

BARNSELY METROPOLITAN BOROUGH COUNCIL

This matter is not a Key Decision within the Council's definition and has not been included in the relevant Forward Plan

REPORT OF THE EXECUTIVE DIRECTOR FOR PLACE TO CABINET ON 03.05. 2017

TITLE: OFSTED Inspection of the Adult Skills and Community Learning Service

1. PURPOSE OF REPORT

- 1.1 To inform Cabinet of the results of the inspection by Ofsted of the Adult Skills and Community Learning Service within the Place Directorate which took place between the 6th and 9th December 2016.
- 1.2 To seek approval to undertake the planned improvements required to address the areas for development identified during the inspection

2. RECOMMENDATIONS

- 2.1 **Cabinet note the outcome of the OFSTED inspection**
- 2.2 **Cabinet approve the planned improvements identified and endorse the creation of a Member supported Improvement and Governing Board to oversee the improvement journey and ensure existing strengths are maintained**

3. INTRODUCTION

- 3.1 The Adult Skills and Community Learning Service is a direct delivery service acting as a key component of the Employment and Skills continuum directly linked to economic development and community regeneration. Local delivery is targeted, in, for and with communities to maximise the potential to engage with those adults, families and communities of Barnsley who may need extra help and support. The Service delivers BMBC's vision and addresses local priorities by harnessing the transformational potential of employment, skills and learning to support the development of:
 - A thriving and vibrant economy
 - Citizens achieving their potential
 - Strong and Resilient Communities

Achieved by prioritising those who may need extra help in gaining the skills and experience they need to succeed, providing high quality opportunities that are inclusive and accessible, promoting lifelong learning to raise aspiration and facilitate progression and achievement, planning and delivering a diverse and responsive curriculum.

Funded through external grants, contracts, sub contracts and BMBC including Skills Funding Agency (SFA) Adult Education Budget to support the delivery of learning interventions for adults aged 19+, it is the receipt of this public funding via the SFA that brings the Service into scope for inspection by OFSTED.

BMBC also receives public funding through the Education Funding Agency (EFA) for delivery of learning interventions to the hardest to reach 16-18 year olds. However as there was no delivery against this contract during the period of the inspection, the judgements made apply only to the SFA element of BMBC's contracts.

3.2 The judgments made by the team of 5 inspectors are summarised below. :

Judgement Area	Outcome
Overall effectiveness	Grade 3 Requires Improvement
Effectiveness of leadership and Management	Grade 3 Requires improvement
Quality of teaching, learning and assessment	Grade 3 Requires improvement
Personal development, behaviour and welfare	Grade 3 Requires improvement
Outcomes for learners	Grade 3 Requires improvement

Inspection grades are based on a provider's performance against a common inspection framework (CIF) using a four point scale where:

Grade 1	Outstanding
Grade 2	Good
Grade 3	Requires improvement (formerly satisfactory)
Grade 4	Inadequate

3.3 The Service was judged to have the following strengths

- Leaders and managers lead highly effective partnerships which they use well to establish an adult learning curriculum that supports the most vulnerable and hard to reach members of the community
- Tutors plan and deliver a range of interesting and enjoyable learning activities that inspire learners so that they are keen to learn
- Through attending programmes, adults improve significantly their confidence, communication skills, and employability skills
- Managers and staff have established inclusive and welcoming environments where learners, many with significant barriers to participating, feel safe and motivated to learn
- A high proportion of learners who take accredited vocational qualifications make good progress and gain the necessary skills and knowledge to achieve and progress to further learning or employment

However the Service was judged to be a provider that requires improvement because:

- Leaders and managers do not implement actions to improve the quality of teaching, learning and assessment and learners' outcomes quickly enough
- Leaders and managers do not have access to sufficiently detailed data about learners' progress and achievements to enable them to identify areas for concern quickly enough, such as when learners fall behind schedule in their learning
- Too few learners achieve their qualifications in English, mathematics, English for speakers of other languages (ESOL) writing skills, and information and communications technology (ICT)

- Tutors make insufficient use of information about learners' starting points or the progress that learners make to plan sufficiently challenging learning activities, particularly for the most able learners
- Tutors do not explain clearly to adults on community and family learning courses the progress that they are making and, as a result, a minority of learners make slow progress
- Staff do not reinforce sufficiently modern British values and how these relate to learners as citizens of Barnsley on their programmes. (British Values are defined in the Common Inspection Framework as: Democracy, Individual Liberty, The rule of law, Respect and tolerance)
- Staff do not develop learners' understanding of risks associated with radicalisation and extremism well enough

The full report which was published towards the end of January 2017 can be found at Appendix 1

4. PROPOSAL AND JUSTIFICATION

4.1 Whilst the judgement of "Requires Improvement" was not anticipated, members can be reassured by inspectors' recognition that the Service has the capacity to make the improvements required to achieve an overall judgement of "Good" at the next full inspection which will take place within 18 to 24 months.

4.2 The recommendations made by inspectors clearly form the route map the Service needs to follow to bring about the required improvement. The headline action to achieve this is to ensure the Service **maintains a relentless focus on improving the quality of teaching, learning and assessment and the impact this has on outcomes for learners** so that every learner in every subject and every lesson can be assured of a high quality experience which supports them to reach their full potential. I

Specific actions identified to achieve this are contained in the detailed action plan at appendix 2 which it is proposed members endorse.

4.3 To facilitate the improvement journey the Service requests support from Senior Officers and Members in the following areas:

- Performance reporting, scrutiny and challenge to ensure improvement actions are sufficiently focused on teaching, learning and assessment and the impact this has on learning and progress
- Employee performance management and improvement. Enabling action to ensure speedy intervention to prevent any negative impact on the quality of any learner's experience, progress or outcome
- Governance. Consideration of the potential for BMBC decisions or the decision making process to impact on the quality of any learner's experience, progress or outcome
- Infrastructure and resources. Sufficient and appropriate to deliver, monitor and quality assure contracted volumes to the required standard

4.4 To achieve this and to oversee the improvement journey, the creation of an Improvement and Governing Board is proposed. The Board will have Member, senior officer, operational management and stakeholder membership and will meet up to 6 times a year (half termly). It will provide a forum to develop co-ordinated collaborative thinking and action to strengthen the quality of provision delivered by the Service through focusing on developing existing strengths and good practice and ensuring the recommendations made by OFSTED are appropriately addressed. An application to the National Leaders of Governance scheme has been successful and will be used to develop and implement appropriate terms of reference and connectivity to existing performance reporting and accountability structures. Initial draft documents can be found at appendix 3.

5. CONSIDERATION OF ALTERNATIVE APPROACHES

5.1 There are no alternative approaches as the Council is contracted to deliver the SFA contract and is committed to its delivery.

6. IMPLICATIONS FOR LOCAL PEOPLE/SERVICE USERS

6.1 Assurance that the quality of the learning delivered by the Adult Skills and Community Learning Service will improve to at least “good”.

7. FINANCIAL IMPLICATIONS

7.1 No financial implications. Delivery and improvement will be managed within existing budgets through grant allocations and the generation of fees.

8. EMPLOYEE IMPLICATIONS

8.1 Improving employee performance framework will be applied to ensure improvements to teaching, learning and assessment where required.

9. COMMUNICATIONS IMPLICATIONS

9.1 Corporate communications have been fully briefed and have prepared statements to respond to enquires as required.

10. CONSULTATIONS

10.1 -Not applicable.

21. LIST OF APPENDICES

- Appendix 1: OFSTED Report
- Appendix 2 Improvement Plan
- Appendix 3 Advisory Board Terms of Reference

22. BACKGROUND PAPERS

Further education and skills inspection handbook July 2016
<https://www.gov.uk/government/publications/further-education-and-skills-inspection-handbook>
 The Common Inspection Framework: Education, skills and early years
<https://www.gov.uk/government/publications/common-inspection-framework-education-skills-and-early-years-from-september-2015>

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<p>Financial Implications/Consultation</p> <p>.....</p> <p><i>(To be signed by senior Financial Services officer where no financial implications)</i></p>
