

Appendix B: 2016/17 Improvement priorities and progress

Improvement priority	2016/17 End-year update
Ensure the achievement of learners in 2016/17 is improved, particularly for learners enrolled on ESOL, Leisure and FEML programmes	Outcomes for learners overall on Community Learning programmes are good with sustained achievement at 93.4% and is 0.4% above the 15/16 end-year position. Overall, achievement rates on accredited programmes have improved and are 96.2% combined and 2.2% above the Community Learning achievement target. Provision for Learners on English for Speakers of Other Languages (ESOL) programmes has shown significant in-year improvement and is outstanding at 98%, 4% above the end-year target and 10% above the GFE national achievement rate. Leisure provision has seen a 1.9% increase in achievement; however FEML has declined in achievement by 5% and continues to be an improvement priority in 2017/18.
Ensure a continued focus on performance monitoring across all Skills & Employability contracts	There are effective vertical systems of quality assurance in place that regularly review performance of sub-contractors and quality of provision for learners. Contract performance records are in place and are a key component of management team meetings, providing senior managers the opportunity to provide appropriate stretch and challenge on all aspects of contract delivery.
Further improve attendance across all subject areas to ensure a minimum of 90% attendance	The majority of learners demonstrate and have maintained good levels of attendance and punctuality, with Community Learning's overall attendance being at 90.0% which has increased by 5% and above the 2016/17 target. Continued monitoring is required to ensure that high attendance standards are maintained across all programme areas.
By the end of 2016/17 academic year, the teaching, learning and assessment grade profile is to be at 95% of sessions judged as good or better with 40% being outstanding	Teaching, learning and assessment is good at 90% with sessions judged as outstanding increasing by 1%. This is evidenced through a range of activities including graded observations and class visits supported by an offer of continuous professional development. Tutors benefit from the wide range of training and coaching offered by the Community Learning Teaching Advisors to improve their teaching skills. Performance management interventions have been put in place for those tutors not delivering good or better sessions.
Ensure tutors consistently monitor learners' progress in	Learners use their Individual Learning Plans well in the majority of lessons, to record progress they have made during each lesson, in order to record their learning journey

lessons and over time	and progress made. Tutors routinely comment on learning which supports the growing confidence and self-reflection skills of learners in order for them to become more independent learners. However in 2017/18, tutors are to ensure that all learners receive individualised targets and that learners understand their relevance.
Further develop and support providers and tutors to promote British Values and raise awareness of the risks of radicalisation and extremism	The Skills and Employability Service takes its responsibility for safeguarding and promoting the wellbeing of young people and vulnerable adults extremely seriously and, as a result, learners say they feel safe and are safe. Learners are able to articulate their understanding of Prevent and British Values and can explain the risks of radicalisation and how to keep themselves safe from extremism. Staff and learners show high levels of respect for each other; which is due to the efficient systems and robust implementation of processes, procedures and embedding British Values throughout delivery.
Further develop the curriculum that aligns with local priorities to ensure the Service is responding to the needs of residents and employers	Good curriculum planning reflects the commitment of providing high-quality learning opportunities that are well-designed and improve the employment prospects and life chances of residents across the eight districts of Staffordshire. The Service has maintained highly productive relationships with targeted commissioned sub-contractors to reach the most disadvantaged residents across the county. A STEM curriculum offer has been produced for 2017/18 delivery in order for residents to re-engage in the sector.