

BARNSLEY COUNCIL

Self Assessment Report 2018 – 2019



BARNSLEY
Metropolitan Borough Council

Adult Skills and Community Learning
Barnsley MBC

Self-Assessment Report 2018/19

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Strategic Context –Barnsley

Located in South Yorkshire, between Leeds and Sheffield, Barnsley covers an area of 32,863 hectares or 127 square miles; making it one of the most extensive metropolitan areas – the fourth geographically largest metropolitan borough in the UK. The area represents a strong contrast between rural and Pennine countryside (68% of the borough is green belt, 9% is National Park land) and urban industrial areas, including the main town of Barnsley and other smaller towns and former mining villages.

Barnsley is a former coal mining area which was hit hard by the closure of the pits; the traditional source of employment in this area up until the early 1980's.

However, today Barnsley has overcome many of its historic problems and is developing a thriving economy. Barnsley has some of the highest levels of employment growth/investment across the country and is a strategic housing growth area across both the Sheffield and Leeds City Regions.

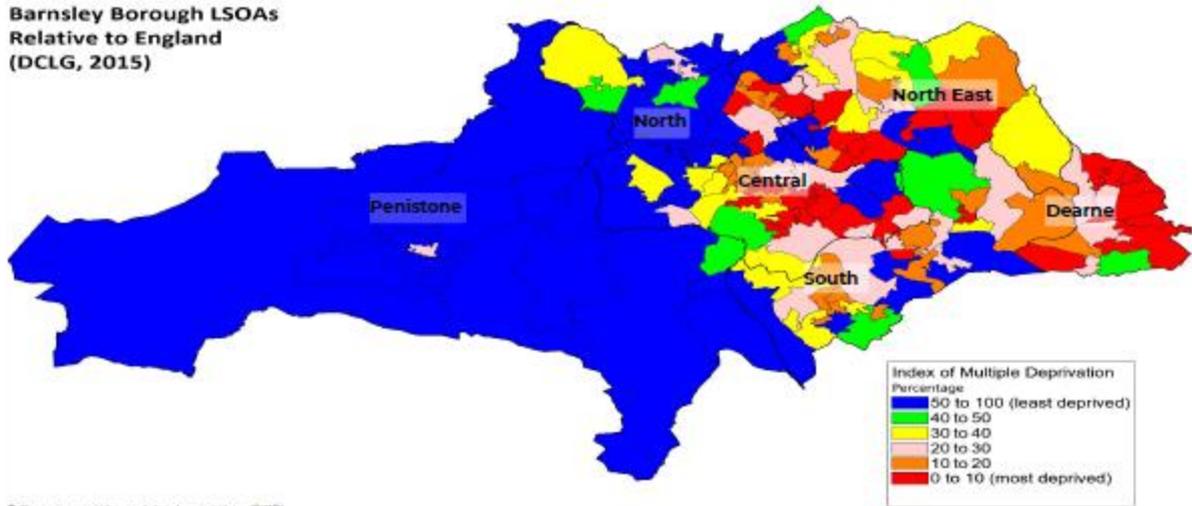
With easy road access to the M1, M18, M62 and A1, plus nearby airports, seaports and rail terminals, it is a prime location for businesses to set up.

Barnsley Town Centre is currently under-going a £90m transformation; with the Glassworks retail development, Civic Square and Digital Campus all nearing completion.

Barnsley ranks 39th of the most deprived local authority of the 326 in England. (Where a ranking of 1 is most deprived and 326 the least deprived). 21.8% of Barnsley's Lower Super Output Areas are amongst the 10% most deprived in England, compared to 17.7% amongst the most deprived in 2010. The Indices of Multiple Deprivation 2015 is calculated based on seven domains of deprivation, which in turn are composed of a number of indicators that are scored and ranked to produce an overall domain score. In the domain of deprivation which relates to Education and Skills, Barnsley ranks 10th.

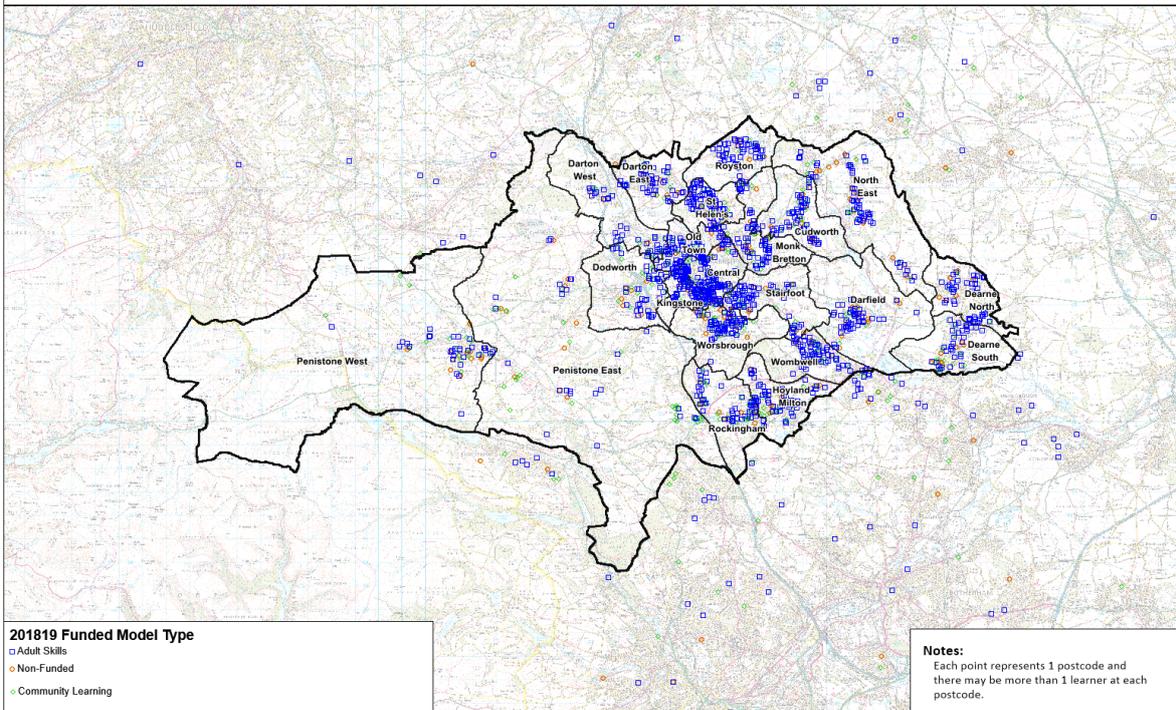
The maps following indicate deprivation in Barnsley and show where in Barnsley participants at ASCL were drawn from. This highlights therefore how the public subsidy the Service receives is being used to prioritise those in the most disadvantaged areas.

**Index of Multiple Deprivation 2015
Barnsley Borough LSOAs
Relative to England
(DCLG, 2015)**



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Barnsley's population has been growing constantly since 2001 and is now around 243,300. Since the 2011 Census, the resident population has increased by 4.9%; 0.2% higher than the England rate and 1.8% higher than the regional rate. These increases were mainly due to more births than deaths and international migration inflows into the borough. Due to people living longer, the age profile of the population is changing both nationally and locally. ASCL focus on the working age population and is funded to deliver learning interventions to adults aged 19+.

	2018/19 ASCL	Barnsley	Yorks & Humber	England
0-18yrs	0.8%	21.7%	22.4%	22.5%
19-64yrs	94.1%	59.2%	59.2%	59.5%
65+yrs	5.1%	19.1%	18.4%	18.0%

Barnsley's ethnic diversity continues to change. In 2011, 4 in every 100 people were from a Black and Minority Ethnic (BME) group compared to 1 in every 100 people at the 2001 census. The 2011 census is the most up to date national data on ethnicity available. Other information, such as Resident Population by Nationality and Country of Birth provides more up to date information on demographics, but not specifically by ethnicity. Focusing on supporting adults to move closer to employment, the Service engages those whose first language is not English and supports them to develop the language skills they need to operate at work. As a result the ASCL has a higher proportion of BME participants when compared to the Barnsley population.

	2018/19 ASCL	Barnsley	Yorks & Humber	England
White British	90.0%	96.1%	85.8%	79.8%
BME	10.0%	3.9%	14.2%	20.2%

	2018/19 ASCL	Barnsley
White British	90.0%	96.1%
BME: White Other	4.5%	1.8%
BME: Asian / Asian British	2.0%	0.7%
BME: Black, African, Caribbean, Black British	1.5%	0.5%
BME: Mixed, Multiple Ethnic Groups	0.6%	0.7%
BME: Other	1.4%	0.2%

Trends show that Barnsley continues to have a lower number of working age residents in employment than both the regional and national rates. Also, in recent years the gap between Barnsley and England has widened. ASCL prioritises working with the unemployed and economically inactive, those in low skilled employment looking to progress in work and those with few or no qualifications.

	2018/19 ASCL	Barnsley	Yorks & Humber	England
In Employment	47.1%	71.1%	73.6%	75.4%
Economically Active (and Unemployed)	24.7%	4.4%	4.5%	4.3%
Economically Inactive	28.2%	24.5%	22.9%	21.3%

	2018/19 ASCL	Barnsley	Yorks & Humber	England
NVQ 3+	30.3%	46.9%	53.6%	57.7%
Other	60.5%	43.7%	37.9%	34.7%
No Qual.	9.2%	9.4%	8.5%	7.6%

This backdrop of deprivation, the high proportion of the population with few or no qualifications, the subsequent impact on both their wellbeing and the economy and the comparatively low proportion of the population with higher level qualifications drive the Council's commitment to maintaining an Adult and Community Learning Service. The service works in partnership with other local providers and agencies to support individuals to improve their well-being and mental health and/or progress in, into or towards employment or self-employment. Participants increase their skills and therefore improve their chances of securing or maintaining employment. Resources are prioritised for the lower levels of learning (up to level 2). These levels provide individuals with the underpinning skills they need to progress either to a higher level of learning with another provider or into employment. This approach thereby ultimately supports the achievement of indicators relating to the percentage of the working age population with qualifications at level 2, 3 and 4+.

Introduction

Adult Skills and Community Learning forms part of the Employment and Skills Service which, as part of the Regeneration and Culture business unit, is located within the Place Directorate of Barnsley Council.

The Council's vision is "Working together for a brighter future, a better Barnsley".

Its priorities are:

- A thriving and vibrant economy
- People achieving their potential
- Strong and Resilient Communities

The Council focuses on twelve outcomes:

1. Create more and better jobs and good business growth
2. Increase skills to get more people working
3. Develop a vibrant town centre
4. Strengthen the visitor economy
5. Create more and better housing
6. Every child attends a good school and is successful in learning and work
7. Reducing demand through improving access to early help
8. Children and adults are safe from harm
9. People are healthier, happier, independent and active
10. People volunteering and contributing towards stronger communities
11. Protecting the borough for future generations
12. Customers can make contact easily and use more services online

The Council acknowledges that participation in learning can support the achievement of these outcomes as it can help people gain personal satisfaction, development and fulfilment, bring people and communities together, enable qualification acquisition, help keep people mentally and physically active and independent into old age. 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. Supporting a balance of accredited and non-accredited delivery evidences the Council's commitment to learning in and for communities and the transformational potential of learning in all its forms.

The Service delivers the council's vision, addresses local priorities and supports the achievement of the corporate outcomes by harnessing the transformational potential of learning. It achieves this by prioritising those who may need extra help in gaining the skills and experience they need to be successful personally, within their family units, at work and within their community.

The Service is committed to adult education for work and well-being and offers:

- Engagement activities to encourage people back in to learning as a step towards employment, further learning or improved well-being
- Courses leading to skills and qualifications to help people progress in, into or towards employment (English, Maths, ICT, Work with Children)
- Courses to support wellbeing and personal development (Art, Digital Photography, Sugarcraft)
- Family Learning activities focused on improving the English, language and maths skills of parents, carers or guardians and their ability to help their children
- Information, Advice and Guidance for learning and work
- Courses to help businesses meet their statutory requirements (Health and Safety, Food Safety, First Aid)

Delivery is via a “Hub and Spoke” Model in which hubs deliver both targeted centre-based activity and coordinate outreach provision in each Area Council through a series of community access points (spokes). Hubs are located in Barnsley Central at Wellington House, Cudworth Centre of Excellence (CLLIC), Royston Lifelong Learning Centre (CLLIC), Roundhouse Lifelong Learning Centre (CLLIC) and Penistone (CLLIC). The largest Spoke, and therefore staffed by the Service, is Acorn Centre, Grimethorpe. A range of additional community buildings are also used for delivery to specific communities.

The Service is funded primarily through the Education and Skills Funding Agency Adult Education Budget and the fees it generates directly from the individuals and businesses that access it.

The Adult Education Budget 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). 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 model supports those who have the greatest barriers to employment by building their skills, -confidence, motivation and resilience to progress towards formal learning or employment and improve their wellbeing by enabling their participation in learning.

In addition to delivery supported by public subsidy, the Service also delivers a volume of full cost work to support the workforce development needs of both the Council itself and local businesses within the Borough. In 2018-19 this delivery was focused on ICT skills development for BMBC employees and qualifications to support compliance with statutory requirements such as Paediatric First Aid for the Early Years workforce, Emergency First Aid for the Adult Social Care workforce and Food Safety for the hospitality and catering related workforce.

Leadership and Management

Good

Strengths

Effective use of performance management and self-assessment processes to improve the quality of provision

Strong Governance arrangements provide effective scrutiny and challenge leading to improved outcomes for learners

Highly effective partnerships used well to establish an adult learning curriculum that makes a positive contribution to enhancing the lives of people in Barnsley

Managers and tutors provide good information about safeguarding and the possible risks from extremist groups and radicalisation which supports learners' understanding and articulation of the risks they face locally

Areas for Improvement

Weak leadership and management of Employability and, English and ESOL has impeded the pace of improvement in these subject areas

The Service continues to prioritise challenging disadvantage and supporting communities and the families within them to achieve their potential through work, learning and skills development. Working relationships between managers and staff, and staff and learners, are good. All staff subscribe to the BMBC values of teamwork, honesty, excellence and pride. As a result, staff are clear about how they are contributing to an ambitious vision and are committed to; prioritising resources on those who need extra help, raising aspirations and facilitating progression.

The Barnsley Council Vision, corporate and Service priorities are effectively communicated to staff regularly through full-service staff development sessions, team meetings, Performance and Development Reviews (PDRs) and 1:1 meetings. **Staff are therefore clear about their role in supporting the achievement of these priorities and recognise the positive impact that participation in learning can have on individuals and communities.** Additionally staff are also fully aware that the Service's main priority is to maintain a relentless focus on ensuring the quality of teaching, learning and assessment allows every learner in every subject and every lesson to enjoy a high quality experience which supports them to reach their full potential. **Staff demonstrate good understanding of what this means in practice for them and can recognise that rigour in performance management is intended to bring about positive improvements to the experience and outcomes of those accessing the Service.**

Council members, leaders and managers have high aspirations for, and a strong commitment to adult learners and a well-articulated vision of the positive contribution that the Service makes 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.

The Improvement and Governing Board provides an effective governance mechanism to facilitate improvement and support success. The Board is made up of; Members (Lead Member/Cabinet Spokesperson for Employment and Skills plus a number of other with

relevant interest/skills); BMBC Officers both strategic and operational (Executive Director for Place, Service Director Economic Regeneration, Service Director Organisation and Workforce Improvement, Head of Employment and Skills, Service Manager Adult Skills and Community Learning, Relevant Business Partners; Further Education Sector Representatives (Vice Principal Barnsley College, Service Manager from a similar local authority service within Yorkshire and the Humber Region) and a Voluntary and Community Sector Representative.

Board members are well qualified and experienced to provide the rigour of scrutiny and challenge required to support improvement and ensure a positive impact on learners and learning. Board members and managers have worked closely together to ensure sufficiently detailed information is available, accessible and effectively communicated to enable them to effectively challenge and support. The Board ensures that the provision meets the needs of the local community and that the Service is an integral part of the council that receives effective support from all relevant departments.

Throughout the year the Service maintained a relentless focus on improving the quality of teaching, learning and assessment and the impact this has on outcomes for learners. Leaders and managers have risen to the challenge of improvement with the majority of provision addressing identified areas for development effectively. Unfortunately weak leadership and management in English (following a recruitment exercise in September 18) and Employability impeded the pace of improvement in these areas. Recruitment for a new English and ESOL manager is underway and a minor restructure will see the Employability team reorganised into the Engagement and Wellbeing team where leadership and management is strong.

A rigorous approach to monitoring all aspects of a tutor's performance is effectively used across the Service. This has resulted in the majority of tutors improving the quality of their delivery and achieving better outcomes. Managers use observations, learning walks and action planning for improvement effectively. They identify areas for concern early and employ improvement strategies quickly which in the main limits any negative impact on learners and learning. Most managers adopt a systematic and coherent approach to managing their areas, staff and quality of provision using a wide range of evidence effectively in their very regular performance meetings with tutors, including data on attendance, retention and achievement, feedback from learners and the outcomes of lesson observations. However, this is not yet the case in English and Employability where the rigour of monitoring and supervision is still insufficiently developed. Although outcomes are in the main improving the pace of improvement has been slow.

Four focused staff development weeks per academic year provide a mechanism to deliver a planned, focused programme of Continuous Professional Development (CPD) opportunities linked to the Council, Service and curriculum priorities which means that staff benefit from activities that improve the quality of provision. The main focus of activity has been on supporting tutors to improve their professional practise. **As a result the quality of teaching, learning and assessment has improved.**

Self-assessment is an inclusive process involving staff and managers at all levels. To allow subject managers the opportunity to focus on key areas using a more longitudinal and formative model, rather than a summative self-assessment at the end of the year, each subject team is required to prepare an individual report at the end of each term. Evidence for these reports includes feedback from learners and a range of data about quality and performance. Each report is then presented to a panel of senior managers for moderation and agreement. This model has been very positive and productive. It has allowed subject managers to crystallise their own rate of progress towards sustained improvement, improved

their skills in evaluative writing and helped them to develop and communicate an accurate and comprehensive understanding of the quality of their area of responsibility.

The evidence generated through the termly approach applied at subject level, helps the Service to plan, monitor and refine actions contained within the quality improvement plan to improve all aspects of its work. An annual full Service summative SAR is then produced which is itself moderated by a team from Barnsley Council, led by the Head of Employment and Skills and then validated by the Improvement and Governing Board.

The majority of delivery is from venues located in central Barnsley, suitably situated near to key partners and support services. In addition, leaders plan provision carefully so that learners can study at venues near to where they live and which are located in areas of high economic and social deprivation. This encourages greater participation. **Within these safe environments, staff and learners treat each other with respect and tolerance and promote equality and celebrate diversity in a way which encourages learners to take the first steps to new learning and employment.**

Provision successfully targets the learners who are the hardest to reach, including those who are unemployed and those who have few or no formal qualifications. The Service provides an effective curriculum to meet the needs of local people. Leaders are acutely aware of the need to equip people in local communities with the skills, knowledge and confidence to ultimately become the workforce that local employers are seeking. A range of highly-productive partnerships for example with Job Centre Plus and The Recovery College enhances the skills and qualifications of disadvantaged adults to improve their life chances. **Strong working relationships enable community and educational partners in Barnsley to provide effective and meaningful progression routes for learners into employment or further training.**

The localism agenda has strengthened the partnership between the local authority providers within the SCR combined authority who work collaboratively to ensure the unique place shaping position local authorities have within the FE and Skills sector is communicated to and understood by all relevant officers so that the needs of the low skilled, disadvantaged and hard to reach adults within the city region are addressed within current and future priorities. The ASCL manager is the co-chair of the regional LEAFEA (Local Education Authorities for the Education of Adults) network and represents the Yorkshire and Humber region on the national executive. LEAFEA is facilitated by the Learning and Work Institute and brings together adult learning leads to promote discussion and action on current and emerging issues in the implementation of adult education policy, share good and emerging practice, provide a channel for dialogue between Government and organisations working with learners who are disadvantaged in their opportunities to access learning and employment support.

Promotion of Equality and Diversity is effective, staff and learners treat each other with respect and tolerance and promote equality and celebrate diversity which results in the creation of welcoming, positive and safe learning environment. This allows individuals to flourish in a way which encourages them to take the first steps to new learning and employment. The learner cohort in 18/19 included learners from 63 different ethnic backgrounds & cultures. Headline progress and achievement of different groups of gender, ethnicity and disability is reported and monitored on a monthly basis. Males and females are achieving at similar rates. Learners self-declaring profound disabilities, social and emotional difficulties, speech and visual difficulties are achieving slightly to significantly higher than headline achievement. Those with moderate learning difficulties and Dyslexia are achieving lower than the headline. Asperger's and Autism Spectrum Disorder dropped slightly below headline between 87% and 90%. The majority of ethnic minority learners are achieving

higher than their British peers at over 91%. There is a drop in achievement of some areas of ethnicity which can be attributed to a lower level of achievement in ESOL.

High-quality impartial information, advice and guidance (IAG) is available through Curriculum Information and Support Officers who effectively support individuals to overcome their specific barriers to learning so that they can achieve and progress.

The learners' Welcome Pack outlines the Information Advice and Guidance (IAG) available and identifies the two officers who are well-qualified and experienced. These support officers provide individual guidance and targeted support in relation to both career planning and personal issues. This approach ensures that those with the most complex needs or complicated lives are supported to achieve and make the progress of which they are capable.

Data on the next steps that learners take once they have completed their course is collected. A good proportion progress to further learning and employment. Many report the benefits of participation (improving skills and knowledge: increased confidence: become more confident about work prospects; meet people, make friends or help with socialising) and identify indicators of positive change (developed new interests; felt more positive about the future, felt more confident; improved sense of wellbeing) demonstrating that the Service is successfully supporting those who have the greatest barriers to employment by building their self-confidence, and raising aspiration.

Safeguarding is effective. The safeguarding policy and procedures are observed, staff are well-trained and continually updated on a wide range of Safeguarding areas including Prevent. Cases are effectively managed through the strong partnerships built through the Designated Safeguarding Lead (DSL) who has excellent links with the BMBC Prevent Coordinator, South Yorkshire Police, Internal Safeguarding departments and external referral bodies such as IDAS (Domestic Violence Team), MIND, Community Mental Health Team, Social Services, Citizens Advice Bureau and related Advocacy Groups. The DSL is part of the Silver Prevent Group, the 'Safer Places' Steering group and a Further Education networking group focussing on sharing ideas and best practise around delivering information on British Values and Radicalisation.

The service follows the Council policy for safe recruitment and ensures effective monitoring of those processes.

Learners feel safe and have a good knowledge of in-service support that ensures they are safeguarded. Learners continue to feel confident about reporting any issues around safeguarding and any issues that are affecting their daily lives. In surveys (on course and end of course) all learners made a positive response to "I feel safe on my course".

A sustained focus on ensuring learners' understanding of the risks of extremism and radicalisation in their local communities was maintained. Extensive staff training, regular dissemination of local information and frequent monitoring of specific aspects of classroom activity (learner knowledge; tutor knowledge; planning and resources) has resulted in tutors being confident to address these topics with learners during their courses and challenging inappropriate views. **As a result, learners' understanding of the risks they face is sound.** The terminology used with learners has been carefully considered to ensure it is appropriate to their learning level. Learners' articulation of British Values and Radicalisation has improved but some continue to find it difficult to articulate their understanding due to low levels of confidence. Learners are in the main aware of their own and others' vulnerabilities and the risks the local context pose to themselves and their families. In Barnsley these risks are predominantly associated with Far Right white extremism, Hate Crime and on-line safety. Learners can see clear links between the code of conduct applied in the classroom and how this relates to British Values.

The Service continues to effectively adhere to the Council's Health and Safety policies and is part of a Council wide 3 year audit procedure to ensure compliance. The service carries out 6 monthly internal reviews on policy and procedure relating to Health and Safety which ensures learning environments remain compliant and conducive.

Key Development Actions

- **Improve the leadership and management of Employability and, English and ESOL programmes to improve the quality of teaching, learning and assessment and outcomes for learners**

Quality of Teaching, Learning and Assessment

Good

Strengths

High quality, constructive written and verbal feedback ensures that all learners have sufficient information about what they have done well and how they can improve their work which impacts positively on their learning.

Highly effective support during and in between lessons ensures that all learners are able to overcome their barriers to participating in learning and do not fall behind with their work.

A robust and detailed process for recognising and recording progress and achievement (RARPA) in Engagement and Wellbeing provision has a positive impact on the pace of progress and development of skills for the majority of learners.

Tutors have excellent subject knowledge and use this well to facilitate learning in skills and to demonstrate highly effective practical skills in Community Learning.

Areas for Improvement

The pace of improvement in the quality of Teaching, Learning and Assessment is too slow in the Employability Curriculum which has impacted on the learning experience of some learners

A minority of tutors continue to display underdeveloped skills in embedding maths, English and ICT into their delivery which limits the development of employability skills for some learners.

The standards of teaching, learning and assessment have remained consistent since the Ofsted's inspection in November 2018, only a minority of tutors continue to demonstrate inconsistent quality of delivery during classroom visits.

Lesson observations, learning walks and moderation of the learner journey carried out since the last inspection show that the **vast majority of learners receive very effective support from tutors and enjoy their learning**. Tutors are very effective in creating a positive and supportive environment in lessons which helps learners overcome their barriers to learning and confidently seek support. Tutors quickly develop good relationships with learners, many of whom have significant problems, poor experiences of learning or chaotic lifestyles all of which make learning difficult. **As a result, those learners with multiple barriers are supported particularly well.**

The majority of learners gain many social benefits, develop new skills and broaden their interests. These include making new friends, developing social networks and improving their physical and mental health. Consequently, learners become more effective in their communities. Learners on Wellbeing courses are improving their confidence and moving on to further learning.

Tutors use a range of strategies to assess the knowledge, understanding and progress of their learners, they do not always use this information well enough to **plan sessions that help learners, a few of whom are particularly vulnerable, to make at least expected progress** and overcome difficulties they have in participating in learning. As a result, tutors support those learners who start to fall behind by putting on additional sessions, one to one sessions and invite learners to attend more than one class if needed.

The delivery of learning is mainly good; however, the consistency of improvement in some areas of Teaching, Learning and Assessment is still too slow with a small minority of tutors. **The standard of planning is good,** in the vast majority of lessons tutors gather a range of initial assessment information from a variety of sources. They use this to establish the starting points of individuals to ensure that targets are suitably stretching and to plan and deliver a wide range of relevant activities that meet the different needs of learners, enabling them to **enjoy learning and develop skills, knowledge and understanding to make at least expected progress.**

Monitoring of learner progress within lessons is effective and tutors are setting work that builds on previous learning. The majority of learners are making substantial and sustained progress over time, in preparation for their next steps. In Engagement and Wellbeing provision, a robust and detailed process for recognising and recording progress and achievement (RARPA) has had a positive impact on the pace of progress and development of skills for the majority of learners. Tutors clearly explain to adults on community based and family learning courses the progress they are making and demonstrate their achievements well.

Written and verbal feedback is supportive and developmental to ensure learners know what to do to improve their work further. Tutors frequently mark and provide regular feedback on work and in ILP's. Assessment activity and tutorial reviews also provide an opportunity for effective verbal feedback which helps learners to build on their success and improve further. Learners act on this feedback in their future work and make sustained progress over time.

A minority of tutors continue to display underdeveloped skills in embedding maths, English and ICT into their delivery which limits the development of employability skills for some learners. Tutors do not all routinely correct spelling, punctuation and grammar errors in learners' work, resulting in some learners continuing to make the same mistakes and failing to improve these skills over time. Additionally, a minority of tutors place too much emphasis on the requirements of the awarding body at the expense of ensuring all opportunities to develop transferable and industry standard skills are exploited.

All staff have undertaken an extensive development programme to address the areas for development, in 2018/19 a total of **40 OTLAs were completed and of 32 tutors observed, 80% were Good or better.** This has had a very positive impact on teaching, learning and assessment with substantial improvements being noted. The weaker area of Employability have been slower to demonstrate the improvements needed. A change of management in both these curriculum areas has now been implemented to improve the pace of progress going forward. There have been 101 service wide targeted learning walks focusing on specific areas for development, of these, 31% of learning walks recorded significant progress, 54% reasonable progress and 15% insufficient progress in areas such as questioning, learner progress, stretch & challenge, target setting.

There has been a significant improvement in the questioning skills of some tutors to check the knowledge and understanding of learners and to stretch & challenge those most able.

Tutors effectively identify at the beginning of courses the support needs required by learners to help them make progress and achieve. During sessions, **learning support is used well to progress individual learners** to achieve their goals. There has been a significant improvement in achievement in Community Learning of learners who self-declare a learning difficulty/ disability compared to that of their peers, however, in the skills provision there still remains a gap.

In addition to specific support for identified needs through suitably differentiated teaching approaches and support, **two experienced and well-qualified curriculum information**

and support officers provide effective support for specific problems such as childcare, mental health issues, lack of confidence and unrealistic family demands which may impact on learners' progress. This helps some learners to stay on course and achieve.

Key development Actions

- **Carefully monitor the progress of all learners in particularly those who have self-declared a disability / learning difficulty**
- **Ensure all tutors consistently address the English, maths, ICT and employability skills of all learners**
- **Ensure SPAG errors are corrected consistently in all subjects**
- **Ensure that tutors do not allow the requirements of the awarding body to impede the development of learners' transferable and industry standard skills**

Personal Development, Behaviour and Welfare

Good

Strengths

Inclusive and welcoming learning environments and a culture of mutual respect and tolerance enable learners, many with significant barriers to participation, to feel secure and motivated to learn.

High quality support is used effectively to maximise learners' attendance, retention, achievement and progression.

Through attending courses learners significantly improve their self-confidence and communication skills.

Areas for Improvement

Attendance on a minority of courses limits opportunities for learners to work collaboratively and develop their personal and social skills.

Learners take pride in their work and their achievements and develop good skills. They work well together and often readily share their personal experiences to help other learners feel comfortable and less anxious in class. **Through attending courses they significantly improve their self-confidence, improve their employment prospects and enhance their well-being and family lives.** This means they are well-prepared to be successful learners and for future learning or work opportunities. In learner feedback 98% of respondents indicate that they feel they have developed their personal and social skills as a result of attending their course with the 96% reporting increased self-esteem.

Learners quickly develop good and trusting relationships in classes leading to confidence in talking to others and developing positive attitudes to learning and to learning from each other. Learners behave well and demonstrate respect for the tutor and each other leading to a safe and supportive learning environment which enables learners to be motivated during their sessions and continue their learning between sessions.

All staff work consistently hard to establish and maintain **inclusive and welcoming learning environments where learners, many with significant barriers to participating, feel secure and motivated to learn.** Many learners have not been employed or engaged in learning for a considerable period of time. Through their participation, they articulate how they have developed in confidence and how they are now more prepared to consider progressing. The learner code of conduct is firmly adhered to and learners comment positively on the positive relationships they enjoy with staff and peers alike.

All staff at all levels have a strong commitment and desire to help residents in Barnsley to improve their health and well-being. A wide range of support focused around helping individuals to build their confidence and improve their self-esteem is provided. This includes taster sessions that encourage those who are combatting loneliness or social isolation to meet new people, gain new skills, and improve their well-being.

High quality support is used effectively to maximise learners' attendance, retention, achievement and progression. A range of interventions from Curriculum Information and Support Officers is used to help learners overcome their barriers to learning, attend regularly, progress and achieve appropriately and develop their individual career goals and aspirations. As a result of this, and on-going guidance from tutors, learners who access this provision have a good understanding of their future options relating to personal development and a wide range of pastoral support and sign posting to relevant services/provision.

Excellent learner feedback supports this with 95% of respondents indicating that they had received good advice about what they could do next. The two Curriculum and Support Officers plan visits to all skills curriculum areas of learning including family learning to promote the support available and then offer group activity, 1:1 appointments or drop-in sessions to ensure all learners can access impartial IAG at an appropriate time for them. They deliver IAG to learners who attend initial assessments appointments for Maths, English, ICT and LLDD provision. This has ensured that any learner needs are swiftly met at the beginning of their course and appropriate support measures implemented.

The development of a system to identify vulnerable learners as they begin their courses through a standardised approach to information collection at initial assessment has led to a more cohesive approach to supporting learners and ensures the most vulnerable learners are targeted for IAG support. Those individuals who meet a specific number of trigger indicators from a prescribed set (unemployed, low prior attainment, mental health difficulty, dyslexia, disability, claiming fee remission, English not first language) have a personalised support plan developed which is then shared and co-owned by all relevant staff. This ensures that even the most vulnerable learners have the opportunity to progress, achieve and be supported appropriately throughout their learning journey.

Learners' awareness of how to protect themselves from the risks they face in everyday life is good. Tutors have received extensive training to help them embed an understanding of modern British Values and the dangers of radicalisation and extremism into their course delivery which has improved their confidence to reinforce how these relate to learners on their courses and as citizens of Barnsley. As a result many learners can articulate the risks they face in a manner appropriate for the area and their personal level of learning.

Learners feel safe in their lessons. This is overwhelmingly evidenced through learner feedback. Learners know how to raise any issues they have about their safety. Strong partnership links have been developed to reinforce and support the safe environment including the registration of all centres with the Barnsley Safe Places scheme. The service follows council Health and Safety policies into practice and has achieved excellent results through audit.

Through attending their programmes many learners make positive progress in overcoming their barriers to becoming more active in their communities and progressing towards employment. They develop the knowledge, skills and confidence they need to be successful and in doing so evidence how the Service contributes to the Council's priorities of a thriving and vibrant economy, citizens achieving their potential and strong and resilient communities. There are many examples across all the provision of learners applying what they have learned in a range of contexts. Comments which illustrate this include:

"I have made cakes for family and friends and decorated them using the skills i have learned. I would not have attempted to do this prior to the course."

"I have now adopted a more healthy lifestyle."

"Feel more confident to support my child and will help his development."

"Now I have more knowledge about safeguarding and how important and crucial it is for it to be a part of our daily life, protecting those around me is a responsibility ad priority."

"I can now write a covering letter with confidence."

"I needed Maths Level 1 to remain in a permanent post so completing the course has been really beneficial to me. Having now completed Level 2, this enables me to look for other posts within the BMBC."

“I can now use the internet to job search and apply by email.”

“I will be using spread sheets in my new job so this has given me the confidence to know I will be able to use them correctly.”

Learners are punctual, attend well and arrive at their lessons prepared to work hard which has a positive impact on their personal achievement and supports good or improving outcomes for many courses. The development of a learner attendance process has led to the Service having a more joined up approach to supporting learners who are struggling with attendance. The Curriculum Information and Support Officers contact learners when they have missed two classes or the Tutor has a concern about the learner and feels it may impact on their attendance. A daily attendance report is produced to ensure swift action can be taken to follow learners up who have not attended. The process has now been successfully implemented and many learners have improved their attendance or returned back to learning as a result.

Key Development Actions

- **Support all learners to attend regularly**

Outcomes for Learners

Good

Strengths

A high proportion of learners on accredited adult learning courses successful achieve their qualifications with an overall increase of 2.3% from last year to 92.3%.

The large majority of learners on community and family learning provision achieve their intended learning outcomes within their expected timescales.

Areas for Improvement

Increase the quality of the Functional and GCSE mathematics provision so that learners make better progress and a higher proportion achieve their qualifications.

Continue to increase the quality of the ESOL provision to ensure learners make better progress and achieve their qualifications in line with national benchmarks.

A high proportion of learners on accredited adult learning courses successful achieve their qualifications with an overall increase of 2.3% from last year to 92.3%, with entry level and level 1 qualifications showing an improved achievement rate. Entry level qualifications have seen an increase of 3.9% and level 1, an increase of 4.7% from the previous academic year. The achievement rate for both levels 2 and 3 qualifications have fallen slightly by 0.8% and 4.6% respectively from the previous academic year. Levels 1, 2 and 3 have achieved above the national average.

Achievement rates for Award, Certificate, Basic Skills Maths English, Other (regulated), Other (non-regulated), QCF units qualifications, are good overall and above national benchmarks. ESOL achievement rates have increased by 19.8% from the previous year and are currently 2.6% below national benchmarks.

All learners who undertake courses to enhance their employability such as food safety, health and safety and emergency first aid at work achieve their qualification and achievement rates are well above national average. These learners clearly update and gain the necessary skills required to move into or remain in employment.

The large majority of learners on community and family learning provision achieve their intended learning outcomes within their expected timescales. Learners attending courses in sugarcraft and sewing improve their knowledge and understanding of these subjects well. They improve their self-confidence and well-being by working collaboratively with their peers and tutors. They comment on end of course survey feedback about the values and benefits they gain from their courses and the new skills they have achieved and how they are able to use those new skills in everyday life.

Overall achievement for Community Learning has increased again this academic year by 2.6% to 96.9% with retention increasing by 1.3% to 99.1%. There is no significant difference between the achievement rate of male and female learners. There is a 5.3% point difference of the achievement of Asian learners compared to British learners, however the cohort is only small with 12 learners. In end of course surveys, learners identify the impact of attending the course by stating "*I make cakes for friends and family and raise money for charity when raffling the cake I decorated*", "*to help me make my own clothes*" and "*I've learned a new skill and it's sparked an enthusiasm for doing more art*".

The proportion of learners who achieved Functional English qualifications have improved by 5.7% across the English curriculum and are showing an increase on the previous year and are above national average, with the exception of learners on Entry 3 Functional English and GCSE English. Low retention rates during term 3 and a lower than expected pass rate has led to the declined achievement rates. Male learners on Entry 3 Functional English do not achieve as well as female learners on the same programme, due to the retention of male learners leaving the programme as they have gained employment and the low attendance of male learners due to the sporadic nature of gaining employment and struggling to commit to their course or be able to attend the drop-in sessions or complete extra work away from the sessions. At the end of the course, learners identify how their learning has helped them progress to positive destinations with one learner indicating *“It has enabled me to keep my position at work when the criteria changed”* and *“My English has improved I am now using different words than normal and the meaning of other words and using them in every day sentences”*. **Learners who undertake Functional English Level 2 have made substantial progress with achievement rates seeing an increase of 11.6% to 79.4% from the previous year and are 10.7% above the national average.**

The proportion of learners who achieve qualifications in Functional Maths has declined by 2% from the previous academic year. Tutors make insufficient use of the learners’ starting points to plan for and deliver challenging learning activities to allow learners on Functional maths entry 2 and GCSE mathematics provision to make the progress they were capable of. One tutor being managed through the probationary review process contributed to the decline in GCSE, Level 1 and 2 achievements and has since resigned from the Service. A newly qualified maths tutor is currently in place and is making good progress in their current role. As identified, achievements for learners undertaking Level 1 and 2 Functional Maths qualifications has declined from the previous academic year, but are either above or in-line with both national and provider averages. Some learners make good progress and are fully committed to their learning and on completion of their level 1 course, progress to the next level and achieve both levels within the academic year, giving them the knowledge and skills to progress in their chosen career. In end of course surveys, learners state *“The Functional Skills in Maths is so I can go on to do a higher education course”* and *“I now help my daughter with her maths homework”*.

The proportion of learners who achieve qualifications in ESOL has increased by 19.8% from the previous academic year. Tutors made good use of the learners’ starting points to plan for and deliver challenging learning activities to allow learners on ESOL provision to make the progress they are capable of. Learners make good progress across the whole ESOL provision and achieve their qualifications in a timely manner. Learners who enrol onto Level 1 Reading provision do not achieve as quickly as other learners and take up the opportunity to re-sit their qualification in the next academic year. The lower attendance rates for learners on these programmes due to work commitments leads to the lower achievement rates.

Learners who undertake entry level Information and Communication Technology (ICT) courses perform particularly well, with an increased proportion achieving their qualifications in a timely manner. The majority of learners make good progress and are fully committed to their learning achieving their qualifications within a timely manner. In end of course surveys, learners state *“I am aware of security on-line and what to look out for and the importance of using anti-virus software”*, *“It’s helped me to apply for jobs and be able to attach my c.v.”* and *“I can now use my laptop without having to ask my family and I am more confident using the Internet”*. Achievement rates for learners gaining the entry level qualifications have increased by 14% and 10.3% in both qualifications.

Learners who undertake Level 1 and 2 ICT courses perform particularly well, with a high proportion achieving their qualifications in a timely manner. Some learners make good progress and are fully committed to their learning. In end of course surveys, learners

state “I’m using my word and excel skills with my current job as receptionist daily”, “I am able to produce better documents at work” and “I have applied for a couple of jobs that need IT and I know I can now demonstrate the skills I have learnt confidently”. Achievement rates for learners gaining level 1 and 2 ICT qualifications are 7.2% and 8.43% above national average respectively.

A high proportion of the small cohort of adults who are mandated by Jobcentre Plus to take short English and mathematics courses aimed at improving their employability skills achieve these skills. As a result of participating on these programmes, the majority of learners progress onto full functional skills qualifications in English and mathematics. All learners who are required by Jobcentre Plus to attend a short bespoke combined English, mathematics and ICT course aimed at improving their employability skills achieve their qualification.

Achievement rates in Early Years Levels 2 and 3, Teaching Assistants Level 2 and Health and Social Care Level 2 have seen a slight increase on the previous academic year. All qualifications have seen a 100% pass rate and all achievement rates are above national average. These courses help learners to achieve the experience and qualifications to help them progress in their chosen career. **Achievement rates in Teaching Assistants Level 3 have seen a decrease on the previous academic year and are below national average** due to learners having to leave the course as they had found employment or due to health reasons. A third of those learners have been able to return to their learning during the academic year 2019-20.

Learners stated “*The knowledge, skills and qualifications from this have enabled me to gain permanent employment at the school where I carried out my placement*”, “*I gained employment in a school*” and “*I understand what being a carer is about and I am practicing it*”. Learners were able to access short first steps programmes in Early Years, Teaching Assistants and Health and Social Care to prepare them for the next stage of their education and identify which career path to take. Learners on these courses gained an Entry 3 and Level 1 award qualification and achieved at 100%.

In skills provision there is no difference between the achievement rates of male and female learners, retention and achievement rates have slightly increased with no significant difference between genders. There is only a slight difference in achievement and retention rates for those learners who consider themselves to have a learning difficulty and/or disability to those who do not. **There is a slight difference of 3% in achievement of White British learners and learners from other ethnic groups on adult skills courses.** The small number of learners who did not achieve their ESOL qualifications accounts for the lower achievement rates for learners from a non-White background compared to their peers.

Learners are able to recognise how their courses help develop their knowledge and skills and have the potential to improve their career aims. Learners on the Teaching Assistant and Early Years courses volunteer in placements to be successful in the practical element of their course. This also enables them to gain essential real-life work experience and as a result, learners gain employment in these areas both during, and when they have completed their courses.

On completion of their courses, a high proportion of learners progress to the next stage. For those learners on entry level and level 1 courses, many progress to the next level of learning. Similarly, a high proportion of learners seeking to improve their employability prospects highlight they have gained the skills to enable them to have a more confident approach when applying for jobs.

Key Development Actions

- **Increase the achievement rates of Functional and GCSE mathematics to ensure all learners make substantial and sustained progress and achieve their learning goals.**
- **Ensure all learners achieve their qualification regardless of ethnicity.**
- **Continue to improve the proportion of learners who achieve their ESOL qualifications**
- **Improve the initial advice and guidance given to learners undertaking level 3 teaching assistant courses to ensure they are clear about the commitment required to complete their course and achieve their qualification.**