

## Summary of the Adult Skills & Community Learning (ASCL) Continuous Service Improvement Plan: February 2019

This plan is intended to ensure the Adult Skills and Community Learning Service maintains and improves the quality of provision attained at its OFSTED inspection in November 2018 when the Service was judged to be a “Good” provider. The Service is committed to the continuous improvement 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.

<b>Overall Progress Indicators (Recommendation/Improvement/Aspiration)</b>	
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)

Recommendation/ Improvement	Description	Status
OFSTED Recommendation 1	Improve the quality of the ESOL and English provision so that learners make better progress and a higher proportion achieve their qualifications (Ofsted report page 2 bullet 3)	<p>C: Significant progress towards target (Amber)</p> <ul style="list-style-type: none"> <li>• 2 x ESOL Tutors with performance issues leave the Service July 18</li> <li>• New Lead Tutor English and ESOL commenced September 18</li> <li>• Management capacity strengthened through retention of previous post holder on a 0.4 FTE equivalent</li> <li>• 2 x new ESOL Tutors commenced September and November 18 respectively</li> <li>• Observation of Teaching, Learning &amp; Assessment (OTLA) completed for both tutors - GOOD</li> </ul>
OFSTED Recommendation 2	<p>Ensure that all tutors set suitably demanding work using information about learners' starting points, particularly for the most able learners (Ofsted report page 2 bullet 4)</p> <p>Ensure all tutors use information about learners' prior attainment well enough to set challenging activities, particularly for the most able (Ofsted report page 4 bullet 4)</p>	<p>C: Significant progress towards target (Amber)</p> <ul style="list-style-type: none"> <li>• Moderation of the learner journey January 19 identifies a minority of tutors who need to address this. Actions incorporated into development plans and monitored through performance management framework</li> <li>• Additional mid-term moderation for those tutors not meeting GOOD</li> </ul>
OFSTED Recommendation 3	<p>Ensure that tutors make better use of support volunteers to support learners in lessons (Ofsted report page 2 bullet 5)</p> <p>Ensure tutors plan well enough to ensure effective use of learning support volunteers.</p> <p>Ensure that volunteers are suitably trained, useful to the tutor and equipped to carry out their intended role so that they have a positive impact on learners' progress. (Ofsted report page 5 bullet 3)</p>	<p>A: Well ahead of performance target (Green)</p> <ul style="list-style-type: none"> <li>• Skills audit of volunteers undertaken December 18</li> <li>• Volunteers deployed to maximise their individual skills</li> <li>• Training framework for volunteers designed and implemented January 19</li> <li>• Process for placing and supporting volunteers amended to ensure lead tutors are fully involved and monitoring closely</li> </ul>

Effectiveness of Leadership and Management 1	Ensure everything practicably possible is done to ensure the health and safety of all participants attending evening provision at all venues	A: Well ahead of performance target (Green) <ul style="list-style-type: none"> <li>Out of hours procedures reviewed for all venues and communicated to relevant staff</li> </ul>
Effectiveness of Leadership and Management 2	Improve observers' skills in writing high quality feedback to tutors so that tutors are clear about what and how they need to improve.	C: Significant progress towards target (Amber) <ul style="list-style-type: none"> <li>Moderation of observation reports undertaken February 18</li> <li>Development session to standardise report writing approach planned for March 19</li> </ul>
Effectiveness of Leadership and Management 3	Deliver contract volumes, grow the business and ensure effective and efficient use of resources	F: Potential difficulties identified, currently not achieved (Red) <ul style="list-style-type: none"> <li>Declining learner numbers (reflecting national picture) has potential to impact on ability to realise full earned income (skills and qualifications element) of Adult Education Budget contract value</li> <li>Monitoring of delivery against contract is ongoing</li> </ul>
Effectiveness of Leadership and Management 4	Review and develop all provision to reflect the requirements of the new Education Inspection Framework ensuring all delivery has clarity of intent, implementation and impact	A: Well ahead of performance target (Green) <ul style="list-style-type: none"> <li>Service development day held 12.02.19 to consider implications for teaching, learning and assessment. Service current purpose contains sufficient clarity of intent to be still suitable within the new framework</li> </ul>
Effectiveness of Leadership and Management 5	Reduce the proportion of learners with destination "unknown" at the end of their learning programme so that the effectiveness of provision can be fully evaluated	D: Too early to assess (Amber) <ul style="list-style-type: none"> <li>Analysis of destination unknown cohort to be undertaken by Contract Compliance, Funding &amp; Performance Service to establish how data capture might be improved</li> </ul>
Effectiveness of Leadership and Management 6	Ensure managers at all levels have access to sufficiently detailed data about learners' progress to enable them to identify and address areas for concern early enough to achieve a positive outcome	D: Too early to assess (Amber) <ul style="list-style-type: none"> <li>Bespoke learner tracking software commissioned to enable progress tracking from micro to macro level. Extensive development work undertaken by external consultant to ensure product meets Service requirements but full implementation subject to numerous delays therefore not operational by the end of February 19</li> <li>Progress monitoring undertaken in each subject area using a spreadsheet based approach. These are held centrally to allow Performance</li> </ul>

		Improvement Manager to undertake quality checks and identify compliance issues
Effectiveness of Leadership and Management 7	Secure and sustain improvements to teaching, learning and assessment through development of a “Good to Great” brand	C: Significant progress towards target (Amber) <ul style="list-style-type: none"> <li>Staff development session held Jan 19 for staff to identify what would support them to be great. Data used to inform planning of a “Good to Great” introductory session (12/03/19) to establish interest and develop a project outline</li> </ul>
Effectiveness of Leadership and Management 8	Ensure the volume of learner feedback collected is consistently high across all subjects	D: Too early to assess (Amber) <ul style="list-style-type: none"> <li>Term 1 feedback volumes currently being analyzed to identify areas for focused improvement</li> </ul>
Quality of teaching, learning and assessment 1	Ensure all tutors consistently help learners to improve their literacy and numeracy skills and routinely alert learners to spelling and grammatical errors in their writing. (Ofsted report page 5 bullet 4)	D: Too early to assess (Amber) <ul style="list-style-type: none"> <li>Analysis of moderation of the learner journey results for term 1 currently being analysed</li> </ul>
Quality of teaching, learning and assessment 2	Ensure all tutors consistently demonstrate skills in effective questioning as a tool to thoroughly check learners' knowledge and understanding	D: Too early to assess (Amber) <ul style="list-style-type: none"> <li>Training on effective questioning delivered to tutors who had not previously accessed this January 19</li> <li>Focused learning walks planned for term 3</li> </ul>
Quality of teaching, learning and assessment 3	Ensure that tutors do not allow the requirements of the awarding body to impede the development of learners' transferable and industry standard skills	D: Too early to assess (Amber) <ul style="list-style-type: none"> <li>Learning walks focused on transferable skills and industry standards planned for term 2</li> </ul>
Quality of teaching, learning and assessment 4	Develop and apply an e-learning strategy which results in consistent use of preferred digital platform and the development of ICT skills so that learners are supported both in and between sessions and achieve their learning goals and career aims	E: Needs significant further action (Red) <ul style="list-style-type: none"> <li>Staff development session on the use of Edmodo as an e-learning platform held January 19</li> </ul>
Personal development, behaviour and welfare 1	Support learners to attend regularly and ensure consistently high levels of attendance across all subjects	C: Significant progress towards target (Amber) <ul style="list-style-type: none"> <li>Attendance monitoring process developed to identify and follow up non-attendance in a timely manner</li> </ul>
Personal development, behaviour and welfare 2	Ensure all learners can consistently articulate the risks they face in modern life and as citizens in Barnsley	D: Too early to assess (Amber) <ul style="list-style-type: none"> <li>Monitored through observations of teaching and learning and focused learning walks</li> </ul>

Outcomes for Learners 1	Increase the proportion of learners who gain the skills and knowledge they need to achieve full qualifications in ICT	D: Too early to assess (Amber) <ul style="list-style-type: none"> <li>Routine monthly monitoring at qualification aim level combined with requirement to predict full year achievement rates on a monthly basis</li> <li>Early intervention for learners at risk of non-achievement implemented</li> </ul>
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	C: Significant progress towards target (Amber) <ul style="list-style-type: none"> <li>Case conference model continued to ensure cross Service support is coordinated giving learners the best possible chance of achievement</li> <li>Clarity of intent of provision for learners with learning difficulties and disabilities to be defined and summarized in a bespoke publicity document by the end of March 19</li> </ul>
Outcomes for Learners 3	Increase the proportion of learners achieving their English functional skills qualifications so that is at least in line with the rate for similar providers. (Ofsted report page 6 bullet 6)	D: Too early to assess (Amber) <ul style="list-style-type: none"> <li>Routine monthly monitoring at qualification aim level combined with requirement to predict full year achievement rates on a monthly basis</li> <li>Early intervention for learners at risk of non-achievement implemented</li> </ul>
Outcomes for Learners 4	Improve the proportion of learners who remain on their ESOL courses so that they achieve their qualification. (Ofsted report page 6 bullet 8)	D: Too early to assess (Amber) <ul style="list-style-type: none"> <li>Routine monthly monitoring at qualification aim level combined with requirement to predict full year achievement rates on a monthly basis</li> <li>Early intervention for learners at risk of non-achievement implemented</li> </ul>
Outcomes for Learners 5	Ensure all learners achieve their qualification regardless of gender, disability or ethnicity	D: Too early to assess (Amber) <ul style="list-style-type: none"> <li>Routine monthly monitoring at qualification aim level combined with requirement to predict full year achievement rates on a monthly basis</li> <li>Early intervention for learners at risk of non-achievement implemented</li> </ul>