

BARNSLEY COUNCIL

Adult Skills and Community Learning

Self Assessment Report 2020– 2021



BARNSLEY
Metropolitan Borough Council

Adult Skills and Community Learning Barnsley MBC

Self-Assessment Report 2020/2021

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A1 The Barnsley Context

The Barnsley Context

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.

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+.

A2 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 during the academic year 20/21 was "Working together for a brighter future, a better Barnsley".

Its priorities were:

- 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 (Creative Wellbeing, Positive Thinking)
- Courses to help businesses meet their statutory requirements (Health and Safety, Food Safety, First Aid)

Delivery locations for the academic year were significantly impacted by the Covid 19 pandemic with the majority of face to face delivery taking place in a central Barnsley location.

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 and early years practitioners). 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 2020-21 this delivery was significantly impacted by the Covid 19 pandemic but where there was delivery this 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.

A3 Covid 19 Impact and Response

On October 13th, 2020 Barnsley was put into the highest category of risk and local lockdown measures were implemented. There were 190.4 per 100,000 people in the population in the 7 days ending 6 October 2020. Older industrial towns and the former coalfields entered the pandemic with higher levels risk from the virus. Barnsley was in the top 5 of UK local authorities with the highest death rate from Covid-19 in January 2021. The seven-day rate of new COVID-19 infections in Barnsley on the 23rd January 2021 was 264.1 per 100,000 people in the population.

We work with people aged 19+ to improve confidence, self-esteem, or employability to get them ready for, in to or on in work or learning.

Delivering learning focused on:

- Employment, skills, and qualifications: getting people on to the skills ladder to gain, retain and progress in work
- Wellbeing: supporting people with physical and mental health issues to participate positively in their community and/or move into or retain work
- Reducing isolation, promoting integration, and bringing communities together
- Helping people acquire the characteristics to participate fully in life and work
- Helping people navigate challenges such as redundancy and parenthood.

When face to face provision was permitted limited numbers of learners were allowed access at any one time to our onsite provision based on risk assessment and guidance (DFE/BMBC – maintain social distancing and health and safety). This significantly reduced learner numbers and affected learner progression and achievement rates alongside periods of full building closure. The voluntary sector was impacted by covid which meant that referrals from this route were severely reduced as were referrals from Job Centre Plus as they prioritised key service functions, this recovered around May 2021. Teaching and support capacity remained constant throughout the pandemic due to measures being temporary, notice periods to reinstate provision short, and online delivery needing to be maintained and further developed. Particular curriculum areas were impacted such as food related courses. Although successful in delivering remote and online education during the pandemic, this is not a replacement for on-site education. Building of relationships between students and teachers and the close supervision and hands-on training vital to developing vocational competence is difficult to replicate. Courses which require placements, mainly within the care and childcare sectors, were badly affected as work-based placements were not able to go ahead. The largest majority of our learners are women, 78 percent, and 28 percent of our learners are categorised as having a disability. Research about the pandemic tells us that women provided the majority home learning to their families during school and bubble closures. Learners with caring responsibilities were impacted during this period due to pressures on respite care and access to agency care which was in high demand due to hospital discharges. Childcare was also affected reducing capacity for parents to engage in learning/vocational placement. Mental health issues increased and impacted many of our learners who already were suffering from poor mental health/wellbeing. Levels of domestic violence rose which will have a direct correlation with reduced levels of self-esteem and ability to achieve greater emancipation through lifelong and community learning due to limited confidence to engage.

Leaders acted swiftly to obtain online teaching platforms, develop new systems and processes for distanced enrolments and implemented a substantial training package for staff to develop their digital skills for online delivery. Prior to Covid 19, delivery was 100% face to face. The impact of Covid forced delivery online for the majority of learners. Where learners did not have the skills, equipment or internet access, tutors regularly maintained contact with learners by phone and by post. In the main, this was to support learners with their mental health and wellbeing which for many, had been negatively impacted by the pandemic. Going forward, the service has learned from the successes of the past year and maintained a proportion of the online delivery through a blended offer. The service now has a long-term solution for online delivery through Microsoft Teams for Education.

A4 Preparing for devolution

As of 1st August 2021, the Adult Education Budget was devolved to the South Yorkshire Mayoral Combined Authority (SYMCA) for South Yorkshire residents. A total of £30.6m has been committed through grants to South Yorkshire based FE Colleges and local authority providers and contracts for provision worth £10.2m have additionally been procured. In allocating indicative funding envelopes to providers SYMCA indicated that it had made “significant progress in moving towards fuller qualifications and away from short, repetitive learning...consistent with the Authority’s view that this approach will better support progression for residents across South Yorkshire”. As a Local Authority provider we were concerned that this may require a move towards a reduction in the volume of non-formulae funded/non-regulated activity formally known as community learning despite this type of provision being intended to engage the hardest to reach back in to learning and therefore supports the achievement of SYMCA’s broader priorities which cannot be achieved through qualifications alone (bold text within SCR published priorities below)

- residents develop skills, find work and **lead fulfilling lives**
- employers attract and retain staff with the skills needed for performance and growth and
- local communities to thrive and grow based on increasing prosperity, **social mobility and civic engagement.**

We were very aware that the constraints of the ILR reporting mechanism make it difficult to see the impact of this type of activity therefore we worked collaboratively with the other South Yorkshire Local Authorities to identify a means to demonstrate through data the value of this type of activity. As a result we have now matched all our provision at course level to SYMC’s specific priorities for AEB as well as to a set of mutually agreed priorities (outcomes) based on research in the Local Government Association publication Learning for life: the role of adult community education in developing thriving local communities. A handbook for councillors. As a result, all staff, managers and leaders can clearly identify the primary intent of any provision on offer and understand how it contributes to local and regional skills development needs.

SYMCA’s priorities for AEB are:

- ▶ Progression Pathways to remove barriers for economically inactive and unemployed residents to enter employment – with a focus on maths, English and digital
- ▶ Skills Acquisition to support those in low paid work to progress in their careers
- ▶ World Class Technical Education increasing aspiration, attainment and ambition and enabling higher skills and qualifications

The mutually agreed priorities are:

- Employment, skills and qualifications: getting people on to the skills ladder and help them gain, retain and progress in work
- Health and wellbeing: supporting people with physical and mental health issues, thus reducing health costs and supporting people to participate positively in their community and/or move into or retain work

- Integration and inclusion: reducing isolation, promoting interaction and integration and bringing communities together
- Attitudes, aptitudes and characteristics: helping people to acquire the characteristics needed to participate fully in life and work
- Life transitions: helping people to navigate challenges such as redundancy, retirement and parenthood

Intent

A well-developed curriculum offer that is appropriately relevant to local and regional priorities to give individuals the knowledge and skills to prepare them for their next stage in life or move closer to the labour market

A very clear progression pathway is in place that supports learners to **get ready for work, get into work or move on in work**. A specific focus on supporting the mental health and wellbeing of learners to help them deal with the complex issues they are increasingly facing has been maintained throughout another difficult and uncertain year.

The Covid pandemic continues to highlight that although learners develop and build on their subject specific knowledge, **some learners still do not benefit from developing additional digital skills to prepare them for future learning, employment and life**.

All learners receive individual IAG to assess their individual needs and identify any additional support required. Learners with more complex needs have substantial IAG which is recorded in a pathway planner to ensure learners are directed to provision that is relevant to them. In class taught sessions, it is evident these plans are used to put in measures of support for learners such as coloured paper and overlays, larger print handouts and additional learner support. It was highlighted during the pandemic that more focus on how digitally excluded learners can be supported needs to be considered in times when remote learning is the only option.

From beginning to end this has been an enjoyable experience. I received help choosing and applying for the correct course to suit my needs. There were lots of times and days available to attend making it easy to fit around my family, it was great that i had input in the modules I wanted to cover. The venue was very accessible, and my tutor and classmates were friendly and supportive, I would recommend this course to anyone wanting to improve their IT skills.

Implementation

During lockdown staff received training on how to use technology in their teaching, they worked collaboratively in teams and across the service to share best practice and further develop these skills so that they could teach their classes remotely.

Tutors adapted to a new way of working extremely well and learners were not disadvantaged by the mode of delivery. Staff now appreciate digital technology as a useful teaching tool and this is something they will continue to use in the future. A small number of staff have developed excellent online teaching skills and strategies by using a wide range of online tools such as Nearpod, Padlet, Edmodo, Google classroom, Onedrive, flipgrid, Quizlet, wordwall and Zokrates to enhance the learning experience of students.

In the majority of lessons observed, the **work is demanding for learners and builds on their prior knowledge, enabling them to build their skills, knowledge and understanding.** Tutors address misconceptions well and use recall activities to ensure knowledge and understanding is secure. Effective questioning techniques still remains strong across the service, with the exception of a small minority. Deep curriculum reviews across the service evidenced that this is still the case

Staff across all subjects create additional resources that are available for learners to access at any time so that they **have the opportunity to apply the new knowledge and skills that they have learnt.** In ESOL and ICT learners have access to a PADLET with additional explanations of tasks, further activities to apply new skills and extension activities that encourage high order thinking. In maths, learners have access to a bank of resources and mark schemes where they assess their own learning. Engagement and Wellbeing learners are encouraged to repeat new learning throughout the week and at a time that is more beneficial to them which supports their mental and health and wellbeing. Access to tutor created You Tube videos enable repetition of learning so that new skills are remembered long term. The move to online teaching has encouraged learners to manage their own learning much better with the continued support of their tutors.

Teaching and support staff go above and beyond to support all of their learners including those that do not have the necessary skills or equipment, to adapt to the new delivery model forced upon them by National lockdowns. The support that learners received not only enabled them to continue in their studies, but also supported them with their emotional wellbeing effected by the pandemic. Tutors effectively used a range of methods to engage and communicate with their learners and present them with learning materials such as email, verbal one to one instructions over the phone, one to one catch up sessions, posting out work and over Webex; the online delivery platform used to deliver sessions.

Teaching staff In ESOL and ICT have embraced a joint working project with passion and enthusiasm, enabling ICT staff to improve their knowledge and gain a better understanding of teaching ESOL learners, at the same time, ESOL tutors have improved their skills to embed digital technology into their classrooms. This is outside the area of expertise for both curriculum areas. Staff now incorporate some of the teaching methods into their own delivery and provide an improved learning experience for those learners who speak English as a second language.

Tutors use initial assessment and diagnostic tools well to establish learner starting points so that they give them work that is demanding and ensures they build on that knowledge and skills, improving on what they already know and can do. In maths and English learners attend an introductory 'Getting started' course where tutors use diagnostic results to plan individual work so that learners have the underpinning knowledge needed to move on and succeed. In Digital skills, the initial assessment determines the specific pathway for each learner to ensure they develop the required skills to be successful at the right pace and depth for them.

The work that tutors give learners in a some lower level classes is not always demanding, most able learners in these sessions are not always making

accelerated progress. Tutors focus too much time ensuring that all learners achieve the learning outcomes and those learners that achieve this quite easily are not always stretched to accelerate their progress

Tutors in maths and English do not monitor the continued progress their learners are making well enough. Too much emphasis is placed on past papers to assess knowledge and skills gained in these subjects. Internal progress tracking is not used well enough and as a result learners and tutors are unsure of the progress they are making towards their end point. However, in ICT and Living and Working with Children, learners are regularly assessed and have access to the updated tracking on their individual progress.

My tutor makes maths fun. she is a really good teacher and often offers different ways to understand how to do calculations when you are struggling to grasp how to do certain questions.

Impact

During lockdown learners in the Engagement & Wellbeing area were particularly susceptible to increased mental health issues. Many struggled with loneliness and isolation, and most were apprehensive of learning online. When lockdown ended, they then struggled to come out again and mix with other people.

Learners in Engagement and Wellbeing provision make good progress and recognise how their learning has a positive impact on their wellbeing. Learners attend regularly despite struggling with anxiety, low self-esteem, and low confidence. End of course feedback confirms that attending classes lifts learner mood, builds their confidence, and equips them to cope with the challenges of everyday life. Some learners describe their experiences on courses as life changing. **Tutors very effectively support learners to identify their personal progress and as a result learners are proud of their achievements and well prepared to move on within the provision.** Learners take small steps towards developing confidence and self-belief through a series of progressive short courses, helping them to overcome barriers and to access further support and learning opportunities. **Tutors design courses that require inexpensive materials and as a result no learner is disadvantaged.** Tutors ensure that learners focus on the mental benefits of creating and how this can be achieved without the need to use professional quality tools and materials. **End point assessment is limited and not sufficiently robust to assess when learners are ready to move on from wellbeing provision. As a result, a small number of learners remain in wellbeing provision beyond the point when they have met their goals.** Some learners rely on the classes and activities to meet their social and creative needs rather than their wellbeing needs and are reluctant to move out of the service.

Static retention and achievement rates for the overall formulae funded Education and Training offer remain in line with the previous year, despite disruption to learning for all learners throughout the academic year.

Achievement rates (86.3%) across the whole Service have seen only a slight decline of 2.3% on the previous year (88.6%) despite wide-spread disruption to learners

achieving their goals due to lockdown, interruptions to their learning due to home-schooling, illness due to COVID-19, non-attendance due to isolating and changes in caring responsibilities. Areas with the declining achievement rates include Functional English and Functional Maths and Level 2 ESOL provision. This is below the national benchmark of 89.1%, which is the benchmark produced from the 2018/19 data. Despite the disruption to learning, retention rates declined by only 1.2% from 94.9% in 2019/20 to 93.7% last academic year.

Consistently good achievement of learners on Award provision across the curriculum are ready for the next stage of their personal journey. Learners on the Award provision have continued to achieve at a level consistent with the previous academic year (96.5%) and which remains above the national average of 94.7% (2018/19). Male and female learners have achieved at a similar rate, along with learners who have self-declared a learning difficulty and/or disability. Learner declaring a mental health difficulty have achieved at a slightly lower rate and therefore this needs to be a focus in the coming academic year to ensure the progress of all learners are being monitored and concerns are addressed earlier in their learning journey.

Good development of skills and knowledge across the curriculum, resulting in good achievement on short, non-regulated courses. There is an upward trend in learner achievement on non-regulated provision. The majority of this provision is of a duration no longer than one term and has supported the learner to make substantial and sustained progress from their identified starting points. This provision has been flexible allowing the learners to re-start their learning once the interruptions experienced by COVID-19 restraints had changed. Both male and female learners have achieved at the same rate on this provision. Learners who declare a disability achieve at a better rate than non-declared learners, except 2 learners who declared dyslexia and one learner declaring a disability which affects their mobility. Learners from all backgrounds achieve at the same rate.

Inconsistent development of learner skills and knowledge in Level 1 and 2 English and maths provision results in learners not always achieving their intended goals. Learners on Level 1 and 2 Functional English and Maths provision have seen a decline in achievement rates overall of 18.4% during the academic year, with retention remaining static from the previous year. Eight of the learners who did not achieve, struggled with their attendance and commitment to learning during the lockdown period and COVID-19 restrictions due to home-schooling, illness and changes in caring roles and did not achieve in either English or maths. Slower progress was made in the online sessions and all 3 English modules were not achieved, resulting in a lower than anticipated achievement rate in both Level 1 and 2 Functional English. To enable as much learning time as possible, live examinations were undertaken at the end of the academic year, but this led to 57% (n=8) of the level 2 Functional English learners and 35% (n=14) of the level 2 Functional Maths learners who have not achieved being unable to attend for their live examinations and as they had to isolate due to contracting COVID-19 or being in a household with someone with COVID-19. Learners who declare a disability and/or learning difficulty do not achieve as well as those learners who do not declare. Learners from different ethnic backgrounds achieve better than those learners from Britain, but African learners do not achieve as well as all other learners.

More robust progress monitoring needs to take place this academic year to be able to earlier identify learners who are falling behind and ensure appropriate support is put in place to enable them to make substantial and sustained progress to achieve their identified learning goals.

Too few learners on Level 2 and Reading (E2) ESOL provision achieve their qualifications to enable them to progress to their next stage. There is a downward trend of learners on level 2 ESOL provision that have not achieved their intended learning goals with male learners achieving at a lower rate than female learners. Four of the learners who did not attend at Level 2 left the Service and did not return to undertake a re-sit of their examination. Two of the learners did not achieve either their Level 2 Reading or Writing due to the limited progress they had made due to struggling with COVID restrictions. The number of learners achieving E2 Reading declined last academic year, due to the lockdown disruption to their learning, they were unable to achieve this before the end of the academic year. Learners undertaking the Reading (E2) ESOL qualification were small in number, with two of the learners not achieving their Reading or Writing goals, contributing to the decline in achievement rates.

End of course learner feedback is of a high quality and suggests that learners are prepared well for their intended next steps and personal goals. A good proportion of them progressed to positive destinations with recorded outcomes of further learning or current employment however too high a proportion of records have unknown outcomes which prevents the impact of the Service in this respect from being fully evaluated. Improving the quantity of records with a known outcome so we can better understand the difference our offer makes will be a priority for the academic year ahead.

My youngest son is home schooled. This course has enabled me to teach him more about IT and to use my new skills to prepare resources for him. Also my older son has been struggling when using his computer to complete college work from home and attend online classes during covid. This course has given me the skills and confidence to help him.

Despite the impact of Covid 19 on education, **learner attendance has remained good at 85%**. Good levels of attendance are testament to the tutors who have supported their learners well throughout the pandemic

Learners feel safe in their classes. They are well informed about keeping themselves safe not only in face-to-face classes but also safe online. Leaders and managers provide good information about safeguarding, safe places in Barnsley and the possible risks from extremist groups. The end of course survey results 99.58% of those surveyed said that they felt safe on their course.

Teaching and support staff know and care about their learners and strive to ensure they receive additional support where needed including information about external services. Learners feel confident to disclose personal issues and as a result are supported with referrals to external agencies where required. Learners have had food parcels arranged for them from foodbanks, referrals to debt advice agencies and CAB, drug and alcohol services, Barnsley safe places. Wellington House is also a dedicated safe place in Barnsley. Staff in Engagement & Wellbeing provide support and encouragement to potential, vulnerable learners, particularly those with anxiety and mental health issues, to gain confidence and reduce social anxiety, so that they are ready to engage with their learning journey.

With the issues with covid and spending time at home, I'm occupying my spare time doing some art I've learned to relax me. It definitely helps with my wellbeing tremendously. The classes have given me a routine in a chaotic world at the moment

My life feels more positive. I like how I feel different about everyday situations

The ongoing social interaction during the pandemic via online meetings was so beneficial in order to reduce isolation and adapt ways of working in order to continue support

I have attempted to apply some of the communication skills with my own children, adapting the methods across the different age ranges. It was also very interest to learn about their development and know what stages they are all at.

I can see my writing skills and critical thinking improve

A7 Personal Development

Good

All new learners benefit from high quality Information Advice and Guidance at the start of their studies, enabling learners to make informed decisions about the courses they choose and the career pathways they intend to follow. The enquiries to enrolment process incorporates subject initial assessments where results are discussed with learners at their IAG appointment and realistic learning goals are set. In the Induction survey comments such as 'Excellent service, explained course applied for but was also happy to discuss other courses and options as well', 'The information provided for the course was very well explained and any additional questions answered to my satisfaction', 'very useful appointment, she explained her role and provided extra support and gave me advice choosing to do the course, offering further support about my needs'.

Learners develop good employability skills during their studies and in the majority of classes are asked to reflect upon these. Activities and tasks, particularly in ICT, living and working with Children and ESOL, embed employability skills well including work based scenarios in delivery and incorporating maths, literacy, ICT, team work and encouraging learners to be more resilient. In the end of course surveys 97.5% of learners surveyed said 'I feel opportunities for employment have increased by attending this course' and 15.83% said they had gained employment as a result of the course.

For many learners, the pandemic has resulted in new digital skills being learned in addition to the course they are studying. They have adapted extremely well to online learning and been able to access resources, communicate with their tutors, complete and return work and participate in online classes. **Learners have also shown huge amounts of resilience as they have adapted to this new way of working.** **The large majority of learners contribute well to class discussions and improve their speaking and listening skills well.** In online classes tutors use breakout rooms and group work to encourage communication. In ESOL a conversational English class enables learners to practice their speaking and listening skills and the ESOL for work course has enabled learners to make the progress expected in improving their English skills.

Learners benefit well from the new skills they have learned on their courses, 99.58% of those surveyed say they apply their new skills in their daily life. 98.33% of learners also claim that they have developed personal and social skills as a result of attending the course. Many learners' personal responses to the end of course survey highlight how much their own learning has not only supported them through the pandemic but also enabled them to support their families and children. Comments include 'I have learned new skills to use at home with my children and helped me become a more confident parent', 'Helped me to support my children during lockdown', 'helped me with home schooling', 'able to help my kids with their school work through Covid', 'I can use my ICT skills to update my own CV and apply for jobs', 'Teach my son who is home-schooled about IT as he is struggling with the computer for his online classes while isolating'.

I have applied for several job vacancies and I wouldn't have had the confidence to do so without gaining these skills. I feel in a better position to change career

I am employed. I found it useful and comfortable to hold a conversation with English speakers at work.

These skills have helped me to move up on the career ladder in my work place

I have now gained a new job role and has given me great confidence in this.

The skills I have learnt have given me confidence to enter a competition and get shortlisted to have my art work hung in Cooper gallery exhibition in Barnsley. It has been an amazing experience and I even have been able to view the exhibition in person as restrictions have eased. The best feeling ever!

A8 Leadership and Management

Good

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, resilience and confidence to ultimately become the workforce that local employers are seeking and have used this knowledge to shape and define the current curriculum offer resulting in clarity of intent for all provision types being established and communicated widely. With a focus on learning for work and wellbeing each strand of learning has a clearly defined purpose with explicit links to the employment and skills strategy for Barnsley which supports people to get in to and progress in work. Strong working relationships between the grant funded adult education providers in Barnsley throughout the pandemic has served to clarify the local offer to ensure duplication of provision is minimised. Devolution of the Adult Education budget has however resulted in new procured provision with new providers due to deliver in the locality from September 2021. Leaders within the council are working hard to understand the scope of this provision so that delivery has the best impact for residents across the borough and to support effective information advice and guidance so that individuals can access the provision that best meets their specific needs and intentions.

In some cases, decisions about placing learners were led by provision rather than the needs and interests of the learners despite an assessment of their digital skills and learning preference. A few learners with no access to digital were placed online as this was the only offer available to them and some, with good levels of digital skills placed in face-to-face provision without being offered an on-line alternative. As a result, the offer has been developed so that more effective placement of learners based on their personal skills and preferences can always take place.

As a result of the pandemic, learners in Childcare and Teaching assistant courses were unable to attend work placements which is a requirement of the awarding body for the majority of Certificate and Diploma qualifications. The lead tutor responded quickly and adapted provision so that learners could still gain a qualification to move them closer to the labour market without needing to wait until schools and nurseries allowed student placements to re-commence.

Although a good proportion of learners progressed to positive destinations with recorded outcomes of further learning or current employment too high a proportion of records have unknown outcomes which prevents the impact of the Service in this respect from being fully evaluated. Some of the processes for data collection such as recording a destination at certificate collection were impacted by the limited access to venues during the pandemic. A review of the systems and processes in place to collect this information will be undertaken in the next academic year is required to ensure the maximum number of destinations can be captured so that we are better able to evaluate the impact of the provision.

Learner numbers have declined significantly as a result of the Covid 19 pandemic with the most significant decline in participation at entry level and in community learning activity where learners with the fewest/lowest skills and qualifications would

be represented. The Service has however remained committed to its purpose of “challenging disadvantage and supporting communities and the families within them to achieve their potential through work, learning and skills development”. **Provision has therefore continued to target the learners who are the hardest to reach, including those who are unemployed, disadvantaged and those who have few or no formal qualifications.** Staff are clear about how they are contributing to this purpose and remained so in full acknowledgement that those with the greatest barriers to participation were even less likely to engage during such difficult circumstances. This commitment to purpose however has been at the expense of the Service being able to realise the full value of its ESFA allocation and has resulted in the Service submitting a business case outlining the impact of the pandemic on its ability to deliver in this context. A new model of targeted locality working is planned from September 21 to reverse the decline in participation particular by those with few or no qualifications.

Although all staff worked hard and collaboratively to maintain provision, support individual learners and deliver a quality service that enables everyone to progress and achieve, there is no doubt that **the pandemic has impacted negatively on some of our learners and their outcomes.** Breaks in learning well exceeded yearly averages. Many learners self-declaring a learning difficulty or disability invoked breaks in learning and learners undertaking maths and English qualifications deferred due to lack of confidence to complete or start additional programmes of learning without the certainty of face-to-face learning options and due to levels of uncertainty around Covid. More than usual numbers of learners failed to complete and achieve, these learners were offered breaks, declined, then found it difficult to retain progress.

Council members, leaders and managers have high aspirations for, and a strong commitment to adult community education and the potential it has to transform lives. 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. Significant changes were required to ensure continuation of provision during the Covid 19 pandemic. This included the development of an equipment loan process which enabled learners without access to digital devices to loan a suitable device to allow them to participate in on-line courses. Additionally, leaders worked with other Council services to facilitate the acquisition and customisation of Microsoft Teams for Education in time for the start of the academic year 21/22. This involved the purchase and deployment of new compatible devices for all staff, significant changes to the IT infrastructure to enable file sharing and connectivity, integration of MTFE with the Service’s MIS system as well as the development of all related systems and processes to enable the product to be utilised effectively.

The pandemic presented significant challenges in terms of ensuring appropriate infrastructure, resources and teaching skills were available to effectively deliver face to face, online or in a blended model. Staff responded admirably and worked hard to overcome the challenges they faced so that all delivery was of a comparable quality but they highlighted and were limited by **a lack of service led solution for document sharing to support access to resources, assessment materials, progress tracking and evidence achievement. This made it difficult for**

learners, staff and managers to easily understand and evidence the quality of provision and the progress individuals were making. The full-scale implementation of Microsoft Teams for Education from September 2021 will rectify this and will support a refocusing on pedagogical, rather than technical, skills development for teachers.

This lack of a shared storage solution also masked **inconsistencies in the focus and rigour of quality assurance and performance management processes across different subject teams.** Whilst processes, procedures and expectations were communicated and acknowledged it was impossible for managers to easily verify that these were being routinely undertaken and recorded. In English and maths the tools to undertake effective progress monitoring of learners' skills was in place but not all tutors ensured this was maintained for all learners and that it could be used to fully plan their programmes. Managers therefore placed too much trust in the verbal updates they received and did not apply sufficient rigour to validating this information.

The focus for staff CPD has been on developing the digital teaching skills of staff so that they can transfer their pedagogical knowledge from one mode of teaching to another (face to face to online). Observations this year have indicated that in the majority of cases this has been successful. There are however still some teaching resources which need to be better adapted for the on-line mode as some teachers do not always fully appreciate the need to have different resources for the same topic across different modes of delivery.

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. It was instrumental in ensuring the limitations of the IT infrastructure to support quality teaching, learning and assessment during and potentially post pandemic were addressed in as speedily manner as practicable for such a significant and complex project.

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”. New codes of safe conduct, attitudes and behaviours to be followed by all learners and staff during online classes have been introduced and integrated into induction processes

If I wasn't able to do this course online I don't think I would have started it Just being able to do this online course has made me feel I can do other ones which I I'm doing. Thank you and looking forward to doing my level 2.

Key Development/Improvement Actions For The Year Ahead:

- Increase participation, particularly of those facing the greatest disadvantage and with the lowest level of skill/qualification, to pre-pandemic levels through the development of a locality model aligned to the Area Councils which increases engagement with individuals in their own communities
- Following the introduction of Microsoft Teams for Education for the start of the academic year September 21, fully embed its use into delivery ensuring the quality of teaching and learning is maintained and the digital skills of both teaching staff and learners attending courses are strengthened
- Strengthen collaborative working with local providers to avoid duplication of provision, provide clarity of the offer available to the adult population and maximise the impact of public funding on the economy
- Reduce the proportion of learner records with unknown outcomes so that the impact of the Service can be fully evaluated
- Improve the consistency and rigour of quality assurance and performance management processes at the individual team level to ensure all learners progress and achieve in line with expectations
- Strengthen the leadership and management of English and ESOL

Qualification Achievement Rates Report

Service Attendance				
		2018/19	2019/20	2020/21
Overall	Attendance	77.0%	71.0%	85.0%
Community Learning				
		2018/19	2019/20	2020/21
Overall	Leavers	1,041	615	568
	Achievement	96.9%	90.4%	96.1%
	Retention	99.1%	98.0%	98.8%
Education and Training				
		2018/19	2019/20	2020/21
Overall	Leavers	2,644	1,601	1,347
	Achievement	93.3%	88.6%	86.3%
	Retention	95.8%	94.9%	93.7%

19+ Adult - Education and Training		2018/19	2019/20	2020/21	Difference
Entry	Leavers	1165	689	445	-244
	Achievement	94.8%	89.3%	88.8%	-0.5%
	Retention	96.0%	95.2%	93.9%	-1.3%
Level 1	Leavers	576	371	275	-96
	Achievement	91.7%	85.4%	81.8%	-3.6%
	Retention	95.3%	94.1%	91.6%	-2.5%
Level 2	Leavers	688	383	406	23
	Achievement	90.3%	86.2%	80.3%	-5.9%
	Retention	95.2%	93.7%	92.1%	-1.6%
Level 3	Leavers	215	158	221	63
	Achievement	98.6%	98.7%	98.2%	-0.5%
	Retention	98.6%	98.7%	98.6%	-0.1%

Qualification by type

Community Learning by Qualification Type				
Qualification Type	Overall Leavers Actual	Overall Achievement Actual	National	Retention - Actual
Community Total	568	96.10%	94.20%	98.50%
Award	72	88.90%	94.20%	100.00%
Other (Non Reg)	496	97.20%	-	98.60%

Education and Training by Qualification Type

Qualification Type	Overall Leavers Actual	Overall Achievement Actual	National	Retention - Actual
Education and Training total	1347	86.30%	86.90%	93.70%
Basic Skills Maths, English and Digital	267	58.30%		89.50%
GCSE Maths and English	31	80.60%	80.90%	80.60%
Award	543	96.50%	93.50%	96.60%
Certificate	71	88.70%	89.20%	88.70%
Diploma	85	88.20%	86.20%	89.40%
ESOL	156	84.60%	90.20%	90.40%
Other (Non Reg)	180	96.70%	95.40%	98.90%
QCF Unit	14	100.00%	90.20%	100.00%

Qualification by level

Education and Training by Level Type				
Level	Overall Leavers Actual	Overall Achievement Actual	National	Retention - Actual
L1	275	81.80%	91.80%	91.60%
L2	406	80.30%	82.80%	92.10%
L3 Award	183	100.00%	-	100.00%
L3 Certificate and Diploma	38	89.20%	87.20%	91.90%
Entry Level	445	88.80%	91.60%	93.90%

Community Learning by Gender

Gender	Overall Leavers Actual	Overall Achievement Actual	Retention - Actual
Community Total	568	96.1%	98.8%
F	420	95.7%	98.8%
M	148	97.3%	98.6%

Education and Training by Gender

Gender	Overall Leavers Actual	Overall Achievement Actual	Retention - Actual
Education and Skills total	1347	86.3%	93.7%
F	1036	87.5%	94.1%
M	311	82.3%	92.3%

Community Learning by Disability			
LLDD	Overall Leavers Actual	Overall Achievement Actual	Retention - Actual
Community Total	568	96.10%	98.80%
Asperger's syndrome	1	100.00%	100.00%
Autism spectrum disorder	1	100.00%	100.00%
Disability affecting mobility	20	95.00%	95.00%
Dyscalculia	-	-	-
Dyslexia	23	100.00%	100.00%
Hearing impairment	9	100.00%	100.00%
Mental health difficulty	86	95.30%	98.80%
Moderate learning difficulty	33	100.00%	100.00%
Not provided	1	100.00%	100.00%
Other disability	6	100.00%	100.00%
Other learning difficulty	2	100.00%	100.00%
Other medical condition (for example epilepsy, asthma, diabetes)	20	100.00%	100.00%
Other physical disability	6	83.30%	83.30%
Other specific learning difficulty (e.g. Dyspraxia)	-	-	-
Profound complex disabilities	-	-	-
Severe learning difficulty	12	100.00%	100.00%
Social and emotional difficulties	2	100.00%	100.00%
Speech, Language and Communication Needs	1	100.00%	100.00%
Temporary disability after illness (for example post-viral) or accident	1	100.00%	100.00%
Visual impairment	4	100.00%	100.00%
No disability disclosed	340	95.30%	95.30%

Education and Training by Disability			
LLDD	Overall Leavers Actual	Overall Achievement Actual	Retention - Actual
Education and Training Total	1347	86.30%	93.70%
Asperger's syndrome	4	100.00%	100.00%
Autism spectrum disorder	15	60.00%	100.00%
Disability affecting mobility	43	81.40%	95.30%
Dyscalculia	2	100.00%	100.00%
Dyslexia	76	80.30%	90.80%
Hearing impairment	6	66.70%	83.30%
Mental health difficulty	104	78.80%	92.30%
Moderate learning difficulty	46	97.80%	100.00%
Other disability	14	92.90%	92.90%
Other learning difficulty	6	83.30%	83.30%
Other medical condition (for example epilepsy, asthma, diabetes)	33	84.80%	87.90%
Other physical disability	10	70.00%	100.00%
Other specific learning difficulty (e.g. Dyspraxia)	2	100.00%	100.00%
Severe learning difficulty	7	71.40%	100.00%
Social and emotional difficulties	1	0.00%	0.00%
Speech, Language and Communication Needs	4	100.00%	100.00%
Temporary disability after illness (for example post-viral) or accident	2	100.00%	100.00%
Visual impairment	9	66.70%	100.00%
No disability disclosed	963	88.20%	93.80%

Community Learning by Ethnicity			
Ethnicity	Overall Leavers Actual	Overall Achievement Actual	Retention - Actual
Community Totals	568	96.10%	98.50%
African	2	100.0%	100.0%
Any other Asian background	1	100.0%	100.0%
Any other Black/ African/ Caribbean background	3	100.0%	100.0%
Any other Mixed/ multiple ethnic background	2	100.0%	100.0%
Any other White background	11	100.0%	100.0%
Arab	3	100.0%	100.0%
Bangladeshi	1	100.0%	100.0%
Chinese	3	100.0%	100.0%
English/ Welsh/ Scottish/ Northern Irish/ British	410	96.3%	98.8%
Indian	4	75.0%	100.0%
Pakistani	3	66.7%	100.0%
White and Black African	2	100.0%	100.0%
Not provided	123	95.9%	98.4%

Education and Training by Ethnicity			
Ethnicity	Overall Leavers Actual	Overall Achievement Actual	Retention - Actual
Education and Training Total	1347	86.30%	93.70%
African	17	64.7%	94.1%
Any other Asian background	23	87.0%	87.0%
Any other Black/ African/ Caribbean background	11	81.8%	100.0%
Any other Ethnic group	8	62.5%	100.0%
Any other Mixed/ multiple ethnic background	3	100.0%	100.0%
Any other White background	88	86.4%	88.6%
Arab	19	100.0%	100.0%
Bangladeshi	2	100.0%	100.0%
Caribbean	7	57.1%	85.7%
Chinese	9	100.0%	100.0%
English/ Welsh/ Scottish/ Northern Irish/ British	846	84.5%	93.1%
Indian	2	100.0%	100.0%
Irish	4	100.0%	100.0%
Pakistani	21	90.5%	95.2%
White and Asian	9	55.6%	66.7%
White and Black African	6	83.3%	100.0%
Not provided	272	94.0%	97.4%

19+ Adult - SSA	2018/19			2019/20			2020/2021		
	Leavers	Achievement	Retention	Leavers	Achievement	Retention	Leavers	Achievement	Retention
Education and Training total	2644	93.3%	95.8%	1601	88.6%	94.9%	1347	86.3%	93.7
Business, Administration and Law	5	100.0%	100.0%	9	88.9%	100.0%	18	100.0%	100.0%
Education and Training	51	90.2%	90.2%	49	89.8%	89.8%	73	89.0%	90.4%
Engineering and Manufacturing Technologies	101	100.0%	100.0%	48	97.9%	97.9%	22	100.0%	100.0%
Health, Public Services and Care	351	98.9%	98.9%	235	96.6%	99.1%	334	96.1%	96.1%
Information and Communication Technology	461	96.7%	97.4%	264	93.2%	93.2%	234	90.6%	93.6%
Languages, Literature and Culture	40	87.5%	87.5%	35	88.6%	94.3%	17	76.5%	76.5%
Preparation for Life and Work	1411	90.0%	94.3%	875	83.3%	93.9%	608	77.8%	92.8%
Retail and Commercial Enterprise	195	100.0%	100.0%	58	100.0%	100.0%	27	100.0%	100.0%
Science and Mathematics	29	72.4%	86.2%	28	100.0%	100.0%	14	85.7%	85.7%



