

BARNSELY ADULT SKILLS AND COMMUNITY LEARNING Continuous Service Improvement Plan - From Sept 2019

This plan is intended to ensure the Adult Skills and Community Learning Service delivers on its mission to empower adults, families and communities to challenge disadvantage and achieve their potential through work, learning and skills development whilst maintaining and improving the quality of provision attained at its OFSTED inspection in November 2018 when the Service was judged to be a “Good” provider.

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. Through curriculum development and strengthened partnership working the Service will continue to ensure those most at risk of marginalisation and exclusion from society and work are supported to develop the skills they need to participate and progress. In response to the introduction of the Education Inspection Framework in September 19 the service aims by December 19 to have reviewed its provision and segmented it into strands each with clearly stated intent and identified impact.

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 Education Inspection Framework, 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.

Judgment Descriptors

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)

Quality of Education

30 August 2019

09:41

Quality of Education			
INTENT			
Recommendation	Amplification	Actions	RAG status/Progress/Current position/Impact (quantitative and qualitative)
<p>1. Curriculum is appropriately relevant to local and regional employment and training priorities</p>	<p>Leaders have discussed with local employers and partners regarding the requirements for their future employment needs or service users. Leaders understand local council priorities in relation to learning, developing skills and employment and have considered these in the intent of the curriculum. Or in the case of wellbeing, the curriculum intent is to improve the life, skills and knowledge of the most disadvantaged.</p>	<p>There is a statement of intent for all aspects of the curriculum (L&M) and staff can articulate this</p>	<p>A: Well ahead of performance target (Green) Intent at service and subject levels clarified. Deep dive activity planned to test at operational level. English and ESOL Deep dive undertaken w/c 18/11/19. Excellent clarity of intent in ESOL, development needed to ensure consistency of articulation in English. Living and working with children deep dive undertaken w/c 09/12/19. Excellent clarity of intent evidenced and clear articulation by all staff.</p>
<p>2. The curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge & skills for future learning and employment</p>	<p>All provision has a SOW which is sequenced to demonstrate how all components will be taught in a logical progression and demonstrates how learners will develop their skills and knowledge over the time of the programme.</p>	<p>A well sequenced SOW for all provision</p>	<p>C: Significant progress towards target (Amber) Schemes in place for all provision. Deep dives to be undertaken under the new 'Education Inspection Framework' will test validity. English and ESOL Deep dive undertaken w/c 18/11/19. ESOL curriculum coherently planned development needed in English to ensure there is no over-emphasis on qualifications delivered at the expense of skills and knowledge development. Living and working with children deep dive undertaken w/c 09/12/19. Coherent curriculum structure planned but content of some courses needs development to ensure relevance to local priorities and employment opportunities. Over reliance on requirements of an awarding body impacting on quality and relevance of content delivered.</p>

<p>3. The provider is ambitious for all its learners. The curriculum is tailored where necessary to meet the needs of individual learners particularly those with SEND and high needs (risk indicators).</p>	<p>Leaders are clear about how the curriculum supports learners' progression and provides knowledge and/or skills for the future (inc non-qualification). How the teaching of knowledge & skills builds on what learners already know and can do. Individual needs of all learners is addressed including those with risk indicators and those most able.</p>	<p>Learner profiles in place for all classes Lesson plans show how learning is differentiated to meet individual learner needs, particularly those with SEND/ high needs or meet internal risk factors</p>	<p>C: Significant progress towards target (Amber) Processes in place for all provision. English and ESOL Deep dive undertaken w/c 18/11/19. Some inconsistent use of available information to plan learning to meet individual needs identified in both areas. Planning for learning, differentiation and individual progress to be prioritised. Living and working with children deep dive undertaken w/c 09/12/19. The majority of learners follow a relevant pathway however in a minority of cases individual needs are not fully considered to plan a relevant pathway which impacts on progress and pace of progression.</p>
<p>IMPLEMENTATION</p>			
<p>Recommendation</p>	<p>Amplification</p>	<p>Actions</p>	<p>RAG status/Progress/Current position/Impact (quantitative and qualitative)</p>
<p>1. Teachers have expert knowledge of the subject they teach including, where relevant, up to date vocational experience</p>	<p>Tutors are qualified in their chosen field and have relevant industry experience where necessary. Tutors either hold or are working towards a recognised teacher qualification. Where tutors are teaching vocational subjects, their industry experience is kept up date.</p>	<p>All tutors have subject specialism All tutors have teaching qualification All tutors have evidence PTS 19 by July 20 All tutors have evidenced PTS 20 by July 20</p>	<p>C: Significant progress towards target(Amber) 1 x ESOL and 1 x Maths Tutors undertaking subject specialist qualification (due to complete Easter 2020) 1 x ICT Tutor undertaking generic teaching qualification (due to complete July 2020)</p>
<p>2. Teachers present information and/or demonstrate skills clearly, promoting appropriate consideration of the subject matter being taught</p>	<p>Tutors check learners understanding systematically, identify misconceptions and provide clear, direct feedback. In doing this they respond and adapt their teaching as necessary (but without having to use unnecessary, time-consuming, individual approaches to presenting subject matter. The resources and materials that tutors select and produce clearly support the intent of a coherently planned curriculum.</p>	<p>All tutors have evidence PTS 14 by July 20 All tutors evidenced PTS 18 by July 20</p>	<p>C: Significant progress towards target(Amber) English and ESOL Deep dive undertaken w/c 18/11/19 identified excellent practice in ESOL but inconsistent in English. To be addressed through tutor development plan. Living and working with children deep dive undertaken w/c 09/12/19. The majority of tutors demonstrated excellent practice. Weaker practice to be addressed through tutor development plans. Classroom visits through two 'Open Door Weeks' evidence tutors regularly check knowledge & understanding and that</p>

			learners are well supported
3. Work is demanding and ensures learners build knowledge and acquire skills, improving what they already know	Over the course of study, teachers design and use activities to help learners remember long term the content they have been taught, to integrate new knowledge into larger concepts and to apply skills fluently and independently	All tutors evidenced PTS 13 by July 20 All tutors evidenced PTS 17 by July 20 Staff development training to focus on embedding new learning into long term memory – planned for April 2020	D: Too early to assess (Amber)
4. Tutors encourage learners to use subject specific professional and technical vocabulary well	Tutors ensure learners are aware of the key vocabulary of the subject they are learning. They use this vocab throughout their teaching and expect learners to do the same. SPAG is addressed with learners, particularly around specific technical vocab		C: Significant progress towards target(Amber) English and ESOL Deep dive undertaken w/c 18/11/19 identified consistent use of key vocabulary and addressing SPAG in sessions. Moderation of the learner journey identified less consistency in addressing these areas in written work and feedback to learners Living and working with children deep dive undertaken w/c 09/12/19. Special and technical vocabulary used well but inconsistent addressing of SPAG identified across the subject.
5. Teachers work effectively with support staff to ensure that all learners achieve as they should	Support staff are provided with a SOW in the area they are supporting, they are made aware of individual learner needs and how they are expected to support them in class. The tutor gives very clear instructions to the support worker in relation to what they expect particular learners to achieve and the support they need to do this.	One to ones or LW have taken place to evidence support staff fully understand their role within the class they are supporting	D: Too early to assess (Amber)
6. Tutors and leaders use assessment well	Assessment is used to help learners embed and use knowledge fluently and flexibly, to evaluate the application of skills, or to check understanding and inform teaching.	All tutors have up to date progress monitoring in place that meets the service standard	C: Significant progress towards target(Amber) English and ESOL Deep dive undertaken w/c 18/11/19 identified that all tutors were using formative assessment consistently well. Formal progress monitoring used consistently well in ESOL but needs significant development in English. Living and working with children deep dive undertaken w/c 09/12/19. Progress monitoring system in place and utilised well by tutors

			but approach needs development to ensure all learners are being effectively monitored and early intervention actioned in a more timely manner
IMPACT			
Recommendation	Amplification	Actions	RAG status/Progress/Current position/Impact (quantitative and qualitative)
1. Learners develop detailed knowledge across the curriculum and, as a result, achieve well across all areas of their study.	Learners make substantial and sustained progress from their identified starting points in each of their courses. Where appropriate this is reflected in results from national examinations. Providers record and recognise learners' progress and achievements to inform teaching and support programmes to help learners reach their goals.	All tutors have up to date progress monitoring in place that meets the service standard.	D: Too early to assess (Amber)
		Moderation of the learner journey identifies that all staff are operating at least to the service standard.	C: Significant progress towards target(Amber) Moderation of the learner journey completed September 19 identified 23 of 31 staff moderated met or exceeded the service standard. By the end of December 22 of 31 staff moderated met or exceeded the service standard (increase from 2 to 5 judged to be outstanding with one tutor moving from food to requires improvement)
		Reverse decline in Diploma results to bring back in line with benchmark Continue to improve ESOL provision so that it is at least in line with benchmark Reverse 1 year decline in GCSE maths to bring back in line with benchmark	D: Too early to assess (Amber)
2. Learners are ready for the next stage of education, employment	Learners have gained qualifications and / or met the standards that allow them to go on to destinations that meet their interests or aspirations and the goal of their course of	All tutors have evidence PTS 15 - technology All tutors have evidenced PTS 16 - maths & English	C: Significant progress towards target(Amber) Good evidence of PTS 15 provided by the majority of tutors

or training	study. Learners with SEND/ high needs have greater independence in making decisions about their lives. Staff work with learners, employers and other partners such as Jobcentre Plus, to ensure that teaching, learning and assessment enable learners to develop personal, social and employability skills that prepare them well for their intended job role, career aims and/or personal goals.	Analysis of destination report identifies high proportion of learners moving to appropriate next steps	

Behaviour & Attitudes

30 August 2019

09:47

Behaviour and Attitudes			
Recommendation	Amplification	Actions	RAG status/Progress/Current position/Impact (quantitative and qualitative)
1. Providers have high expectations of learners' behaviour and conduct and these are applied consistently and fairly. This is reflected in learners' behaviours and conduct.	Calm and orderly learning environments are created and enable learning to take place. Clear expectations for behaviour across all provision.	No action required	B: Achieved performance target (Green) Deep dive in English and ESOL November 19 and Living and Working with children December 19 supports this remaining a strength of the service
2. Learners' attitudes to their education or training are positive.	They improve their attitudes over time. They understand their rights and responsibilities as learners. They are committed to their learning,	<ul style="list-style-type: none"> Retention remains above service target (96%) Voids are below service 	C: Significant progress towards target Retention 95.6% at end of term 1 therefore broadly in line with service target but voids high at 10%. Focus on understanding

	know how to study effectively, are resilient to setbacks and take pride in their achievements.	<p>target of 5%</p> <ul style="list-style-type: none"> • Half termly attendance reports from quality officer to subject leads • Develop consistent process for following up non-start learners 	<p>the reasons for voids and reducing proportion going forward.</p> <p>C: Significant progress towards target</p> <p>Service voids currently stand at 10% with focused and targeted work going forward to support learners who enrol but do not attend their first session.</p>
3. Learners have high attendance and are punctual.	This includes participating in any distance-learning activities, such as online learning and virtual learning environments. A strong focus on attendance at and punctuality to learning and work settings to minimise disruption, and so that learners gain valuable employability skills.	<ul style="list-style-type: none"> • Attendance is above service target (85%) for all classes • Learners in all classes have access to the service VLE (currently Edmodo) • 	<p>C: Significant progress towards (Amber)</p> <p>Attendance currently at 81% (Jan 2020), with significant targeted work in progress going forward to bring this at least in line with service target.</p>
4. Relationships among learners and staff reflect a positive and respectful culture where the principles of equality and diversity are nurtured.	Learners feel safe and rarely experience bullying, harassment or discrimination. If incidents occur, learners feel safe and confident to report them, knowing that staff will take swift and appropriate action. A positive and respectful provider culture in which staff know and care about learners. Staff deal with any issues quickly, consistently and effectively	No action required	<p>B: Achieved performance target (Green)</p> <p>Deep dive in English and ESOL November 19 and Living and working with children December 19 supports this remaining a strength of the service</p>

Personal Development

30 August 2019

09:50

Personal Development			
Recommendation	Amplification	Actions	RAG status/Progress/Current position/Impact

			(quantitative and qualitative)
<p>The curriculum extends beyond the academic/technical/vocational and provides for learners' broader development, enabling them to develop and discover their interests and talents</p>	<p>developing responsible, respectful and active citizens who are able to play their part and know how to become involved in public life. developing and deepening learners' understanding of the fundamental British values of democracy, individual liberty, the rule of law and mutual respect and tolerance. promoting equality of opportunity so that all learners can thrive together, understanding that difference is a positive, not a negative, and that individual characteristics make people unique. promoting an inclusive environment that meets the needs of all learners, irrespective of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation, relationship status or pregnancy</p>	<ul style="list-style-type: none"> • Tutors have up to date knowledge of the local context particularly in relation to prevent • Audit teaching resources to ensure that they reflect the diverse make-up of modern society • Curriculum extends beyond the requirements of external accreditation and pays attention to broader employability and life skills 	<p>C: Significant Progress Towards Target (Amber)</p> <p>Deep dive in English and ESOL November 19 identified positive approach and response to E&D. ESOL delivery consistently focused on the personal development needed to be successful in life and work but English delivery overly focused on the requirements of the external accreditation.</p> <p>Deep dive living and working with children December 19 identified positive approach and response to E&D but some over emphasis on the requirements of the awarding body to the expense of curriculum content.</p>
<p>The curriculum and the provider's wider work support learners to develop their character</p>	<p>– including their resilience, confidence and independence –and, where relevant, help them know how to keep physically and mentally healthy. Character is define as the set of positive personal traits, dispositions and virtues that informs motivation and guides conduct. Learners can therefore reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others. This gives them qualities they need to flourish in our society</p>	<ul style="list-style-type: none"> • Ensure tutors focus sufficiently on setting targets relating to an individuals personal development so that they are not limited to subject specific elements. 	<p>C: Significant Progress Towards Target (Amber)</p> <p>Deep dive in English and ESOL November 19 identified that learners were clearly developing these aspects but tutors and learners could not consistently identify that they were.</p> <p>Moderation of the learner journey identified that targets are mainly focused on the achievement of a qualification.</p> <p>Deep dive in living and working with children December 19 identified that learners could clearly articulate that they were developing these aspects with excellent examples of peer learning and confident learners able to present to their groups</p>

<p>Prepare learners for future success in education, employment or training</p>	<p>by providing: unbiased information to all about potential next steps; high-quality, up-to-date and locally relevant careers guidance; and opportunities for encounters with the world of work.</p> <p>Provide an effective careers programme that offers advice, experience and contact with employers to encourage learners to aspire, make good choices and understand what they need to do in order to reach and succeed in their chosen career supporting readiness for the next phase of education, training or employment so that learners can make the transition to the next stage successfully.</p>	<ul style="list-style-type: none"> • Ensure ten competencies that Barnsley employers are looking for is integrated into all course delivery. • Improve the quality of 'end of course reviews' so that it is consistently clear what a learners next steps are • Ensure access to high quality careers guidance for all learners 	<p>D: Too early to assess (Amber)</p> <p>Deep dive in English and ESOL November 19 identified that ESOL learners were consistently developing competencies for work but English approach needs further development. Access to IAG is available but process needs reviewing to ensure that those learners most at risk of non-completion are targeted and supported.</p> <p>Deep dive in Living and working with children December 19 identified learners were consistently developing competencies for work through placements and classroom delivery. Emerging good practice in relation to connecting competencies to professional standards to roles in the sector</p>
<p>The provider prepares learners for life in modern Britain</p>	<p>by: teaching them how to protect themselves from radicalisation and extremist views; helping to equip them to be responsible, respectful, active citizens who contribute positively to society; developing their understanding of fundamental British values; developing their understanding and appreciation of diversity; celebrating what we have in common; and promoting respect for the different protected characteristics as defined in law.</p>	<ul style="list-style-type: none"> • Assess the ability of learners to articulate the risks they face in their local context 	<p>C: Significant Progress Towards Target (Amber)</p> <p>Routine updates on local context delivered to staff who all hold Prevent qualifications. Deep dive in English and ESOL November 19 identified some learners were aware of Prevent but needs sustained attention to ensure all learners can articulate the risks they may face. Deep dive in living and working with children identified that all learners had an excellent understanding of the risks they faced and of fundamental British values.</p>

Leadership & Management

30 August 2019

09:51

Leadership and Management			
Recommendation	Amplification	Actions	RAG status/Progress/Current position/Impact (quantitative and qualitative)
<p>1. The curriculum, including the wider curriculum, for each strand of adult learning has a clearly defined purpose that is relevant to the education and training needs and interests of learners, and to local employment opportunities, and supports local and national priorities</p>	<p>A very clear rationale for the curriculum offer that takes into consideration local need, local market intelligence, BMBC priorities, LEP priorities, and demographic data. Leaders engage effectively with their community, including, where relevant, with parents/carers, employers, local services and organisations responsible for local and regional economic planning</p>	<ul style="list-style-type: none"> • Ensure all provision has clarity of intent, implementation and impact. • Ensure all course information is recorded on service template outlining distinction between prospective learners and information for sign posters/recruiters • Expand the curriculum offer to better reflect sector related employment opportunities in Barnsley (care, customer service, warehousing and retail?). Work with internal BMBC economic development team to identify relevant sectors 	<p>C: Significant progress towards target (amber) Clarity of intent for all provision types established and communicated. Deep dive in English and ESOL November 19 identified clarity of intent for ESOL. Further development in English required to ensure all tutors can articulate why the Service has an English offer. Currently they are restricted by their preoccupation with the achievement of qualifications. Staff development session in English and ESOL undertaken December 19 and curriculum structure amended as a result. Tutors better able to articulate intent of the subject area which will be monitored through curriculum documentation going forward. Deep dive in Living and Working with Children December 19 identified secure clarity of intent for the area.</p>
<p>2. Public funding is focused on people who are disadvantaged and least likely to participate in education and training.</p>	<p>Working with other partners participation is widened and support learners' progression to further learning and/or employment relevant to their personal circumstances is supported. Community learning funding is used to develop learning programmes and projects that</p>	<ul style="list-style-type: none"> • Expand partnerships voluntary and community sector and employers) to impact positively on learner numbers 	<p>C: Significant progress towards target (amber) Business intelligence tem currently producing map data showing learners by IMD indicator for inclusion in self-assessment report. November 19 data identifies that 58.4% of cohort self-declare with LDD(34% full year 18/19). The top recorded support needs are Mental Health, Dyslexia and Moderate Learning Difficulty.</p>

	develop stronger communities.		
3. Leaders have a clear and ambitious vision for providing high-quality, inclusive education and training to all. This is realised through strong, shared values, policies and practice.	The provider has high expectations of all learners and these are embodied in day-to-day interactions with and support for learners. Leaders focus their attention on the education and training they provide, leading to better outcomes for learners and continued and sustainable improvement. Learners benefit from effective teaching and high expectations in classrooms.	<ul style="list-style-type: none"> • Introduce developmental rather than judgemental framework for supporting the development of teachers • Promote the benefits of achieving QTLS and Advanced Practitioner status as a professional development tool • Increase the proportion of outstanding teaching, learning and assessment across the service 	Developmental framework introduced from September 19. Currently managing issues relating to autonomy and self development where indicator of success is limited to compliance with model. Quality audit of tutor action plans and manager judgements on tutor performance planned by VA for February 20 to provide evidence that new approach is having a positive impact.
4. Leaders focus on improving teachers' subject and teaching knowledge to enhance the teaching of the curriculum and the appropriate use of assessment.	The practice and subject knowledge and up-to-date vocational expertise of staff build and improve over time. Continuing professional development for teachers, trainers and other staff is aligned with the curriculum and develops teachers' subject expertise and pedagogical knowledge over time, so that they deliver high-quality education and training.	<ul style="list-style-type: none"> • All tutors to have provided evidence against a minimum of four professional standards by the end of term 1 (appropriate stage) and 8 by the end of term 2. • All tutors have a minimum of three SMART targets in relation to the Professional teaching standards, to be met by Dec 2019 • Service staff development priority for the year to develop PTS15 	C: Significant progress towards target (amber) Very successful open door week with all tutors participating in peer observations to support development of their own practice. Tutor individual projects evidenced against teaching standards demonstrate that they are now more willing to 'try something new' to enhance their teaching pedagogy.

		<ul style="list-style-type: none"> All tutors have at least a fortnightly 'coaching conversation' with subject lead to support them to meet professional teaching standards. 'One Note' updated 	
<p>5. All learners, including those with SEND and high needs, and disadvantaged learners, get the information, advice, guidance and support to achieve their next steps and progress to positive destinations.</p>	<p>Leaders provide the support for staff to make this possible</p>	<ul style="list-style-type: none"> Identify vulnerable and disadvantaged learners to ensure they are targeted for IAG support Compare targeted learners progress and achievement with that of a non vulnerable/disadvantaged cohort. Improve the initial advice and guidance given to learners undertaking level 3 to ensure they are clear about the commitment required to complete their course and achieve their qualification 	<p>C: Significant progress towards target (amber)</p> <p>A support plan is produced for all learners who identify as vulnerable/ at risk on enrolment, to ensure support is in place to address all their barriers to learning. Learners who identify as LLDD have a in depth IAG where a personal pathway planner is produced. A weekly case conference takes place to highlight any vulnerable learners who are not making adequate progress in their learning and to discuss additional support measures that can be implemented.</p>
<p>6. Leaders engage with</p>	<p>They are realistic and constructive in the</p>	<ul style="list-style-type: none"> All staff have at least 	<p>C: Significant progress towards target (amber)</p>

their staff and are aware and take account of the main pressures on them.	way they manage staff, including their workload. Consideration is given to the workload and well-being of staff, while also developing and strengthening the quality of the workforce	fortnightly one to ones (one note updated) <ul style="list-style-type: none"> At least half termly team meetings take place 	Weak leadership and management identified in English and ESOL now being addressed through combined SMT intervention
7. Those responsible for governance understand their role and carry this out effectively.	They ensure that the provider has a clear vision and strategy and that resources are managed well. They hold leaders to account for the quality of education and training and help to ensure continuous and sustainable improvement.		B: Achieved performance target (green)
8. Those responsible for governance ensure that the provider fulfils its legal duties and responsibilities.	These include, for example, those under the Equality Act 2010, and those in relation to the 'Prevent' strategy and safeguarding.		B: Achieved performance target (green)
9. Leaders protect staff from harassment, bullying and discrimination.			B: Achieved performance target (green)
10. The provider has an effective culture of safeguarding	that enables staff to: identify, help and protect learners who may need early help or who are at risk of neglect, abuse, grooming, exploitation, radicalisation or extremism; help learners to reduce their risk of harm by securing the support they need, or referring in a timely way to those who have the expertise to help; and manage safe recruitment and allegations about adults and learners who may be a risk to other learners and vulnerable adults.		B: Achieved performance target (green)
11. Deliver contract volumes, grow the business and ensure effective and efficient use		<ul style="list-style-type: none"> Income generated is above costs +20% Staff utilisation is at least 80% 	D: Too early to assess (amber)

of resources		<ul style="list-style-type: none">• Utilise the impact and positive benefits of learning as a publicity and marketing tool (learner case studies)• Promote and deliver 4 x Open days	
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