

BARNSLEY 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 20TH MARCH 2019

Adult Skills and Community Learning Service: OFSTED Inspection November 2018

1. PURPOSE OF REPORT

- 1.1 To inform Cabinet of the result of the Ofsted inspection of Adult Skills and Community Learning Service within the Place Directorate which took place between November 13th and 16th 2018. (Full report at Appendix 1)
- 1.2 For Cabinet to accept the Service's self-assessment report for the full academic year August 2017 to July 2018. (Appendix 2)

2. RECOMMENDATIONS

- 2.1 That Cabinet note the outcome of the OFSTED inspection and accept the Service's self-assessment report for the full academic year August 2017 to July 2018.

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

- 3.2 The Service is funded primarily through the Education and Skills Funding Agency (ESFA) Adult Education Budget (AEB) and the fees it generates directly from the individuals and businesses that access it. This access to public funding to support the delivery of learning interventions for adults aged 19+ brings the Service in scope for inspection by OFSTED and necessitates the completion of a self-assessment process as part of a quality improvement cycle to ensure quality of delivery and outcomes.

- 3.3 The AEB is used to deliver skills and qualifications training for those adults with few or no qualifications and prioritises transferable skills (English, maths and ICT) to facilitate progression into or towards employment, as well as to deliver in those vocational areas that support the development of the wider BMBC workforce (adult social care, supporting teaching and learning in schools, early years practitioners and business administration).
- 3.4 Additionally a community learning model is used to fund, support and engage with disadvantaged individuals and groups, creating progression pathways towards the wider learning continuum, including, but not limited to skills-focused learning and employment. This funding is used to support those who have the greatest barriers to employment by building their self-confidence, raising aspiration and encouraging progression by enabling their participation in a universally accessible adult learning offer open to all residents of Barnsley.
- 3.5 The balance of delivery evidences BMBC's commitment to learning in and for communities and the transformational potential of learning in all its forms. Learning is widely acknowledged as being profoundly important to people's lives. It can help people gain personal satisfaction, development and fulfilment. For the low skilled and with poor experiences of formal education, an informal, non-accredited first step can be an important stepping stone to further learning, qualifications and more rewarding work. It can help keep people mentally and physically active and independent into old age. It can also bring people and communities together.

3.6 Ofsted Inspection

Between November 13th and 16th 2018, the ASCL service was subject to a rigorous week of inspection activity by a team of 4 inspectors which involved learners, staff at all levels, managers, senior managers, partners and members of the improvement and governing board (including elected members).

- 3.7 Ofsted inspection grades are based on a provider's performance which can be judged to be:-
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|---------|--|
| Grade 1 | Outstanding |
| Grade 2 | Good |
| Grade 3 | Requires Improvement (formerly Satisfactory) |
| Grade 4 | Inadequate |
- 3.8 The inspection of ASCL resulted in an outcome of Grade 2: 'Good' for 'overall effectiveness'. In addition, each of the four judgement areas of 'effectiveness of leadership and management'; 'quality of teaching, learning and assessment'; 'personal development, behaviour and welfare' and 'outcomes for learners' were also judged to be 'Good'.

4. PROPOSAL AND JUSTIFICATION

- 4.1 That Cabinet accept and celebrate the outcome of inspection which reflects the hard work and commitment to improvement the Service and its stakeholders have made throughout the 2 years since the previous inspection.

4.2 The full report can be found at Appendix A but in summary inspectors identified the following:

Key strengths

- Council members, senior leaders, managers and staff ensure that the service's provision makes a positive contribution to enhancing the lives of people in Barnsley
- Leaders and managers have established and promote a culture of mutual respect and tolerance that contributes effectively to maintaining a supportive learning environment
- Leaders and managers have taken effective action since the previous inspection to improve the quality of teaching, learning and assessment, which is now good.
- Learners make good progress, and the proportion who achieve their qualifications or intended outcomes is high.
- Learners benefit from effective pastoral support, and they improve their skills, knowledge, self-confidence and well-being as a consequence of attending their courses.
- Leaders and managers have established good working relationships with several external partners to ensure a consistent approach to improving the life chances and the well-being of the residents of Barnsley.
- Leaders and managers have an accurate understanding of the quality of the provision, and they challenge tutors successfully to improve their teaching and outcomes for learners.
- Learners are punctual, attend well and arrive at their lessons prepared to work hard.
- Managers and tutors provide good information about safeguarding and the possible risks from extremist groups and radicalisation. Learners understand and articulate these issues well and know to whom to report any concerns.

Key Areas for Improvement

- Too few learners on courses in English for speakers of other languages (ESOL) and on functional English courses achieve their qualifications.
- A minority of tutors do not use information about learners' starting points well enough to challenge learners, particularly the most able, to make more rapid progress.
- Managers and tutors do not ensure that support volunteers are used effectively enough in lessons to enhance learners' progress.

4.3 Inspectors clearly identified the connection between service delivery and Council priorities noting "Cabinet members, senior leaders and managers have a well-articulated vision of the positive contribution that adult skills and community learning make to the council's vision of 'Working together for a brighter future, a better Barnsley'. They are committed to ensuring that the work of the service prioritises supporting adults who need to gain skills and experience to be successful in their family units, at work and in their communities."

4.4 Additionally the report highlights that "Self-assessment – in which both staff and learners participate – is accurate, identifies the few weaker aspects of the provision effectively and enables managers to identify and implement improvement actions."

The Service therefore requests that Cabinet accept the 2017/18 self-assessment report found at appendix 2, as a true reflection of the Service's position up to the end of July 2018.

- 4.5 Cabinet is assured that the key areas for improvement identified have been integrated into the quality improvement plan which will be closely monitored through the Improvement and Governing Board approved by Cabinet following the previous inspection in December 16.
- 4.6 Cabinet is also assured that the Service maintains its aspiration to be an outstanding provider and to that end will maintain a strong commitment to and focus on service improvement.

5. CONSIDERATION OF ALTERNATIVE APPROACHES

- 5.1 There are no alternative approaches as the Council is contracted to deliver the ESFA 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 is "good".

7. FINANCIAL IMPLICATIONS

- 7.1 No financial implications. Continued service delivery will be managed within existing budgets through grant allocations and the generation of fees.

8. EMPLOYEE IMPLICATIONS

- 8.1 The 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 media releases and statements to respond to enquires as required.

10. CONSULTATIONS

- 10.1 -Not applicable.

21. LIST OF APPENDICES

Appendix 1: OFSTED Inspection report

Appendix 2 ASCL self-assessment report for the full academic year (July to August)
2017/18

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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