are no Human Rights or other legal implications associated with this report.

(d) Equalities Impact Assessment.

There is no identified need for the completion of an EIA in relation to this report

5. **Supporting Information**

**Background**

5.1 In August 2012, a shared Community Learning and Skills Service was created between the Royal Borough of Windsor & Maidenhead and Slough, with Slough the accountable body to the Skills funding Agency.

5.2 The service reports to a shared management committee composed of two senior officers from each council, with Slough having 51% of the voting rights.

5.3 The service receives funding from the Skills funding Agency to deliver adult education and apprenticeship programmes. Apprenticeship programmes are delivered within Slough council and also in partnership with avarto.

- 5.4 Ofsted inspected the service between 21<sup>st</sup> and 24<sup>th</sup> June 2016 and judged the service’s overall effectiveness as ”requires improvement” with all subsidiary grades also being graded as “requires improvement” apart from the apprenticeships which were graded as “good”.
- 5.5 The previous inspection grades for Slough were “good” (November 2010) and for Windsor and Maidenhead “requires improvement” (May 2012).
- 5.6 The service also produces an annual Self- Assessment report through which performance data is used to inform overall judgements. The 2015/16 performance data was not available at the June inspection.

**Engagement and Performance.**

**Engagement**

- 5.7 Table 1 indicates that the total number of engagements has decreased; this is partly due to the reduction of referrals from Job Centre Plus, reflecting the decrease in the levels of unemployment. Working with Job Centre Plus in Slough remains an important focus, the decline in engagement is also due to the reduction in the ability of the service to undertake outreach work in Slough.

**Table 1: Service Wide Engagement.**

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

**Performance**

**a. Qualification programmes**

- 5.8 Table 2 gives key service wide performance data relating to the delivery of qualification programmes with a strong focus on ESOL (English Speakers of Other Languages) , 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. 63% of the accredited delivery is in Slough, reflecting the demand to up skill low skilled residents.

**Table 2 Qualifications by level**

		Actual	Actual	Actuals	% change	National 2013/14
		2013/14	2014/15	2015/16		
<b>Entry</b>	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%
<b>Level 1</b>	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%
<b>Level 2</b>	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%

5.9 Achievement rate across all levels have increased, entry level by 7.3%, level one by 2.1%, and level 2 by 5.8%, all of which are now above the 13/14 national provider average.

b. **Apprenticeships (Slough)**

**Table 3:  
Business Administrative Apprentices 16 to 18 years of age (level 2)**

	2014/15	2015/16	Change
Started programme	23	23	-
Completed	22	21	+1
Achieved framework	17	16	-1
Retention	95.7%	91.3%	-4.4%
Pass	77.3%	76.2%	-1.1%
Achievement	73.9%	69.6%	-4.3%

5.10 2015/16 saw a decline in achievement levels of 4.3%, representing 7 apprentices not achieving their framework qualification, however of the seven, 3 gained employment, 3 went on to other education opportunities and only 1 remained out of education, training or employment who is now supported by Young Peoples' Services.

5.11 This current year (2016/17) has seen an increase in the number of apprentices to 36, 19 with Slough Borough Council, 14 with avarto and 3 with Slough Children's Trust. 26 are at level 2 and 10 at level 3.

c. **Community Learning (Slough)**

**Table 4:  
Performance data relating to Community Learning delivery in  
Slough**

<b>SLOUGH</b>				
	<b>2013/14 Actual</b>	<b>2014/15 Actual</b>	<b>2015/16 Actual</b>	<b>Change 14/15-15/16</b>
<b>Learners</b>	2,380	1,624	1,519	-6%
<b>Enrolments</b>	2,939	2,328	2,222	-5%
<b>Disability (%)</b>	22.1%	18.7%	13.4%	-5.35
<b>Male (%)</b>	32.2%	22.2%	26.0%	+3.8%
<b>White British/Irish (%)</b>	29.9%	27.6%	26.3%	-1.3%
<b>Black &amp; Minority Ethnic (%)</b>	70.1%	72.4%	73.7%	+1.3%
<b>Retention (%)</b>	95.3%	95.5%	90.7%	-4.8%
<b>Pass (Achievement) (%)</b>	99.1%	98.1%	99.8%	+1.7%
<b>Achievement (Success) (%)</b>	94.5%	93.7%	90.5%	-3.2%

5.12 The decline in numbers reflects the combined service data (table 1) The decline in retention from 95.5% to 90.7% is of concern, but could directly relate to learner gaining employment, further analysis is being undertaken during this year (2016/17) to identify the reasons why learners leave there courses, however those who complete their learning the 99.8% pass rate is very good. The increase in male learners, by 4% is also encouraging.

**June 2016 Ofsted report.**

5.13 Six Ofsted inspectors visited the service from 21<sup>st</sup> to 24<sup>th</sup> June 2016. Their main, but not sole focus was inspecting the non- accredited community learning delivery as well as the Apprenticeship Scheme, with a particular focus on the quality of teaching, learning and assessment.

5.14 The apprenticeship scheme was graded “good”, inspectors were particularly commentary about the range and level of support received by the apprentices *“apprentices who have arrange of learning difficulties and challenging person circumstances benefit from very good support provided by the apprenticeship coordinators, youth service support team, and their workplace managers. Young people previously looked after by the local authority receive particularly good support to ensure that they are successful”*.

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

5.16 A copy of the full report can be found on the Ofsted web site [www.gov.uk/find-ofsted-inspection-report](http://www.gov.uk/find-ofsted-inspection-report). Ofsted identified three key strengths and identified four overarching areas that required improvement:

**The strengths were:**

- Learners from disadvantaged groups and those who have recently left care receive good support to achieve their goals, and apprentices receive excellent support to progress into employment.
- 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.

**Ofsted identified the following areas that require 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.

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

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".

5.18 A detailed Post Ofsted action plan has been devised in response to the improvements identified within the inspection report, this plan will also incorporate further improvements identified within the 2015/16 annual review. The action plan is monitored through the shared service management committee.

5.19 A summary of the key areas requiring improvement, actions being planned and progress made can be found in appendix A of this report.

## 8. **Summary**

8.1 The increase in the 2015/16 achievement rates is a positive trend, as is the “good” judgement obtained by the apprenticeship scheme. The need to focus on raising the quality of teaching, learning and assessment in non-accredited programmes is a clear focus that is reflected within the Post Ofsted inspection plan. Good progress is being made in responding to the areas requiring improvement.

## 9. **Appendices**

‘A’ - Community Learning and Skills Service  
Post Ofsted Action Plan

## 10. **Background papers**

Ofsted report: Slough Borough Council, Adult and Community Learning  
21<sup>st</sup> to 24<sup>th</sup> June 2016.