

## **BARNSELY METROPOLITAN BOROUGH COUNCIL**

**This matter is not a Key Decision within the Council's definition and has not been included in the relevant Forward Plan**

### **REPORT OF THE EXECUTIVE DIRECTOR FOR PLACE TO CABINET**

#### **Adult Skills and Community Learning Service Annual Self Assessment 2018/19**

#### **1. PURPOSE OF REPORT**

- 1.1 To provide Cabinet with an evaluation of the quality and impact of the Adult Skills and Community Learning Service and its current improvement priorities

#### **2. RECOMMENDATIONS**

- 2.1 **Cabinet accept the Service's self-assessment report for the full academic year August 2018 to July 2019. (Appendix 1)**
- 2.2 **Cabinet note the Service's Quality Improvement Plan (QIP) for the academic year August 2019 to July 2020. (Appendix 2)**

#### **3. INTRODUCTION**

- 3.1 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. It directly delivers learning opportunities to Barnsley residents aged 19+ both centrally at Wellington House and across the borough in a range of learning centres and community venues.

Local delivery is targeted, in, for and with communities to engage with those adults, families and communities in Barnsley with low skills and limited qualifications and / or who are experiencing significant barriers to employment and require help and support. The Service delivers BMBC's vision and addresses local priorities by harnessing the transformational potential of employment, skills and learning to support the development of:

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

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

delivery and outcomes. The Service was last inspected in November 2018 when it received a judgement of “Good”. The Service is now realigning with the new Ofsted Education Inspection Framework which came into effect in Sept 2019. The detailed quality improvement plan and highlighted areas for improvement are to ensure we meet our objective of achieving Outstanding at our next inspection which is expected in 2023.

- 3.3 The AEB is used to deliver **learning for work and wellbeing** across the stands of
- **Skills and qualifications**; for those adults with few or no qualifications. Priority areas are 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).
  - **Engagement and wellbeing**; focused on 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.
- 3.4 Of our current cohort of learners 52% have self declared a learning difficulty or/and disability and 8% are from ethnic minority backgrounds. In addition, over the past two years we have seen a significant increase in the number of learners presenting with mild to moderate mental health issues.
- 3.5 The Service is supported by a Governing Board which oversees the work of the Service, provides support and challenge for continuous improvement and is fully involved in the self-assessment process. The Board is made up of; Members (Lead Member/Cabinet Spokesperson for PLACE plus a n .other with relevant interest/skills); BMBC Officers both strategic and operational (Executive Director for Place, Service Director Regeneration and Culture, Service Director Organisation and Workforce Improvement, Head of Employment and Skills, Service Manager Adult Skills and Community Learning, relevant BMBC business partners; Further Education Sector Representatives (Vice Principal Barnsley College and Northern College, Service Manager from a similar local authority service within Yorkshire and the Humber Region) and a Voluntary and Community Sector Representative.

#### 4. PROPOSAL AND JUSTIFICATION

- 4.1 That Cabinet accept the outcome of the 2018/19 self-assessment process which resulted in the judgement that **the Service continues to be a good provider in OFSTED terms** and identified the following 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
- 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.
- 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.
- A high proportion of learners on accredited adult learning courses successfully 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.

4.2 The areas for improvement identified in the self-assessment process have been incorporated into actions within the Service's development plan which it is proposed Cabinet note, these can be summarised as:

- Ensure ESFA contract delivery meets the requirements of the new Education Inspection Framework which became operational in September 19
- Strengthen leadership and management of Employability and, English and ESOL programmes to ensure the quality of teaching, learning and assessment and outcomes for learners continues to improve
- Maintain a focus on ensuring all learners are consistently supported to develop their English, maths, ICT and employability skills alongside their main programme of study
- Maintain a focus on supporting all learners to attend regularly
- Increase the achievement rates of Functional and GCSE mathematics
- Continue to improve the proportion of learners who achieve their ESOL qualifications

## 5. **CONSIDERATION OF ALTERNATIVE APPROACHES**

5.1 There are no alternative approaches as the Council is contracted to deliver the ESFA contract and is committed to its delivery

## 6. **IMPLICATIONS FOR LOCAL PEOPLE/SERVICE USERS**

6.1 Assurance that the quality of the learning delivered by the Adult Skills and Community Learning Service continues to be “good”.

## **7. FINANCIAL IMPLICATIONS**

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

## **8. EMPLOYEE IMPLICATIONS**

8.1 The improving employee performance framework will be applied to ensure improvements to teaching, learning and assessment where required

## **9. LEGAL IMPLICATIONS**

9.1 -No legal implications

## **10. CUSTOMER AND DIGITAL IMPLICATIONS**

10.1 The Service focuses on the delivery of transferable skills (English, maths and ICT) which support individuals to be digitally active

## **11. COMMUNICATIONS IMPLICATIONS**

11.1 Corporate communications have been fully briefed and have prepared media releases and statements to respond to enquires as required.

## **12. CONSULTATIONS**

12.1 Not applicable.

## **13. LIST OF APPENDICES**

- Appendix 1: ASCL self-assessment report for the full academic year (July to August) 2018/19
- Appendix 2 ASCL service improvement plan 2019/20

## **14. BACKGROUND PAPERS**

Further education and skills inspection handbook May 2019

<https://www.gov.uk/government/publications/further-education-and-skills-inspection-handbook-eif>

If you would like to inspect background papers for this report, please email [governance@barnsley.gov.uk](mailto:governance@barnsley.gov.uk) so that appropriate arrangements can be made

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Financial Implications/Consultation



...10/03/2020.....

*(To be signed by senior Financial Services officer  
where no financial implications)*