

BARNSELY ADULT SKILLS AND COMMUNITY LEARNING

Continuous Service Improvement Plan - March 2017

This plan is intended to ensure the Adult Skills and Community Learning 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.

This plan is mapped against the OFSTED recommendations and local improvements, with status shown against the actions which indicate whether sufficient progress is being made, i.e. the right amount of progress in the right direction at the right pace. Each section will be judged on a monthly basis using the key below to show how progress is measured.

**** indicates a change of date**

RAG STATUS

White: Action not started

Red: Action not started and behind target for completion within timescale

Amber: Action underway but behind target or at risk for completion within timescale

Green: Action underway and on target for completion within timescale

Recommendation:

Progress

Owner:

Key Actions to address the recommendation:

By When

By Who

Progress

Progress on outcomes and differences made to date:

Outcomes and differences to be achieved:

Evidence of Improvement:

Progress

Recommendation:	Headline recommendation, improvement or aspiration being implemented		
Progress	Make a judgement on the overall progress of the recommendation, improvement or aspiration based on the key in the cover sheet	Owner:	Responsible officer
Key Actions to address the recommendation:		By When	By Who
List each of the actions to be taken to address the recommendation and achieve the outcomes identified below			
Each action should have a target date and an owner and should be RAG rated in accordance with the key on the cover sheet			
Progress on outcomes and differences made to date:			
Document the progress made both in terms of completing the actions and achieving the outcomes identified below			
Outcomes and differences to be achieved:			
Be specific about what the recommendation/aspiration is intended to achieve. This must be in relation to the direct impact on learners/service users			
Evidence of Improvement:			Progress
The hard evidence that will demonstrate success. Progress against production of the evidence should be RAG rated in accordance with the key on the cover sheet			

OFSTED Recommendation 1

Recommendation:	Leaders and managers should ensure that improvement plans and the targets within them focus on the specific actions required to bring about swift improvements to the quality of teaching, learning and assessment and outcomes for learners in the areas where these are not good enough. (OFSTED Report, page 2, section 2, bullet 1)		
Progress	Green	Owner:	
Key Actions to address the recommendation:	By When	By Who	Progress
Introduce a revised improvement plan format based on best practice examples ensuring improvement actions are detailed and precise and refer to the impact they have on learners' progress or the quality of teaching and learning (OFSTED report page 3, section 1 bullet 1)	Completed Feb 17		Green
Establish and implement governance arrangements to monitor improvements	30/04/2017		Green
Develop and implement a performance management framework for tutor performance	30/04/2017		Green
Review performance management systems for tutors to ensure remedial actions identified can be implemented quickly enough to prevent a negative impact on the rate of progress of learners (OFSTED report page 3, section 1 bullet 2)	31/03/2017		Green
Implement monthly performance management meeting with HR to focus on tutors with cause for concern	30/04/2017		Green
Develop and implement evaluative process of the SAR report to ensure judgements are accurately recorded	31/07/2017		Green
Progress on outcomes and differences made to date:			
Improvement plan adapted from People Directorate Continuous Service Improvement Plan along with check and challenge			
Draft terms of reference for Board developed			
Outcomes and differences to be achieved:			
The quality of teaching, learning and assessment improves to at least "good" so that all learners can be assured of consistency of quality at every session and in all subjects			
Outcomes for learners improves to at least "good" so that all learners can achieve at an appropriate level relative to their starting point			
Ensure annual SAR summary report is sufficiently evaluative and accurate through moderation activities aligned to newly established performance reporting structure (OFSTED Report page			
Evidence of Improvement:			Progress
Continuous Service Improvement Plan			Green
Performance Management Framework (draft)			Green

OFSTED Recommendation 2

Recommendation:	<p>Leaders should ensure that managers and staff have access to sufficiently detailed and meaningful information about learners' progress on their courses and on to the next steps in their learning, and that they use this information to ensure that learners are on appropriate programmes and make the progress of which they are capable. (OFSTED Report page 2, section 2, bullet 2)</p> <p>Ensure managers have access to sufficiently detailed data about learners' progress and achievements to enable them to identify areas for concern early enough and can take swift action to bring about improvements (OFSTED report page 3, section 1 bullet 4)</p>		
Progress	Green	Owner:	
Key Actions to address the recommendation:		By When	By Who
Utilise external support to review Ofsted experience and propose solutions		Completed Feb 17	Green
Review existing reporting framework to establish baseline for development and prioritisation		31/03/2017	Green
Develop progress tracking procedures to identify learners on track to achieve, falling behind or at risk of not achieving		31/03/2017	Green
Progress on outcomes and differences made to date:			
External challenge visited January 2017 and initial proposals received. Next visit to focus on establishing baseline of current practice to set priorities for development.			
Outcomes and differences to be achieved:			
All learners are on appropriate programmes			
All learners make the progress of which they are capable			
Evidence of Improvement:			Progress
Progression reports			white
Data dashboard highlighting progression			white

OFSTED Recommendation 3

Recommendation:	<p>Leaders and managers should implement performance management and staff training activities more effectively to: bring about improvements in the planning and delivery of weaker areas of the provision, particularly English, mathematics, ESOL and ICT, to increase the proportion of learners who achieve</p> <p>Ensure that tutors are better able to plan learning activities so that learners on all courses make the progress of which they are capable based on their starting points. (OFSTED Report, page 2, section 2, bullet 3)</p> <p>Ensure managers who carry out observations of teaching and learning provide sufficiently detailed feedback to tutors on how they can improve their practice (OFSTED report page 3, section 1 bullet 3)</p> <p>Ensure sufficient staff development activities focus on improving teaching, learning and assessment (OFSTED report page 3, section 1 bullet 3)</p>		
Progress	Green	Owner:	
Key Actions to address the recommendation:	By When	By Who	Progress
Review tutor action plan contained in the observation of teaching, learning and assessment process to ensure it facilitates improvements for all tutors and is not inadvertently focused on those judged to be requiring improvement or inadequate	Completed Dec 16		Green
Develop an action plan for each tutor focussed on improving their professional practice in teaching, learning and assessment	Completed Jan 17		Green
Develop a system to collate an overview of actions in tutor plans to inform performance management	Completed Jan 17		Green
Utilise external support to review Ofsted experience and propose solutions	Completed Jan 17		Green
Observe Subject Lead Tutors to assess quality of delivery by managers and their ability to make accurate judgements at observations of teaching, learning and assessment	Completed Jan 17		Green
Deliver staff development session to managers on effective target setting to both improve their personal practice and provide the confidence, skills and knowledge to support their tutors to improve	Completed Mar 17		Green
Procure and plan a staff development programme focused on teaching, learning and assessment to address generic elements identified	30/04/2017		Green
Plan a schedule of focused monitoring and action planning of teaching, learning and assessment linked to areas requiring improvement.	30/04/2017		Green
Develop subject lead action plans to improve personal professional practice and model effective action planning so that subsequent action planning with their tutors is effective and leads to improvement	30/04/2017		Green
Monitor tutor performance through the performance management framework introduced in OFSTED 1 recommendation	30/04/2017		Green
Produce a teaching, learning and assessment strategy which clearly defines all relevant processes and expectations	30/04/2017		Green
Progress on outcomes and differences made to date:			
External support visited on January 2017 to review Ofsted experience and observe Subject Lead Tutors			
Action Plan process developed and in use from January 2017			
Staff development session delivered to managers March 2017			
Outcomes and differences to be achieved:			
The proportion of learners who achieve in English, maths, ESOL and ICT increases			
Achievement across all areas is consistently at a good standard			
Learners make the progress they are capable of relative to their starting point			
Evidence of Improvement:			Progress
Subject Lead Tutor action plans			Green
Performance management framework			Green
Teaching, Learning and Assessment Strategy			Green

OFSTED Recommendation 4

Recommendation:	<p>Leaders and managers must ensure that all tutors who deliver community education and family learning programmes understand and use the procedures for setting targets for learners and recording learners' progress and achievements effectively, so that adults improve the progress they make towards achieving their personal learning and progression targets. (OFSTED Report, page 2, section 2, bullet 4)</p> <p>Ensure all tutors explain clearly to adults on community education and family learning courses the progress they are making so that all learners make the progress they are capable of (OFSTED report page 5, section 2 bullet 2)</p>		
Progress	Green	Owner:	
Key Actions to address the recommendation:	By When	By Who	Progress
Review procedures for target setting in community and family learning to ensure they can be effectively applied	Completed Feb 2017		Green
Produce guidance documents to support staff to undertake target setting effectively	31/03/2017		Green
Deliver staff development on effective target setting to ensure all staff have the skills, knowledge and understanding to operate effectively	30/04/2017		White
Review and implement developed procedures for validating achievement in community and family learning to ensure leaders and managers can be confident that results are accurate and robust	30/04/2017		White
Introduce progress tracking procedures to identify learners on track to achieve, falling behind or at risk of not achieving (procedure developed under OFSTED 2)	30/04/2017		White
Evaluate and refine procedures for validating achievement in community and family learning to ensure leaders and managers can be confident that results are accurate and robust	31/07/2017		White
Progress on outcomes and differences made to date:			
Procedures for target setting reviewed February 2017			
Outcomes and differences to be achieved:			
All learners make the progress they are capable of against their personal learning and progression targets			
Evidence of Improvement:			Progress
Target setting procedures and guidance document			Green
Achievement validation procedures			White
Progress tracking procedures			White

OFSTED Recommendation 5

Recommendation:	<p>Improve tutors' skills and confidence in planning activities that increase learners' awareness of modern British society and life, and the risks associated with radicalisation and extremism, and how these relate to them as citizens of Barnsley. (OFSTED Report, page 2, section 2, bullet 5)</p> <p>Ensure staff reinforce modern British values or the risks associated with radicalisation and extremism sufficiently throughout, not just at the start of programmes. (OFSTED report page 6, section 1 bullet 3) Ensure learners attending venues other than wellington House have as good an understanding as those who do attend programmes at Wellington House. (OFSTED report page 6, section 1 bullet 1)</p>		
Progress	Green	Owner:	
Key Actions to address the recommendation:	By When	By Who	Progress
Engage Education and Training Foundation to deliver bespoke training to curriculum managers and tutors on effective embedding of Prevent and British Values in to delivery	Completed February 17		Green
Enlist support from BMBC Prevent lead and members of Silver Prevent Group	Completed February 17		Green
Develop and introduce a mechanism to inform staff of Prevent related incidents and their occurrence in Barnsley so that they become familiar with the prevalence and context of such incidents	30/04/2017		Green
Visit local authority evidencing good practice in this area	30/04/2017		Green
Progress on outcomes and differences made to date:			
ETF attend to deliver staff development session 14/02/17			
Support secured from BMBC Prevent lead and members of Silver Prevent Group February 2017			
Visit to Liverpool City Council arranged for April 2017			
Outcomes and differences to be achieved:			
All learners have good awareness of modern British society and life and how this relates to them as a citizen in Barnsley			
All learners have good awareness of the risks associated with radicalisation and extremism and how this relates to them as a citizen in Barnsley			
Evidence of Improvement:			Progress

Effectiveness of Leadership and Management 1

Improvement	<p>Ensure that all learners receive appropriate initial advice and guidance prior to joining courses or, once on courses, advice about their next steps. (OFSTED report page 3 bullet 6)</p> <p>Ensure learners on Family Learning programmes are provided with sufficient and timely advice and guidance so that they can make well-informed decisions about their next steps. (OFSTED report page 6, section 1 bullet 1)</p>		
Progress	Green	Owner:	
Key Actions to address the recommendation:		By When	By Who
Arrange with senior leadership team to review existing arrangements and develop a future strategy		Completed Feb 17	Green
Review IAG resource to assess sufficiency		Completed March 17	Green
Target resource to identified priority groups as identified within strategy		30/04/2017	Green
Allocate resource to support targeted provision		30/04/2017	Green
Start Gateway Provision with all priority groups		30/04/2017	Green
Develop performance management framework to measure impact on learners		30/04/2017	Green
Review interventions and measure impact		30/06/2017	Green
Develop pilot and review gateway provision to support priority groups of learners on to appropriate progression pathways		30/06/2017	Green
Progress on outcomes and differences made to date:			
IAG resource recruited			
Meeting with Senior Leadership Team undertaken and strategy developed March 17			
Outcomes and differences to be achieved:			
All learners receive appropriate initial advice and guidance prior to joining courses			
All learners on courses receive appropriate advice about their next steps			
All learners receive sufficient and timely advice and guidance so that they can make well-informed decisions about their next steps (OFSTED report page 6, section 1 bullet 2)			
All learners from priority groups have access to Gateway provision			
Evidence of Improvement:			Progress
Performance management tool to capture the learner aims and outcomes			White
Quality audit tool used to check learner action plans are completed and aims appropriately met.			White
High levels of learner satisfaction collected through learner surveys and feedback			White
Strategy and associated flowcharts developed to define each individual customer journey			Green

Effectiveness of Leadership and Management 2

Improvement:	Establish reliable systems for monitoring learners' progression into further education, work or training once they have left their courses so that the effectiveness of provision in meeting learners' short-term and career aspirations can be fully reviewed (OFSTED report page 3 bullet 6)		
Progress	Green	Owner:	
Key Actions to address the recommendation:		By When	By Who
Utilise external support to review existing practice and propose solutions		Completed Jan 17	Green
Review existing reporting framework to establish baseline for development and prioritisation		31/03/2017	Green
Develop reliable and appropriate systems for monitoring learners' progression which fulfil OFSTED requirements		31/07/2017	Green
Establish a system to report on the proportions of learners completing community and family learning courses who go on to take programmes at a higher level, repeat programmes or progress to programmes in different subjects at the same or lower level that are appropriate to their needs (OFSTED report page 7 bullet 4)		31/07/2017	Green
Progress on outcomes and differences made to date:			
Steve Banham visited 13/07/17 and initial proposals received. Next visit to focus on establishing baseline of current practice to set priorities for development.			
Outcomes and differences to be achieved:			
Learners can be confident that provision is effective in enabling them achieve their short-term and career aspirations			
Evidence of Improvement:			Progress
System for monitoring progression of learner			White

Effectiveness of Leadership and Management 3

Improvement:	Elected members and senior leaders responsible for governance should receive sufficient detailed information to enable them to challenge rigorously areas of underperformance (OFSTED report page 4 bullet 4)		
Progress	Green	Owner:	
Key Actions to address the recommendation:	By When	By Who	Progress
Apply to National Leaders of Governance scheme to secure specialist support to respond to recommendation	Completed Jan 17		Green
Review existing Governance arrangements in other local authorities to identify examples of best practice	Completed March 17		Green
Establish an Advisory Board to support the improvement journey through rigorous challenge	30/04/2017		Green
Progress on outcomes and differences made to date:			
Application to National Leaders of Governance scheme successful 08/02/17			
Governance arrangements from Association of College, HOLEX Members and Wakefield Council reviewed March 2017			
Draft terms of reference for Improvement and Governing Board produced March 2017			
Outcomes and differences to be achieved:			
Elected members and senior leaders responsible for governance have sufficient awareness of the quality of provision and outcomes for learners			
All learners experience quality provision which supports their achievement of positive outcomes			
Evidence of Improvement:			Progress
Terms of reference for Improvement and Governing Boards			Green
Minutes of Board meetings			Green

Quality of teaching, learning and assessment 1

Improvement:	Ensure tutors' feedback on learners' work provides them with sufficient information about what they have done well and how they can improve their work (OFSTED report page 5, section 2 bullet 4)		
Progress	Green	Owner:	
Key Actions to address the recommendation:		By When	By Who
Integrate quality check of feedback into audit procedures		30/04/2017	Green
Ensure a focus on quality feedback is integrated into schedule of focused monitoring planned in OFSTED 3		30/04/2017	Green
Undertake focused learning walks to quality check feedback on learners work		28/07/2017	White
Deliver staff development activity focused on effective feedback as part of programme procured under OFSTED 3		28/07/2017	White
Progress on outcomes and differences made to date:			
Outcomes and differences to be achieved:			
Learners' can identify from feedback on their work what they have done well and how they can improve further			
Learners are clear on why something is good or what they have done well and how they can improve further			
Evidence of Improvement:			Progress
Audit procedures			Green
Learning walk records			White

Quality of teaching, learning and assessment 2

Improvement:	Ensure tutors pay sufficient attention to identifying spelling, punctuation and grammar errors on learners' work. and to showing learners how to make corrections (OFSTED report page 5, section 2 bullet 4)		
Progress	Green	Owner:	
Key Actions to address the recommendation:		By When	By Who
Integrate quality check of corrections into audit procedures		30/04/2017	Green
Ensure a focus on quality feedback is integrated into schedule of focused monitoring planned in OFSTED 3		30/04/2017	Green
Undertake focused learning walks to quality check corrections on learners work		28/07/2017	White
Progress on outcomes and differences made to date:			
Outcomes and differences to be achieved:			
learners do not continue to make the same mistakes in their written work			
Evidence of Improvement:			Progress
Audit procedures			Green
Learning walk records			White

Quality of teaching, learning and assessment 3

Improvement:	Improve tutors skills in effective questioning as a tool to thoroughly check learners' knowledge and understanding (OFSTED report page 5, section 2 bullet 5)		
Progress	Green	Owner:	
Key Actions to address the recommendation:		By When	By Who
Ensure a focus on quality feedback is integrated into schedule of focused monitoring planned in OFSTED 3		30/04/2017	Green
Undertake learning walks focused on effective questioning		28/07/2017	White
Deliver staff development activity on effective questioning as part of programme procured under OFSTED 3		28/07/2017	White
Progress on outcomes and differences made to date:			
Outcomes and differences to be achieved:			
The knowledge and understanding of all learners is thoroughly checked through effective questioning techniques			
Evidence of Improvement:			
Learning Walk records			White

Quality of teaching, learning and assessment 4				
Improvement:	Ensure teaching learning and assessment caters well enough for the very different needs and abilities of learners so that all learners make the progress they are expected of (OFSTED report page 5, section 2 bullet 1)			
	Ensure all tutors make sufficient use of information about learners' starting points or the progress they make to plan sufficiently challenging learning activities, particularly for the most able (OFSTED report page 5, section 2 bullet 1)			
	Ensure all tutors monitor the progress that learners are making rigorously enough by focusing on ensuring learners work towards challenging targets and not just on meeting the minimum standards of the qualification they are undertaking (OFSTED report page 5, section 2 bullet 3)			
Progress	Green	Owner:		
Key Actions to address the recommendation:		By When	By Who	Progress
Introduce system to capture the results of target setting audits so that judgements about the quality of individual tutors and teams can be made and interventions instigated in a timely manner		Completed Feb 17		Green
Review process for monitoring of the quality of target setting within individual learning plans which feeds into the performance management framework		Completed Feb 17		Green
Deliver staff development on effective target setting so that tutors have the skills, knowledge and understanding to cater for a variety of learner needs and abilities and allows them to make the progress they are capable of		31/03/2017		Green
Review and develop a Service wide consistent approach to initial assessment and the dissemination of initial assessment findings		30/04/2017		White
Plan and implement a learning outcomes check and challenge session		30/04/2017		White
Integrate initial assessment approach and learning outcomes check and challenge in to teaching, learning and assessment strategy		30/04/2017		Green
Progress on outcomes and differences made to date:				
System to capture the results of target setting audits introduced - February 2017				
Process for monitoring the quality of target setting reviewed and RARPA policy updated Feb 2017.				
Outcomes and differences to be achieved:				
Learners make the progress they are capable of relative to their starting point				
Evidence of Improvement:			Progress	
Target setting audit tracker			Green	
RARPA Policy			Green	
Initial Assessment approach defined in a teaching, learning and assessment strategy			White	

Personal development, behaviour and welfare 1

Improvement:	Improve learners' attendance at lessons so that they progress and achieve to their potential (OFSTED report page 6, section 1 bullet 1)		
Progress	Green	Owner:	
Key Actions to address the recommendation:	By When	By Who	Progress
Develop and implement a process and procedure to flag up learner attendance issues to trigger intervention by Curriculum & Information Support Workers	Completed Feb 17		Green
Implement a procedure to ensure all teaching staff are marking registers accurately and in a timely manner.	31/03/2017		Amber
Integrate effectiveness of attendance monitoring into the performance management framework (referenced at OFSTED 3)	30/04/2017		Green
Progress on outcomes and differences made to date:			
Process and procedure relating to learner attendance developed and introduced Feb 2017			
Outcomes and differences to be achieved:			
Learner attendance across subjects is consistently good			
All learners make at least the progress they are capable of			
All learners achieve in line with expectations			
Evidence of Improvement:			Progress
Attendance monitoring report			White
Performance management framework			White
learner non-attendance process and procedure			Green
Intervention resulting from learner non-attendance process and procedure			Green

Outcomes for Learners 1

Improvement:	Increase the proportion of learners who achieve English and mathematics functional skills qualifications and ensure that functional English learners progress equally as well those undertaking functional maths (OFSTED report page 6, section 2 bullet 1)		
Progress	White	Owner:	
Key Actions to address the recommendation:		By When	By Who
Implement progress tracking procedures, developed under OFSTED 2, to identify learners on track to achieve, falling behind or at risk of not achieving		30/04/2017	White
Implement module progress tracking procedures within the English curriculum areas to monitor the timeliness and volume of learners undertaking speaking and listening, reading and writing as a step towards achieving the full qualification.		30/04/2017	White
Develop a report which accurately identifies the success rate of a qualification at any point in time (success of those past their end date)		30/04/2017	White
Progress on outcomes and differences made to date:			
Outcomes and differences to be achieved:			
A higher proportion of learners achieve functional English and mathematics qualifications in 16/17 compared to 15/16			
All learners undertaking both functional English and functional maths programmes make the progress they are capable of			
Evidence of Improvement:			Progress
Progress Tracking procedures			White
Success rate reports			White