

Local Members' Interest
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## **Prosperous Staffordshire Select Committee – 24 July 2015**

### **Adult and Community Learning Strategy and Quality Improvement**

#### **Recommendations**

It is recommended that the Select Committee:

1. Scrutinise the progress and performance of the Adult and Community Learning Service;
2. Comment on and give recommendations on the approach set out in the report for improving the quality and outcomes for Adult and Community Learning and considers aspects for further scrutiny
3. Consider commenting on future reports in their February meeting, to more closely align effective governance and scrutiny with the cycle of Self-Assessment and Quality Improvement

#### **Report of the Cabinet Member for Learning and Skills**

##### **Summary**

#### **What is the Select Committee being asked to do and why?**

1. Staffordshire's Adult and Community Learning Service provides programmes of learning that contribute to better health and well-being, employability and social inclusion for close to ten thousands adults each year. The service has responded to significant changes in funding policy and structures over the last three years, reducing the cost to the LA and better targeting the funding contribution to those who will most benefit. We know that people increasing their skills levels, aspirations and attainment have the benefit of becoming healthier, more independent and contributing more to their local communities.
2. This report updates Select Committee on the performance and progress of Staffordshire's Adult and Community Learning offer. It invites comment and scrutiny to contribute toward the self-evaluation cycle and improvement priorities that the service has identified. It also invites the committee to build a regular opportunity for scrutiny at a point in the annual cycle (February) that allows for greatest influence and impact in shaping priorities for the future. Our commissioning of community learning is underpinned by our knowledge of the localities which enables us to secure provision to meet local needs and our quality improvement strategy ensures we strive to improve the teaching and learning that

takes places to ensure learners have the best chance of achieving a positive learning outcome.

3. The report also provides an update on performance against the wider Adult Skills Budget, which includes Apprenticeships. Funded by the Skills Funding Agency (SFA) the Adult Skills Budget funds a broader spectrum of activity, within which the community learning programmes sit. These budgets and allocations are subject to national regulation, adjustment and prioritisation. The impact of this is outlined in the paper.

## **Report**

### **Background**

4. Community Learning is an umbrella term describing a broad range of learning that brings together adults, often of different ages and backgrounds, to address a need, acquire a new skill, pursue an interest, become healthier or learn how to support their children. It is mainly non-accredited (not based around set qualifications) and can be undertaken for its own sake or as a step towards other learning or work. It may happen in personal time or work time and be delivered by providers in the public, private or voluntary community sectors.
5. Community Learning supports wider government policies on localism, social justice, stronger families, digital inclusion and social mobility and it includes a range of community-based and outreach learning opportunities and is designed to help people of different ages and backgrounds and families to develop new skills and interests, support progression to formal courses and improve health and well being.
6. Community Learning is funded from a grant from the Skills funding Agency allocated each year, plus County Council core funds and investment from providers in activities plus the income from fees. However, the grant has been frozen for a number of years and there is increasing pressure on County Council resource and a greater need for investment through fees and activities from our 'Pound Plus' Strategy.

### **Commissioning and delivery model**

7. Three years ago we moved to a commissioning framework based upon our strategic analysis. This year we have refreshed that analysis and revised our commissioning framework in consultation with localities. This framework takes account of our priorities for community learning, and a district needs analysis for each of the eight localities. Our priorities are included in Appendix 1.

From 1<sup>st</sup> August 2015 we deliver these priorities through five main programmes which are described in Appendix 2 and can be summarised as:

- a. Leisure tasters and courses
  - b. Provision for adults with learning difficulties/disabilities (ALDD) and those with enduring mental ill health
  - c. Wider Family Learning (WFL)
  - d. Family English, Maths and Language (FEML)
  - e. Employability Skills
  - f. Functional Skills
8. Through this commissioning model we work with a range of over 40 learning providers that includes schools, colleges, third sector organisations, training providers and local community groups. We also work with and support different parts of the County Council to achieve broader outcomes, including Libraries and community activity for adults with disabilities.
9. For instance, our Direct Delivery Unit delivers basic ICT courses in the libraries which positively impact on library footfall and our Employability courses support the unemployed back into work. Programmes delivered by Families First help to improve outcomes for families and children. Our ALDD provision supports delivery of Staffordshire's Disability Strategy and contributes to a vibrant community offer. We also commission Entrust to deliver apprenticeships and workplace learning provision. There is much to celebrate in Staffordshire's provision of Community Learning.

### **Outcomes from Community Learning**

10. In the last full academic year, 2013-14, close to ten thousand learners (9,549) enrolled and participated on almost 1,500 courses across the County. Over the last three years the learner numbers have declined due to both a real terms reduction in funding and an increasing focus on supporting those who are disadvantaged. For example the percentage of learners across the provision who come from lower super output areas has increased overall from 12.3% in 12-13 to 12.8% in 13-14 against a Staffordshire average of 9.4%. This percentage is higher for learners on programmes which particularly target disadvantaged communities, for example on Community Learning Trust Responsiveness Fund programmes in 2012-13, 15.3% of learners and in 13-14, 24% of learners come from lower super output areas.

Details of learner enrolments by district can be viewed in Appendix 3.

11. Of the total number of learners engaged and enrolled on a course:

- 31% were males
- 27% were adults with declared learning difficulties and/or disabilities
- 67% were without a level 2 qualification,
- 10% adults came from families with children who are under-achieving
- 16% of learners came from the 0-20% most deprived lower super output areas

Key performance indicators were set for learner achievement rate at 95% and overall satisfaction rate at 95% and both of these targets were exceeded by 2%.

### **Adult Skills Budget and Apprenticeships**

12. Since August 2013, the service has also been in receipt of an Adult Skills Budget (ASB) allocation from the SFA as a result in the funding policy change with Formal First Steps provision moving to an externally accredited funding model. This presented challenges as courses needed to be externally accredited which was less attractive to some learners due to the increased pressure of assessment. Overall, 1,957 learners participated in ASB courses including ICT, Employability Skills, Horticulture and Business Administration with a success rate of 82%.

13. The budget also supports apprenticeship delivery from Entrust which was previously delivered by the work-based learning team. In 2013-14 a volume of 99 apprenticeships were started and the success rate was 77.28%.

### **Resources and Maximizing Funding**

14. Community Learning is funded mainly from the Skills Funding Agency (SFA) community learning budget of £1.5m. Community Learning funding from the SFA is considered to be a contribution in locally-owned community networks with clear strategic plans, priorities, objectives and learner outcomes which can only be achieved if there is extra funding over and above that available from the Government.

15. The County Council also contributes £280k to Community Learning and of this £40k is allocated to Community Learning Grants which support self-directed groups within Staffordshire to meet in order to further develop a skill or interest that they share. Over recent years, the contribution from the Council has decreased and may decrease further in future years as the council continues to make financial savings.

16. The County Council uses 15% of the funding from the SFA (£236k) to cover the costs it incurs in supporting commissioning, quality assuring and learning provider development. The current 15% is in line with sector averages but in real terms is shrinking as the overall SFA community learning budget has

remained constant since 2007-08 whilst expenditure and particularly staff costs, have risen substantially.

17. The SFA funding for community learning is safeguarded until 2016. After that date, there is some uncertainty around the future funding. Further details are expected to be announced in the comprehensive spending review in November, 2015. The full breakdown of funding is shown in the table below:

	2012/13	2013/14	2014/15	2015/16
SFA Community Learning	£1,573,758	£1,574,309	£1,574,309	£1,574,310
SFA Adult Skills Budget (Classroom Based)	£802,682***	£767,142*	£591,839	£449,798
SFA Adult Skills Budget (Adult Apprenticeships)	£87,095	£86,003*	£160,003	£160,002
SFA 16 to 18 Apprenticeships	£160,799	£161,224**	£154,090	£154,500
SCC Funding to ACL – Officer Controlled Total	£440,260	£273,790	£274,060	£226,790****

Notes:

SFA Budget – Academic Year, County Council – Financial Year

County Council Budget includes Community Learning Groups and residual pension costs

\*' In year permanent virement of £74,000 from Class Room Based to Adult Apprenticeships

\*\*\*" Reduced in year by SFA to £133,388

\*\*\*\*" Formal First Steps funding rules applied

\*\*\*\*\*" Now incorporated into larger Skills and Employability budget going forward

## Pound Plus

18. Our 'Pound Plus' financial strategy aims to increase the total investment and maximise the value of public funding to enable the delivery of a quality community learning programme. SFA funding is therefore used as a leverage to secure additional income in order to help widen access for people who are disadvantaged and cannot afford to pay fees. It does this by securing increasing levels of Pound Plus investment which includes direct income, cost savings and value for money savings, examples of which are included in the table below.

<b>Pound Plus Investment Types</b>	
<b>Pound Plus Category</b>	<b>Examples</b>
Direct Income	<ul style="list-style-type: none"> <li>▪ Fee income from learners</li> <li>▪ Sponsorship</li> <li>▪ Grants and tenders</li> <li>▪ Sales from products or services</li> </ul>
Cost Savings	<ul style="list-style-type: none"> <li>▪ Savings in accommodation</li> <li>▪ Use of volunteers to support learning</li> <li>▪ Savings in staffing through partnerships</li> <li>▪ Shared services - back office functions</li> </ul>
Value for Money	<ul style="list-style-type: none"> <li>▪ Efficiency of curriculum – avoiding duplicated provision</li> <li>▪ Effectiveness of curriculum – new subjects, better progression opportunities leading to increased learner participation</li> <li>▪ Setting up self organised groups</li> </ul>

19. In 2013-14 the Pound Plus investment from Direct Income was £368k and there were £840k in Cost Savings. No data was available on Value For Money but this still accounted for £1.2m of investment which is equivalent to around 75% of the Community Learning Budget.

### **Quality Improvement Strategy**

20. Learning and Skills providers are required to prepare an annual self-assessment report (SAR), based on Ofsted's Common Inspection Framework and this is used to inform our Quality Improvement and Development Plan. Our Self Assessment consists of four building blocks:

- a. Performance against contract
- b. Outcomes for learners
- c. Quality of teaching and learning
- d. Leadership & Management

21. Each building block is for both Community Learning and ASB and is graded from 1 to 4 based on the Common Inspection Framework as follows:

- 1 – Outstanding
- 2 – Good
- 3 – Requires Improvement
- 4 -- Inadequate

22. In our Self- Assessment Report for 2013-14, the self-assessed grades for community learning were all 2, which is 'Good' for overall effectiveness, outcomes for learning, quality of teaching, learning and assessment and

leadership and management. The grade for leadership and management changed to 2 from 1 (outstanding) as a result of the need to strengthen our governance and accountability in the support and challenge of Community Learning and ASB provision.

23. The self-assessed grades awarded for Adult Skills Budget (ASB) were 3 (requires improvement) for overall effectiveness and outcomes for learning and 2 (good) for quality of teaching, learning and assessment and leadership and management. The overall effectiveness grade was largely due to the grade awarded to outcomes for learning.
24. The service procured and delivered accredited programmes through ASB funding for the first time in 2013-14. One of the providers reported particularly poor learner achievement which adversely affected the overall grade for outcomes for learners. We no longer contract with that provider for the delivery of ASB funded programmes.

A summary of the SAR strengths and weaknesses can be viewed in Appendix 4.

### **Progress since the last inspection**

25. The Service was last inspected in November 2012 and was awarded a grade 2 (good) for overall effectiveness and a grade 1 (outstanding) for leadership and management. The summary of key findings included:
  - a. Learners develop good personal, social and employability skills.
  - b. Good teaching, training and assessment ensure that the very large majority of learners successfully complete their learning programmes or apprenticeships.
  - c. Teaching, learning and assessment are consistently good, with outstanding features. Tutors plan sessions carefully to include a good range of practical and interactive activities that involve learners fully and make learning interesting and relevant.
  - d. Well-qualified and dedicated tutors provide high quality support to help learners achieve.
  - e. Leadership and management are outstanding. Senior leaders and managers provide particularly strong leadership to ensure that the service offers relevant and high quality provision to meet the needs of the county's diverse communities
26. To improve further and achieve a grade 1, the report states that we needed to:
  - a. Further improve outcomes by ensuring that all tutors set clear and achievable personal targets that stretch and challenge learners.
  - b. Increase the proportion of lessons that are outstanding by:

- i. sharing the very best practice in teaching and learning and ensuring that this is then consolidated in lessons across the curriculum
- ii. ensuring that tutors make better use of the available information and learning technology (ILT) resources to enhance further the quality of learning sessions

27. The improvements recommended by Ofsted and the progress made to date are listed below.

***Further improve outcomes by ensuring that all tutors set clear and achievable personal targets that stretch and challenge learners***

28. Several steps have been taken to address this which has resulted in improved auditing of achievable personal targets and evidence indicates that significant improvement has been made by most providers. However, the range and diversity of our provider base and the rapid turnover of tutors make this a constant challenge. This is continuously reinforced with provider managers and through best practice shared at network meetings, in provider updates and the teaching and learning blog.

***Increase the proportion of lessons that are outstanding***

29. We have made good progress in addressing this and we have seen an increase in the proportion of lessons graded outstanding which has increased from 19% in 2012-13 to 24% in 2013-14. This was supported by the appointment of a Teaching and Learning Mentor who supported tutors, followed up actions from observations of learning and teaching, mentored tutors graded 3 or 4, shared best practice and contributed to the teaching and learning conference run in September 2013.

***Sharing the very best practice in teaching and learning and ensuring that this is then consolidated in lessons across the curriculum***

30. We have conducted sector leaders RARPA training and refreshed our RARPA audit process and also organized CPD sessions for third sector providers and shared best practice through our teaching and learning conference.

***Ensuring that tutors make better use of the available information and learning technology (ILT) resources to enhance further the quality of learning***

31. We have set up an ICT strategy group to review priorities and complete an ILT statement. We work with JISC (joint information systems committee) to develop a strategy to support rural community groups to use ILT and have set up an iPad project with 3rd sector providers to encourage use of ILT. A CPD group has been set up through social media to support providers.



## **Challenges for the Service**

32. For Community Learning and Adult Skills Budget the three main areas of challenge for the service are as follows:

### **Funding**

33. The freeze on the budget and the increase in real terms delivery costs present real risks in maintaining learner numbers and quality assurance of the provision.

### **Adult Skills Budget**

34. During the current academic year, the (welcome) reduction of unemployed adults available to be referred to programmes by Job Centre staff has contributed to a significant under-utilisation of SFA allocations for delivery resulting in reduced earnings for 2014-15. This results in a rebasing of future income which may see our budget contract as a consequence. In addition, there is a national reduction by the SFA of 24% in all ASB allocations for 2015-16. As a result of both national and local factors we have reduced the number of providers in anticipation of the rescaling of the local offer. The reduction in funding also means the income from our management charge is reduced proportionate to level of income affecting support for the service.

### **National inspection trends**

35. From September, 2015, Ofsted will implement a revised inspection methodology. The majority of providers will be subject to a short inspection lasting 2 days. The ACL Service becomes eligible for a short inspection from September, 2015
36. Data from inspections of Adult Learning providers reported between 1 September 2014 and 17 June 2015 show a marked decline in the rate of provider improvement of overall inspection grades. Only 57% of providers received an overall effectiveness grade of good or better. This compares with 77% in 13-14. Themes identified in the reports as weaknesses include lack of governance, poor leadership and management and insufficient monitoring of the quality of teaching, learning and assessment in sub-contracted provision. An internal inspection readiness group is scheduled to meet to prepare for inspection and address any areas of potential concern.

### **Links to the Council's strategic outcomes**

37. Community Learning forms part of a range of learning and skills provision we commission that includes work based learning and apprenticeships and a small amount of provision that we deliver to address market failure through our Direct Delivery Unit and therefore has an important role to play in supporting the County Council's vision, values and outcomes by improving employability skills. We support people to acquire the skills to access work. By experiencing learning for leisure or personal development and through our community

groups, the programmes help people feel healthier and to maintain their independence whilst being part of the community.

### **Link to Other Overview and Scrutiny Activity**

38. This report links to the “Ofsted Learning and Skills Inspection” report, Prosperity, Skills and Education Select Committee, 21<sup>st</sup> January, 2013.

### **Community Impact**

39. Community Learning supports wider government policies on localism, social justice, stronger families, digital inclusion and social mobility and it includes a range of community-based and outreach learning opportunities and is designed to help people of different ages and backgrounds and families to develop new skills and interests, support progression to formal courses and improve health and well being and therefore positively support our community in Staffordshire. Some examples of case studies and learner comments can be viewed in appendix 5

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### **Appendices/Background papers**

*Appendix 1: Community Learning Priorities*  
*Appendix 2: Description of Community Learning Programmes*  
*Appendix 3: Community Learning Enrolments by District*  
*Appendix 4: Summary of SAR strengths and weaknesses*  
*Appendix 5: Case studies/comments from providers/learners*

## Appendix 1

### Staffordshire Adult & Community Learning Service Commissioning Priorities 2015/16 – 2019/20

#### Introduction – Strategic Commissioning

The council's vision is to create "a connected Staffordshire, where everyone has the opportunity to prosper, be healthy and happy". The three priority outcomes for Staffordshire people are:

By 2033, the people of Staffordshire will:

- Be able to access more good jobs and feel the benefit of economic growth
- Be healthier and more independent
- Feel safer, happier and more supported in and by their community

The Council's Adult & Community Learning (ACL) Service contributes to these outcomes through the commissioning of community learning programmes that provide courses that contribute to better health & wellbeing, employment and social inclusion for all adults. We know that people increasing their skills levels, aspirations and attainment become healthier, independent and contribute more to their communities

Through our community learning programmes and the Staffordshire Community Learning Trust we will bring local communities together to promote social renewal and to experience the joy of learning and the pride that comes with achievement. Community learning for all Staffordshire adults will be accessible, bring new opportunities and improve lives, whatever people's circumstances.

The Staffordshire Community Learning Trust is being developed as a vehicle to fulfil these outcomes. The Trust was created to further develop the council's strategy to secure added value and better outcomes for Staffordshire residents by empowering local individuals and communities to decide their local priorities, programme offer and partnership models.

The ACL Service's commissioning priorities for community learning reflect those established in "New Challenges, New Chances, 2011":

- Maximises access to community learning for adults, bringing new opportunities and improving lives, whatever people's circumstances
- Promote social renewal by bringing local communities together to experience the joy of learning and the pride that comes with achievement
- Maximises the impact of community learning on the social and economic well-being of individuals, families and communities.
- Focus public funding on people who would not otherwise have access to learning and maximise income from learners who can afford to pay
- Promote progression to further learning, training and employment

- Promote the benefits of digital inclusion to allow Staffordshire residents to access new technologies
- Promote the health & wellbeing benefits of physical activity and healthy eating
- Provide targeted family learning programmes to raise the achievement of children and help parents and carers to develop their own learning and progress to economic activity

## District Priorities

Through analysis of district data sets, district priorities have also been established that underpin the broader strategic priorities.

<b>Newcastle-under-Lyme – District Priorities</b>
<ul style="list-style-type: none"> <li>•To provide targeted Community Learning (CL) provision in the wards of Knutton &amp; Silverdale, Cross Heath, Holditch, Butt Lane</li> <li>•To provide CL provision that supports &amp; encourages personal responsibility and community capacity</li> <li>•To provide CL provision that supports child development &amp; family cohesion</li> <li>•To provide CL provision that supports individuals to gain employment</li> <li>•To provide CL provision that incorporates confidence building activities</li> <li>•To provide employability provision that supports individuals to gain employment</li> <li>•To provide numeracy programmes where an unmet demand is identified</li> <li>•To provide targeted CL programmes promoting health &amp; well being which offer engagement and progression opportunities for those with learning difficulties and/or disabilities</li> <li>•To provide targeted CL programmes promoting health &amp; well being which offer engagement and progression opportunities for those with special needs and mental health issues</li> <li>•To provide targeted CL provision in the district to raise adult participation</li> </ul>
<b>East Staffordshire – District Priorities</b>
<ul style="list-style-type: none"> <li>•To provide targeted provision to the ward of Stapenhill</li> <li>•To provide CL provision that supports &amp; encourages personal responsibility and community capacity</li> <li>•To provide CL provision that supports child development &amp; family cohesion</li> <li>•To provide numeracy programmes where an unmet demand is identified</li> <li>•To provide targeted CL programmes promoting health &amp; well being which offer engagement and progression opportunities for those with special needs and mental health issues</li> <li>•To provide CL provision that promotes practical ways to reduce carbon emissions and promote sustainability</li> <li>•To provide programmes of English for speakers of other languages</li> </ul>
<b>Staffordshire moorlands – District Priorities</b>
<ul style="list-style-type: none"> <li>•To provide targeted provision in the wards of Biddulph East, Leek North &amp; Cheadle</li> <li>•To provide CL provision that supports &amp; encourages individuals to</li> </ul>

<p>have good health &amp; well being</p> <ul style="list-style-type: none"> <li>•To provide numeracy programmes where an unmet demand is identified</li> <li>•To provide targeted CL provision in the district to raise adult participation</li> <li>•To provide targeted CL provision that supports the “Building Resilient Families” agenda.</li> <li>• To provide access and progression pathways to individuals who are furthest from learning both geographically and through lack of opportunity</li> </ul>
<b>Stafford – District Priorities</b>
<ul style="list-style-type: none"> <li>•To provide CL provision that supports &amp; encourages personal responsibility and community capacity</li> <li>•To provide CL provision that contributes to better health &amp; well being</li> <li>•To provide targeted CL programmes promoting health &amp; well being which offer engagement and progression opportunities for those with special needs and mental health issues</li> </ul>
<b>Cannock chase – District Priorities</b>
<ul style="list-style-type: none"> <li>•To provide targeted provision to the wards of Cannock North, Cannock South, Cannock East</li> <li>•To provide CL provision that contributes to better health &amp; well being</li> <li>•To provide CL provision that supports child development &amp; family cohesion</li> <li>•To provide CL provision that supports individuals to gain employment</li> <li>•To provide numeracy programmes where an unmet demand is identified</li> <li>•To provide targeted CL programmes promoting health &amp; well being which offer engagement and progression opportunities for those with learning difficulties and/or disabilities</li> </ul>
<b>Tamworth - District Priorities</b>
<ul style="list-style-type: none"> <li>•To provide targeted provision to the ward of Glascote</li> <li>•To provide CL provision that supports child development &amp; family cohesion</li> <li>•To provide CL provision that contributes to better health &amp; well being</li> <li>•To provide CL provision that supports individuals to gain employment</li> <li>•To provide numeracy programmes where an unmet demand is identified</li> <li>•To provide targeted CL programmes promoting health &amp; well being which offer engagement and progression opportunities for those with learning difficulties and/or disabilities</li> </ul>
<b>South Staffordshire – District Priorities</b>
<ul style="list-style-type: none"> <li>•To provide employability provision that supports individuals to gain employment</li> <li>•To provide targeted CL programmes promoting health &amp; well being which offer engagement and progression opportunities for those with special needs and mental health issues</li> <li>•To provide community learning provision that integrates quality information &amp; advice</li> <li>•To provide community learning provision that embeds English &amp; Maths, raises aspirations &amp; improves confidence</li> </ul>

- To provide community learning provision in computing to promote digital inclusion
- To provide access and progression pathways to individuals who are furthest from learning both geographically and through lack of opportunity
- To provide numeracy programmes where an unmet demand is identified

#### Lichfield – District Priorities

- To provide CL provision that supports & encourages personal responsibility and community capacity
- To provide employability provision that supports individuals to gain employment
- To provide targeted CL programmes promoting health & well being which offer engagement and progression opportunities for those with special needs and mental health issues

## **Appendix 2 Description of Community Learning programmes**

### **Leisure courses**

Leisure or recreational courses are aimed at all Staffordshire adult residents who wish to

- develop a skill
- acquire knowledge
- pursue an interest for the purpose of cultural enrichment, intellectual or creative stimulation
- improve health and fitness.

Examples of current courses include modern languages, art, yoga, dance, cookery, photography. This programme recognises the wider benefits of learning in the community, including its contribution to broader government policies such as health (mental and physical well-being).

### **Programmes for adults with learning difficulties and/or disabilities (ALDD) and/or those with enduring mental ill health**

This is discrete provision that is designed and delivered to address the learners' specific needs, for example adults with mild and moderate learning difficulties and/or disabilities or enduring mental ill health. The programmes are aimed at those who prefer bespoke programmes which cater specifically for their individual needs. This provision, which includes leisure, employability skills and functional skills courses offer the requisite level of support to allow the learners to fully engage in the programme.

Examples of courses delivered within this programme include: healthy living, art, photography, IT, CV writing, budgeting and independent living skills. Innovation is welcomed where this meets the aims and objectives of the programme.

**Family programmes** which include Wider Family Learning and Family English Maths and Language aim to encourage family members to learn together to improve basic skills and skills for development in order to equip families to thrive. The offer includes opportunities for inter-generational learning and, where possible, leads both adults and children to pursue further learning; "Family" is purposely not defined so as to enable adults and children with a range of family relationships to participate together. The term "adult" includes mothers, fathers, carers and grandparents – whoever has a key caring role for the child. These programmes are targeted at

- parents/carers of children up to age 16 including those in special schools
- parents/carers of underachieving children
- families on the Building Resilient Families & Communities (BRFC) programme
- families at risk of becoming BRFC families

### **Wider Family Learning (WFL)**

WFL programmes are specifically designed to enable adults and children to learn together or to enable adults to learn how to support their children's learning. They aim to:

- develop the skills or knowledge of both the adult and child participants
- help adults to be more active in the support of their children's learning and development and to understand the impact of that support

### **Family English Maths and Language (FEML)**

FEML programmes are aimed at and designed for adults with English, maths and language needs. Family language is a programme designed to improve English language and communication skills in families where English is not the primary language at home. The programme includes a broad coverage of skills including Family English, maths, language and information and communication technology courses.

The programmes are for adults at Entry, level 1 and level 2 to meet the local profile of need – for example to address particular gaps in maths skills in a locality. FEML programmes aim to

- improve the English, maths and language skills of adults
- improve the adult's ability to help their children learn
- improve children's acquisition of English and maths
- prepare learners to progress onto Functional Skills accredited courses

### **Employability skills**

These courses are targeted at

- “hard to reach” adults below level 2 who have not recently engaged in learning and lack the confidence to commit to a longer course
- unemployed adults who want to improve their chances of finding work but who are not yet ready to enrol on an accredited course

The aim is to improve learner confidence and willingness to engage in learning and/or acquire skills and knowledge to prepare learners for further learning, volunteering, employment or self-employment. Examples of courses include confidence building, identifying skills, CV writing, interview skills, introduction to health and social care.

### **Functional skills**

These courses are for those adults who lack essential skills in English, maths or information technology and who do not want to or are not yet ready to enrol on an accredited course. These short courses enable adults to acquire essential skills in reading, writing, maths or information technology in a fun and interactive way and to improve their ability to deal with everyday tasks or to progress to an accredited course.



### Appendix 3 Learner Numbers

District	Total		ASB		CLT		CLT-ALDD		FEML		PCDL		PCDL-ALDD		WFL	
	Learner Numbers	Learner %	Learner Numbers	Learner %	Learner Numbers	Learner %	Learner Numbers	Learner %	Learner Numbers	Learner %	Learner Numbers	Learner %	Learner Numbers	Learner %	Learner Numbers	Learner %
<b>Cannock Chase</b>	<b>1,390</b>	<b>15</b>	<b>352</b>	<b>18</b>	<b>202</b>	<b>16</b>	<b>18</b>	<b>5</b>	<b>50</b>	<b>15</b>	<b>594</b>	<b>13</b>	<b>112</b>	<b>25</b>	<b>62</b>	<b>11</b>
<b>East Staffordshire</b>	<b>1,252</b>	<b>13</b>	<b>222</b>	<b>11</b>	<b>189</b>	<b>15</b>	<b>32</b>	<b>10</b>	<b>103</b>	<b>32</b>	<b>459</b>	<b>10</b>	<b>0</b>	<b>0</b>	<b>247</b>	<b>46</b>
<b>Lichfield</b>	<b>1,427</b>	<b>15</b>	<b>223</b>	<b>11</b>	<b>282</b>	<b>23</b>	<b>90</b>	<b>27</b>	<b>38</b>	<b>12</b>	<b>743</b>	<b>16</b>	<b>20</b>	<b>5</b>	<b>31</b>	<b>6</b>
<b>Newcastle-under-Lyme</b>	<b>1,065</b>	<b>11</b>	<b>312</b>	<b>16</b>	<b>280</b>	<b>23</b>	<b>78</b>	<b>23</b>	<b>0</b>	<b>0</b>	<b>316</b>	<b>7</b>	<b>35</b>	<b>8</b>	<b>44</b>	<b>8</b>
<b>South Staffordshire</b>	<b>1,203</b>	<b>13</b>	<b>248</b>	<b>13</b>	<b>62</b>	<b>5</b>	<b>11</b>	<b>3</b>	<b>12</b>	<b>4</b>	<b>742</b>	<b>16</b>	<b>84</b>	<b>19</b>	<b>44</b>	<b>8</b>
<b>Stafford &amp; Stone</b>	<b>1,552</b>	<b>16</b>	<b>205</b>	<b>10</b>	<b>47</b>	<b>4</b>	<b>67</b>	<b>20</b>	<b>28</b>	<b>9</b>	<b>1,062</b>	<b>23</b>	<b>132</b>	<b>30</b>	<b>11</b>	<b>2</b>
<b>Staffordshire Moorlands</b>	<b>593</b>	<b>6</b>	<b>166</b>	<b>8</b>	<b>0</b>	<b>0</b>	<b>11</b>	<b>3</b>	<b>21</b>	<b>6</b>	<b>343</b>	<b>7</b>	<b>45</b>	<b>10</b>	<b>7</b>	<b>1</b>
<b>Tamworth</b>	<b>923</b>	<b>10</b>	<b>178</b>	<b>9</b>	<b>49</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>77</b>	<b>24</b>	<b>510</b>	<b>11</b>	<b>14</b>	<b>3</b>	<b>95</b>	<b>18</b>
<b>Outside of Staffordshire</b>	<b>263</b>	<b>3</b>	<b>91</b>	<b>5</b>	<b>9</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>8</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>155</b>	<b>29</b>
<b>Total</b>	<b>9,549</b>	<b>98</b>	<b>1,966</b>	<b>97</b>	<b>1,237</b>	<b>90</b>	<b>336</b>	<b>91</b>	<b>326</b>	<b>101</b>	<b>4,700</b>	<b>101</b>	<b>442</b>	<b>100</b>	<b>542</b>	<b>100</b>

**Appendix 4**  
**SAR strengths and areas for improvement**  
**Community learning, ASB and Apprenticeships**

**STRENGTHS (Community learning and Apprenticeships)**

- Teaching, training and assessment are consistently good ,with 91% of observations being graded at least good and 24% of observations being outstanding, ensure that the very large majority of learners successfully complete their learning programmes
- The success rates for the vast majority of learners are outstanding
- Very robust sub-contracting systems with a highly effective quality framework which ensures that the performance is closely monitored and a high quality of delivery is maintained
- The wide range of providers contracted ensure that the service meets the needs of learners throughout Staffordshire communities
- Learners develop excellent personal , social and employability skills
- Well -qualified and dedicated staff -tutors and managers- provide high quality support to help learners achieve
- Excellent partnership work with a wide range of community based partners within the Community Learning Trust model ensures local priorities are met
- Family learning programmes have a significant impact on children, families and schools.
- Self-assessment is a thorough, inclusive and critical process which is effectively driving improvement towards excellence
- The provision ensures excellent widening participation with contracted out bespoke courses for learners with ALDD and enduring mental ill health.

**Areas for Improvement/development**

- The success rate of ASB provision requires improvement
- The collection of Destination Data has been ineffective
- A small minority of teaching do not effectively use ILT to enhance the learning experience
- A small minority of teaching does not sufficiently embed English and Maths in their classes.
- A small minority of programmes do not have sufficient individualised learning outcomes for learners
- Attendance is less than benchmark in a minority of provision and FEML courses
- The monitoring of the quality of provision by senior leaders requires improvement

**Areas for Continuous Development**

- New RARPA guidelines with regard to recording learning progress are not yet fully developed in all provision
- Develop reporting and monitoring systems for the Employability and Skills contracts

## **Strengths - Apprenticeships:**

- Effective strategic and operational planning resulting in improved outcomes for learners
- Very good levels of attendance and behaviour of all learners who attend centre based training;
- Learners are punctual and engage in learning, demonstrating skills and knowledge gained in their working practices
- High quality planning, teaching, assessment of learning and thorough monitoring of learners progress
- Effective communication and good relationships with employers in schools, County Council Departments and private organisations
- Good retention, achievement and progression rates in Supporting Teaching and Learning, Children and Young People's Workforce and Health and Social
- Care apprenticeships, and Classroom Based learning.
- Well planned teaching and learning develops learners skills and knowledge, technical certificates exam results are good (90% exams passed first time, 100% overall
- Good off-the-job training facilities and resource in Entrust training centres.
- Effective development of training materials and resources to promote understanding of equality and diversity
- Good use of management information reports to monitor the learning of all learners.
- Excellent awarding organisation external moderation feedback for all programmes

## **Areas for Development:- Apprenticeships**

- Increase learner and employer evaluative feedback to at least 50% to inform quality assurance and on-going self- assessment processes
- Standardisation between programme areas to ensure consistent achievement at 80%
- Improve achievement of Business and Administration Apprenticeships to 80%
- ICT level 2 functional skill pass rate to be increased to 65%+
- Destination information capture during learner exit IAG reviews to be raised to 100%
- Increase overall achievement to 80+% and timely achievement to 75+% across all age bands and programmes

## Appendix 5

### Case studies/comments from providers/learners

#### Community Learning Trust Responsiveness Fund

**Changes** *“98% of learners agreed that the course helped them to improve. Learners have much improved self- esteem and are more engaged in positive back to work activities”*

**Pulse for Music** *“100% of learners said they enjoyed the class. One learner stated that this has been better for their well- being than any medication or treatment”*

#### Wider Family Learning

**Families First** *“J and her son L (2 months.) were referred to the Simply Play group by the local Health Visitor. . Her anxiety levels noticeably reduced over the duration of the course, and her bond with L developed as she relaxed and learnt how to interact with him. The course spurred J on to look at returning to work on a part-time basis, and her partner has agreed to share the care of L while J works*

**Anglesey Primary school** *“One mum attending family seal has gained the self confidence to commence with employment as a lunchtime supervisor at the school. Whilst mum already held a recognised qualification she had been unemployed for some time and therefore lacked the confidence to move forward to employment. Through having access to a supportive social network and group encouragement mum gained the confidence to successfully apply and gain employment”. “Four learners have expressed an interest in school based volunteer work at the school and whilst awaiting DBS have since been on a pre- visit to the classroom.”*

#### Adult Skills Budget

##### Learner comments

##### What I gained whilst on the course

*I have gained new skills in IT using up-to-date Microsoft applications. Some of the skills I learned are:*

- *how to set up a spreadsheet and enter formulae correctly*
- *use absolute cell references (which I hadn't used before)*
- *send letters using mail merge*
- *use an animation scheme and apply a slide transition to a PowerPoint presentation*

##### What's happening next?

*I am going to enrol onto English and maths courses as I need to gain level 2 in these in order to work as a teaching assistant*

## **What difference has the course made to your life?**

*I feel more confident with my IT skills. I am going to set up a spreadsheet in order to keep a track of my monthly incomings and outgoings, and will also use Word to send letters.*

*I also feel gaining a certificate in IT will improve my employment prospects as the ECDL is a valued qualification.*

## **Programmes for adults with learning difficulties and disabilities**

### **Learner background**

*This retired lady has Multiple Sclerosis, which has resulted in her being confined to a wheelchair and needing carers to help with personal care and day-to-day living. She is a sociable person who enjoys getting out and about and being in the company of other adults. Her disability affects her manual dexterity. She spends a lot of her time writing poetry, but as she can no longer hold a pen to write, she has learned how to type so that she can get her ideas down on paper.*

### **What I gained whilst on the course**

*I have learned how to use the computer to type my poems. I have found that using the rollerball mouse has made accessing the computer much easier. I enjoy having the opportunity to spend time in a friendly, relaxed classroom with other adults. The tutors encourage me to be creative with my poetry. The tutors also help me to format my poems and add lovely pictures to them to enhance them*

### **What's happening next?**

*I intend to continue attending sessions at the computer centre and I am looking forward to the move to the new premises at the Northfield Village next year*

### **What difference has the course made to your life?**

*I have produced three different poetry booklets at the computer centre over the years that I have been attending and I have sold many copies to interested parties to raise money for the church that I attend. I have also had two poems published in books. I would not have been able to do this without the help of the tutors at the computer centre*