

**North Yorkshire County Council**

**Transport, Economy & Environment Overview and Scrutiny Committee**

**31 October 2017**

**The Adult Learning and Skills Service (ALSS)**

**1 Purpose of Report**

- 1.1 To present to the Committee a report on the current state of the ALSS

**2 Background**

- 2.1 The ALSS is a service that has no budget from the Local Authority. It was, until August of last year, grant funded by the Skills Funding Agency for its post 16 education and training delivery and the Education Funding Agency for its 16-19 education and training delivery. On August 1<sup>st</sup> 2016 the two agencies merged to form the Education and Skills Funding Agency. The ALSS receives fees from learners for courses they attend. This has reduced in recent years as the number of learning opportunities have become more targeted.
- 2.2 It should be appreciated that the service is dependent on the provision made to earn the income from the funding agency. It also means that any extra provision leads to further costs that have to be paid through increased levels of income. This is the case with apprenticeships where the income from the levy will be required to meet the costs of accreditation, materials used and the extra staff hours that will be deployed to support the apprentices.
- 2.3 The ALSS went through a major restructure in 2016. This was because it was thought the service would have a major reduction in its budget from the two funding agencies and it would need to reduce overall spend by £270,000. As can be seen below the ALSS in 2015-16 actually received more money from the funding agencies than its budget. However, the restructure went ahead through the summer of 2016, which meant the planning for 2016-17 didn't take place as normal and a reduced programme was released that led to reduced take up at a crucial part of the year.
- 2.3 The Adult Learning and Skills Service were inspected by Ofsted June 6<sup>th</sup>-9<sup>th</sup> 2017. The service was adjudged to require improvement and with such a grade will be reinspected within 12 months of the original inspection. A post Ofsted action plan has been produced that will need to be implemented during the next year. This will require extra one-off costs to be incurred

**3 CURRENT POSITION**

**3.1 The Financial Situation**

- 3.11 The ESFA allocations for 2016-17 and the money claimed in our final claim form are:

	Allocation	Claimed	Variance
Advanced learner loans bursary	£3,228.00	£2,393.14	-£834.86
Adult Apprenticeships	£253,667.00	£204,317.62	-£49,349.38
Adult Education Budget	£3,030,410.00	£2,823,982.26	-£206,427.74

3.12 For the claim on the Adult Education Budget the £2,823,982.26 can be broken down to:

Learner support 20+ childcare	£4,976.95
Other learning programme funding	£788,025.66
Learner support administration expenditure	£2,958.70
Community learning programme funding	£1,980,507.00
Other learning - learning support	£12,900.00
Learner support 19+ hardship	£34,613.95

3.13 In 2015-16 the ALSS returned final claims of

	Actual received	Difference to budget
Community learning programme funding	£1,980,507.00	0
24+ Advanced Learner Loans Bursary and Discretionary Learner Support	£84,578.75	+£22,404.75
Adult skills (ASB)	£1,185,510.30	+£17,970.30

3.14 The ESFA has suggested it is likely to take back some money that has not been earned because of lower student numbers in some areas and also for student support that has not been used: this will probably amount to £250k of the £3.4m budget. There is also the possibility that the ESFA will, as was thought in 2016, reduce the ALSS budget for the 2017/18 academic year by the sum that ALSS underperformed in 2016/17.

3.15 What the figures show for 2017-18 is that the ALSS will require all of its resources to pay for the running of the Service. This is mainly because the service is dependent on the provision made to earn the income from the funding agency. It also means that any extra provision leads to further costs that have to be paid through increased levels of income. This is the case with apprenticeships where the income from the

## 3.2 The Ofsted Inspection

3.21 The Adult Learning and Skills Service were inspected by Ofsted June 6<sup>th</sup>-9<sup>th</sup> 2017. The service was given the following grades:

Effectiveness of leadership and management: Requires improvement  
 Adult learning programmes: Requires improvement  
 Apprenticeships: Requires improvement  
 Quality of teaching, learning and assessment: Requires improvement  
 Personal development, behaviour and welfare: Requires improvement  
 Outcomes for learners: Requires improvement

3.22 In the summary the report says that:

- Too many adult learners leave their courses early and do not complete their qualifications.
- The attendance of adult learners on courses that lead to qualifications is poor with the result that they do not make good progress.
- Too few apprentices achieve their qualifications within planned timescales.
- Leaders and managers do not have access to timely data to identify areas for improvement and take swift action to tackle them.

- Managers do not manage the performance of many part-time teachers rigorously enough, with the result that the pace of improvement in the quality of teaching, learning and assessment is too slow.
- Elected members and managers have too optimistic a view of the quality of the provision; they have not recognised and tackled the decline in the proportion of adults achieving their qualifications.
- Managers do not set teachers and assessors clear and specific actions to improve their practice following observations of teaching, learning and assessment.
- Teachers and assessors set insufficiently specific and challenging targets to enable learners and apprentices to make good progress.
- Teachers and assessors do not raise learners' and apprentices' awareness of the risks of radicalisation and extremism sufficiently.

The report said the strengths were:

- Leaders and managers have successfully shifted the service towards meeting the priorities of employers and the needs of the most vulnerable adults within the county.
- Learners on community learning courses develop new skills, improve their health and progress on to accredited courses.
- Increasing numbers of learners with high needs develop good employability skills through well planned internships and work experience.

- 3.23 A post inspection action plan has been produced and is attached to this report. There are two issues under leadership and management that we are progressing urgently at present.
- 3.24 The first is around the management of frontline staff. A new structure for the ALSS was introduced in September 2016 with three band 11 area managers, called Co-ordinators, whose role is to oversee all provision in their area. The three areas are Scarborough/Ryedale, Hambleton/Richmond and Harrogate/Craven/Selby. These posts report to the band 16 Team Leader for Community and Full Cost. All frontline staff in an area report to a Co-ordinator. These include all the teachers and what were the assessors (these are also called teachers since the change to NJC pay that have just taken place). In addition the co-ordinators line manage the invigilators and observers.
- 3.25 In 2016/17 the Coordinator in Hambleton/ Richmond had 58 teachers and assessors reporting to him. There were 70 teachers and assessors in Harrogate/ Craven/ Selby and 65 teachers and assessors in Scarborough/ Ryedale. Currently in the 2017/18 academic year there are 43 teachers and assessors in Hambleton/ Richmond; 55 teachers and assessors in Harrogate/ Craven/ Selby and 38 teachers and assessors in Scarborough/ Ryedale. Many of these teachers and assessors have multiple contracts, which reflect the complex and dynamic nature of staffing in the ALSS
- 3.26 The large numbers of staff have led to challenges for the Co-ordinators with their supervision of staff and formal processes such as appraisals. In the Ofsted report two of the key findings were:

*Managers do not manage the performance of many part-time teachers rigorously enough, with the result that the pace of improvement in the quality of teaching, learning and assessment is too slow.*

*Managers do not set teachers and assessors clear and specific actions to improve their practice following observations of teaching, learning and assessment.*

- 3.27 The ALSS is consulting with staff on a proposal that the line management of teachers and assessors is moved to the relevant Curriculum Manager. This would give each manager approximately 15 teachers to supervise, quality assure their work and give appropriate support and challenge.
- 3.28 The second issue is about having an effective Management Information System (MIS). It is made clear in the main section of the Ofsted report that the service must have a new Management Information System (MIS) to replace the current system. The current system, called Aqua, is no longer fit for purpose, and the ALSS is already working with Technology and Change to procure a new system. The ALSS has had meetings with York ALS and East Riding ALS and all three services are interested in finding a joint solution that is cost effective, adds resilience and, most importantly, can be used to improve the quality of educational and training provision in all three Authorities. Such a transformation will not be cheap and it is suggested £100k is put aside by the service to pay for the implementation of whatever MIS is procured. The ALSS will then work with colleagues in Technology and Change to agree a project brief that will allow options to be explored and an appropriate procurement exercise initiated in early 2018.
- 3.29 The risk to the Authority of not undertaking all the work in the post Ofsted action plan is the Service will be downgraded further by Ofsted when they return, which will mean the Authority (ALSS and Training and Learning) will not be able to deliver any apprenticeships under the levy.

#### **4 Recommendations**

- 4.1 Members are asked to support the approach to using the 2016/17 budget surplus to ensure the service makes significant improvements in 2017/18 in readiness for another Ofsted inspection.
- 4.2 Members are asked for their comments on the Post Ofsted Inspection Action Plan.

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Date: October 2017

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Background Documents:

Appendix 1: Post Ofsted Inspection Plan

## Appendix 1: Post Ofsted Inspection Plan



Adult Learning and Skills Service

# POST OFSTED PRIORITIES/ACTION PLAN

# Adult Learning and Skills Service

## Version Control

Version	Created by	Date
0.1	Ann Featherstone	July 2017
0.2	Ann Featherstone	September 2017
0.3	Ann Featherstone	October 2017

## Key Priorities

The following 13 key priorities and outcomes address the areas for improvement identified at North Yorkshire County Council, Adult Learning and Skills recent skills and learning Ofsted inspection. The actions set out how the key priorities will be addressed and the outcomes delivered.

		<b>Key Priority</b>	<b>Outcome</b>
<b>Effectiveness of Leadership and Management</b>	1	<p>Leaders and managers do not have access to timely data to identify areas for improvement and take swift action to tackle them.</p> <p>Directors and elected members should ensure that they provide effective oversight of the service's performance by equipping managers with the management information systems, and relevant training in their use, to produce timely and accurate data.</p>	A new MIS system is urgently required to enable the Management team to routinely identify areas for improvement and areas for concern.
	2	Managers do not manage the performance of many part-time teachers rigorously enough, with the result that the pace of improvement in the quality of teaching, learning and assessment is too slow.	Management of part-time teachers is routinely taken and actions taken to ensure improvement of the quality of teaching, learning and assessment within a timely manner.
	3	Elected members and managers have too optimistic a view of the quality of the provision; they have not recognised and tackled the decline in the proportion of adults achieving their qualifications.	Elected members develop a Governance group which challenges and tackles the outcomes on a termly basis.
	4	Managers do not set teachers and assessors	Leaders and managers take ownership for

		clear and specific actions to improve their practice following observations of teaching, learning and assessment. Managers should set and monitor the implementation of specific, timed and measurable improvement actions following observations of teaching, learning and assessment.	improvement and set clear expectations and standards for the quality of provision. Managers should carry out the same standard of performance management for their part-time teaching staff as they do for full-time staff to ensure that the quality of provision in all areas of the service's delivery is improved.
	5	Leaders and managers should be more critical and evaluative through their self-assessment processes so that they can identify and act on all areas for improvement.	SAR (Self Assessment Report) which is fit for purpose and have been through a rigorous process to be critical and evaluative
<b>Quality of Teaching, Learning and Assessment</b>	6	Teachers and assessors set insufficiently specific and challenging targets to enable learners and apprentices to make good progress.	Learners are set clear objectives and challenging goals to develop their skills and knowledge to progress to further learning or employment. Teachers and assessors need to set specific and challenging targets for learners and apprentices based on their individual starting points to enable them to make good progress towards the completion of their qualifications.
	7	Assess learners' starting points accurately and set work that ensures that each learner achieves their goals and fulfils their potential. Staff should place adult learners on courses at the right level and provide them with sufficient additional support to ensure that they complete their qualifications.	Initial assessment is used effectively to ensure learning is planned to develop learners' skills individually
<b>Outcomes for Learners</b>	8	Too many adult learners leave their courses early and do not complete their qualification	Adults have access to a range of appropriate and well planned learning opportunities and undergo initial IAG.

	9	The attendance of adult learners on courses that lead to qualifications is poor with the result that they do not make good progress.	Learners understand why they are undertaking the courses and how they help develop the skills that prepare them for further learning or employment. Managers are able to identify the benefits that learners gain from learning. Data on progress, further learning, employment and impact is used effectively to modify and plan future courses.
	10	Managers and assessors need to improve the monitoring of apprentices' progress so they can identify more quickly those apprentices who are not making the expected progress, and put in place the appropriate support to enable them to achieve within their planned timescales.	Progression to be monitored on a regular basis and interventions put in place to support learners who are not making the expected progress.
<b>Personal Development, behaviour and welfare</b>	11	Provide learners with impartial, constructive and informed advice and guidance about their future options for learning, training and employment throughout the course.	Learners receive good information about their future options for learning, training and employment.
	12	Teachers and assessors do not raise learner's and apprentices' awareness of the risk of radicalisation and extremism sufficiently. Embed prevent within all teaching and learning so that learners have a full understanding of British values and society.	Learners' readiness for life in modern Britain is enhanced by their teachers. Teachers and assessors should reinforce the risks of radicalisation and extremism with their learners and apprentices at induction and through learning activities and reviews.
	13	Managers do not know what impact this has as they do not request or receive any data on the progress these learners make.	Managers are aware of the impact the additional learning support has on learners and reports produced.

## EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT



**Key priority 1:**

Leaders and managers do not have access to timely data to identify areas for improvement and take swift action to tackle them. Directors and elected members should ensure that they provide effective oversight of the service's performance by equipping managers with the management information systems, and relevant training in their use, to produce timely and accurate data.

**Outcome:**

A new MIS system is urgently required to enable the Management team to routinely identify areas for improvement and areas for concern.

	Action	Lead	Timescale	Milestones	Impact	Measure/evidence	Progress
R	Undertake evaluation of MIS to ensure it is fit for purpose and fully meets the needs of the service	Head of Service	October 2017	<ul style="list-style-type: none"> <li>Check when the current MIS Aqua contact ends and the 'get out' time</li> <li>Evaluation report on the current MIS to be produced by the NYCC governance group.</li> </ul>	<ul style="list-style-type: none"> <li>MIS supports all delivery across all funding streams to capture in year progress linked to learner's individual learning plans</li> </ul>	<ul style="list-style-type: none"> <li>New MIS purchased and available to all management and business support staff</li> <li>Reports available as and when required</li> </ul>	<ul style="list-style-type: none"> <li>3 visits have taken place to East Riding Adult Learning and Skills Service. York Learning have also visited.</li> <li>Colleagues in Technology and Change are reopening the original MIS project to enable a systematic assessment of our options and the procurement of a MIS either just for NYCC ALSS or a MIS developed and use by the 3 Services.</li> </ul>
R	Systematically and analytically capture and monitor all MIS information, including	Head of Service	October 2017	<ul style="list-style-type: none"> <li>Processes to be fully implemented by Business</li> </ul>	<ul style="list-style-type: none"> <li>Data available on a daily basis</li> <li>Each manager</li> </ul>	<ul style="list-style-type: none"> <li>Instant record of data</li> <li>Equipping managers to act on areas for decline</li> </ul>	<ul style="list-style-type: none"> <li>SLT have undertaken an action plan with Performance and</li> </ul>

<p>destination data) within a defined timescale</p>			<p>Support</p> <ul style="list-style-type: none"> <li>• Curriculum Managers to accurately track their SSAs on a weekly basis</li> <li>• Coordinators to monitor individual teachers and classes</li> <li>• Managers to use ProAchieve to produce reports</li> </ul>	<p>has responsibility for managing and monitoring data</p>	<p>immediately</p> <ul style="list-style-type: none"> <li>• ESDAs have the information available to monitor functional skills</li> </ul>	<p>Intelligence to establish reports and data requirements.</p> <ul style="list-style-type: none"> <li>• Reports need to be made available on a regular basis</li> <li>• There is now a project team in place.</li> <li>• A data governance team reports available</li> <li>• A test of data has taken place by Patricia Grosvenor who has made recommendations to ALSS.</li> <li>• A review of reports is taking place.</li> <li>• Business process is being developed.</li> <li>• Data needs to be current in ProAchieve.</li> </ul>
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**Key priority 2:**

**Managers do not manage the performance of many part-time teachers rigorously enough, with the result that the pace of improvement in the quality of teaching, learning and assessment is too slow.**

**Outcome:**

**Management of part-time teachers is routinely taken and actions taken to ensure improvement of the quality of teaching, learning and assessment within a timely manner.**

	<b>Action</b>	<b>Lead</b>	<b>Timescale</b>	<b>Milestones</b>	<b>Impact</b>	<b>Measure/evidence</b>	<b>Progress</b>
<b>A</b>	100% of delivery staff to have an annual appraisal using the data to manage performance	Curriculum Managers and Coordinators	April 2018	<ul style="list-style-type: none"> <li>All staff to be appraised on an annual basis</li> <li>Staff performance managed and actions taken if required</li> <li>Look at the line management of staff to ensure capacity to carry out appraisals</li> </ul>	<ul style="list-style-type: none"> <li>All staff appraised and key performance indicators used to measure performance</li> <li>Staff supported to improve their performance</li> </ul>	<ul style="list-style-type: none"> <li>Records of appraisal</li> <li>All staff appraised</li> <li>Monitoring of appraisals</li> </ul>	<ul style="list-style-type: none"> <li>An informal consultation with staff has taken place on line management before a more formal process is initiated. The proposal will ensure more senior managers are in regular contact with frontline staff and will be able to drive quality improvements directly.</li> </ul>
<b>R</b>	Set specific improvement/development plans with clear timescales to support teachers and assessors to improve their practice	Curriculum Managers and Coordinators	December 17	<ul style="list-style-type: none"> <li>Staff are set specific timescales</li> <li>Staff will have action plans with target dates for improvement.</li> </ul>	<ul style="list-style-type: none"> <li>Staff routinely set improvement and development plans.</li> </ul>	<ul style="list-style-type: none"> <li>Completed development plans.</li> </ul>	Links to above
<b>R</b>	Staff to have regular group KIT (one to one if required) meetings with	Curriculum Managers	November 2017	<ul style="list-style-type: none"> <li>Managers to record KIT notes</li> </ul>	<ul style="list-style-type: none"> <li>Staff have the regular kits</li> </ul>	<ul style="list-style-type: none"> <li>Minutes of meetings</li> <li>Improvement in the</li> </ul>	Links to above

	teachers	and Coordinators		<p>onto central records</p> <ul style="list-style-type: none"> <li>• Regular meetings with staff to be undertaken</li> <li>• Quality Circle meetings in the three areas for teachers for delivery staff.</li> </ul>	<p>and kept upto date with information</p> <ul style="list-style-type: none"> <li>•</li> </ul>	communications	
A	Accurate data from MIS to show retention, achievement and success rates for classes	Data and Examinations Officers and Performance and Intelligence	October 2017	<ul style="list-style-type: none"> <li>• Teachers are monitored against their correct/current data</li> <li>• Monthly accurate reports produced by the MIS team</li> </ul>	<ul style="list-style-type: none"> <li>• Reports produced on a monthly basis</li> <li>• Monthly monitoring meetings arranged in each of the area</li> </ul>		<ul style="list-style-type: none"> <li>• Three new posts of data and examination officers have been created. Recruitment taking place this month.</li> <li>• Links to reports produced by Tom Bryant in P&amp;I.</li> </ul>

**Key priority 3:**

Elected members and managers have too optimistic a view of the quality of the provision; they have not recognised and tackled the decline in the proportion of adults achieving their qualifications.

**Outcome:**

Elected members develop a Governance group which challenges and tackles the outcomes on a termly basis.

	Action		Timescale	Milestones	Impact	Measure/evidence	Progress
<b>R</b>	Set up a Governance group to specifically support the ALSS	Team Leader – Quality	September 2017	<ul style="list-style-type: none"> <li>• New governance structure agreed</li> <li>• New governors briefed and appointed</li> <li>• Governors approved the strategy and improvement plan</li> </ul>	<ul style="list-style-type: none"> <li>• Managers held to account for the improvement of the service</li> <li>• Funding spend and strategic decisions open to scrutiny</li> </ul>	<ul style="list-style-type: none"> <li>• Governing panel established</li> <li>• Governance meetings to take place</li> <li>• Minutes/notes of governance meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Support from the Association of Colleges regarding setting up Governance has taken place.</li> <li>• New governance model agreed and governors identified.</li> <li>• Cllr Patrick Mulligan met with Marc Mason and Ann Featherstone on the 15th June 2017. First full meeting took place on the 25<sup>th</sup> September</li> </ul> <p>Group made up from:</p> <ul style="list-style-type: none"> <li>✓ LEP</li> <li>✓ Employer</li> <li>✓ Teachers</li> <li>✓ Voluntary sector</li> <li>✓ ALSS Management team</li> <li>✓ Elected Member</li> </ul>

R	Managers too slow to address issues such as poor retention and attendance	Head of Service	December 2017	<ul style="list-style-type: none"> <li>• Teachers are monitored against their correct/current data</li> <li>• Teachers to have regular KIT meetings and supervision.</li> <li>• Learners absent followed up within 24 hours of the class</li> <li>• The learners are tracked via their ILPs with regards to issues around barriers to learners</li> </ul>	<ul style="list-style-type: none"> <li>• Learners are tracked on a regular basis and issue followed up.</li> <li>• The ILPs reflect any issues the learners may have and record action taken to support this.</li> </ul>	<ul style="list-style-type: none"> <li>• Retention and attendance improved and up to date records to support this.</li> <li>• Regular monitoring of the ILPs</li> </ul>	<ul style="list-style-type: none"> <li>• Standardisation and moderation timetable in place.</li> <li>• New ILPs implemented.</li> <li>• Link to new line management arrangements to ensure line managers are closer to the front line staff where more robust line management can take place.</li> </ul>
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**Key priority 4:**

Managers do not set teachers and assessors clear and specific actions to improve their practice following observations of teaching, learning and assessment. Managers should set and monitor the implementation of specific, timed and measurable improvement actions following observations of teaching, learning and assessment.

**Outcome:**

Leaders and managers take ownership for improvement and set clear expectations and standards for the quality of provision. Managers should carry out the same standard of performance management for their part-time teaching staff as they do for full-time staff to ensure that the quality of provision in all areas of the service's delivery is improved.

	Action	Lead	Timescale	Milestones	Impact	Measure/evidence	Progress
A	Plan for 100 % of active teachers to be observed	Development Officer – Quality	December 2017	<ul style="list-style-type: none"> <li>• Plan of OTLA to be created to ensure 100% of staff are observed</li> <li>• Increase the team of Observers</li> <li>• Teaching learning and assessment is used to support delivery for learners</li> <li>• Appraisal reviews</li> </ul>	<ul style="list-style-type: none"> <li>• Improved teaching learning and assessment for learners</li> <li>• Learners receive a quality session and comment via their feedback</li> </ul>	<ul style="list-style-type: none"> <li>• Staff supported and record of CPD and action plans</li> <li>• Action plans created with teaches and completed within a timely manner</li> </ul>	<ul style="list-style-type: none"> <li>• Plan developed for observations by all managers.</li> <li>• Plan for peer observations by SLT.</li> <li>• All managers will carry out 4 'walk through' or peer observations per term.</li> <li>• Need to define "active".</li> <li>• Ensure all 0 hour teachers who have not worked for some time have their references and clearances retaken.</li> </ul>
A	Agree standards for delivery with staff using the RAG	Coordinators Curriculum	December 2017	<ul style="list-style-type: none"> <li>• Standards for delivery are</li> </ul>	<ul style="list-style-type: none"> <li>• Staff understand</li> </ul>	<ul style="list-style-type: none"> <li>• Team/curriculum meeting minutes</li> </ul>	<ul style="list-style-type: none"> <li>• Link to new line management</li> </ul>

	rating system	Managers		<p>implemented</p> <ul style="list-style-type: none"> <li>• Staff understand their roles and responsibilities</li> <li>• Peer review groups to challenge OTLA reports</li> </ul>	<p>their roles and requirements which enhances the learner experience</p> <ul style="list-style-type: none"> <li>• Delivery is consistent and all learners receive a quality learning opportunity</li> </ul>	<ul style="list-style-type: none"> <li>• 1:1 appraisal notes</li> <li>• Observation of teaching learning and assessment</li> <li>• IQA reports</li> <li>• Awarding body reports</li> <li>• RAS data</li> <li>• Learner feedback</li> </ul>	<p>arrangements to ensure line managers are closer to the front line staff where more robust line management can take place.</p>
<b>A</b>	Agree clear performance indicators and targets with each teacher	Co-ordinators, Curriculum Managers	December 2017	<ul style="list-style-type: none"> <li>• Staff understand their targets and performance indicators</li> <li>• Staff achieve targets and performance indicators</li> </ul>	<ul style="list-style-type: none"> <li>• Staff understand their responsibilities and responsibilities towards learners</li> <li>• Improved learners' retention, achievement, success and progression, which enhances the learner experience and achievements</li> </ul>	<ul style="list-style-type: none"> <li>• Targets and performance indicators are met</li> <li>• Actions taken with staff who are not meeting their targets.</li> </ul>	<ul style="list-style-type: none"> <li>• Link to new line management arrangements to ensure line managers are closer to the front line staff where more robust line management can take place.</li> </ul>
<b>A</b>	Enhanced staff performance monitoring on a regular basis	Curriculum Managers and	December 17	<ul style="list-style-type: none"> <li>• Termly group sessions with teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Staff understand their roles and</li> </ul>	<ul style="list-style-type: none"> <li>• 1:1 and appraisal notes</li> <li>• Teacher audits that uses the data including</li> </ul>	<ul style="list-style-type: none"> <li>• Link to new line management arrangements to</li> </ul>



		Coordinators		<ul style="list-style-type: none"> <li>• Areas for improvement reviewed with Teachers through supervision</li> <li>• Staff have individual improvement plans to help achieve better outcomes for learners</li> <li>• Annual appraisals completed</li> </ul>	<ul style="list-style-type: none"> <li>responsibilities</li> <li>• CPD requirements are identified quickly to enhance the learner experience</li> </ul>	<ul style="list-style-type: none"> <li>retention, attendance, achievement and evaluation data to help inform areas of strengths and weakness</li> <li>• Improve teaching, learning and assessment grades</li> <li>• Share best practice</li> <li>• IQA reports</li> <li>• EQA reports</li> </ul>	ensure line managers are closer to the front line staff where more robust line management can take place.
<b>A</b>	Evaluate and amend the observation of teaching, learning and assessment practice.	Development Officer – Quality	October 2017	<ul style="list-style-type: none"> <li>• Update the OTLA handbook</li> <li>• Observation monitoring meetings to take place termly</li> <li>• Ongoing external support in place via the Quality Peer Group.</li> </ul>	<ul style="list-style-type: none"> <li>• Learners achievement, attendance, progression and satisfaction rates improve</li> </ul>	<ul style="list-style-type: none"> <li>• Awareness of observation processes for all staff</li> <li>• Observation practice</li> <li>• OTLA handbook</li> <li>• Moderation reports</li> <li>• Peer group reports</li> </ul>	<ul style="list-style-type: none"> <li>• Completed for 2016/17 academic year</li> <li>• Review annually</li> </ul>

**Key priority 5:**

**Leaders and managers should be more critical and evaluative through their self-assessment processes so that they can identify and**

act on all areas for improvement.

**Outcome:**

**SAR (Self Assessment Report) which is fit for purpose and have been through a rigorous process to be critical and evaluative**

	Action	Lead	Timescale	Milestones	Impact	Measure/evidence	Progress
<b>R</b>	Redesign the SAR report to ensure it is fit for purpose	Quality Officer – Quality	December 17	<ul style="list-style-type: none"> <li>Establish a 'task and finish' group for the SAR</li> <li>Curriculum manager to produce the SSA reports</li> <li>Identify key link workers to write the outcomes for the 'Types of Provision'</li> <li>Peer evaluation of the SAR from other local authorities</li> <li>Challenge and moderation from stake holders and other organisations around the SAR.</li> </ul>	<ul style="list-style-type: none"> <li>Managers – aware of the data and the strengths and weaknesses</li> <li>Teachers – greater understanding of the support available and the success, achievements and challenges of the service.</li> <li>Learners – the SAR outlines strengths and areas for development which is outlined and cascaded to improve the learning experience.</li> </ul>	<ul style="list-style-type: none"> <li>New SAR produced</li> <li>SAR is moderated by the peer group</li> <li>Notes from the working group</li> </ul>	<ul style="list-style-type: none"> <li>Key link workers: Community – Team Leader Apprenticeships – Team Leader Safeguarding – Learning Support Manager Outcomes - Development Officer, Quality Study Programmes – Development Officer Study Programmes PLP – Learning Support Manager High Needs</li> <li>SAR working group established and will meet Dec/January to review SAR.</li> <li>Group to include a selection of staff from the service (Jo Shaw, Caroline Ferguson, Kate Carter, BEO, LSA).</li> </ul>

## QUALITY OF TEACHING, LEARNING AND ASSESSMENT

### Key priority 6:

Teachers and assessors set insufficiently specific and challenging targets to enable learners and apprentices to make good progress.

### Outcome:

Learners are set clear objectives and challenging goals to develop their skills and knowledge to progress to further learning or employment. Teachers and assessors need to set specific and challenging targets for learners and apprentices based on their individual starting points to enable them to make good progress towards the completion of their qualifications.

	Action	Lead	Timescale	Milestones	Impact	Measure/evidence	Progress
A	<p>Learners to be set specific and challenging targets to enable them to make good progress</p> <p>Need to set learners personal learning or development goals</p> <p>Learners need to have knowledge of the progress they are making.</p>	Coordinator Curriculum Manager ESDAs	December 2017	<ul style="list-style-type: none"> <li>• SMART target training for tutors</li> <li>• Need to ask and record learners personal learning and / or development goals</li> <li>• Record of progress recorded</li> <li>• ILPs updated to record progress</li> </ul>	<ul style="list-style-type: none"> <li>• Learners will know their own progress and monitor their own achievements</li> <li>• Learners are stretched and challenged on a regular basis and recorded in their ILPs</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• ILPs completed on a weekly basis</li> <li>• Regular progress review of the learning with the teacher</li> </ul>	<ul style="list-style-type: none"> <li>• ILPs have been updated to capture the learner journey.</li> <li>• ILPs are in use.</li> </ul>
R	Tracking of learners' progress on the smaller programme of courses leading to qualifications is not	Curriculum Managers	April 2018	<ul style="list-style-type: none"> <li>• Learner tracking needs to increase</li> <li>• All learners to be monitored on their</li> </ul>	<ul style="list-style-type: none"> <li>• Learners offered appropriate learning progression</li> </ul>	<ul style="list-style-type: none"> <li>• Moderation of course folders to take place and feedback give to all teachers.</li> <li>• Moderation dates to be</li> </ul>	<ul style="list-style-type: none"> <li>• Short RARPA process.</li> <li>• Moderation to be planned</li> </ul>

	rigorous enough.			progress <ul style="list-style-type: none"> <li>• develop monitoring of progression and destination using a new MIS</li> </ul>	and impartial advice of other courses on offer.	arranged in each area, per term.	
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**Key priority 7:**

**Assess learners' starting points accurately and set work that ensures that each learner achieves their goals and fulfils their potential. Staff should place adult learners on courses at the right level and provide them with sufficient additional support to ensure that they complete their qualifications.**

**Outcome:**

**Initial assessment is used effectively to ensure learning is planned to develop learners' skills individually**

	Action	Lead	Timescale	Milestone	Impact	Measure/evidence	Progress
<b>R</b>	<p>Assessors to identify skills that apprentices already have when they start their programmes.</p> <p>Plan properly to ensure the development of the apprentices' skills further.</p>	<p>Team Leader - Engagement Officer</p> <p>IQAs Assessors</p>	October 2017	<ul style="list-style-type: none"> <li>• Skills assessment to be used on all qualifications to ensure skills are identified</li> <li>• Clear planning of the apprentices further development</li> <li>• IAG offered to all learners at key points during their learning programme</li> </ul>	<ul style="list-style-type: none"> <li>• Clear ILPS identifying skills and recorded information</li> <li>• Learners are stretched and challenged after their accurate skills scan.</li> <li>• Skills scan identifies any barriers to</li> </ul>	<ul style="list-style-type: none"> <li>• Initial assessment</li> <li>• Completed ILPs</li> <li>• Minutes/notes from monitoring meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Action plan through IAG agreed.</li> <li>• Flow chart of roles and responsibilities required.</li> <li>• Audit of Action Plans to be undertaken.</li> <li>• Audit of ILP planned.</li> <li>• Audit of reviews planned</li> </ul>

					<p>learner and interventions are put in place to support the learner.</p> <ul style="list-style-type: none"> <li>• Learners accessing IAG on a regular basis</li> </ul>		
<b>R</b>	Assessors to monitor rigorously the progress that apprentices make, ensuring that the apprentices are pushed to work towards more challenging goals.	Team Leader - Engagement Officer	November 2017	<ul style="list-style-type: none"> <li>• Termly monitoring meetings with assessors to monitor ILPs and progress</li> <li>• Monitoring of targets to ensure they are challenging</li> </ul>	<ul style="list-style-type: none"> <li>• Learners are supported towards more challenging goals</li> <li>• Progress measured on a regular basis so learners are aware of their development.</li> </ul>	<ul style="list-style-type: none"> <li>• Learners know where they are in their learning journey and what they need to do next</li> <li>• Progression is monitored and recorded</li> </ul>	<ul style="list-style-type: none"> <li>• ILPs in place for apprenticeships.</li> </ul>
<b>R</b>	Teachers' and assessors' to improve on the written feedback on learners' and apprentices' and precise guidance about how they can improve their work further.	Curriculum Managers, ESDAs	October 2017	<ul style="list-style-type: none"> <li>• Termly monitoring of ILPs and learners work to ensure work is being corrected</li> <li>• Training for teachers on written feedback and definitions of verbs</li> <li>• Teachers offered CPD opportunities to take the Maths</li> </ul>	<ul style="list-style-type: none"> <li>• Learners are clear on how to improve their work</li> <li>• Learners confidence increased</li> </ul>	<ul style="list-style-type: none"> <li>• Reduced number of errors</li> <li>• Monitoring reports</li> <li>• Staff CPD records</li> <li>• Feedback from learners and employers</li> </ul>	<ul style="list-style-type: none"> <li>• As part of conference this was discussed.</li> </ul>

				or English qualification.			
<b>R</b>	Teacher and Assessor to identify spelling and punctuation errors in learners work and ensure they are corrected to avoid repeating the same errors.	Teachers	November 2017	<ul style="list-style-type: none"> <li>• Consistent IAG / Assessment prior to learning to identify any literacy / numeracy needs.</li> <li>• Teachers to be unskilled on their own punctuation and spelling</li> <li>• Moderation by IQAs and Curriculum Managers to ensure work is being corrected and mistakes not repeated</li> <li>• Training for staff on correcting work</li> </ul>	<ul style="list-style-type: none"> <li>• Learners are supported with their English and Maths</li> <li>• Learners better equipped for the workforce</li> <li>• Learners demonstrate improvements with the work</li> </ul>	<ul style="list-style-type: none"> <li>• Learners work improves with little errors</li> <li>• Moderation reports and standardisation meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Training plan developed to address with teachers.</li> </ul>

**OUTCOMES FOR LEARNERS**

**Key priority 8:****Too many adult learners leave their courses early and do not complete their qualification****Outcome:****Adults have access to a range of appropriate and well planned learning opportunities and undergo initial IAG.**

	Action	Lead	Timescale	Milestone	Impact	Measure/evidence	Progress
R	Take prompt action to support learners who are at risk of not completing	Curriculum Managers ESDAs Teachers LSAs	December 2017	<ul style="list-style-type: none"> <li>Learners contacted if they do not turn up for class within 24 hours by Business Support</li> <li>Support offered to learners</li> <li>Offer of support tracked and recorded</li> <li>Increase Teachers knowledge of support available for learners</li> </ul>	<ul style="list-style-type: none"> <li>Learners continue on their programme of learning</li> <li>Record of support offered to learners</li> <li>Interventions put in place to support learners</li> </ul>	<ul style="list-style-type: none"> <li>Improvement in data</li> <li>Learners continue on their programme of learning</li> <li>If learners do leave there is a clear record of why they have left.</li> </ul>	<ul style="list-style-type: none"> <li>Review periods in place at 2, 4, 6 week intervals from start of programme.</li> </ul>
R	ILPs to ask if they face any barriers which prevents them from progressing	Teachers ILPs Curriculum Managers ESDAs	September 2017	<ul style="list-style-type: none"> <li>ILPs record learner issues and support offered</li> </ul>	<ul style="list-style-type: none"> <li>Learners supported to progress and achieve</li> </ul>	<ul style="list-style-type: none"> <li>Improve retention, achievement and success rates</li> </ul>	<ul style="list-style-type: none"> <li>ILPs updated.</li> </ul>
A	Outcomes to be recorded	Teachers Business Support	February 2018	<ul style="list-style-type: none"> <li>Learner outcomes to be recorded on the MIS system</li> </ul>	<ul style="list-style-type: none"> <li>Up to date records of learners so</li> </ul>	<ul style="list-style-type: none"> <li>Teachers submit quality data in a timely manner</li> <li>Data and Examinations</li> </ul>	<ul style="list-style-type: none"> <li>Increased the number of Data and Examinations officers per area by 1 FTE</li> </ul>

		DAEOs		<ul style="list-style-type: none"> <li>Teachers to be monitors regarding the submission of quality data and timeliness.</li> </ul>	teachers can support the learners achievements.	officers to accurately input data.	to support data inputting. Recruitment taking place this month
<b>A</b>	Managers need to receive more information on learners who are not attending	DAEOs Curriculum Managers ESDAs Teachers	November 2017	<ul style="list-style-type: none"> <li>React quicker to learners absence</li> <li>Absent learners followed up within 24 hours</li> <li>Discussion with learners regarding absent and interventions to put into place</li> <li>Reports to monitor retention, achievement and success supplied to managers</li> </ul>	<ul style="list-style-type: none"> <li>Improvement in retention</li> <li>Interventions and support put in place to address learners non attendance</li> </ul>	<ul style="list-style-type: none"> <li>Increase attendance</li> <li>Detailed</li> </ul>	<ul style="list-style-type: none"> <li>Business Support based at the learning centres will ring absent learners within 30 minutes of the class starting.</li> <li>Audit of responses planned.</li> </ul>

**Key priority 9:**

The attendance of adult learners on courses that lead to qualifications is poor with the result that they do not make good progress.



**Outcome:**

Learners understand why they are undertaking the courses and how they help develop the skills that prepare them for further learning or employment. Managers are able to identify the benefits that learners gain from learning. Data on progress, further learning, employment and impact is used effectively to modify and plan future courses.

	Action	Lead	Timescale	Milestone	Impact	Measure/evidence	Progress
A	Improve the attendance of learners and tracking of support offered.	Curriculum Managers	November 2017	<ul style="list-style-type: none"> <li>• Raise profile of wider range of qualification</li> <li>• Closer monitoring of attendance via the ILPs</li> <li>• Intervention and support for learners who are having issues attending sessions/classes</li> </ul>	<ul style="list-style-type: none"> <li>• Increase the attendance of learners attending courses</li> <li>• Support for learners who leave early put in place</li> <li>• Additional resources on line to support learners who can't attend class</li> <li>• Extended initial assessment ensures the right learners on the right courses</li> </ul>	<ul style="list-style-type: none"> <li>• Overall retention of learners is improved</li> <li>• Learners supported on a regular basis and interventions put in place to support learners.</li> </ul>	<ul style="list-style-type: none"> <li>• Linked to response above.</li> </ul>
A	Track learners destinations	DAEOs	November 2017	<ul style="list-style-type: none"> <li>• Learners destinations are recorded on the MIS system</li> <li>• Learner destination collected by teachers and recorded on the registers</li> </ul>	<ul style="list-style-type: none"> <li>• Record of progression recorded</li> <li>• Data reported available for the SAR and marketing</li> </ul>	<ul style="list-style-type: none"> <li>• As a service we will know where are learners have progressed to and measure the impact of the learning journey.</li> </ul>	<ul style="list-style-type: none"> <li>• Process for contacting learners 12 months after leaving ALSS being developed.</li> </ul>

				<ul style="list-style-type: none"> <li>• MIS to produce a report of progression and destination</li> </ul>			
<b>A</b>	<p>Managers do not collect specific information on the progress of the some of their most vulnerable learners, such as children looked after and care leavers. However, there are no persistent gaps in attainment between the, main groups of learners</p>	<p>Development Officers (PLP) &amp; 16 – 19 Study Prog</p>	<p>November 2017</p>	<ul style="list-style-type: none"> <li>• Destination collected for each learner regarding PLP and 16-19 Study Programme</li> <li>• Information updated on the MIS system</li> <li>• Reports included in the SAR</li> <li>• Looked after children – to research information regarding looked after children and if they are our learners how do we record this.</li> </ul>	<ul style="list-style-type: none"> <li>• Quality data to ensure we are aware of who our looked after children are and how to support them</li> </ul>	<ul style="list-style-type: none"> <li>• Monitoring reports</li> <li>• Registers completed in more detail by the teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Making links with NYCC leaving care team.</li> </ul>

**Key Priority 10:**

**Managers and assessors need to improve the monitoring of apprentices' progress so they can identify more quickly those apprentices who are not making the expected progress, and put in place the appropriate support to enable them to achieve within their planned timescales.**

**Outcome:**

**Progression to be monitored on a regular basis and interventions put in place to support learners who are not making the expected progress.**

	<b>Action</b>	<b>Lead</b>	<b>Timescale</b>	<b>Milestone</b>	<b>Impact</b>	<b>Measure</b>	<b>Progress</b>
<b>R</b>	<p>Increase the proportion of apprentices who achieve their qualification within their planned timescales</p> <p>Specifically addressing apprentices on child development and education and training apprenticeships</p>	Curriculum Managers	November 2017	<ul style="list-style-type: none"> <li>• Focus on the time frames to ensure the apprenticeships are committed to the correct / most suitable timeframe</li> <li>• Closer monitor of timeliness via Proactive</li> <li>• Data and Examinations Officers to produce timeliness reports monthly</li> <li>• Closer monitoring of initial assessment to ensure learners are on the right programme of learning.</li> </ul>	<ul style="list-style-type: none"> <li>• The timeliness results increase</li> <li>• Learners are aware of the commitment and deadline</li> <li>• Closer monitoring by teachers to ensure learners are achieved within their time scale</li> <li>• Progression monitored on a regular basis via the ILPs</li> <li>• Learners achieve qualification which is linked to pay awards</li> </ul>	<ul style="list-style-type: none"> <li>• Measure apprentices at 4.6.8 weeks</li> <li>• Timeliness is agreed with the Apprenticeship lead before the date is entered onto the system</li> <li>• Assessor meetings</li> </ul>	<ul style="list-style-type: none"> <li>• ILPs updated to ensure the progression and mapping of the courses is measured on a regular basis.</li> <li>• Realistic timescales are set for the apprenticeships following national guidelines.</li> </ul>

## PERSONAL DEVELOPMENT. BEHAVIOUR AND WELFARE

### Key priority 11:

Provide learners with impartial, constructive and informed advice and guidance about their future options for learning, training and employment throughout the course.

### Outcome:

Learners receive good information about their future options for learning, training and employment.

	Action	Lead	Timescale	Milestone	Impact	Measure	Progress
R	Improve and encourage access to IAG and resources	Learning Support Manager	December 2017	<ul style="list-style-type: none"> <li>• Computers and laptops used for learners to access IAG</li> <li>• Learners have a range of on-line IAG resources</li> <li>• Teachers monitor learners access and progression</li> </ul>	<ul style="list-style-type: none"> <li>• By receiving improved IAG service learners are aware of their options available.</li> <li>• Learners have the opportunity to discuss short and long term goals with a qualified member of staff</li> </ul>	<ul style="list-style-type: none"> <li>• ILPs</li> <li>• Scheme of work</li> <li>• Lesson plans</li> <li>• Observation of Teaching learning and Assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Learning and Skills Advisers linking to the Careers Service with local referrals.</li> <li>• There is a section on our website that links to information about IAG to Matrix accreditation</li> </ul>
R	Improve pre and post course information	Curriculum Managers Teachers	September 2017	<ul style="list-style-type: none"> <li>• Course info sheets created by the Curriculum Managers to support IAG</li> <li>• Learners receive good course</li> </ul>	<ul style="list-style-type: none"> <li>• Learners know about future options for learning, training and employment</li> <li>• Learners can</li> </ul>	<ul style="list-style-type: none"> <li>• Course info sheets completed for each course</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum Support managers taking responsibility for their SSA.</li> </ul>

				<ul style="list-style-type: none"> <li>information sheets</li> </ul>	<ul style="list-style-type: none"> <li>build resistance into the ever changing economy</li> </ul>		
A	IAG Leaflet updated	Learning Support Manager	September 2017	<ul style="list-style-type: none"> <li>New IAG leaflet produced and distributed to learners and potential learners</li> </ul>	<ul style="list-style-type: none"> <li>Learners aware of the service on offer</li> </ul>	<ul style="list-style-type: none"> <li>IAG leaflets and resources</li> </ul>	
A	Matrix re-accreditation	Team Leader – Quality	December 2017	<ul style="list-style-type: none"> <li>Matrix inspection December 2017</li> </ul>	<ul style="list-style-type: none"> <li>ALSS continues to hold Matrix standard</li> <li>Learners receive advice by a nationally recognised advice and guidance provider</li> </ul>	<ul style="list-style-type: none"> <li>Successful Matrix re-accreditation.</li> </ul>	<ul style="list-style-type: none"> <li>Information leaflet is being developed by Jo Shaw.</li> </ul>
A	IAG to be offered throughout the course and not just at the beginning or end	Learning Support Manager	November 2017	<ul style="list-style-type: none"> <li>ILPs to include awareness and opportunities for IAG</li> <li>Learning and Skills Advisers to attend classes to speak to learners</li> <li>Learner focus groups set up to meet with learners</li> </ul>	<ul style="list-style-type: none"> <li>Learners awareness of IAG availability increased</li> <li>Increase number of learners receiving IAG.</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Record the number of IAG sessions undertaken by the LSAs</li> <li>Learners' ILPs completed with IAG information.</li> </ul>	<ul style="list-style-type: none"> <li>ILPs updated to offer IAG throughout the course.</li> </ul>
R	Apprentices do not receive sufficient guidance on the	Learning Support Manager Learning and	September 2017	<ul style="list-style-type: none"> <li>All apprentices have an IAG session prior to starting their programme</li> </ul>	<ul style="list-style-type: none"> <li>Apprentices are aware of what is required of them and how they can develop their</li> </ul>	<ul style="list-style-type: none"> <li>Record of IAG meeting with Learning and Skills Adviser</li> </ul>	<ul style="list-style-type: none"> <li>ILPs updated to record IAG given and support offered.</li> </ul>

	requirements of their qualifications, particularly the demands of English and mathematics qualifications.	Skills Advisers			skills including those in English and maths		
A	Apprentices are not sufficiently aware of their potential next steps as they move towards the completion of their qualifications. As a result, too few apprentices progress to a higher-level qualification.	Learning Support Manager, Learning and Skills Advisers	September 2017	<ul style="list-style-type: none"> <li>• Apprentice to meet with Learning and Skills Advisor prior to registration on programme and then again 6-8 weeks prior to time of completion</li> <li>• DAEOs to inform LSAs of the end date of the programme and ensure IAG is arranged.</li> </ul>	<ul style="list-style-type: none"> <li>• Continually inform apprentice of all progression routes</li> </ul>	<ul style="list-style-type: none"> <li>• Action plan from meetings</li> <li>• Measure of apprentice progression</li> </ul>	<ul style="list-style-type: none"> <li>• Learning and Skills Advisers have identified training to be able to offer progression opportunities.</li> </ul>



## PERSONAL DEVELOPMENT. BEHAVIOUR AND WELFARE

### Key priority 12:

Teachers and assessors do not raise learner's and apprentices' awareness of the risk of radicalisation and extremism sufficiently. Embed prevent within all teaching and learning so that learners have a full understanding of British values and society.

### Outcome:

Learners' readiness for life in modern Britain is enhanced by their education. Teachers and assessors should reinforce the risks of radicalisation and extremism with their learners and apprentices at induction and through learning activities and reviews.

	Action	Lead	Timescale	Milestone	Impact	Measure	Progress
A	Raise awareness of prevent and British Values to all learners	Learning Support Manager.  Development Officer – Quality	September 2017	<ul style="list-style-type: none"> <li>• Add prevent information to all ILPs.</li> <li>• Teachers to include prevent in their teaching and learning</li> <li>• Review prevent awareness during the course</li> <li>• Create a Prevent/Safeguarding mini leaflet for all learners</li> <li>• Update the learner handbook</li> <li>• Prevent recorded on the lesson plans</li> </ul>	<ul style="list-style-type: none"> <li>• Learners understand prevent and know who to report any concerns to.</li> </ul>	<ul style="list-style-type: none"> <li>• Observation of teaching, learning and assessment</li> <li>• Schemes of work</li> <li>• Lesson plans</li> </ul>	<ul style="list-style-type: none"> <li>• The ETF training programme has been identified as the most appropriate tool for Apprentices and Employers.</li> <li>• The resources have been shared with teachers</li> <li>• Two teachers will pilot and use wider</li> </ul>
A	Update online safeguarding	Development	November	<ul style="list-style-type: none"> <li>• All staff to complete</li> </ul>	<ul style="list-style-type: none"> <li>• All staff up to</li> </ul>	<ul style="list-style-type: none"> <li>• Staff certificate of</li> </ul>	<ul style="list-style-type: none"> <li>• Staff requested to</li> </ul>

	training for all staff	Officer – Quality	2017	the Foundation of Learning safeguard training	date and refreshed with guidance which supports the learners	completion to Kate Carter	renew online training. • Attendance being monitored with reminders being issued.
R	Staff Training on Prevent, <i>Safeguarding and Equality &amp; Diversity</i>	Development Officer – Quality	December 2017	<ul style="list-style-type: none"> <li>• All staff to attend the WRAP face to face training.</li> </ul>	<ul style="list-style-type: none"> <li>• All staff updated with knowledge and understanding which is cascades to learners</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance monitored and logged on central record</li> </ul>	<ul style="list-style-type: none"> <li>• Five sessions delivered during 2016/17.</li> <li>• Sessions planned for 2017/18.</li> <li>• 100% cannot be achieved in the timescale. Need to action plan to address gaps.</li> </ul>
A	Embed diversity into all classes	Teachers	December 2017	<ul style="list-style-type: none"> <li>• Session plans and schemes of work all show embedded diversity</li> </ul>	<ul style="list-style-type: none"> <li>• Learners understand British values and society.</li> <li>• Learners understand and embrace diversity</li> </ul>	<ul style="list-style-type: none"> <li>• Observation of teaching, learning and assessment</li> <li>• Schemes of work</li> <li>• Lesson plans</li> </ul>	<ul style="list-style-type: none"> <li>• Examples of embedding provided to teachers at mandatory training sessions.</li> <li>• Materials are regularly being shared.</li> </ul>
A	Check and evaluate whether learners and apprentices understand the information they receive on the risks of radicalisation and extremism at induction and in classes.	Learning Support Manager		<ul style="list-style-type: none"> <li>• The Prevent agenda is incorporated into schemes of work and session plans</li> <li>• Teachers hold discussions with learners regarding radicalisation and extremism and how to recognise the</li> </ul>	<ul style="list-style-type: none"> <li>• Learners aware of the Prevent agenda and how to keep themselves safe</li> </ul>	<ul style="list-style-type: none"> <li>• When questioned during OTLA learners can identify the Prevent agenda and discuss how to keep themselves safe</li> </ul>	<ul style="list-style-type: none"> <li>• Prompts on schemes of work and session plans in place to remind teachers.</li> <li>• Observers instructed to question learners during observations.</li> <li>• Embedded into the Individual Learning Plan and discussed</li> </ul>



				signs of grooming			with learners.
A	Staff are not explicit enough in raising this issue with learners and apprentices regarding potential dangers	Marketing and Teachers		<ul style="list-style-type: none"> <li>• The Learner Handbook to mention the potential dangers of exposure to extremist websites in its section on how to stay safe online</li> <li>• Teachers to inform management how they are raising awareness</li> </ul>	<ul style="list-style-type: none"> <li>• Learners are provided with information on Prevent, understand it and know how to keep themselves safe</li> </ul>	<ul style="list-style-type: none"> <li>• When questioned learners can identify the Prevent agenda and discuss how to keep themselves safe</li> </ul>	<ul style="list-style-type: none"> <li>• Prevent included in Learner Handbook.</li> <li>• Teachers receiving face to face training in addition to online – favourable feedback from this face to face training.</li> <li>• Side by side training developed.</li> </ul>
A	Learners not aware of the relevance of British values to their work and their lives.	Learning Support Manager	November 2017	<ul style="list-style-type: none"> <li>• Employees need to be 'on board' with the national and local principles of promoting British Values</li> <li>• To look on line for a tool kit to support Employers</li> </ul>	<ul style="list-style-type: none"> <li>• Learners understand British Values and how they apply to them in their personal and working lives</li> </ul>	<ul style="list-style-type: none"> <li>• Observation of teaching, learning and assessment including Walkthroughs</li> </ul>	<ul style="list-style-type: none"> <li>• 'Side by side' training developed.</li> </ul>

**PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE**

**Key priority 13:**

Although the procedures for identifying and allocating additional learning support to learners are thorough and effective, managers do not know what impact this has as they do not request or receive any data on the progress these learners make.

**Outcome:**

Managers are aware of the impact the additional learning support has on learners and reports produced.

	Action	Lead	Timescale	Milestone	Impact	Measure	Progress
A	Managers to measure the impact learning support has on learners	Learning Support Manager	January 2018	<ul style="list-style-type: none"> <li>Record of learner support provided</li> <li>Tracking of each learner who has received the additional learner support</li> </ul>	<ul style="list-style-type: none"> <li>Records of accountability for the funding spent of additional learner support</li> </ul>	<ul style="list-style-type: none"> <li>Evidence the additional support has been used correctly</li> </ul>	<ul style="list-style-type: none"> <li>Case studies being produced to show impact.</li> <li>Learning support records evaluated. (links to areas for development).</li> </ul>
A	Produce data on the progression of learners following additional learner support.	Learning Support Manager	December 2017	<ul style="list-style-type: none"> <li>Destination data produced for learners who have claimed additional learning support</li> <li>Overall report produced on how the money has been spend</li> </ul>	<ul style="list-style-type: none"> <li>Senior managers to be aware of how the funding is supporting learners who need additional needs</li> </ul>	<ul style="list-style-type: none"> <li>Accountability for funding</li> </ul>	<ul style="list-style-type: none"> <li>Awaiting data from P&amp;I.</li> </ul>

## Strengths identified and to continue to maintain and improve on.

Strengths identified		
Leaders and managers have successfully shifted the service towards meeting the priorities of employers and the needs of the most vulnerable adults within the county.		
Learners on community learning courses develop new skills, improve their health and progress on to accredited courses.		
Increasing numbers of learners with high needs develop good employability skills through well-planned internships and work experience.		

Strengths – Leadership and Management		
<p>Leaders and managers have successfully transformed ALSS from being a universal service delivering courses to predominantly affluent learners to one with a clear strategic focus on providing learning for the most vulnerable members of the community. Courses provided by ALSS help to reduce social isolation in sparsely populated rural areas, and effective partnership working with health services and voluntary groups in coastal towns target courses at the homeless and those with mental health issues.</p> <p>Managers have developed a curriculum for adults and apprentices that is highly responsive to the needs of local employers, particularly the many small- and medium-sized enterprises in the county. After close consultation with the</p>		

<p>local enterprise partnership and Jobcentre Plus, ALSS runs courses in bookkeeping, digital skills and child development that provide learners with the relevant skills to increase their chances of employment and enhance their career prospects once in work.</p>		
<p>Leaders and managers have been very effective in responding to the policy requirement to develop non-residential provision for learners with high needs. In a short space of time, they have established four centres across the county to offer each learner with high</p>		
<p><b>The governance of the provider</b></p>		
<p>Senior leaders have been successful in setting a clear strategic direction for the service to focus its resources on the most disadvantaged and vulnerable residents of the county, and in ensuring that managers implement this policy effectively.</p>		
<p><b>Safeguarding</b></p>		
<p>The arrangements for safeguarding are effective.</p> <p>Leaders and managers have appropriate policies and procedures in place to ensure the safe recruitment of staff. The designated safeguarding officer has up-to-date records of all safeguarding incidents, and disseminates effectively the lessons learned from these incidents to other members of staff. Staff and learners know how to report concerns. All staff</p>		

<p>have completed an appropriate level of training in safeguarding for their roles in the service. As a result, learners and apprentices feel safe.</p>		
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<b>Teaching, Learning and Assessment</b>		
<p>Teachers know their adult learners well. They create welcoming environments for learners where they feel safe and able to learn. For example, the highly responsive provision for recently arrived refugee families from Syria helps learners to integrate quickly into the local community by teaching them the skills of reading, writing, speaking and listening in English.</p>		
<p>Managers and teachers have improved successfully the rigour of the procedures for recognising and recording the progress that learners make on the large community learning programme. They use these well to help learners to understand the progress that they make in the development of specific skills, such as learning a language or a new craft technique, as well as the development of personal skills, such as confidence and resilience. However, tracking of learners' progress on the smaller programme of courses leading to qualifications is not rigorous enough.</p>		
<p>Teachers plan programmes for learners with high needs skilfully. They ensure that learners follow a highly specific programme based on a thorough identification of their starting points and the destinations that they want to achieve. Learners make very good progress in acquiring the necessary skills to live more independently or to enter supported employment.</p>		

<p>Teachers provide adult learners with the information they need about how to stay safe in their learning. Learners know how and to whom they report any safeguarding concerns.</p>		
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<b>Personal development, behaviour and welfare</b>		
<p>Apprentices and adult learners on community learning courses are confident and motivated to learn. They produce work to a good standard, of which they are proud.</p> <p>The majority of adult learners who attend courses develop positive attitudes towards learning. They are respectful of other learners' points of view and contributions to class discussions.</p>		
<p>Adults on community learning courses develop good English and mathematical skills through practical exercises such as calculating the amount of cloth needed to make dolls in a craft class and converting times between an analogue and digital clock.</p>		
<p>Highly-qualified and experienced advisers deliver a comprehensive programme of information, advice and guidance to adult learners before, during and at the end of their courses. As a result, many learners on community learning courses progress to take further qualifications.</p>		
<p>Adults on vocational courses, such as those for teaching and learning assistants, develop a good understanding of how to support children and parents from diverse cultures and nationalities.</p>		
<p>Apprentices develop good work-related skills in</p>		

<p>their workplaces, becoming more effective at working with colleagues and dealing with customers. An increasing number of learners with high needs experience the world of work through internships.</p>		
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<b>Outcomes for learners</b>		
<p>Most adults on non-accredited community learning courses complete and achieve their learning objectives across all subject areas. They improve their health and sense of well-being, they increase their participation in voluntary activities, and they improve specific skills, such as the ability to speak another language.</p>		
<p>The proportion of apprentices who achieve their overall qualification has increased significantly over the past two years, across all age groups and at all levels, and was well above the rate for similar providers in 2015/16. However, the proportion of apprentices who achieve their qualifications within their planned timescales is too low, despite some significant improvements from a very low base over the past two years. Apprentices on child development and education and training apprenticeships make particularly slow progress towards the completion of their qualifications.</p>		
<p>Adults make good progress from community learning courses, with many of them moving on to take a qualification with ALSS.</p>		

## Types of Provision

Adult Learning		
<p>Most teachers provide a good level of verbal feedback in lessons that encourages learners to develop their work further. Teachers accurately identify errors in learners' work and suggest ways to avoid repeating them.</p>		
<p>Teachers of non-accredited courses set challenging but realistic targets that are specific to each individual learner and help them to develop personal and technical skills. For example, in craft classes for learners with mental health issues, tutors focus on improving learners' concentration levels as well as their understanding of craft techniques.</p>		
<p>Teachers closely and accurately monitor and record the progress that learners on the community learning programme make towards achieving their targets and goals. This helps learners to understand the progress that they are making in improving their skills.</p>		
<p>Leaders and managers have developed productive partnerships with Jobcentre Plus and community organisations to plan a range of programmes to help the most disadvantaged adults to participate in learning. Managers work well with employers to develop adult learning courses aligned with local needs. For example, foreign national jockeys and stable staff from the local horse racing community attend English classes to improve their communication skills in the workplace.</p>		
<p>Learners receive effective information, advice</p>		



<p>and guidance while they are on courses. Guidance from learning and skills advisers enables learners to make informed decisions about their next steps; this includes advice about adult loans and further qualifications.</p>		
<p><b>Apprentices</b></p>		
<p>Assessors give apprentices effective verbal feedback that identifies what they have done well. For example, an assessor observing child development apprentices leading storytelling sessions gave prompt positive feedback that reinforced apprentices' confidence in their skills.</p>		
<p>Apprentices develop a good range of industry-specific terminology that they use accurately and confidently in their jobs. For example, accountancy apprentices are able to explain the complexities of tax returns to clients.</p>		
<p>Managers have good links with a wide range of employers across the county that they use successfully to develop apprenticeship programmes to meet regional employment priorities. Managers identify additional units at the request of employers, such as in dealing in corporation tax for accountancy firms.</p>		