Staffordshire Community Learning Service

Annual Self-Assessment Report

2019 – 2020

Judged against the Education Inspection Framework (2019)

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Section 1: Understanding Staffordshire - Background and Context

Staffordshire is a diverse county situated at the crossroads of England, has the greatest population of all the shire counties and is at the heart of the West Midlands and the UK. The county stretches from the fringes of the West Midlands in the south to the uplands of the Peak District National Park. The county shares borders with eleven other strategic authorities, with a sphere of influence which extends into the East Midlands and North West regions.

The county covers more than 1,000 square miles and has a population of 870,825 people living in eight districts and boroughs. Staffordshire is the 8th largest county in England by population. While more than 80% of land is rural, most people live in the urban areas of Stafford (the county town), Newcastle-under-Lyme, Lichfield, Burton, Tamworth and Cannock. Staffordshire has a growing ageing population as people are living longer and healthier lives.

The economy has grown significantly in the last eight years and has strengths in manufacturing, business & professional services, construction, Agri-food, tourism, retail, logistics and agriculture. While Staffordshire and Stoke-on-Trent are a functional economic area, our economy has strong connections with Birmingham and the Black Country.

Staffordshire is a relatively prosperous county although there are pockets of deprivation, with approximately 13,500 residents living in areas that are in the top 10% most deprived nationally. The population is mostly white with only 6.4% from a minority.

Covid-19 has been devasting for economies across the country. A range of economic support measures have been put in place across Staffordshire having a positive impact, but the future remains challenging. Despite the challenges ahead, Staffordshire can still achieve its potential as a thriving powerhouse economy on the international stage by not just recovering but renewing. Our five-year Economic Recovery and Renewal Strategy outlines how we will seek to make this happen.

However, as set out by the Chancellor in his Spending Review, the UK's "*economic emergency*" has "*only just begun*", with the government expected to borrow £394bn in 2020. The number of unemployed people in the UK is expected to surge from 1.62 million currently to 2.6 million (7.5%) by mid-2021. While the economy was predicted to contract by 11.3% - "the largest fall in output for more than 300 years" and grow by

5.5% next year and 6.6% in 2022. Therefore, it is likely that it is going to be several years before the economy and jobs return to pre-crisis levels.

At the time of writing, looking locally across Staffordshire, the number of people on some form of government economic support scheme is estimated to be slightly lower than the rest of the country, 16% compared to 18% nationally and has dropped considerably over recent months as more people have been able to return to work.

The claimant count in Staffordshire saw a decrease of 525 between September 2020 and October 2020 to a total of 25,595 claimants and the claimant rate has declined from 4.9% in September to 4.8% of the working age population in October compared to 7.3% regionally and 6.3% nationally. However, the area has seen Universal Credit claimants more than double since March (pre-COVID), an increase of just over 13,500 claimants - although not all will be out of work and a proportion will be on a low income.

Young people, the lowest paid (including those in manual occupations, more routine or less skilled jobs) and part-time workers continue to feel the impact of the economic shock the most. For example, the proportion of young people aged 18-24 that are claiming Universal Credit in Staffordshire has increased from 3.7% in March 2020 to 8.0% in October 2020, well above the rate of 4.8% for the working age population.

Currently, Staffordshire continues to see demand for roles in health, social care and distribution with clear emerging opportunities for job creation in digital (including online retail), advanced manufacturing (AI and Automation), construction (£900 million Getting Building Fund) and the green economy (including retrofitting homes to improve energy efficiency and electric cars). Staffordshire County Council continues to work collaboratively to support residents in enabling them to fill those roles such as through the work of the Countywide Redundancy Task Group, KickStart, Additional Restrictions Grant, Business Start Up Scheme, Student Start Up Scheme and Business Start Up Loan.

The Community Learning Service aligns with, and responds to, the priorities of local and national Government in all its services and provision. As part of this approach the Service continues to support economic growth via engagement with Local Enterprise Partnerships (LEPs) on regional priorities. The Service is aligned with two LEP areas owing to its geographical location: the main LEP being Stoke-on-Trent and Staffordshire LEP (SSLEP). The Stoke-on-Trent and Staffordshire LEP covers the Local Authority areas of the City of Stoke-on-Trent and Staffordshire County including the eight districts of: Cannock Chase, East Staffordshire, Lichfield, Newcastle-under-Lyme, South Staffordshire, Stafford, Staffordshire Moorlands and Tamworth.

The Local Enterprise Partnerships lead on the completion of Local industrial strategies to promote the coordination of local economic policy and national funding streams and establish new ways of working between national and local government, and the public and private sectors. The Skills Advisory Panels (SAPs) are designed to support this aim and have a role to build capability to advise on potential investment decisions for local skills and employment provision as well as overseeing implementation.

The Community Learning Service, through its commissioning strands and direct delivery provision, leads on skills programmes to support these priorities. Improving the supply of skills that meet the needs of local businesses and nurturing the aspirations of residents to succeed in life can ultimately help create stronger communities in which residents can support themselves, their families and their communities.

Staffordshire County Council Priorities

The Council's Community Learning Service has an important role to play in supporting the County Council's Vision, Outcomes, Priorities and Enablers.

Staffordshire County Council's vision (2018-2022) is:

To create a connected Staffordshire, where everyone has the opportunity to prosper, be healthy and happy.

The three outcomes are that 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

In addition, the Council's Community Learning Service contributes to the Staffordshire Economic Recovery Renewal 5-year Strategy to respond to the COVID19 crisis and lead Staffordshire's recovery, renewal and transformation into a thriving, digital, high-value and clean economy.

Key to this is a continued focus on the economy, so that Staffordshire people are able to access good jobs that raise their living standards, whilst also improving physical and mental health. As we plan for the recovery and renewal of our economy, we must recognise the shift in business models and embrace the digital and climate change opportunities that have arisen to transform our economy to be robust and able to thrive. Therefore, the vision for this Strategy is:

That the Staffordshire economy recovers, renews and transforms post COVID-19 into a place where clean, productive businesses are created and thrive whilst existing business are supported to fully participate in the new, stronger, more competitive economy; ensuring that everyone in Staffordshire has access to more good jobs and shares the benefits of economic growth.

Community Learning Priorities 2019 – 2023

The service priorities are based on the needs of its customers – primarily Staffordshire residents. These priorities contribute to the Council's Strategic Plan, particularly for economic growth and health and well-being as more residents gain confidence through learning, improving skills and will improve employability supporting progression to further learning and work.

The overarching priorities are:

Equality and Inclusion: Widen participation in learning and promote social inclusion across Staffordshire.

Partners: Identify and work with the right delivery partners that will enable us to determine relevant and targeted programmes, to ensure that the needs of our learners are always put first.

Targeted Delivery: Prioritise and target delivery to those that are the furthest away from accessing education and activities that will have the most impact in order to provide accessible learning pathways.

Workforce and Employability: Embed employability skills throughout all curriculum pathways to support individuals to up-skill and re-skill in order to gain and improve employment opportunities.

Responsive and flexible: Be responsive to a fast-changing environment and offer flexibility to change direction if required. Delivery will be prioritised and located in areas where learners want to learn and within local communities.

Quality of Provision: Ensure that all programmes are of the highest quality to provide all learners with the very best opportunities to fulfil their full potential.

Innovation: All programmes are to align with demand and local, and national priorities whilst providing innovative curriculum capitalising on digital technologies.

Outcomes: To improve the learner journey, from recruitment and admission to achievement and progression in learning and beyond, supporting positive outcomes for all.

Service Delivery Profile 2019 - 2020

Staffordshire County Council's Community Learning Service is a commissioning organisation funded by the Education and Skills Funding Agency. The service works in partnership with schools, colleges, third sector organisations and local community groups to deliver a range of learning opportunities for adults aged 19+, families and communities across Staffordshire.

The purpose of our commissioning is to enable sub-contractors to deliver programmes of learning that:

- Actively respond to a wide range of individual learner, family and community needs across all districts of the County.
- Engage with hard-to-reach learners.
- Develop the skills, confidence, motivation and resilience of adults of different ages and backgrounds.
- Support individuals to progress towards formal learning or employment.
- Support individuals to improve their health and well-being, including mental health.
- Develop stronger communities.
- Maintain a balanced and wide-ranging high-quality programme offer.
- Can respond rapidly to local, regional and national priorities.
- Engage with the best local providers of adult and community learning.
- Align with Staffordshire County Council's priorities.

Community Learning

Community Learning has an important part to play in improving the lives of the people of Staffordshire. The acquisition of knowledge and skills is a key component of strategies to; improve health, reduce independence, increase economic prosperity, address inequality and realise our aspirations for a better future.

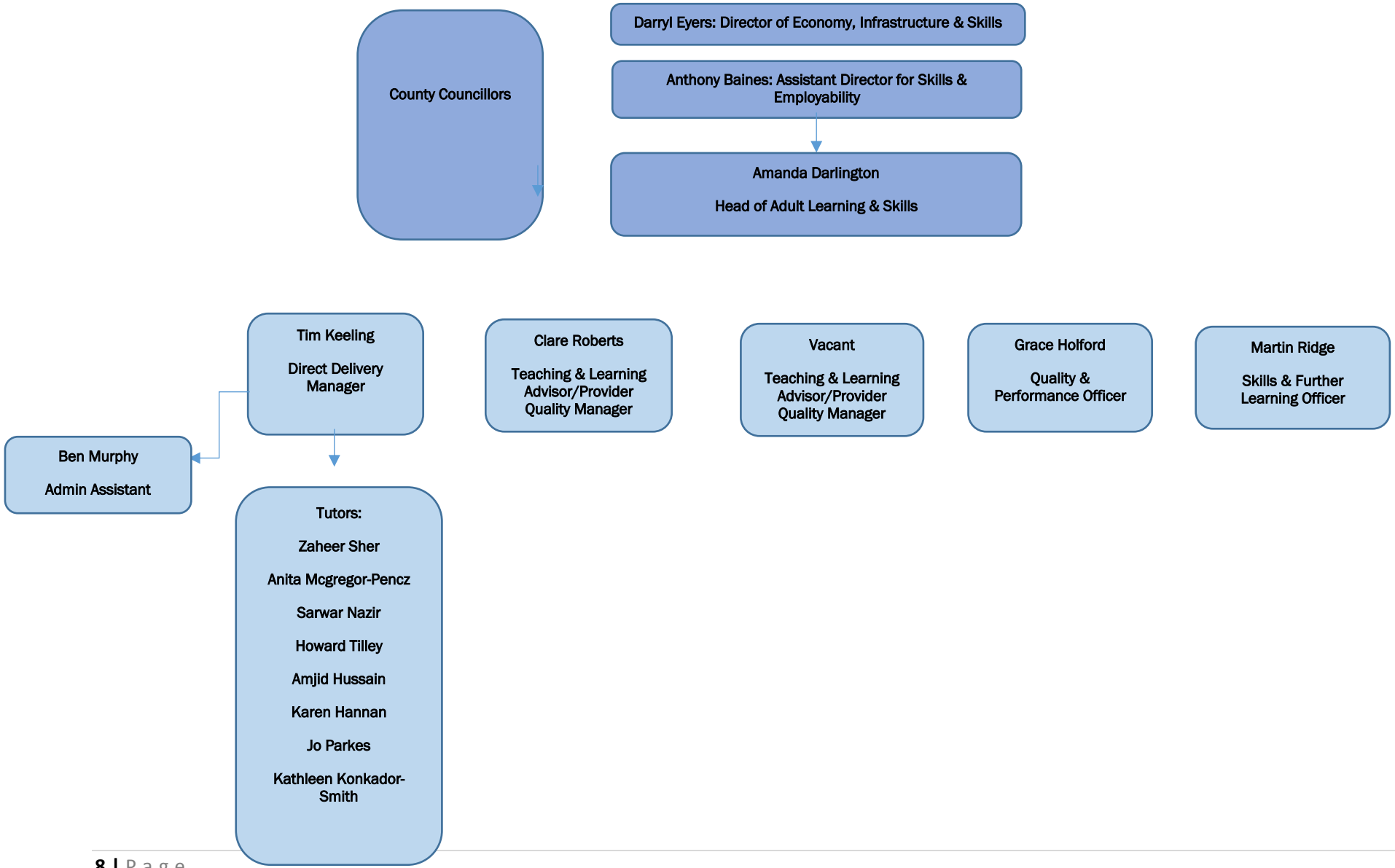
Community learning is predominantly delivered through a four-year Community Learning Framework (2019-2023) consisting of seven programme areas:

1. Leisure, Health & Wellbeing
2. Supported Learning
3. Family Learning
4. Employability
5. Digital Skills
6. STEM
7. Progression Pathways

In addition, further learning is delivered through:

1. Community Learning Trust Responsiveness Fund
2. Wider Family Learning Grants
3. Direct Delivery Unit (CL non-accredited & Adult Skills – accredited provision/Progression Pathways)

Staffordshire County Council - Community Learning Service Structure



Section 2: Self-Assessment Summary Judgements 2019 – 2020

Graded using the 4-point scale:

1: Outstanding

2: Good

3: Requires Improvement

4: Inadequate

Education Inspection Framework Area	Overall Judgement
Overall Effectiveness	Good
Quality of Education	Good
Behaviour and Attitudes	Good
Personal Development	Good
Leadership and Management	Good
Safeguarding	Safeguarding is effective

Section 3: Summary of Headline Key Strengths and Areas for Development

Why Staffordshire Community Learning Service is a 'GOOD' Service

- There is strong commitment and focus towards providing education opportunities to meet the needs of Staffordshire residents with Leaders and Council Members maintaining highly effective and dedicated partnerships with a wide range of local and national partners which is developing the local skills and digital agenda and the future sustainability of Community Learning in response to the COVID19 pandemic as we successfully respond, recover and maintain services. As a result, the County Council continues to successfully raise local aspirations, enhances curriculum opportunities and is addressing the developmental needs and priorities both within its community and the local economy.

- Strong and inspirational leadership, management and governance, together with robust quality assurance and improvement arrangements provide a curriculum offer that addresses local needs and results in high quality teaching, learning and assessment practices for classroom-based and remote online learning. Strong leadership and management has continued to enhance some aspects of the Service's performance and the quality of the learning experience, especially during the COVID19 pandemic and in turn has contributed to the Service's determination to maintain provision and minimise disruption to learning throughout the pandemic.

- Outcomes for learners overall on Community Learning programmes remain good considering the many challenges COVID19 pandemic presented. The Service fully implements effective strategies to support learner performance and has a strong intention to develop strategies further to support the recovery stage to bring performance consistent with previous years. Taking into consideration the challenges the Service has experienced, with good and effective contract performance and quality assurance interventions retention, achievement and pass rates for 50% of programme areas remain good and at contract level, 76% of sub-contractors performed well and achieved the learner Key Performance Indicators.

- Active and well-informed Officers have instilled in sub-contractors and learners, a clear strategic vision and curriculum which align with local priorities with learning that focuses on combatting social exclusion, promoting employability and that contributes to the health and well-being of Staffordshire residents. Officers, sub-contractors and learners have embraced innovation and welcomed the introduction of remote online learning and support the growth in this area in order to provide future positive outcomes for Staffordshire residents.

- There is substantial investment and buy-in to Continual Professional Development of all staff, especially for teaching and support roles. Subsequently, quality of teaching, learning and assessment across Community Learning is good with 89% of sessions judged as good or better for classroom-based delivery. Similarly, online delivery is evaluated as 100% of sessions judged as good or better. In

addition, learner satisfaction is high, with 99% of learners stating they enjoyed their learning experience, had the help they needed to make good progress and achieve and received the help they required to understand what they could do next

- The Service is well placed to widen participation and provides good accessible learning opportunities to targeted learners within priority wards across Staffordshire. Staff are responsive to change and were swift to adapt delivery methods during the onset of COVID19. As a result, the majority of learners were enabled to successfully complete their programmes and achieve their goals and/or the Service effectively provided new learning opportunities for new learner audiences during extraordinary and challenging times.

- The Service makes a very significant difference to a large proportion of learners' lives. Our learners often report improvements in their health and wellbeing and wider skill developments. They talk about and display changes in their behaviour and often develop self-confidence and strong personal and social skills to support them to become more active in their local community. For some learners, this means a reduction in isolation and establishing new friendships and support networks, for other learners they experience an improvement in their mental health and improved family life. Other learners develop English, maths and ICT skills, inter-personal and practical skills for further learning, volunteering and future employment.

- Learners receive good information and advice to ensure that they are enrolled on programmes that meet their needs, interests and aptitudes and make good progress towards their choice of destination. Teachers have high expectations and know their learners well and work collaboratively amongst a range of established partnerships to support access to services and further learning.

- Highly effective safeguarding arrangements promotes and develops staff and learners' awareness of their safety; as a result, learners report they feel safe and are safe for classroom-based and remote online learning.

What the Service needs to do to further throughout 2020/21

- Develop further effective strategies to improve the attendance, retention and achievement of all learners leading to an increased proportion of learners remaining on programme and achieving their programme of study, including the Adult Skills provision delivered by the Direct Delivery Unit.

- Fully utilise the robust performance management practice to effectively monitor attendance, retention and achievement Key Performance Indicators in-year across all subcontractors and programme areas in a timely manner. In particular, sub-contractors delivering the Digital, and Employability programme areas and Adult Skills provision ensuring learners develop the skills and behaviour that fully prepare them for every-day life, future learning and employment.

- Further develop and monitor targeted provision through the marketing strategy to continue to engage more learners across the eight districts of Staffordshire on Community Learning programmes, including a strong focus on the engagement of male learners and those potential learners who have been adversely affected by the COVID19 pandemic.

- Continue to closely monitor targeted provision and achievement in-year across all groups of learners to ensure enrolments and performance are consistent across all equality groups and have clear action plans in place to address identified issues in a timely manner.

- Measure impact and progression more effectively by further developing the reporting, tracking and monitoring of intended and actual destination across all programme areas to fully inform future curriculum development and to strengthen reporting to Members and Senior Officers.

- Highlight the breadth of investment to Members and Senior Officers effectively drawing on Pound Plus to analyse and report on the impact of strong partnerships working collaboratively to achieve an array of positive outcomes for learners and demonstrating good value for money.

- Further address digital exclusion across all programme areas through the introduction of a 'Learner Digital Entitlement'. To include relevant innovative learning opportunities to meet local need and financial investment in the curriculum measuring impact with a clear focus on good outcomes for learners.

- Develop the Digital Skills and Employability programme areas to include learner access routes to employment, with strong involvement from sub-contractors and teaching staff to develop their curriculum in line with local and national emerging needs in response to the COVID19 pandemic.

- Continue to work closely with sub-contractors and teaching staff to ensure that RARPA remains compliant and individual goals are challenging in online and blended learning.

- Maintain effective safeguarding practices ensuring all staff have been vetted, undergone relevant Safeguarding and Prevent training and receive regular termly updates on legislation and emerging issues especially for blended and online learning.

- Continue to raise learners' awareness of the risks of radicalisation and extremism using approaches that match abilities and which draw on naturally occurring situations in the classroom and online using relatable language that learners can fully understand.

Section 4: Overall Effectiveness is 'Good'

The Community Learning Service is a good Service with the ambition and determination to become an outstanding provider of skills across Staffordshire, whilst working in conjunction with the Local Enterprise Partnerships and other sub-contracted providers. The Service maintains a strong focus on providing educational opportunities to meet the needs of Staffordshire residents and the wider economy and is making steady progress towards achieving its overarching ambition.

The effectiveness of leadership, management and governance across the service is good and often inspiring. Senior Leaders and Members have a clear ambitious vision for the future of the Service and are strong advocates of education and skills across the County. They provide support, guidance and resources to improve the reach and effectiveness of the service. Leaders and council members maintain highly effective and dedicated partnerships with a wide range of local and national partners including developing the local skills and employment agenda. As a result, the County Council is positioned well and effectively contributes to raising aspirations, enhancing curriculum opportunities and addressing the developmental needs and priorities both within its community and the local economy.

The Community Learning team continuously undertake strategic and operational planning, focused clearly on maintaining services and maximising high standards of quality and performance. Sub-contractors, Officers, Managers and all staff have a clear understanding of the County Council and the Service's vision and priorities with full involvement in implementation and performance review sessions. Officers in each role across the Service are experienced, make valuable contribution and have strong established working relationships with their sub-contractors and know the provision well. They can share the vision, address under-performance, acknowledge good and outstanding practice and fully embrace change and developments to support the sustainability of Staffordshire Community Learning.

Rigorous quality and performance management remains in place which has been a fundamental process during the response and recovery stage of COVID19. The Service and staff are able to use performance evidence to identify and share areas of good practice, and put in place appropriate action plans to support improvement and achievement of Key Performance Indicators.

Good curriculum planning reflects the commitment to 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 by providing relevant support to reach the most disadvantaged residents across the County including extensive support to adapt and transfer learning to online delivery. For example, some sub-contractors delivering provision to learners with learning difficulties or with targeted families moved swiftly to online delivery using educational apps or flexible models of asynchronous delivery to allow participation of families in need of additional support during lockdown.

The quality of teaching, learning and assessment across Community Learning is good or better. The Service has a strong commitment to continually improving and strongly

supports the development of the service and curriculum offer and the development of teaching staff. Throughout the academic year, the most successful and innovative practice in teaching, learning and assessment has been shared and extended across all areas, with much success in the introduction of remote online delivery. This has resulted in consistently good and outstanding learning experiences across most programme areas and much enthusiasm to expand the remote online offer to ensure Staffordshire residents have opportunities to develop their essential digital skills.

Senior Managers and Officers support the development of the Service and teaching staff by participating in a broad range of high-quality professional development, and actively cascade learning to ensure teachers have the necessary skills to deliver consistently good learning in classroom-based learning and most recently remote online learning. As a result, well-qualified teachers gain confidence, improve their pedagogical skills and use their occupational, industrial and subject expertise very effectively in lessons to provide subject-specific insight for learners.

Community Learning has continued to focus its approach on ensuring learners develop very good personal, social, employability skills and improved health and well-being, through the continued development and provision of a wide variety of activities aimed at enriching their learning experience, resulting in learners gaining useful additional subject knowledge, qualifications, employability experience which effectively prepares them for the world of work and to support them to thrive and be an active part of their community.

The 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 and how to keep themselves safe. 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, safeguarding and Prevent throughout delivery.

Section 5: Leadership and Management is 'good'

The commissioning priorities for Community Learning set out the strategic direction and are shared with all staff and sub-contractors. There is a clear vision for the Service to meet the needs of targeted groups and those who are disadvantaged and come from identified wards of deprivation. The Service's plan is underpinned by a detailed strategic analysis and supports the wider County Council's priorities to transform lives through lifelong learning.

Senior Officers and Members have a clear and ambitious vision for the future of the Community Learning Service and are strong advocates of education and skills across the County. They provide clear leadership and direction to ensure community learning provision responds to local, regional and national priorities. They provide timely support, guidance and resources to improve the reach and effectiveness of the Service. Inspiring leadership has been pivotal to realising the Services potential fully supporting the introduction of the four-year Community Learning Framework (2019 – 23) and the Service's success in maintaining services to meet the needs of learners during the COVID19 pandemic.

Senior Officers and Members effectively support and challenge the Service to maintain the quality and performance and to drive rapid improvements where required in order to provide the best learning experiences for learners. In-year, the Prosperous Staffordshire Select Committee, the Cabinet Member for Learning and Employability, the Director of Economy, Infrastructure & Skills and the Assistant Director for Skills & Employability have been fundamental in shaping the Service to align to the Council's strategic ambitions for promoting prosperity and economic growth. Comprehensive reports have been presented to Senior Leaders and Members to further understand and scrutinise performance and challenges against the Service's delivery plan ensuring high quality learning, good value for money and good outcomes for learners. Members have influenced and provided great support with the development of how to measure learner impact and monitor the developments in remote online learning.

The financial management of the service is good and is subject to regular budget reporting procedures. The management team is effective at responding to any external funding pressures to ensure the Service remains focused on priority areas whilst ensuring provision for all learners is accessible. In-year financial contract variations have been implemented resulting in funds being directed appropriately towards the identified local need.

Community Learning experienced extraordinary challenges presented by the COVID19 pandemic. Leaders, Members and Senior Officers were extremely responsive to the situation and focused on business-critical services and supporting stakeholders and colleagues to maintain services. With strong leadership, support and sharing of values, our priorities, resources and outcomes were re-aligned, monitored and progressed rapidly. Confidence and the ability to innovate and embrace technology was instilled resulting in the service maintaining services with the introduction of remote online learning successfully widening participation and enrolling 700 learners between April and July 2020.

Leaders, Members and Officers maintain highly effective and dedicated Place-based partnerships with a wide range of local and national partners including having a strong representation on the Local Enterprise Partnership (LEP) and developing the local skills and employability agenda which in turn successfully raises aspirations, supports local needs and enhances curriculum opportunities within the local economy. There are further established cross-directorate partnerships with Public Health and Families and Communities and external partners to deliver a curriculum that addresses the main strategic priorities of the council and addressing the needs of Staffordshire residents. These partnerships have strengthened further during the COVID19 pandemic, for example, driving forward the digital agenda. In-year the Assistant Director for Skills & Employability carried out learning walks to gain an understanding of the learner experience first-hand, and of the importance of strongly supporting the move to online delivery during lockdown.

There is excellent strategic direction from the management team which involves strong and effective communication with Senior Officers, Members and with all staff and partners who are engaged with the Service. This is through management meetings, Member Briefing meetings, Provider Updates and through representatives on Locality Working Groups across the Staffordshire districts. There is excellent attendance at Provider Engagement Events, which has improved further with the introduction of remote online delivery of events and much valued contribution from the Assistant Director for Skills & Employability providing clear leadership, direction and up-to-date developments during the response and recovery stage throughout the pandemic.

The Service's ambition and drive to increase and offer the right provision to Staffordshire residents is relentless and focused. There is a good programme offer strongly influenced by community need that underpins the broader county-wide strategic priorities. There is a good spread of provision across the eight districts of Staffordshire to support learners to access learning and progress, with a high proportion (47%) of enrolments within identified wards of deprivation. The programme offer is strengthened by the introduction of remote online learning and supports widening participation by reaching out to new learner audiences who would not participate in classroom-based provision. Moving forward, the ambition is for growth in this area.

Leaders and managers effectively analyse future employment prospects to support the ambitious vision that support local need and skills required by employers. In addition, the service has been well-placed to promote Government initiatives, including the Job Retention Scheme, KickStart and Business StartUp across the sub-contractors to help support learners. There is further potential for more in-depth analysis of the local employment market as the COVID19 situation evolves into the 2020-21 academic year.

The Service operates a well-developed and robust performance and quality assurance process to ensure contract compliance and quality of provision delivered by 28 sub-contractors and the Direct Delivery Unit. The process consists of a comprehensive quality framework within a service specification, observations of learning policy and process, unannounced class visits and the collection of learners'

feedback. In addition, all staff involved in the provision appropriately contribute to the self-assessment process through teaching staff producing informative end of programme evaluations, individual sub-contractor annual self-assessment reports and quality improvement plans which are reviewed in a timely manner and feed into the Service's overarching quality improvement plan. Sub-contractor self-assessment reports are moderated by the Teaching and Learning Advisors which informs the overall Service self-assessment report.

At the onset, Senior Managers and Officers communicate high expectations with sub-contractors during implementation meetings. In-year contract performance and quality assurance are monitored and recorded through monthly dialogue meetings and termly reviews and then reported to the Assistant Director for Skills and Employability where performance is scrutinised, and remedial actions identified and actioned.

Quality assurance interventions are undertaken and validated by the Teaching and Learning Advisors consisting of unannounced class visits, graded observations, online evaluations and RARPA audits. Mentoring and coaching support is provided, as follow up from the quality assurance interventions, or as requested by sub-contractor Managers.

Quality assurance of online programmes was quickly developed consisting of gaining access to online sessions, closed groups and participating in professional dialogue and self-reflection with teaching staff which is captured in an online evaluation pro-forma. This often led to teaching staff receiving constructive feedback and further support and training from the Teaching and Learning Advisors as a result of this process.

The quality of teaching and learning is well-monitored against the quality framework set out in the Community Learning Specification. All aspects of quality assurance are reported on with appropriate action plans and RAG ratings. The Quality Officers and Sub-contractors work collaboratively to develop a quality learner experience. The impact of this is evident in the high quality of taught sessions, and through feedback from learners, standard of their work, their behaviour and their success stories.

All staff are clear on the direction of the Service and support the vision through commitment to raising standards. Provider Relationship and Quality Officers know their areas very well. They take direct responsibility for their sub-contractors and are empowered to take actions to bring about improvement to provision. Good performance management practices along with honest and accurate self-assessment processes have allowed the Service to tackle underperformance. The self-assessment process and contract and performance monitoring procedures are systematic, inclusive and comprehensive; performance data and learner feedback are used well to inform and improve the quality of provision.

Sub-contractors share the culture and ethos of the service, which welcomes and respects learners from all backgrounds and faiths. Tutors empower their learners to believe in their ability to make a positive difference to their lives through education and training. As a result, learners develop positive behaviours and attitudes and a

genuine passion for learning of which is evidenced exceptionally well in learner feedback and success stories.

Equality and diversity are promoted well during sessions through the use of good learning materials and resources, and by the use of inclusive language. Posters and learner handbooks tackle a range of sensitive subjects such as the dangers of extremism and bullying. This is also covered at induction and through discussion and other activities embedded in course content.

The experienced Teaching and Learning Advisors provide professional support to promote good practice and to develop the skills of all teaching and support staff. A broad range of high-quality training and professional development activities are planned well following analysis of the strengths and areas for improvement at observations and class visits to improve tutors' skills to deliver good and outstanding learning and teaching. There has been good attendance at Tutor Induction Briefing sessions and the remaining programme of professional development was replaced by intense remote online mentoring and coaching sessions to fully prepare and develop teaching staff for classroom, blended and online delivery of courses. In addition, sub-contractors share our commitment to improvement and report an array of additional staff development to improve pedagogical content knowledge and to gain further understanding of target learners and their complex needs.

Managers responsible for safeguarding are clear about their responsibilities and have established good relationships with relevant agencies to ensure that there are suitable points of referral for learners who need further support. Processes and procedures for ensuring learners are protected and helped to keep themselves safe are effective. There continues to be an excellent and high-profile approach to raising awareness of, and promoting, safeguarding and the risks of radicalisation and extremism across the Service. All staff are carefully selected and vetted, with monitoring to prevent unsuitable people from being recruited.

Section 6: Quality of Education is 'Good'

Curriculum Intent

Staffordshire County Council's Community Learning Service's purpose is to improve people's lives through lifelong learning and training, leading to employment and or increased personal fulfilment, supporting the growth of Staffordshire's economy and society. All residents should receive the guidance and support they need to enable them to take full advantage of education, training and employment opportunities, and we support effective approaches to supporting unemployed people back into work.

The purpose of the service is to enable sub-contractors and the Direct Delivery Unit to deliver programmes of learning that:

- Develops the skills, confidence, motivation and resilience of adults of different ages and backgrounds
- Support individuals to progress towards formal learning or employment
- Support individuals to improve their health and well-being, including mental health
- Develop stronger communities

The service provides a range of informal and formal learning programmes for all adults across the County. Programmes support and develop individuals and groups for whom formal learning may have been a barrier in the past and works with them to build confidence and realise their true potential in a competitive world. For the most disadvantaged learners we offer engaging *'first steps'* learning opportunities as a way of increasing participation for people who are least likely to engage in adult learning.

Community Learning programmes are prioritised with funding directed towards sub-contractors who effectively target the following groups:

- Adults residing in the eight districts of Staffordshire
- Adults residing in the Staffordshire districts with the greatest concentrations of deprivation, worklessness and economic inactivity
- Adult males
- Parents/carers of underachieving children or who wish to develop their parenting skills
- Adults with Learning Difficulties and/or Disabilities, including mental health issues
- Carers of adults with Learning Difficulties and/or Disabilities, including mental health issues
- Refugees, asylum seekers and adults from Minority Ethnic Groups
- Care leavers
- Adults yet to achieve a level 2, or those with low skills in English and maths
- Digitally excluded adults
- Adults on low income and/or in receipt of state benefits
- Those who are unemployed and want to improve their chances of finding work by developing or acquiring vocational skills and knowledge and those wanting to re-engage with the STEM sector

- "New" adult learners (defined as those who have not participated in Community Learning programmes in the previous three years)

Staffordshire Community Learning Service contributes to the strategic objectives identified in the Staffordshire County Council's Strategic Plan (2018-2022) where the vision is to create a connected Staffordshire, where everyone has the opportunity to prosper, be healthy and happy. The service demonstrates the ambition and intent through a four-year Community Learning & Commissioning strategy and the Community Learning Framework (2019–23), which both reflect the local needs of Staffordshire and national priorities.

The Community Learning Framework (2019-23) was developed in conjunction with our previous learners and stakeholders and provides a broad range of programmes areas to appropriately meet the needs of Staffordshire residents:

Leisure, Health & Wellbeing

The programme area offers learning opportunities to adult learners who want to develop a new area of interest or hobby and take part in learning to support their health and wellbeing. There are a broad range of subject areas including arts media and publishing, languages and literature, hospitality and catering, horticulture, agriculture and animal care. Learners are supported to keep physically and mentally healthy, to develop their personal, social and employability skills and to become active in their communities with progression routes into higher level learning of the same subject, volunteering and accessing other services in their local community.

Supported Learning

The programme area is for adults who have learning difficulties and/or disabilities and adults who have had long-term mental ill health who require more bespoke and supported teaching and learning. The programmes provide opportunities for learners to develop their sense of well-being and self-esteem, develop skills for independent living and improving their functional skills in English, Math and IT. Programmes of delivery make good use of subjects such as art, music, humanities or cultural subjects etc. as a vehicle for developing and practising strategies for improving mental health or for embedding functional and independent living skills. The programmes help learners to lead healthier, happier, safer and more independent lives and give progression opportunities into further learning, volunteering and employment.

Family Learning

The programme area encourages family members to learn together to improve basic skills and skills for development in order to equip families to thrive. The programmes support well-being, healthy lifestyles, mental health, fitness, family finances, accessing community activities and services, managing children's behaviour and development, transition from primary to secondary, understanding school curriculums and staying safe online. There are opportunities for inter-generational learning and, where possible, lead both adults and children to pursue further learning in English, math, IT and volunteering and employment.

Employability

The programme area is focused on up-skilling and re-skilling adults in a vocational context, including sector specific skills, wider skills and the development of English and math skills to support learner's employment opportunities for those who are unemployed or on a low income who want to improve their employment opportunities. Programmes prepare and give learners skills for work in various jobs and trades, for example, construction, business, health services, art and design and agriculture. The programmes can include classroom theory and practice and hands-on job specific technical training for work and progression onto accredited provision, volunteering and employment.

Digital Skills

The programme area supports learners use of digital technology more effectively, including the use of computers, tablets, phones, online services and staying safe online. Programmes aim to give learners the confidence to use the digital tools that are important to them. This could be to access local or national services, to communicate, to research, to store and present information, to use technology safely and to keep their family safe, to make the most of applications and use their potential to improve their lives in a variety of ways eg employment, shopping, creativity, leisure. Learners are supported to continue with further learning including accredited provision in IT, English and math and gain access to more employment opportunities.

STEM

The programme area supports learners to up-skill and re-skill to gain and improve employment opportunities. STEM education creates critical thinkers, increases science literacy, and enables the next generation of innovators. Innovation leads to new products and processes that sustain our economy. STEM programmes are those that are deeply rooted in science, mathematics, engineering and/or are of technical or technology application. Learners acquire skills in a specific vocational area and are able to apply for jobs and/or progress onto relevant accredited provision.

Progression Pathways

The programme area provides internal accreditation progression routes for our learners in Employability, STEM, Digital Skills and Supported Learning. Learners acquire skills to progress onto further learning, volunteering or employment. For 2019 – 20 the Direct Delivery Unit was the sole provider of accredited provision (see below).

In addition to the framework, the service delivers learning through:

Community Learning Responsiveness Fund

The Fund is for adult learning programmes delivered by third-sector organisations who have access to individuals in local communities. The Fund supports a responsive approach to local emerging needs for a number of targeted learners; carers, care leavers, asylum seekers, people with no or low qualifications, learning difficulties and disabilities, adults from ethnic minority groups and male learners.

The programmes are broad and varied and provide 'first step' learning experiences, skill development, including English, math and IT, access to other local activities, volunteering and employment.

Wider Family Learning Grants

The Grant is made available for schools across Staffordshire who have identified a need to support families to learn together. Targeted at parents who are digitally excluded, English is not their first language, families at risk, male carers, parents/carers of children with learning/physical disabilities, families with children who are underachieving, Black and Minority Ethnic Groups. There are a number of overarching outcomes to be achieved through the provision, for example, supporting families to have healthy and independent lifestyles, adults able to support their child's school learning and further activities outside of school, new adult aspirations for their own learning and progression, developing understanding of school curriculums and developing functional skills (language, math, digital).

Direct Delivery

The Service's Direct Delivery Unit delivers non-accredited programmes in ICT through the community learning programme and accredited provision in ICT and English Speakers of another Language through the Adult Education Budget. Programmes offer Entry Level ICT and Entry to Level 1 English Speakers of another Language qualifications. The curriculum content for ICT gives learners with no or limited experience of ICT the skills they require for everyday use and basic skills required for work. The ESOL curriculum is targeted at those learners who wish to develop their use of the English language in speaking and listening, reading and writing to support them to be active in their community and make positive steps to employment.

Delivery Intent

At strategic level there is a strong focus on allocation of provision across Staffordshire which is strongly influenced by the local and regional priorities identified by the Local Enterprise Partnership and Skills Advisory Panel and the overarching outcomes of the Staffordshire County Council Strategic Plan. The Community Learning Service, through the Community Learning and Commissioning Strategy target delivery of provision and funds across the eight districts within identified wards of deprivation. Provision is delivered by the best local providers most equipped to reach out to our learners to provide a high-quality learning experience.

Through procurement, the Community Learning Service and sub-contractors identify well the intent of the provision, identifying need and linking that to strategic objectives. Leaders, managers and teaching staff work effectively with stakeholders to shape how the curriculum is tailored to meet the needs of learners and communities. Leaders, managers and sub-contractors have developed and maintained strong and effective partnerships with a broad and varied range of statutory and community-based organisations to gain access to targeted learners and use these partnerships exceptionally well to develop programme content to meet the needs of learners. In addition, teaching staff fully utilise these partnerships to support the additional needs of learners and their progression routes, in terms of

wellbeing, further learning, volunteering and employment. A comprehensive Community Learning specification lays out the intent of each programme area, and a range of policies and statements are made available to sub-contractors and their teaching staff to ensure there is consistency of expectation in key areas, such as Information and Advice, Embedded Functional Skills, Learner Voice and Digital.

Traditional classroom-based learning is predominantly delivered in risk assessed, safe and fully accessible community venues across the eight districts of Staffordshire. Learning environments are fit-for-purpose and well-resourced. Those sub-contractors with their own premises incorporate a broad range of facilities into their curriculum and programmes of delivery to enhance the learning experience for all learners. Further learning opportunities are well-planned through guest speakers and field trips in order to extend learning.

The delivery intent was altered and developed in-year with the introduction of remote online learning in the third term in response to the COVID19 pandemic. A high proportion of teachers fully utilised their expertise and embraced the opportunity to innovate, exploring a range of digital tools to deliver learning, adapting their curriculum and resources and exploring new teaching practices and creative pedagogy delivery. The introduction of remote online learning reached out to new learner audiences and enabled learners to continue in their education during extraordinary circumstances.

High quality teaching and learning is at the centre of our Service. Teachers use their occupational expertise and undertake comprehensive course planning to build a curriculum that provides learners with opportunities to develop knowledge, skills, positive behaviours and personal development for current and future learning, volunteering and employment.

An inspiring culture of inclusivity and meeting learners' needs underpins the work of all those involved in Staffordshire Community Learning. Diversity is embedded in the curriculum in terms of learning styles, resources used, planned teaching and learning activities and topics taught. An equality & diversity policy statement sets out the Service's expectations and commitment of which is shared with learners in the Learner Handbook and is also written as a clause in the annual contract for sub-contracted provision. Best practice is shared across the area and accessible resource ideas are promoted via the Teaching and Learning Blog.

Teachers focus well on next steps in learning and plan opportunities to encourage learners to access local and/or online services within their programme of delivery. Relevant information and advice sessions are planned into all schemes of work to enable learners to make positive choices. A high percentage of learners report they know what they will do next.

Safeguarding Intent:

The Community Learning Service is committed to and promotes the safeguarding and welfare of all children, young people and adults in accordance with the Children's Act 1989, the Children's Act 2004 and section 175 of the Education Act 2002. As a

service protecting children, young people and adults is one of the most important aspects of our work. All teaching and support staff hold up-to-date Safeguarding and Prevent certificates and have received statutory guidance 'Keeping Children Safe in Education' (2019). All programmes of delivery include a thorough induction process with a strong focus on safer learning in classrooms and online. There is a strong intent to ensure all our learners and their families feel safe and are safe.

Curriculum Implementation

Teaching, learning and assessment is good for classroom-based learning, with the profile of good or better observations at 89%. Equally, the grade profile for online observations is 100% good or better. All observations are moderated by the Quality & Performance Team who implement a performance management process for those staff not meeting expectations and monitor development through effective action planning and review.

Classroom-based learning programmes are timetabled well with a good geographical spread across the eight districts of Staffordshire enabling learners to access programmes in their locality. Delivery timing is versatile, with programmes delivered weekly over two/three-hour sessions or whole days and in the daytime or evenings. Programmes are delivered within well-resourced community venues in rural and urban areas, for example, colleges, libraries, Children's Centres, Family Hubs, sub-contractor premises, small holdings and local community centres. Some sub-contractors support accessibility by providing transport for learners or plan their delivery on public transport routes.

In the third term, COVID19 restrictions were adhered to and the service remained open by predominantly delivering remote and online learning to adults. With effective leadership and management, a good proportion of teaching staff responded positively to clear direction and support and quickly adapted their curriculum to maintain services and provided relevant and purposeful learning. Online learning was timetabled for daytime and evening delivery using synchronous and asynchronous learning approaches to provide interaction with others and exchanges of knowledge, real-time feedback and opportunities to learn flexibly and independently.

At the start of the COVID19 pandemic the service quickly identified learners who would become disadvantaged due to lack of connectivity and access to digital equipment and/or low digital skills. For these learners, sub-contractors provided paper-based course materials and appropriate resources by following safe social distancing practices and/or delivery via post. In addition, tutorials were conducted through direct phone calls or 1-2-1 video conferencing using mobile devices. A large number of learners engaged in online or blended learning say that the programmes provided positive well-being benefits during the lockdown period.

Teachers know their learners well and demonstrate high expectations. They have a strong awareness of diverse needs of target learners and produce informative group profiles which inform the development, planning and delivery of learning programmes. Learners have opportunities to discuss the course overview and contribute to the rationale for sequence of topics and how they will be delivered. As

more online remote learning was introduced, teachers reported they invested more time on 1-2-1 tutorials to support the learning journey and to address any identified wellbeing issues during lockdown.

Community Learning promotes a culture of equality and inclusion and advocates this approach with learners at induction through the development of an agreed group charter and throughout the delivery of courses. The induction process is fully supported via a Learner Induction Guidance document. There is further best practice of the use of digital platforms to enhance the process, for example, the use of Padlet displaying the induction information, course outcomes and expectations that learners can access and refer to throughout their programme of learning. Following on from this, teachers plan for and deliver opportunities to raise awareness of equality and diversity and British Values within their sessions and make good use of natural occurring opportunities to broaden learner understanding and to make the most out of group dynamics.

Learners understand the course content and work collaboratively with their teacher to set personal targets using Individual Learning Plans effectively to support all aspects of their learning and skills development. Teachers assess learners' starting points by conducting a learner-led initial assessment focusing on previous experience, learning outcomes, personal goals and additional support needs and use this information well to plan and personalise learning. Traditional methods include an Individual Learning Plan and self-assessment scale against planned learning outcomes and informal discussion and/or subject specific practical tasks which are observed. However, most recently this has developed further with the introduction of online learning, for example, teachers and learners are using one-to-one telephone or video conferencing conversations and online surveys and there is more focus on digital skills levels to prepare for the eventuality of further lockdown situations.

Teachers plan and develop programmes of learning exceptionally well and are reflective in their practice. They produce comprehensive schemes of work and deliver teaching and learning with a sound structure that builds effectively on subject-specific knowledge, allowing learners to master the basics and make connections. Teachers deliver ample opportunities to recall and practice, making good use of learning time and relevant practical activities. Overall, there is a strong working relationship between teachers and Learner Support Assistants (LSAs). Teachers involve LSAs in the planning of sessions and give clear direction in order to keep learners on task, engaged and to reinforce learning.

Lessons include a broad range of teaching and learning activities that are interesting, stimulating, engaging and challenging to give learners opportunities to explore topics and new learning fully in a safe and supportive environment. There is a good balance of theory and practice, for example in the STEM Floristry programme, resulting in a vast proportion of learners demonstrating the ability to apply their learning in everyday situations and the workplace. In the very best sessions, teachers deliver activities with a strong focus on active and peer learning alongside on-the-go feedback. Consequently, learners are supportive and respectful and show much commitment to learning. Teaching and learning activities for online learning are adapted appropriately for delivery; they provide opportunities to learn independently

and to work and learn with others. For example, learners comment constructively on each other's work using Facebook and Whatsapp Groups. As a result, learners develop wider skills and most importantly essential digital skills.

Teachers are well-qualified and use their occupational experience to contextualise learning, providing learners with real life situational examples. They present examples using high-quality resources and scenarios and effectively incorporate key concepts through relevant discussion. For example, teaching staff use subject specific guest speakers for STEM and Employability programmes. Learners respond exceptionally well, are highly motivated, often seek clarification, work well with others and have confidence to explore learning in-depth. The majority make excellent progress in their learning and have confidence to use subject-specific technical vocabulary well and are often inspired to undertake further learning in their own time.

Those sub-contractors who have their own premises make excellent use of additional facilities available which allows learners to work as part of a team or to work independently. Some learners have access to on-campus library and resource centres and other learners gain access to facilities that provide current and up-to-date equipment and industry standard resources to support and enhance learning through opportunities to practice learning in realistic working environments. Examples include IT suites, kitchens, pottery workspace, woodworking sheds, landscaped gardens and vegetable plots, poly tunnels, working farm, riding school, art rooms, portable music suite and electronic workshops.

Formative and summative assessment activities are inclusive and well-planned. Recall and practice opportunities are wide and varied and keep learners focused on learning. There are regular checks on learning through observation and verbal feedback, worksheet tasks, effective questioning and discussions, progress reviews on individual projects and marked work with written feedback. Assessment for learning and independent learning is encouraged by most teachers and they use this very well to assess learners' understanding and their ability to apply their learning at home and in vocational settings. Learners find confidence to report back and engage in discussion with peers often leading to extended learning. Teaching staff have further adapted assessment activities for online programmes, often setting practical tasks to complete independently and receiving evidence from learners to inform one-to-one tutorials to check on progress and achievement and opportunities to stretch and challenge.

The vast majority of teachers implement robust practices and processes for recognising and recording of learners' progress and achievement (RARPA). Teachers plan for and undertake regular reviews with learners, and provide sufficient constructive feedback, so learners have an awareness of their progress and what they need to do to improve and achieve. Learners grow in confidence and develop self-reflection skills and become independent learners who can make informed choices to support their next steps in learning, volunteering and employment. In a few instances, teachers do not record individual SMART and/or challenging outcomes for learners.

Learners engaged in online learning often share images of their achievements on closed social media groups, with peers and tutors providing feedback. Teachers also use a broad range of digital tools to provide personalised feedback, for example, learning blogs, Padlet, Whatsapp, Messenger, Email, text messages, weekly Survey Monkey and electronic workbooks. Some learners in STEM provision were introduced to an art journal approach to embedding RARPA. Learners developed deep reflective and study skills and were very keen to share their achievements.

The Service maintained its matrix accreditation in 2019. Learners receive good pre-course information via the Staffordshire Course Directory and Course Information Sheets at induction and/or through one-to-one discussions with sub-contractor Managers and teaching staff. During delivery of programmes teachers plan well for sharing of information and supporting next steps for learners. Teachers are supportive and provide appropriate information and advice that gives learners confidence and motivation to support their own progression. In classroom-based learning teaching staff incorporate a range of guest speakers and actively promote the services of the strong partnerships they hold. In addition, they look for and promote local activities and projects available in communities. Online learning has brought about other links to national initiatives and promotions for learners to engage with. A high proportion of learners report they felt their tutor helped them to understand what they can do next.

Across the programme areas most teachers include good strategies to develop English, maths and employability skills. Teachers embed these opportunities discreetly alongside subject content and provide appropriate support to their learners. For example, in an observation one learner with learning disabilities participating in a performing arts programme was excited and proud to share his experience of the support he received with spelling, reading and writing and shared the content of his exercise book where he had constructed sentences and used correct grammar whilst writing about his favourite actor. Learners on STEM programmes often find themselves within workplace environments, working with others and undertaking a range of mathematical activities: measurement, addition, subtraction, estimating, budgeting.

In classroom-based learning there is good use of ILT in delivery including ipad loans, social media closed groups, wifi in venues, use of mobile phones, pinterest, youtube and padlet to support leaners' understanding and creativity and to give opportunities to develop IT skills. Likewise, online learning programmes support the development of essential digital skills using familiar, accessible learning platforms. As learners progress in this area of learning, they often report on new digital skill development that previously they would never have thought possible.

Continual Professional Development to support teaching and learning is comprehensive and has included extensive digital upskilling for teachers to maximise the use of technology across the learner experience for classroom-based and remote online learning and to develop the digital skills of teaching staff for the future. Managers and Officers have participated in a range of webinars delivered by HOLEX, Open University, Education Training Foundation, JISC and EMFEC and cascaded pro-actively to sub-contractors and their teaching staff through coaching and mentoring,

CPD meetings, an online social media closed group, sharing of best practice via Twitter and the Community Learning blog. The investment in CPD fully supported the introduction of remote online learning and gave teaching staff confidence and new skills to deliver.

Safeguarding Implementation:

All teaching staff plan for and deliver a thorough learner induction at the start of their programmes. As part of the induction, there is a strong focus on safeguarding and learners' rights and responsibilities in terms of safer learning in classrooms and online. All learners receive relevant information within their Learner Handbooks and safeguarding cards and engage in safeguarding discussions with their teacher and peers. The Learner Handbook was further updated, amended and made available electronically in term two to reflect emerging safeguarding issues in response to the transfer to remote online learning and COVID19 pandemic.

Sub-contractors and their teaching staff make excellent use of their strong partnerships across the County, for example, Safeguarding teams, Early Help teams, Tier 2 Family Support, health visitors, housing associations, community health teams and mental health hubs to name a few. They are responsive and actively promote and/or signpost learners to opportunities to support their welfare and wellbeing. During lockdown, some teachers and their learners on parenting courses worked collaboratively with the early help teams to appropriately support families.

Teachers have been focused on the wellbeing and safeguarding of learners and report concerns following clear guidelines and procedures in a timely manner. Teachers ensure that learners have a good understanding of what to do if they or others feel unsafe and that they are aware of the dangers of radicalisation and the support they can receive should they come into contact with extreme views, within learning, online, home and the community. The delivery of these areas across programme areas is often contextualised to aid the learners' needs and levels of understanding.

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Section 7: Impact

Learner Performance

In the 2019/20 academic year, the service sub-contracted with 28 sub-contractors, delivered 427 courses to 2,540 learners, of which equates to 3,711 enrolments. This is a decrease of 3,281 (47%) learner enrolments against the 2018/19 end-year position. The reason for this decline was the withdrawal of provision delivered by three sub-contractors, a strong focus on targeted provision, and the restrictions due to the COVID19 pandemic help explain some of this change.

On the 20th March 2020 the Government asked adult education providers to close all face-to-face provision and transfer to online learning to reduce transmission of COVID19.

The COVID19 pandemic has contributed to a significant reduction in learner enrolments and has presented many challenges in terms of learner recruitment and engagement, mainly attributed to restricted access to learners following Public Health guidelines, limited access to connectivity and equipment, low digital skills and public anxiety to engage in wider services. On the other hand, the service successfully reached out to new learners through the introduction of online learning who previously could not participate in classroom-based programmes because of family and work commitments. The Family Learning programme area demonstrated much success enrolling 40% of total learners in Term 3 and effectively provided much needed contact for families with young children who were otherwise isolated from networks they would normally rely on.

All eight districts of Staffordshire have experienced an overall decrease in enrolments with Cannock, South Staffordshire, Staffordshire Moorlands and Newcastle demonstrating a significant decline. However, across the County the service continues to target provision well at priority learners and wards across Staffordshire as outlined in the Community Learning & Commissioning strategy.

District	District Enrolments 2017/18	District Enrolments 2018/19	District Enrolments 2019/20
East Staffordshire	998	786	555
Cannock	1314	1231	582
South Staffordshire	1153	870	247
Moorlands	746	619	296
Tamworth	804	712	511
Stafford	564	599	482
Newcastle	528	450	161
Lichfield	1247	1096	677
Out of County	483	633	200
Total Number of Enrolments	**7,837**	**6,996**	**3,711**

Although great efforts were made to transfer to online learning from March 2020, a proportion of learners were unable to engage using digital platforms and equipment and were unable to continue and/or complete their learning. As a result, headline learner performance for attendance, retention and achievement has been greatly affected and

will require further monitoring during 2020/21 and beyond to bring performance in line with previous years.

Indicator	2017/18	2018/19	2019/20	Trend
Pass rates	98.0%	98.6%	98.0%	⇔
Achievement	93.1%	94.4%	88.2%	⇩
Retention	95.0%	95.7%	90.0%	⇩
Attendance	90.3%	n/a	79.7%	⇩

Headline attendance 2019/2020 for Community Learning requires further monitoring at 79.7%, 10.3 percentage points below the in-house target of 90%.

- 100% of programme areas are below target, of which 80% are substantially below target.
- At sub-contractor level, 34% (10 of 29) have good or better attendance rates.
- In-year attendance monitoring and analysis evidences a significant drop in attendance rate at 75% in term 2 which was strongly associated with the onset of the COVID19 pandemic.
- Term three attendance rate increased to 82% for those learners who participated in remote online learning during lockdown.

Headline retention 2019/2020 for Community Learning requires further monitoring at 90.3%, 5.7 percentage points below the in-house target of 96%.

- 100% of programme areas are below the retention target, of which 50% are substantially below target: Leisure, Health & Wellbeing, Employability, Digital Skills, Adult Skills ESOL and Adult Skills ICT.
- 50% of programme areas have retained at least 90% of learners: Family Learning, Wider Family Learning Grants, Community Learning Trust and STEM. Supported Learning retained 95.2%.
- STEM, Community Learning Trust and Wider Family Learning Grants demonstrate an improved or maintained retention rate since the 2017/18 reporting period.

The 2019/20 headline pass rate is good at 98% and is maintained from the 2018/19 end-year position, with effective and robust RARPA audit measures validating the accuracy of the non-accredited pass rate. However, some specific areas continue to require further monitoring to ensure learners have SMART and/or challenging outcomes.

There is good and effective monitoring of progress and achievement to ensure that learners achieve their goals. Achievement is well tracked against personal and course specific learning outcomes and detailed within Individual Learning Plans, assessment logs or other digital methods. The RARPA process is developed/amended to suit the needs of learners, which has been evidenced during observations, class visits and online evaluations. All Individual Learning Plans are frequently reviewed with learners to ensure they are on track to meet their individual targets. RARPA audits have been undertaken to

ensure Individual Learning Plans are realistic and fit for purpose, with action plans in place for non-compliance with the RARPA standard required.

Headline achievement for learners overall on Community Learning and Adult Skills accredited provision, requires further monitoring at 88.2% against the overall in-house target of 94%.

- Achievement for learners on Community Learning programmes requires further monitoring at 88.9%. Low retention levels inevitably impacted on the final achievement rate.
- The Supported Learning programme area exceeds the achievement target at 95%.
- Achievement remains good for Wider Family Learning Grants (90.9%), Community Learning Trust (92.6%) and STEM (93.8%) programme areas.
- At sub-contractor level, 22 out of 29 have performed in line with or exceeded the minimum overall achievement target of 94%.

The headline achievement rate for Adult Skills accredited provision is well below target at 78%, 15.8 percentage points below the end-year achievement target and requires further monitoring and improvement.

- ESOL learners studying their qualifications prior to COVID19 participated in classroom-based delivery. To transfer to online learning many faced barriers to continuing in their learning and completing their qualification, for example, language barriers, family commitments and lack of digital skills and access to digital equipment resulting in an achievement rate of 73.2%.
- ICT learners studying their qualifications had previously accessed their programmes of learning in premises with access to equipment prior to COVID19. Without access to premises these learners lack digital skills and access to digital equipment to complete their qualification which has resulted in an achievement rate of 87.7%
- The end achievement rate for Adult Skills is predominantly associated with 25 learners recorded as 'Break in Learning' due to COVID19 and 11 withdrawals across IT and ESOL.

Equality, Diversity and Inclusion

Staffordshire Community Learning engages with more female learners than male learners and achievement rates are equal at 88%. The number of male learners participating in community learning courses has decreased by 2.3 percentage points to 25.7%.

A large proportion (87.8%) of learner enrolments are from the working age groups 19 to 59; there are no distinct achievement gaps. Learners in the age group 60 – 64 equate to 7.2% of overall learner enrolments and achieve better than any other age group, with an achievement rate of 93%.

There is variance of achievement for different ethnic groups which is noticeably low for: Asian & other Asian background (82.8%), Black or black British – African (75%), BME (83.1%) and white any other white background (77.8%).

Learners with a learning difficulty or disability equate to 32% of overall enrolments and have a very positive achievement rate at 92%.

Safeguarding Impact

Safeguarding is effective.

Overall learner feedback remains positive and consistent with 2018-19 with 99% of learners reporting they felt safe during their learning experience, of which 97% confirmed they understood what to do if they or others did not feel safe. A high percentage (94%) of learners understood how to protect themselves from risks associated with radicalisation and extremism.

Teaching and support staff responded to the lack of visibility of our most vulnerable learners and their families during lockdown by keeping in regular communication and/or providing additional tutorial time to check on learner welfare. There are instances where several learners have reported they greatly appreciated this additional support which helped them to stay safe and well. Managers and teaching staff have also addressed a few welfare concerns away from the learning environment with the Designated Safeguarding Lead and other statutory organisations which were not taken forward as safeguarding referrals but did result in resulting learners receiving the most relevant interventions and support.

Learner Satisfaction

Learner satisfaction is measured through a paper or online survey which learners complete towards the end of their programme.

Learner satisfaction is high and has remained positive and consistent with 2018-19, with a large proportion (99%) of learners stating they enjoyed their learning experience, had the help they needed to make good progress and achieve, received the help they required to understand what they could do next. More than half (63%) of learners intend to engage and participate in further community learning programmes.

Learner Impact and Destination Survey

J2 Research conducted a telephone survey in November 2020 to determine learner destination and the impact of learning, of which 1272 former learners participated. For comparison, similar information is provided for the 2018/19 academic year.

There is an increase in the number of learners satisfied they achieved their main aim for joining the programme. A significant increase in all the wider outcomes of learning directly associated with the County Council and Community Learning aims to progress in work and learning, improved health, accessing the local community, and greater independence. It is likely the introduction of the Community Learning Framework (2019 – 23) with an improved range and focused programme area may have strongly influenced the improvements and overall impact. Learners may also have more

awareness of the benefits learning and keeping well as a direct response to COVID19 during term three.

There is a decline in the number of learners who have progressed onto further study and volunteering. This decline may have been influenced by a reduction in opportunities available and/or learners feeling less secure to participate during the COVID19 pandemic.

	New Community Learning Framework 2019-23	Community Learning Framework 2015-2019
	2019-20	2018-19
Total Number of Learners	2540	4222
Available for Survey	74.4%	58.0%
Total Number Learners Surveyed	67.3%	63.3%
What are you doing now?		
Employment	43.8%	39.7%
Unemployed looking for work	6.45%	6.13%
If looking for work, agreed course has helped to gain skills	50%	Not asked
Further study	3.85%	4.45%
Volunteering	2.12%	3.29%
Wider Outcomes		
Achieved main aim	89.8%	85.4%
Participate in society	45.4%	35.5%
Protect self online/scams	27.4%	21.9%
Keep well	74.6%	58.7%
Pursue goals	62.0%	49.4%
Improve maths/English	18.9%	17.4%
More independent	56.7%	39.9%

Learner Impact Statements

Learner impact statements were collected through the creation of Success Stories submitted by sub-contractors and their teaching staff. Learners were asked to comment in detail on the impact the learning had for them.

STEM

"Opportunity to see how some of my skill areas had changed – maths, measuring, weights, everything digital and different tools now, such as laser measuring devices as well as the tape measures I was used to. It has made me think about what I am going to do with my life, what direction to go in for work and I might start a chain saw course too and get qualified for this".

"I use the internet a lot more for research. I have now introduced a new hobby into my life and spend time each day in my workshop. I wasn't motivated to learn and watched too much TV"!

"I feel alive again and my brain is relit! I now read more, surf the net more and now get a great sense of achievement from handing in work and feeling of belonging to a great group of learners and staff. I am so much more active in mind and body".

"I am looking to find a career path that suits me. I have enjoyed food science on this course and I want to take food technology further".

"I learnt new skills in Floristry and discovered a real love of Plant Science. I totally immersed myself in the course and it helped me to get through the stress of lockdown. I discovered Art Journaling and how it can be used to reflect on my progress as well as set targets for myself. I've progressed onto a WEA Grow your own Business Course and completed it".

Leisure, Health & Wellbeing

"The Forest Bathing course this weekend was fabulous. I am the unpaid Carer for my partner who has a degenerative neuroglial condition, as such to take care of my own well being is essential. This course was perfect, affordable, local, and not too long in duration so I could find friends who would be with my partner while I was out. The teaching style included challenge and lots of new material. I slept better than in ages on the two nights".

"It has been hard to do this course online initially, but our tutor persisted with it and we have settled in. I have learnt to be more confident with speaking Spanish out loud".

"This was a fantastic course - given me many ideas how to develop my confidence and expand how I work but as an employee and self employed - huge benefits to wellbeing".

"I can do decoupage and other crafts like ink printing I have come up with new ideas to try at home. Learned more about social media, impacts on others how to keep safe online".

Employability

"The ability to consider options and make an informed decision about what choices I wanted to make about my career and where this would take me to. I gained the confidence to work in a group of people, to assume a role within a team, and the self-belief that I could do this. I have a personal development plan to follow".

"I felt more buoyant, communicating better with others and had a real interest in progressing forwards from this point – something I haven't had or done in a long time. I believe that I have skills to offer and have made some decisions about the type of job and role that I feel I could do".

"The course has helped me to understand what organisations can and can't do which has improved my confidence. The course has also helped and shown me where to go to look for more volunteering work in the future".

Digital

"I was able to stay interested, keep learning and especially how to stay safe on-line. I know the meaning of things that were only words or gobbledygook to me. I had the confidence to go with the group to Stafford Library and use the IT resources there – I never thought I would do this – but now I know I have the confidence to make use of these much more often. I feel I can take part in conversations I would stay away from before if they were anything to do with IT".

"This course made me feel more confident in order to find a new job as I learnt many computer skills, and that is what I was looking for when I started the course".

"It was useful to use different make & models of digital items so that I'm not just skilled in one area. I learnt how to use an iPad. The course was fun & gave me lots of new ideas".

"More awareness of safety online especially knowing if a site is secure. Being able to use an iPad, take photos & upload onto the computer. Enjoyed the farm environment and being able to use the animals to develop my skills such as researching them & creating fact sheets on Microsoft Word".

Family Learning

"The course has helped our family immeasurably. The difference has been unbelievable. We will continue to employ the strategies that you have taught us".

"I have learnt to further develop my parental skills including understanding behaviour and how I should respond to both acceptable and unacceptable behaviour. I have learnt the parenting style which I want to adapt moving forward".

"The course has been absolutely lifesaving, particularly during lockdown. The fact that it is now done remotely is even more convenient and I've been telling my Mum-friends about it and we all feel that it should be available/mandatory to all parents and time factored into work places to allow parents to attend these types of courses as they are so important".

Supported Learning

"I feel cheerful and optimistic about the future for the first time for years and years. I realised that I could get better and that focusing on learning was a real benefit to my health and wellbeing".

"Totally life changing. It's given my daughter her mum back. I see my own mum again and have the patience and understanding I need to maintain this (often difficult) relationship. I have been volunteering at WELLIES for 3 years now, have achieved several Level 2 qualifications and am starting to look for work".

"Opportunities for social interactions with others, a sense of purpose and a friendly accepting environment where I can take part at my own pace and achieve things for me

for a change. Focussing on positive activities, something new each week helped me to overcome my personal worries for a while. I have learnt new arts and crafts techniques."

"I have spent time with my family, they have been proud of me and I have felt really good about myself too".

Community Learning Responsiveness Fund

"I feel a bit more happier and confident in myself and my health and wellbeing than I have in a while. I hope to grow more as a person and feel this is just the first few steps. I also enjoyed being around the horses, even though I had no experience prior".

"I have learned English words and about British customs".

"My English skills are better, I can read and write".

"My daughter is Dyslexic. This course has given me a better understanding of the different ways in which her brain works. I am and always have been very proud of her, although this course has given me an insight I did not previously have".

"I found this course useful not only in my career but at home with my children aged 13 and 9".

"It has taught me that there is nothing wrong with being anxious about maths and I have learnt how to deal with it".

Section 8: Behaviour and Attitudes are 'Good'

The majority of learners consistently demonstrate exceptional attitudes to learning which, in turn, has a positive impact on their achievement and progress. Learners appreciate how their learning equips them with the behaviours, attitudes and skills required for integration within the community and success in the workplace. As a result, 99% of learners reported they enjoy their learning and felt they had the help they needed to achieve and make good progress.

Both teachers and learners demonstrate high expectations which are introduced and referred to at induction and throughout the learner experience. Most learners contribute to a group charter resulting in a high percentage (99%) of learners stating they felt listened to and that their teacher ensured all learners showed respect of others' ideas and views. Learners are very proud of their and others' achievements and have clear awareness of when they have worked hard and achieved. An observer reported 'a learner works quietly and independently and with encouragement engages with whole group discussions. The learner made it clear she likes learning this way and was happy to share key points of learning and smiled with pride when referring to teacher written feedback'.

The majority of learners demonstrate positive attitudes to learning and their behaviours are exemplary. They attend sessions in a punctual manner. They are fully prepared for learning and make good use of their learning time whilst working well with others from a range of diverse backgrounds. There are high levels of learner engagement, involvement and interest, typically through a range of well-chosen learner activities. These are well contextualised and current for the subject topic that contribute to maintaining interest and increasing engagement.

Teachers monitor and support attendance and where appropriate strategies are implemented. However, the local restrictions put in place in response to COVID19 have contributed to a decline in the retention and attendance rate. Continued monitoring is required to ensure that high retention and attendance standards are maintained across all programme areas for the 2020/21 academic year.

Learning environments are inclusive and conducive to learning, often displaying learners work and achievements. Learners benefit from access to additional facilities, workshops and resources and appropriately learn a wide variety of skills and develop sound knowledge. Learners engaged in online learning share their progress/end products and learning with peers in secure closed groups. As a result, learners take pride in their learning and achievement and fully participate in peer learning and support.

Observation records evidence most learners settle quickly, engage and participate exceptionally well in planned learning activities. They develop and use a range of study skills to support their learning during delivery and in their own time, consisting of note taking, listening, discussion, additional reading, research and reflective practice. Learners engaged in online learning often undertake additional learning in their own time and provide good evidence of participation and progress in their learning.

Learners receive good information and advice prior to, on programme and at the end of their programme to identify next steps of their career or further education aspirations, ensuring that they are well prepared for the next stage of their progression with learner feedback reporting that 99% of learners knew what they were going to do next with the support provided by the teacher. Majority of learners (73%) anticipated that they will continue in the same subject in order to broaden their knowledge, 29% stated they will continue in the same subject, but at the next level, 24% plan to try something new.

There is a positive and high-profile approach across Community Learning in raising awareness of, and promoting, equality and diversity and safeguarding. As a result, the vast majority of learners (99%) state that they feel safe and are safe, 97% knew what to do if they or others did not feel safe in the classroom and 94% knew how to protect themselves from the risks associated with radicalisation and extremism.

Section 9: Personal Development is 'good'

Effective curriculum planning and design supports learners to develop good subject related skills and knowledge and a range of personal skills. Learners report their programme had benefited them in a variety of ways with 81% reporting an increase in new experiences. Seven out of ten (71%) felt their course had enabled them to make new friends and 61% said their wellbeing was better. Some learners (39%) report they feel healthier, with 19% stating they felt more confident to access health services.

There is good personal development for employment purposes across the programme areas. For example, Family Learning teachers address additional needs and aspirations and actively look for opportunities. A recent success story involves a family requiring support to develop parenting skills which led to a parent securing business start-up funds from United by Birmingham 2020. The parent is now working with other parents as a mentor to raise awareness of healthy lifestyles. The Direct Delivery Unit ICT programmes appropriately embed learning activities relevant to finding employment and skills used within the workplace and has provided opportunities for some ESOL learners to progress onto IT programmes. Some learners engaged in STEM programmes develop leadership and supervisor skills and often lead workshops with their peers.

A proportion (37%) of learners across the programme areas felt they had developed further confidence and skills to progress in their job/career, with 28% reporting they had been able to upskill and reskill to improve their employment opportunities. A lower proportion of learners reported they had developed English skills (31%), digital skills (26%), math skills (19%), however, this may simply be due to the fact their course was not directly related to developing these specific skills. A large proportion (87%) of learners within the Employability programme area reported an increase in their English Skills. Similarly, 45% of learners within the Community Learning Responsiveness Fund area reported they had developed English skills which was not the main subject of delivery.

There is consistent reporting of significant development of wider outcomes such as reducing isolation, social inclusion, mental health and the impact on family life and health. For example, 71% of learners state they made new friendships and 61% reported an improvement in their wellbeing as a result of attending their programme. Some learners (35%) felt more confident to keep themselves and their family safe and 29% felt confident they could give their children the best start in life.

Learners develop their resilience, confidence and independence to keep physically and mentally healthy and often report this positively impacts on them and their family life via Learner Surveys and Success Stories. During lockdown some learners reported their programmes 'were life-changing' and 'helped them to get through challenging times'. They describe improvements in their confidence and self-esteem, their ability to take responsibility of their well-being, revisiting or embarking on a new hobby or being able to adapt to the situation and consider new ways to engage in leisure activities as a family. A high proportion of learners face many difficulties in life, some of these learners with the support from their teachers developed a 'can do' attitude and learnt to persevere.

Learners are supported effectively to develop their interests and skills further to equip them to participate in their local community and build community cohesion. A proportion (35%) of learners felt more confident to take an active role in their community. In the Leisure, Health and Wellbeing area learners produce high quality end-products. Some of these learners have developed the necessary skills to sell items at local craft stalls. Other learners in this area develop new languages and learn how to travel abroad safely and generally report an improvement in their wellbeing. Learners within Supported Learning often initiate and/or participate in fund-raising opportunities and selling of items and appear energised by their involvement.

Quality audits, class visits, online evaluations and observations evidence all teachers plan for and embed British Values and Prevent into inductions and sessions. Most teachers make good use of natural occurring instances to raise awareness. For example, in a Dyslexia and Multisensory Learning programme learners broadened their appreciation of protected characteristics, comorbidity, languages and disabilities through meaningful discussion. A high proportion of learners (94%) understood how to protect themselves from risks associated with radicalisation and extremism, and 99% reported they felt listened to and the teacher ensured all learners showed respect for others' ideas and views.

Section 10: Safeguarding is 'effective'

Leaders and managers have put in place comprehensive Safeguarding and Prevent policies and procedures that are understood by all and are effectively implemented and monitored. Policies and procedures are updated cyclically in line with legislative requirements. These are approved by the Skills and Employability management team and cascaded to all sub-contractors and learners and are available on the Service's website. There is a Safeguarding and Prevent action plan on which progress is reported to Senior Officers. This has resulted in a positive culture and ethos where safeguarding is regarded as an important part of everyday life across the Service.

Annual contracts are produced for sub-contractors which contain comprehensive contractual clauses on safeguarding, prevent, security of premises, modern slavery, whistleblowing, equality of opportunity, health and safety and learner welfare. Sub-contractors who fail to adhere to these clauses will be in serious breach of contract and their contract will follow the termination procedure.

Effective and informative induction processes across all programmes support learners' understanding of how to keep themselves safe and what to do if they don't feel safe. Strategies for keeping learners safe online are in continuous development to ensure the safe use of technology in learning. Learner feedback results show that 99% of learners feel safe in the classroom.

Adults continually demonstrate high standards of behaviour, as expected, and develop positive attitudes to learning. Positive, professional behaviours and expectations related to learners and staff are consistently promoted across the Service. Tutors know that immediate and effective action is to be taken to prevent and tackle any allegations of discriminatory and derogatory language or behaviours. Processes and procedures for ensuring staff and learners are protected and helped to keep themselves safe are effective. Tutors support learners to be aware of preventing bullying, racism, sexism and other forms of discrimination. Raising awareness of extremism, radicalisation and other safeguarding matters are also a high priority for the Service as part of its duties.

Steps have been taken to ensure that learners feel safe at the venues that are used through thorough risk assessment, class visits, observations and learner feedback. As a result, learners feel safe and are safe. Learner feedback results show that 94% of learners knew how to protect themselves from the risks associated with radicalisation and extremism, this is an area the Service will strive to maintain.

Staff awareness of safeguarding processes is high; with staff clear about procedures to follow when concerned about the safety of an individual. The Community Learning Service has a Designated Safeguarding Lead, to ensure staff are supported at all times in pursuing safeguarding concerns and protecting staff and learners, following the Local Authority guidance in all instances. The Designated Safeguarding Lead is also a member of the Staffordshire Prevent Board.

Timeliness to respond to safeguarding concerns raised is good. Records relating to concerns are completed in a timely manner and held securely. Learners and sub-contractors can also report safeguarding concerns via an online disclosure form and reporting and advice can be made/given via a dedicated telephone number.

Safeguarding and Prevent are effectively implemented across learning programmes. E-safety, Safeguarding and Prevent is covered at induction and learner handbooks and classroom posters reinforce understanding. Discussions in lessons extend knowledge and understanding using topical themes and local issues, for example discussing the recent police work on hate crime and how they should report this.

All Community Learning handbooks have been updated to include safeguarding, Prevent, e-safety and British Values information. Learners and volunteers also receive a safeguarding card on how to keep themselves and others safe. The Provider

Engagement meetings contain agenda items on embedding Prevent, Safeguarding and British Values and guidance and training opportunities are featured on the monthly update newsletters and the teaching and learning blog.

The Service has clear and effective arrangements for staff training in respect of the protection and care of learners. Training is differentiated by role and the training provided covers all safeguarding matters including Prevent awareness and online safety. All tutors receive safeguarding and Prevent training, including wider safeguarding issues at tutor inductions each academic year. All sub-contractors are required to provide evidence of safeguarding and Prevent training undertaken within their institution and delivery to learners is unable to take place without providing evidence to the Service. The Designated Safeguarding Lead undertakes comprehensive training in safeguarding and the Prevent Duty which is then delivered to the wider County Council's Skills & Employability team.

The Service works with sub-contractors to further support the development of safeguarding and Prevent within the classroom. Posters and other visuals have been created to support learner understanding on Prevent, Safeguarding, e-safety and British Values, including how to protect themselves. Recently, existing paper-based resources were replaced with an online page on the course directory including e-safety for learners. The class visit, and observation documentation has been updated to include greater emphasis on Prevent, Safeguarding, e-safety and British Values. Development of schemes of work is continuously on-going to highlight naturally occurring opportunities to promote British Values.