

Summary of the Adult Skills & Community Learning (ASCL) Continuous Service Improvement Plan: January 2018

Overall Judgement: Reasonable Progress

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. Whilst the Service aspires to be an outstanding provider, its ambition is to improve from a judgement of "requires improvement" to a judgement of "good" by the end of July 2018.

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.

Judgement Descriptors	
Insufficient Progress	Progress has been either slow or insubstantial or both, and the demonstrable impact on learners has been negligible
Reasonable Progress	Action taken is already having a beneficial impact on learners and improvements are sustainable and are based on through quality assurance procedures
Significant Progress	Progress has been rapid and is already having considerable beneficial impact on learners

Overall Progress Indicators (Recommendation/Improvement/Aspiration)	
A	Well ahead of performance target (Green)
B	Achieved performance target (Green)
C	Significant progress towards target (Amber)
D	Too early to assess (Amber)
E	Needs significant further action (Red)
F	Potential difficulties identified, currently not achieved (Red)
G	Target no longer relates to plan (White)

OFSTED Recommendation	Description	RAG Status/Progress
OFSTED Recommendation 1	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)	<p>B: Achieved performance target</p> <ul style="list-style-type: none"> • Self-Assessment Review Process • Service Improvement Plan used as a management tool • New post of Performance Improvement Manager
OFSTED Recommendation 2	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) 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>C: Significant progress achieved towards target</p> <ul style="list-style-type: none"> • Attendance registers used to collect information on learner progress • Commissioning of bespoke learner tracking software
OFSTED Recommendation 3	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. 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). 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). Ensure sufficient staff development activities focus on improving teaching, learning and assessment (OFSTED report page 3, section 1 bullet 3)	<p>C: Significant progress towards target</p> <ul style="list-style-type: none"> • Development, introduction and routine use of a new performance management framework and tools used as a basis for all activity
OFSTED Recommendation 4	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) 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>C: Significant progress towards target</p> <ul style="list-style-type: none"> • Revised processes for recognising and recording progress and achievement across the Engagement and Wellbeing (formerly community learning) offer

OFSTED Recommendation 5	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) 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)	C: Significant progress towards target <ul style="list-style-type: none"> • Extensive staff development on integrating Prevent and British Values into curriculum delivery
Effectiveness of Leadership and Management 1	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). 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)	E: Needs significant further action <ul style="list-style-type: none"> • Review of Information, Advice & Guidance processes • Development of systems to identify 'at risk' learners but currently delayed in full application therefore impeding progress
Effectiveness of Leadership and Management 2	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)	F: Potential difficulties identified, currently not achieved <ul style="list-style-type: none"> • Delayed data collection for the 16/17 cohort is impacting on the timeliness of assessment of effectiveness
Effectiveness of Leadership and Management 3	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)	C: Significant progress towards target <ul style="list-style-type: none"> • Revised Governance arrangements introduced • Reporting format developed with a focus on teaching, learning and assessment
Effectiveness of Leadership and Management 4	Collaborate with employers and other partners to ensure that the range and context of the provision is aligned to local and regional priorities, remains appropriate and highly relevant, avoids duplication and supports the most vulnerable and hardest to reach members of the community.	B: Achieved performance target <ul style="list-style-type: none"> • Extensive partnership working to ensure priority groups are targeted
Effectiveness of Leadership and Management 5	Deliver contract volumes, grow the business and ensure effective and efficient use of resources	F: Potential difficulties identified, currently not achieved <ul style="list-style-type: none"> • Declining learner numbers (reflecting national picture) has potential to impact on ability to realise full contract value
Effectiveness of Leadership and Management 6	Ensure all learning environments and teaching, learning and assessment activities, are inclusive, accessible and welcoming so that all learners including those with significant barriers to participating feel safe and are motivated to learn.	B: Achieved performance target <ul style="list-style-type: none"> • Maintain focus on ensuring equality of access and opportunity

Quality of teaching, learning and assessment 1	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)	F: Potential difficulties identified, currently not achieved <ul style="list-style-type: none"> Limited evidence of positive impact following staff development activity. Evidence in classroom observations but scrutiny of learner work does not yet support this
Quality of teaching, learning and assessment 2	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)	F: Potential difficulties identified, currently not achieved <ul style="list-style-type: none"> Limited evidence of positive impact following staff development activity. Evidence in classroom observations but scrutiny of learner work does not yet support this
Quality of teaching, learning and assessment 3	Improve tutors skills in effective questioning as a tool to thoroughly check learners' knowledge and understanding (OFSTED report page 5, section 2 bullet 5)	C: Significant progress towards target <ul style="list-style-type: none"> Evidence of effective questioning in classroom visits
Quality of teaching, learning and assessment 4	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)	C: Significant progress towards target <ul style="list-style-type: none"> Staff development activity Review and development of initial assessment processes Evidence of improvement seen in observations of teaching, learning and assessment and in learning walks
Quality of teaching, learning and assessment 6	Ensure the learning needs of all individuals are catered for by effectively identifying their support needs at the beginning of courses.	B: Achieved performance target <ul style="list-style-type: none"> Review and refine process for identifying support needs Reporting of access to support volumes at service, team and individual tutor level Introduction of case conference approach Tutor forums
Quality of teaching, learning and assessment 7	Ensure equality of opportunity and recognition of diversity are promoted through teaching and learning	B: Achieved performance target <ul style="list-style-type: none"> Evidence of effectiveness observed through classroom visits and learner feedback Maintained focus on ensuring all activity is inclusive and accessible

Personal development, behaviour and welfare 1	Improve learners' attendance at lessons so that they progress and achieve to their potential (OFSTED report page 6, section 1 bullet 1)	F: Potential difficulties identified, currently not achieved <ul style="list-style-type: none"> Improved accuracy of attendance reporting Some areas still showing attendance issues
Personal development, behaviour and welfare 2	Ensure learners receive high quality personal support which facilitates the removal of their personal barriers to success and supports the development of employability skills so that they are well prepared for the next stage of their education, employment or self-employment	C: Significant progress towards target <ul style="list-style-type: none"> Development of the learner services brand
Personal development, behaviour and welfare 3	Ensure learners follow guidelines for behaviour and conduct, know how to raise any concerns they have about their safety and understand relevant risks (abuse, sexual exploitation and extremism, including when using the internet and social media).	C: Significant progress towards target <ul style="list-style-type: none"> Universal promotion and application of learner code of conduct
Personal development, behaviour and welfare 4	Promote a positive culture across the organisation through demonstrating pride in achievement, respect for others and commitment to learning, personal development and wellbeing so that learners are well prepared to contribute to wider society and life in Britain	C: Significant progress towards target <ul style="list-style-type: none"> Review and development of learner feedback mechanisms
Outcomes for Learners 1	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) Increase the proportion of learners who gain the skills and knowledge they need to achieve full qualifications in ICT (OFSTED report page 6, section 2 bullet 2) Increase the proportion of learners who achieve qualifications in ESOL (OFSTED report page 6, section 2 bullet 3)	D: Too early to assess <ul style="list-style-type: none"> Routine monthly monitoring at qualification aim level but will not see full impact until the end of the academic year when exam results are received
Outcomes for Learners 2	Ensure tutors delivering programmes for learners with learning difficulties and disabilities plan activities sufficiently well to cater for the very broad range of learners' abilities so that all learners make the progress of which they are capable (OFSTED report page 7 bullet 1)	E: Needs significant further action <ul style="list-style-type: none"> Review of Learners with Learning Difficulties & Disabilities (LLDD) structure Realignment of delivery Further development required to ensure learners are always in the best provision to meet their needs