Staffordshire Community Learning Service Quality Improvement Plan 2020-2021

KPI Targets: 90% Attendance 94% Achievement   98% Pass   96% Retention

Area for development 2020-21	Actions to be taken	Review data R06	Review comment	Status
Attendance - Further develop and implement strategies for increasing/improving attendance through in-year monitoring across all sub-contractors, focusing on digital and employability curriculum areas in need of improvement and digital delivery; therefore, ensuring learners develop the skills and behaviours that fully prepare them for future learning or employment.	identify strategies from English/Maths OLTA resources and encourage tutors to conduct research projects/adopt recommended practices CR audit of registers, further analysis of session codes on register/using yeti in 2020-21 if necessary LWW/AD PRMs to report on attendance regularly curriculum development meetings with key providers (Digital and Employability) see area 11 below	03/02/2021	Term 1 data is 88.3% majority of providers have strong performance, including online delivery. DDU, South Staffs College and Buxton & Leek College, and Staffs Ventures had lower performance - to be followed up with providers at contract meetings Register audits underway	on track
Retention - improve retention with effective strategies in place that lead to an increased proportion of learners remaining on programme and achieving their programme of study, particularly for digital and employability curriculum areas.	in year monitoring and reporting on attendance and retention Monitoring and reporting of retention at course level where relevant. PRMs to investigate with providers and liaise with PQMs where relevant. See also area 7	03/02/2021	Term 1 data is 94.9% - some issues which need to be resolved - continuers at Acorn, breaks in learning with DDU.	on track
Achievement · Continue to closely monitor targeted provision and achievement across all groups of learners to ensure enrolments and performance is consistent across all groups and have clear action plans in place address any issues.	Monthly discussion of achievement data based on up-to-date data - area 4 below - with actions as necessary per provider. PRMs See also area 7	03/02/2021	Term 1 data is 93.9% impacted by retention as above, pass rate 98.9% - 0.9% over KPI.	on track

Performance management Data - Develop and ensure full utilisation of Yeti, in order to ensure quality of data and support the continually improving performance management arrangements. In-year auditing and monitoring of participation including 0% out of county	continue monthly reporting from providers who do own data AD monthly report generated for all providers/PRMs ward/equality analysis to continue MR Audit of ILR for accuracy to be developed	03/02/2021	dashboard showing closed term 1 data - strengths and AfI much clearer to spot, better quality of reporting in SEMT tracker	on track
Performance management - Management of sub-contractors · Continue to set clear action plans for sub-contractors in relation to under-performance and continual improvement of provision and follow up in a timely manner to ensure sub-contractors make improvements timelier.	new contract monitoring report GH, PRMs, PQMs tracking sheet reviewed and developed GH monthly data available support monthly phone calls PRMs	03/02/2021	as above, clear data for contract monitoring meetings and report in Feb.	on track
Participation - continue to respond to changing local need to a) ensure that the curriculum offer is relevant to the needs of Staffordshire residents b) ensure that learners in priority groups are participating in learning in safe venues or online, using marketing strategy and monitoring by wards c) raise proportion of male learners	"how did learners hear about the course?" to be reported on in Yeti AD, LWW economic bulletins being sent to providers regularly to provide job market intelligence CR data analysis at ward level - MR Review and develop marketing strategy AD, GH, RG See also area 11	03/02/2021	marketing - directory has better profile through SEO, FB average weekly reach 22K, directory 80K visits, 100K course views, low uptake on digital despite high views DDU development of updated curriculum offer, non-accredited learning underway and advertised to partners 22% of enrolments are male learners	on track

Links with employers - improve and reinvigorate links with employers to ensure that learners have up-to-date and realistic expectations re progression into employment and support to access these routes, particularly in light of on-going COVID situation and likely increase in levels of unemployment.	audit of existing employer links with providers, improve reporting on employer links in self-assessment develop strategy to improve links if necessary esp in current climate of COVID redundancies	03/02/2021	CFS engaged with online Jobs Fair resulting in increase in enrolments/waiting list More info in Provider Update and social media	on track
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.	Produce in-year analysis and internal benchmarking to monitor and report on equality groups MR Identify any concerns and address with providers through contract monitoring and quality actions PQMs, PRMs See also areas 4 and 5 above	03/02/2021	Significant differences in attendance and retention for BME learners (overall number 62 enrolments) 79% and 80.6% likely related to COVID impact, follow up with CFS, Bright Beginnings if further support to learners can be offered	further actions needed
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	intended destinations included on CL register; telephone survey commissioned for 2019-20 with ward analysis to facilitate reporting to select committee/councillors/SLT, report to providers in Jan/Feb 2021 Check ESFA reporting requirements re destinations and action plan to achieve this	03/02/2021	Shared report in Feb Provider Update	on track
Improve use of **Pound Plus** to analyse impact of partnerships, mutually beneficial learner outcomes beyond pure learning, and potentially strengthen reporting to govenors highlighting breadth of investment and outcomes	Increase Providers understanding of Pound Plus concept and reporting - AD/DP Increase reporting of Pound Plus in self-assessment AD	03/02/2021		

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	development of blended and online delivery a) quality monitoring process relevant to delivery b) sharing good practice c) development of T&L / tutor development d) working with partners to address digital exclusion - see also areas 6 and 11 e) devise and share a digital entitlement for all learners f) make funding available to support investment in hardware and connectivity for learning	03/02/2021	Drafted digital entitlement First grant for devices approved and processed, reminder in Provider Update Continued work with range of partners for referrals Good Things Foundation LMW accounts to be set up Feb, training for tutors. iPads to be used for non-accredited DDU provision where necessary.	on track
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.	Link 11 and 6a together?? - area 12 not listed separately in SAR? Or link 12 to area 6 participation? Need some actions in here!	03/02/2021		further actions needed
Teaching and learning · 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.	prioritise all RARPA audits PQMs ensure tutors/providers are prepared for unannounced visits including Ofsted PQMs monitor engagement of tutors with online/remote CPD and cascading of CPD from engagement events PQMs review effetiveness of new T&L strategy at end of year PQMs Quality team record own CPD PQMs	03/02/2021	Good number tutors signed up for CPD Feb 11th Quality visits ongoing Good practice shared	on track

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.	KCSIE Part 1 2020 document sent out to providers and internal staff (completed for delivery providers Oct 2020), Safeguarding policy further updated for Sept 2020, Termly Safeguarding Update to be send out to providers Deputy Safeguarding Officer in place, DSL doing level 2 training Nov, level 4 in Jan Plan for Audit (using Holex checklist) building on visits by GH in Feb 2020	03/02/2021	No concerns. South Staffs issue on hold until face-to-face due to recommence. Referral processes effective.	on track
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.	Prevent Duty included in Safeguarding update termly to be sent to providers; Covered in tutor induction 2020-21 Continue to share good practice in delivery esp digital delivery	03/02/2021	Regular updates shared via Twitter. Referral Processes effective	on track