

SLOUGH BOROUGH COUNCIL

REPORT TO: Education and Children's Services Scrutiny Panel

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PART I **FOR COMMENT & CONSIDERATION**

OFSTED INSPECTION ADULT EDUCATION – JANUARY 2018

1. Purpose of Report

- 1.1 In January 2018 Ofsted undertook a Further education and skills inspection. This service area is locally referred to as CLASS (Community Learning and Skills Service) and is jointly run across Slough Borough Council (SBC) and the Royal Borough of Windsor & Maidenhead (RBWM).
- 1.2 SBC provides Education and Skills Funding Agency-supported provision for community learning and adult skills in Slough and RBWM. The service provides community learning across both boroughs and offers a small number of intermediate apprenticeships in Slough. Until October 2017, the Service area in Slough sat within the Learning and Communities Service and as part of the Senior Management Reorganisation moved across to sit within the Communities & Leisure department.
- 1.3 The previous Ofsted Inspection in June 2016 found that the service in all areas of Ofsted criteria required improvement. A Joint Scrutiny arrangement has been put in place consisting of chairs and deputy chairs of each boroughs respected Education Scrutiny Committees. This report highlights the findings of the Ofsted Inspection Jan 2018.

2. Recommendation

The Panel is requested to read the Ofsted Inspection report and note this report for information and progress made.

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

- 3.1 The Learning and Communities Service supports the following Wellbeing Strategy priority:
- Increasing life expectancy by focusing on inequalities

3.2 The work of the Learning and Communities Service supports the following Five Year Plan outcome:

- Our children and young people will have the best start in life and opportunities to give them positive lives

4. **Other Implications**

a) Financial

There are no financial implications associated with this report.

b) Risk Management

Recommendation from section 2 above	Risks/Threats/ Opportunities	Current Controls	Using the Risk Management Matrix Score the risk	Future Controls
The Committee is requested to read the Ofsted Inspection report and note this report for information and progress made.	Opportunities – to develop a more meaningful Adult Education Offer and ensuring its impact is fully realised	Governance Board Joint Scrutiny with RBWM	Low	Robust Service Plan and score card

c) Human Rights Act and Other Legal Implications

There are no Human Rights Act Implications.

d) Equalities Impact Assessment

The Service reaches out to all adult communities across Slough & RBWM with a significant targeting of communities who can best benefit from the offer.

e) Workforce

The Service has been supporting staff where improvements are required. Where Tutors have not been securing the requiring standard despite significant support, contracts will not be renewed.

5. **Supporting Information**

- 5.1 The Overall inspection judgement by Ofsted is requires improvement. Inspectors acknowledged the significant improvements made since the previous inspection. Two areas of the Ofsted criteria have moved from ‘requires improvement’ to ‘good’. These are:
- Personal development, behaviour and welfare
 - Apprenticeships.

In addition, Ofsted noted that the arrangements for safeguarding are effective. This was previously an area of concern.

- 5.2 The major area of concern from Ofsted in their formal feedback was that despite much progress, too many weaknesses still exists in teaching and learning on

adult learning courses. Whilst an improvement plan to rectify this was already in place, this is now being enhanced and the pace of change is being increased. Standards of teaching practice and assessments are being enhanced and this includes raising the bar for tutor recruitment.

Key findings

5.3 This is a provider that requires improvement

- Despite improvements since the previous inspection, leaders and managers have not yet made sure that teaching and learning are consistently good across all the service.
- Too much teaching, particularly in English and mathematics, fails to motivate learners. As a result, their progress is often too slow.
- Teachers on accredited adult learning courses do not plan carefully enough to meet the needs of all learners.
- Adult learners do not learn enough about how to keep themselves safe when online.
- Leaders and managers do not gather and use sufficient learner progression data to measure the impact of the courses they deliver.
- Teachers do not have enough information at the start of adult learning courses to be able to plan learning effectively according to learners' abilities.
- Too few adults following community learning programmes achieve their goals.

5.4 The provider has the following strengths

- Governors, leaders and managers better understand the strengths and weaknesses of the service than at the time of the previous inspection. They have comprehensive plans in place to secure further improvements.
- Leaders and managers work very well with external organisations. They improve the lives of hard-to-reach and vulnerable adults.
- The apprenticeship programme meets the needs of learners well. Those coming from low starting points and challenging backgrounds receive good support to help them succeed.
- Adult learners and apprentices understand British values very well. They respect the ideas and views of others.
- During their courses, adult learners and apprentices improve their confidence well. This helps them to work and live successfully in modern Britain

5.5 What does the provider need to do to improve further?

- Governors, leaders and managers should make sure that the improvement actions already in place continue at a quicker pace so that adult learners' progress and attainment on all courses are consistently good or better.
- Leaders and managers should improve further the methods they use to capture information about adult learners' next steps so they can better measure the impact of courses.
- Managers should make sure that adult learners improve their knowledge of how to keep themselves safe online.
- Managers should improve the effectiveness of mathematics and English teaching.
- Managers should improve teaching, learning and assessment further by:
 - Making sure that teachers have access to, and use productively, information about adult learners' levels of ability at the start of their courses
 - Developing further the range and effectiveness of strategies that teachers use to check learning in lessons
 - Making sure that all teachers set work that challenges and inspires all learners sufficiently.

5.6 Moving to good and further

5.6 Both local authorities have already recognised the improvements made and have committed to securing at least an Ofsted 'Good' rating with an aspiration to become outstanding.

5.7 New and robust governance mechanisms have been put in to place, however this only came in to effect from late 2017 and whilst the work of the new governance board has seen considerable improvement within the service, it is still yet in its infancy and the impact yet to be fully realised. A key priority for the governance board is to increase the pace of improvement

5.8 Plans to improve teaching, practice, tutor recruitment, assessments and the tracking of learner journeys are being established and implemented. The Adult education offer is being reviewed and this will follow a thorough needs analysis. Any new offer will take in to consideration the following:

- Customer need
- SBC & RBWM skills gaps
- Pathways to employment
- Entrepreneurship
- Wellbeing

- Progression opportunities

5.9 The Service areas are being developed so that they become more integral to the respective priorities of each of the Local Authorities. In Slough, this will result in closer ties between the Adult education agenda and that of our economic and skills development work.

6. **Comments of Other Committees**

This report has not yet been considered by any other SBC committees. It will be reported to the joint SBC / RBWM committee discussed in this report.

7. **Conclusion**

7.1 The Service area has made significant improvement since its previous inspection. Ofsted Inspectors came very close to judging the service as good, however, due to the improvements not having fully materialised in to impact, the service was deemed as requiring improvement.

7.2 The inspection confirms that the direction of travel is the right one. Officers and the Governance board both agree and recognise that the pace of improvement needs to increase and have already undertaken steps to address this.

7.3 Officers and the governance board are confident that the following priorities will help embed the service as good as well as support us in striving for excellence:

- Improving teaching practice and assessments
- Improve the standards of tutors
- Improve the tracking of students in order to better evidence the impact of the service
- Undertake a thorough needs analysis to inform the service offer and ensure that the service area provides the right courses and the right times in the right places.
- Better align the service to the council priorities of the two respected authorities
- Further strengthen the new rigorous and robust approach to governance ensuring the service is able to demonstrate its effectiveness.

8. **Appendices Attached**

'A' - Ofsted Inspection Report, January 2018

9. **Background Papers**

None