North Yorkshire County Council

Transport, Economy & Environment Overview and Scrutiny Committee

10 April 2018

Update report from ALSS and Post Inspection Action Plan.

Summary

1. This report presents an update report for the Adult Learning and Skills Service, including an update on the Ofsted Post Inspection Action Plan and progress against the targets set in the plan.

Background

2. In June 2018, Ofsted Inspected the Adult Learning and Skills Service for North Yorkshire using the Common Inspection Framework. The service was found to "Require Improvement" across all five areas of the framework.

3. As a result of this the service developed an action plan to address these improvements, (post Ofsted Action Plan), which included a comprehensive list outcomes and improvement actions. In addition to this an Ofsted Inspector was assigned to the service to support service development and to challenge the service in addressing service improvements.

Significant changes and developments

4. There have been a number developments since the inspection and these are summarised in **Annex 1**. These include some actions included in the post Ofsted Action plan but also a number of other actions taken to improve the quality and effectiveness of the service. The most significant of these changes, which are worth highlighting and could be described as the building blocks for service improvement, are described below:

    a. The introduction of Established Variable Hours Contracts, for teachers who were previously paid on a sessional claiming basis.

    b. Change in line management, with Curriculum Managers taking over the direct line management of teachers, where they were previously line-managed by generalists.

    c. Introduction of a Safeguarding Log, to record near misses and monitor concerns where incidents were not sufficient to warrant a full Safeguarding or Prevent referral but where over a period of time might lead to a referral. This also included the development of a local record of safeguarding and prevent training and DBS status for all staff in the service.

    d. The implementation of annual 100% OTLA process for all teachers based on a risk assessment approach.

    e. Significant changes in the use, reporting and accuracy of data to inform service performance and intelligence.

f. Establishment of an Advisory Governing Body for the ALSS.

Progress on the implementation of a new software solution for ALSS

5. One of the key tasks that will lead to service transformation, over and above improvements identified from the Inspection, is the procurement and implementation of a new MIS solution. This has the potential to transform service delivery, enabling the service to improve and transform a number of key processes.

6. In addition to internal service transformation, the ambition is to improve the experience for customers allowing for a greater degree of self-service for many of the tasks that currently require face to face or telephone interaction. This is in line with the local authorities' ambition to transform customer interactions, part of the 2020 vision.

7. The implementation of a new software solution is now a pressing concern for the service as the current software provider will no longer support the current solution from the 31st March 2019. The timescales for the implementation of a new solution are very tight particularly as this is likely to need a full procurement.

8. However progress in procuring a new system over the last few weeks has been significant, with a very clear project and implementation plan established and identification of appropriate resources to deliver the project. Service managers are now much more confident that a solution will be in place within the timescales identified above, albeit this will require significant investment of time and commitment.

Post Inspection Action Plan

9. The full post inspection action plan is attached as **Annex 2**. This plan sets intentions and ambitions for service improvement and records actions taken to date. A RAG rating system is used to highlight progress. The column of the left represents progress towards the action and whether progress is on target. Where the final column on the right of the table is green, this confirms the action has been completed.

10. The action plan is updated regularly and also acts as the service Quality Improvement Plan in response to Self-Assessment. Self-assessment improvement areas have been matched to improvement areas in the plan so as to negate the need for two improvement plans.

11. Progress against planned outcomes and timescales demonstrate that for the most part actions are being taken in a timely manner and significant progress is being made in most of the actions identified. The intention is now to re-write the plan, archiving actions achieved and refreshing those outstanding actions to ensure that they are addressing the outcomes.

Ofsted Support and Challenge Visit

12. Following the Inspection there have been two support and challenge visits from our assigned Ofsted inspector. The most recent one involved us describing our progress against the plan and showing various processes and procedures which have changed. There was a significant focus on OTLA, progress of learners, data and Management Information.

13. The main conclusion across the board was that whilst there had clearly been much work in addressing the areas for improvement since the inspection, there was still too much of a focus on identifying and recording actions that had been taken and not enough evidence of impact on learners. This was a theme across all of the improvement areas and one that will be further tested in the final challenge visit in June.

Conclusion

14. There has been significant development since the inspection and clear service improvement with the strengthening of some processes and the introduction of a number of others. Of the two largest risk areas, Safeguarding and Prevent and the use and accuracy of data, progress has been good in the first and less so in the second. There is a still a significant challenge in the understanding of the complexities of data management and the interdependencies of data across a number of processes and systems.

15. There have been a number of quite significant changes in process and approach in key areas particularly in better aligning reporting arrangements and support for teachers. This has led to much better support, identification of key training and a better understanding of broader service issues such as the importance of accurate and robust initial and diagnostic assessment.

16. It is very difficult for the author to judge whether the improvements are very significant, partly due to the lack of knowledge about the service prior to the inspection. However, there is a clear feeling articulated by senior managers, that whilst there is still much work to be done to bring the service up to the required standard, that the developments identified in this report represent the first "green shoots" of improvement and that the service is now on a clear journey toward significant improvement. The challenge is going to be whether the progress made will be enough to move from an Ofsted "Requires Improvement" grade to one of "Good" at the next inspection.

17 Recommendations

The Transport, Economy and Environment Overview and Scrutiny Committee is asked to:

a)   Comment on the progress of actions in the plan

b)   Make any further suggestions for service improvement

Contact Details

Author:	**Chief Officer Responsible for the report:**
Alistair Gourlay	Paul Brennan
Head of NYCC Adult Learning Service	Assistant Director (Education and Skills)
Tel No: 533916	

For further information please contact the author of the report

Annex 1 – Summary of Progress
Annex 2 – Post Ofsted Action Plan

Summary of Progress against Post Inspection Action Plan.

ALSS Post Ofsted Action Plan update.

The post inspection action plan is one of the main tools for demonstrating how the ALSS is responding to the recent Inspection. The plan identifies a number of key improvement outcomes.

Following a meeting with the support inspector a number of recommendations were made by the Inspector which have now been implemented in the action plan. These consisted mainly of re-focussing the action plan on outcomes and how these impact on learners.

Progress on the action plan is a standing item at ALSS monthly management team meeting and the head of service has assumed responsibility for the implementation of the action plan.

The service is very aware of the need to keep a continuous focus on the action plan. However many of the issues that need "fixing" are not straightforward. It is clear that one of the key improvement areas is teaching and learning and these are not quick fixes. Therefore a number of key actions have been implemented. These are:

Teaching and Learning

- Introduction of contracts for teachers based on hours of teaching which are fixed and permanent. This is in contrast to the previously situation where all teaching staff were sessional.
- The implementation of a curriculum focussed model of management, with teachers reporting to curriculum specialists.
- A focus on professional support for teachers, including regular KIT meeting, training and professional development and PDRs
- A revised schedule of OTLA (Observations of Teaching and Learning) so that all teachers are observed at least once a year with a clear improvement plan attached.
- A process of continuous training and development for curriculum managers so that they are clear on the support that they need to offer.

Management Information

The second major area of improvement is to do with data and the fact that managers were not aware of the services performance. It is very clear that the current system to provide MI is not fit for purpose and that this needs to be replaced. However this is only part of the issue. The more important aspects are to do with understanding and using data. We are now in a much better position with the data and are slowly developing a much better understanding. The following are some key actions:

- Monthly management reports are provided to SLT using ILR data from the system. This was not previously the case
- All data returns to date have been returned in a timely manner

- Reports to managers on enrolments and class numbers are drawn from the same sources as above. Previously local data was used
- All checking of data is done against the ILR record. This ensures data accuracy and that managers are using a consistent approach
- The system used for providing management information, Proachieve is now being used consistently as the main reporting tool
- A number of new data and exams officer posts have been implemented at each of the three areas across the county

Self-Assessment

Self-Assessment was also identified as requiring improvement. The Self-Assessment process used was too process driven and concentrated too heavily on the production of an annual self-assessment report, which ran to some 100 pages or so. Too little time was spent on self-assessment and therefore on identifying improvement action. As a result the SAR process has been overhauled and a new streamlined process which focusses on identifying key improvement areas is now in place.

- Introduction of new self-assessment process and focus on identifying improvement actions
- Production of Self-Assessment Report which is much more evaluative
- Introducing SA at a curriculum level rather than a service level. This ensures improvement action are identified and implemented more effectively and actions to improve are more detailed
- Making SA a continuous process rather than one that happens at the end of the year

Governance

Governance of the service was identified as a key improvement area. As a result of this an advisory governance board was formed and this has now met three times. It would be fair to reflect that the governance arrangements are still very much in their early stages and the level of understanding and challenge is limited. However this will improve over time as governors begin to get a broader understanding of the service. In summary the actions to date include:

- Governance group has now had the meetings and the understanding of governors is developing
- A number of sub-groups have been set up with a number of governors working with managers to understand and challenge particular areas.
- Some governors have now visited classes
- Governors are now receiving regular reports from managers
- ALSS continues to take regular update reports to CYPLT on general progress of the service and particular progress against the post Ofsted Action Plan.

Safeguarding and Prevent

Whilst Ofsted concluded that Safeguarding and Prevent were effective they identified a number of improvement areas including a more robust response to the Prevent strategy and the recording of near miss incidents. As a result a number of actions have been taken:

- Safeguarding and Prevent log has been established
- Central staff training log for Prevent and Safeguarding established
- All staff have completed safeguarding and prevent training
- New teaching materials introduced to support learners in understanding how to keep themselves safe.

A full list of actions is contained in the service Post Ofsted Action Plan.

POST OFSTED PRIORITIES/ACTION PLAN/ incorporating SAR judgements.

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
0.4	Alistair Gourlay	November 2017
0.5	Alistair Gourlay	January 2018
0.6	Alistair Gourlay	February 2018
0.7	Alistair Gourlay	March 2018

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.

		Key Priority	Outcome
Effectiveness of Leadership and Management	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.	*Managers are using timely data to take actions that improve outcomes for learners and identifying longer term improvements that are embedded within practice.* *Data systems provide managers with timely data which they use to manage and develop provision and make interventions in a timely manner*
	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.	*Following the implementation of improved performance management arrangements the quality of teaching, learning and assessment is improved and these improvements are embedded in practice.*
	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.	*Governors' interventions and challenge are rigorous and evidence based and based on sound knowledge of the service using relevant data and improvement measures. This is resulting in improved outcomes for learners.*
	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.	*All teachers carry out improvement actions as a result of clear measurable and timed targets which are regularly reviewed and refreshed.*
	5	Leaders and managers should be more critical and evaluative	*Self-assessment judgements are critical and evaluative and self-*

Quality of Teaching, Learning and Assessment		through their self-assessment processes so that they can identify and act on all areas for improvement.	*assessment processes produce clear improvement actions that are focussed on outcomes for learners. Improvement actions are implemented through clear management processes.*
	6	Teachers and assessors set insufficiently specific and challenging targets to enable learners and apprentices to make good progress.	*Learners on apprenticeship programmes make good progress with timely completion and improved outcomes*
	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.	*Learner are on courses appropriate to there assessed level. They get appropriate support to achieve their agreed outcome*
Outcomes for Learners	8	Too many adult learners leave their courses early and do not complete their qualification	*Achievement rates are improved by at least 5% for 17/18 and in cases where achievement is below minimum standards by 10%*
	9	The attendance of adult learners on courses that lead to qualifications is poor with the result that they do not make good progress.	*Retention and attendance is improved by 5% in 17/18 and then by 2% each year for 2 years.*
	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.	*Managers understand the progress that learners are making and take intervention action quickly to ensure learners achieve within the agreed and planned timescales.*
Personal Development, behaviour and welfare	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 at appropriate points throughout the course.*
	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 understand the risks of radicalisation and extremism and understand the strategies they need to take to keep themselves safe. They are able to articulate British values in a positive manner and understand how this enhances their experience and that of their community*
	13	Teachers do not track learners progress on accredited courses sufficiently to enable them to identify those learners who might need additional learner support to prevent them from falling behind.	*The progress of individual learners is understood by teachers and they take action to support learners where they might be falling behind*

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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:
Managers are using timely data to take actions that improve outcomes for learners and identifying longer term improvements that are embedded within practice.

	Action	Lead	Timescale	Milestones	Impact	Measure/evidence	Progress
G	Undertake evaluation of MIS to ensure it is fit for purpose and fully meets the needs of the service	Head of Service	October 2017	• Check when the current MIS Aqua contact ends and the 'get out' time • Evaluation report on the current MIS to be produced by the NYCC governance group.	• MIS supports all delivery across all funding streams to capture in year progress linked to learner's individual learning plans	• Data is being use to inform decision making and to driving changes within the service. • Reports available as and when required • New MIS purchased and available to all management and business support staff	• 3 visits have taken place to East Riding Adult Learning and Skills Service. York Learning have also visited. • 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. • Project managers from each of the service areas have met to discuss the best approach and to consider governance arrangements.

							• 07/03. A full procurement exercise is now in full swing, with significant resources being dedicated to the process. Managers are now confident that a new system will be implemented

A	Systematically and analytically capture and monitor all MIS information, (including destination data) within a defined timescale: To include:
	  • Success rates by SSA
	  • Retention
	  • Attendance
	
	Learner attendance requires closer monitoring to increase retention and achievement
		Head of Service	October 2017	• Processes to be fully implemented by Business Support
				• Curriculum Managers to accurately track their SSAs on a weekly basis
				• Coordinators to monitor individual Teachers and classes Managers to use ProAchive to produce reports
					• Data available on a daily basis
					• Each manager has responsibility for managing and monitoring data
						• Instant record of data
						• Equipping managers to act on areas for decline immediately
						• ESDAs have the information available to monitor functional skills
							• SLT have undertaken an action plan with Performance and Intelligence to establish reports and data requirements.
							• There is now a project team in place.
							• A data governance team reports available
							• A test of data has taken place by Patricia Grosvenor who has made recommendations to ALSS.
							• A review of reports is taking place.
							• Business process is being developed.
							• Successful completion of data returns including RO4.
							• Regular MI information is bring produced on a monthly basis and managers are beginning to analyse data to inform decision making.
							• 07/03 – The service is now

						able to produce information from clean ILR data that matches the information on the hub. This is not yet systematically used by managers.
A	Accurate data from MIS to show retention, achievement and success rates for classes is shared with curriculum managers ==Whilst there has been some increase in the accuracy and reporting of data, there is still insufficient rigour in the way data is used across the service to improve outcomes for learners.== ==There continues to be some legacy issues in previous years data which are affecting a number of areas. Whilst these cannot be rectified for previous years they must be resolved for 17/18==	Data and Examinations Officers and Performance and Intelligence	October 2017	• Teachers are monitored against their correct/current data • Monthly accurate reports produced by the MIS team • Curriculum managers report back on how they are using the data to improvements	• Reports produced on a monthly basis • Monthly monitoring meetings arranged in each of the area • Managers are now discussing data on current students and using the data to make interventions	Accurate and timely data is produced and agreed with	• Three new posts of data and examination officers have been created. Recruitment taking place this month. • Links to reports produced by Tom Bryant in P&I. • Head of service has met with data team across the local authority to outline key expectations for data quality and outputs. • All new data posts are now in place • End of year data has been produced and matches with expectations of managers. • Data reports are now a standing item at SLT and form a key part of the meeting. Managers are already gaining a much better understanding of the key issues. This now requires more detailed understanding • Specific tasks have now been allocated to new team members who are

							taking responsibility for specific areas of data across the service. • 23/02 – There has been some investigation into the legacy issues for some learners and a number of learners have been identified that are causing some issues for achievement and pass rate for 2016/17 even though they have now finished • 07-03 – Data is now being rolled out to CMs to ensure that they have up to the minute data. This is not yet being used systematically. • 20-03 - A regular monitoring report using real time data is now being produced for managers giving them the same data as Ofsted have when they inspect.
A	Improve the use of data by managers so that they can take action to improve programmes and make timely interventions	Head of Service and senior managers	Jan 2018	• SLT receive a monthly digest of data • Managers are receiving timely data about live classes • Action is being recorded in QIP plans about action being	• Managers are making real time decisions about provision and making improvements and interventions immediately.	• Evidence of actions in QIP	• Managers are getting accurate data although this is not easy to process • Curriculum managers and area coordinators have access to data on a regular basis and are checking the accuracy • 06-02 Managers have identified some legacy issues with the data which

				taken as a result of data			is continuing to cause some significant problems.
							• 07/03 – There is now a good understanding of where there are problems with achievement and individual managers are taking action to improve both at a service wide level and then at an individual class level.
							• 20-3 – The service has engaged a data expert to look at some legacy issues within the service to sort out some historic problems with data going back to 2014/15. It is anticipating that this will significantly improve the services overall achievement position.

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: **There is a clear process and actions for managing part-time teachers, that is resulting in improved outcomes for learners.**

	Action	Lead	Timescale	Milestones	Impact	Measure/evidence	Progress
A	100% of delivery staff to have an annual appraisal using the data to manage performance	Curriculum Managers and Coordinators	April 2018	• All staff to be appraised on an annual basis • Staff performance managed and actions taken if required • Look at the line management of staff to ensure capacity to carry out appraisals	• All staff appraised and key performance indicators used to measure performance • Staff supported to improve their performance	• Records of appraisal • All staff appraised • Monitoring of appraisals	• 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. • 12/12/17- Line management responsibilities have been assigned to individual managers and the process of handover has begun. • 07/03. Managers are now meeting regularly with teachers using KIT process to record actions and give support. Curriculum managers have now taken formal line management

							responsibility for teachers.
A	Set specific improvement/development plans with clear timescales to support teachers and assessors to improve their practice	Curriculum Managers and Coordinators	December 17	• Staff are set specific timescales • Staff will have action plans with target dates for improvement.	• Staff routinely set improvement and development plans.	• Completed development plans. •	Links to above
G	Staff to have regular group KIT (one to one if required) meetings with teachers Arrangements for managing the performance of staff are not sufficiently rigorous	Curriculum Managers and Coordinators	November 2017	• Managers to record KIT notes onto central records • Regular meetings with staff to be undertaken • Quality Circle meetings in the three areas for teachers for delivery staff.	• Staff have the regular kits and kept up to date with information •	• Minutes of meetings • Improvement in the communications	Links to above Curriculum managers are now beginning the process of meeting with their teams. 12/12/17 – some delay in the implementation of line management responsibilities mean there is some slippage with this action. 23/02. CMs are now gradually moving over to managing staff and having regular catch up meetings. This is starting to have a positive effect in giving the manager a fuller picture. 07/03 – Decided that we no-longer need Quality Circle meeting as this is covered in a variety of other meetings.

	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: _Governors regularly support and challenge managers to improve outcomes across the service which results in improved outcomes for learners and improved management of the service._						
	Action		**Timescale**	**Milestones**	**Impact**	**Measure/evidence**	**Progress**
R	Set up a Governance group to specifically support the ALSS	Team Leader – Quality	September 2017	• New governance structure agreed • New governors briefed and appointed • Governors approved the strategy and improvement plan	• Managers held to account for the improvement of the service • Funding spend and strategic decisions open to scrutiny	• Governing panel established • Governance meetings to take place • Minutes/notes of governance meetings	• Support from the Association of Colleges regarding setting up Governance has taken place. • New governance model agreed and governors identified. • Cllr Patrick Mulligan met with Marc Mason and Ann Featherstone on the 15th June 2017. First full meeting took place on the 25th September Group made up from: ✓ LEP ✓ Employer ✓ Teachers ✓ Voluntary sector ✓ ALSS Management team ✓ Elected Member Scrutiny committee received a

<td colspan="7" style="background:green;color:white">report from senior managers on the outcome of the inspection. Members have asked for a six monthly report on progress 07-01 Small sub-groups from the governor larger group have been set up to deal with specific themes. This should help in the challenge and knowledge about specific data and information.</td>
A	Managers too slow to address issues such as poor retention and attendance ==Whilst there continues to be improvements in timely completions, this still requires further development.==	Head of Service	December 2017	• Teachers are monitored against their correct/current data • Teachers to have regular KIT meetings and supervision. • Learners absent followed up within 24 hours of the class • The learners are tracked via their ILPs with regards to issues around barriers to learners	• Learners are tracked on a regular basis and issue followed up. • The ILPs reflect any issues the learners may have and record action taken to support this.	• Retention and attendance improved and up to date records to support this. • Regular monitoring of the ILPs	• Standardisation and moderation timetable in place. • New ILPs implemented. • 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. • 07/03 – This has now improved with the one to one meetings and other actions that are being taken at a CM level.

	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:
	All teachers carry out improvement actions as a result of clear measurable and timed targets which are regularly reviewed and refreshed.

	Action	**Lead**	**Timescale**	**Milestones**	**Impact**	**Measure/evidence**	**Progress**
A	Plan for 100 % of active teachers to be observed	Development Officer – Quality	December 2017	• Plan of OTLA to be created to ensure 100% of staff are observed • Increase the team of Observers • Teaching learning and assessment is used to support delivery for learners • Appraisal reviews	• Improved teaching learning and assessment for learners • Learners receive a quality session and comment via their feedback	• Staff supported and record of CPD and action plans • Action plans created with teaches and completed within a timely manner	• Plan developed for observations by all managers. • Plan for peer observations by SLT. • All managers will carry out 4 'walk through' or peer observations per term. • Need to define "active". • Ensure all 0 hour teachers who have not worked for some time have their references and clearances retaken. • 2nd round of OTLs have happened and are on schedule for completion. • 06-02 – SLT received the first report and a number of recommendations for further action have been

						• agreed and recorded in the SLT notes. • Individual action plans reflect improvement actions
A	Agree standards for delivery with staff using the RAG rating system	Coordinators Curriculum Managers	December 2017	• Standards for delivery are implemented • Staff understand their roles and responsibilities • Peer review groups to challenge OTLA reports	• Staff understand their roles and requirements which enhances the learner experience • Delivery is consistent and all learners receive a quality learning opportunity	• Team/curriculum meeting minutes • 1:1 appraisal notes • Observation of teaching learning and assessment • IQA reports • Awarding body reports • RAS data • Learner feedback	• 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.
A	Agree clear performance indicators and targets with each teacher	Co-ordinators, Curriculum Managers	December 2017	• Staff understand their targets and performance indicators • Staff achieve targets and performance indicators	• Staff understand their responsibilities and responsibilities towards learners • Improved learners' retention, achievement, success and progression, which enhances the learner experience and	• Targets and performance indicators are met • Actions taken with staff who are not meeting their targets.	• 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.

					achievements		
A	Enhanced staff performance monitoring on a regular basis	Curriculum Managers and Coordinators	December 17	• Termly group sessions with teachers • Areas for improvement reviewed with Teachers through supervision • Staff have individual improvement plans to help achieve better outcomes for learners • Annual appraisals completed	• Staff understand their roles and responsibilities • CPD requirements are identified quickly to enhance the learner experience	• 1:1 and appraisal notes • Teacher audits that uses the data including retention, attendance, achievement and evaluation data to help inform areas of strengths and weakness • Improve teaching, learning and assessment grades • Share best practice • IQA reports • EQA reports	• 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.
A	Evaluate and amend the observation of teaching, learning and assessment practice.	Development Officer – Quality	October 2017	• Update the OTLA handbook • Observation monitoring meetings to take place termly • Ongoing external support in place	• Learners achievement, attendance, progression and satisfaction rates improve	• Awareness of observation processes for all staff • Observation practice • OTLA handbook	• Completed for 2016/17 academic year • Review annually • Agreed a number of actions with York Learning to share good practice and carry out some joint observations

				via the Quality Peer Group.		• Moderation reports • Peer group reports	

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:
Self-assessment judgements are critical and evaluative and self-assessment processes produce clear improvement actions that are focussed on outcomes for learners. Improvement actions are implemented through clear management processes.

	Action	Lead	Timescale	Milestones	Impact	Measure/evidence	Progress
	Redesign the SAR report to ensure it is fit for purpose	Quality Officer – Quality	December 17	• Establish a 'task and finish' group for the SAR • Curriculum manager to produce the SSA reports • Identify key link workers to write the outcomes for the 'Types of Provision' • Peer evaluation of the SAR from other local authorities • Challenge and moderation from stake holders and other	• Managers – aware of the data and the strengths and weaknesses • Teachers – greater understanding of the support available and the success, achievements and challenges of the service. • Learners – the SAR outlines strengths and areas for development which is	• New SAR produced • SAR is moderated by the peer group • Notes from the working group	• ~~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~~ • ~~SAR working group established and will meet Dec/January to review SAR.~~ ~~Group to include a selection of staff from the~~

				organisations around the SAR.	outlined and cascaded to improve the learning experience.		~~service (Jo Shaw, Caroline Ferguson, Kate Carter, BEO, LSA).~~ This is no-longer happening. SAR updated and new format introduced • Adopted a shared format from York Learning Adult Service for self-assessment • Support by managers to improve SAR process and make judgements • SAR has been written in draft form and will be signed off by Head of Service in December. • New SAR process has been implemented and will be reviewed at the meeting on the 19th December. • 01-02 SAR challenge meeting has taken place with final amends to the SAR. This has given increased confidence to the judgements made.
	Individual Curriculum manager reports are introduced using the new format to ensure critical judgements are made	Quality Officer	Feb 2018	• First phase of new 17/18 SAR is produced for each curriculum area	•	•	Training for curriculum managers has taken place to further reinforce the new system and to ensure managers are able to make evaluative judgements. This is now reflected in Curriculum area SARs.

						06-02 – new training to update SAR has now been scheduled for 14-02 07/03 - New SAR at curriculum level have been produced.

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 on apprenticeship programmes make good progress with timely completion and improved outcomes

	Action	Lead	Timescale	Milestones	Impact	Measure/evidence	Progress
A	Learners to be set specific and challenging targets to enable them to make good progress Need to set learners personal learning or development goals Learners need to have knowledge of the progress	Coordinator Curriculum Manager ESDAs	December 2017	• SMART target training for tutors • Need to ask and record learners personal learning and / or development goals • Record of progress recorded • ILPs updated to record progress	• Learners will know their own progress and monitor their own achievements • Learners are stretched and challenged on a regular basis and recorded in their ILPs	• ILPs completed on a weekly basis • Regular progress review of the learning with the teacher	• ILPs have been updated to capture the learner journey. • ILPs are in use. • 02-06 – first ILP have been moderated and the results presented to SLT • Review of use of BKSB is showing that there are some issues about the use of BKSB assessment and how they are being used. This is true in relation to level 1 English and maths

	they are making. ==Improve the use of learner initial assessment data to accurately inform individual SMART targets for learners.==						
R	Tracking of learners' progress on the smaller programme of courses leading to qualifications is not rigorous enough.	Curriculum Managers	April 2018	• Learner tracking needs to increase • All learners to be monitored on their progress • develop monitoring of progression and destination using a new MIS	• Learners offered appropriate learning progression and impartial advice of other courses on offer.	• Moderation of course folders to take place and feedback give to all teachers. • Moderation dates to be arranged in each area, per term.	• Short RARPA process. • Moderation to be planned • This action needs reviewing to see if this the correct action.

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:
Learner are on courses appropriate to their assessed level. They get appropriate additional support to achieve their agreed outcome

	Action	Lead	Timescale	Milestone	Impact	Measure/evidence	Progress
A	Assessors to identify skills that apprentices already have when they start their programmes. Plan properly to ensure the development of the apprentices' skills further.	Team Leader - Engagement Officer IQAs Assessors	October 2017	• Skills assessment to be used on all qualifications to ensure skills are identified • Clear planning of the apprentices further development • IAG offered to all learners at key points during their learning programme	• Clear ILPS identifying skills and recorded information • Learners are stretched and challenged after their accurate skills scan. • Skills scan identifies any barriers to learner and interventions are put in place to support the learner. • Learners accessing IAG on a	• Initial assessment • Completed ILPs • Minutes/notes from monitoring meetings	• Action plan through IAG agreed. • Flow chart of roles and responsibilities required. • Audit of Action Plans to be undertaken. • Audit of ILP planned. • Audit of reviews planned 14/2/18 From 1.3.18 – Teachers will be responsible and accountable for all elements of the apprentice journey, including IAG and Initial Assessment. Curriculum Managers and Team Leader to instigate 1:1 monthly caseload review meetings with teachers and audit ILPs as standard agenda item.

				regular basis			
A	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	• Termly monitoring meetings with assessors to monitor ILPs and progress • Monitoring of targets to ensure they are challenging	• Learners are supported towards more challenging goals • Progress measured on a regular basis so learners are aware of their development.	• Learners know where they are in their learning journey and what they need to do next • Progression is monitored and recorded	• ILPs in place for apprenticeships. 14.2.18 • As above – ILPs to be audited as part of 1:1 monthly meetings. • Teachers to ensure all apprentices have an e-portfolio account (Onefile).
R	Teachers' and assessors' to improve on the written feedback on learners' and apprentices' and precise guidance about how they can improve their work further. <mark>Improve written feedback to learners which currently does not provide them with enough information about what they have done well and does not give precise guidance about how they can improve further.</mark>	Curriculum Managers, ESDAs	October 2017	• Termly monitoring of ILPs and learners work to ensure work is being corrected • Training for teachers on written feedback and definitions of verbs • Teachers offered CPD opportunities to take the Maths or English qualification.	• Learners are clear on how to improve their work • Learners confidence increased	• Reduced number of errors • Monitoring reports • Staff CPD records • Feedback from learners and employers	• As part of conference this was discussed. • Curriculum managers tasked with monitoring this action 14.2.18 IQAs to also monitor and feedback to Curriculum Managers.

R	Teacher and Assessor to identify spelling and punctuation errors in learners work and ensure they are corrected to avoid repeating the same errors. <mark>Ensure that spelling and grammar in learners' work is corrected by teachers.</mark>	Teachers	November 2017	• Consistent IAG / Assessment prior to learning to identity any literacy / numeracy needs. • Teachers to be unskilled on their own punctuation and spelling • Moderation by IQAs and Curriculum Managers to ensure work is being corrected and mistakes not repeated • Training for staff on correcting work	• Learners are supported with their English and Maths • Learners better equipped for the workforce • Learners demonstrate improvements with the work	• Learners work improves with little errors • Moderation reports and standardisation meetings	• Training plan developed to address with teachers and curriculum managers on the 19th December

OUTCOMES FOR LEARNERS

Key priority 8:
Too many adult learners leave their courses early and do not complete their qualification

Outcome:
Achievement rates are improved at least up to and beyond national benchmarks

	Action	Lead	Timescale	Milestone	Impact	Measure/evidence	Progress
A	Take prompt action to support learners who are at risk of not completing	Curriculum Managers ESDAs Teachers LSAs	December 2017	• Learners contacted if they do not turn up for class within 24 hours by Business Support • Support offered to learners • Offer of support tracked and recorded • Increase Teachers knowledge of support available for learners	• Learners continue on their programme of learning • Record of support offered to learners • Interventions put in place to support learners	• Improvement in data • Learners continue on their programme of learning • If learners do leave there is a clear record of why they have left.	• Review periods in place at 2, 4, 6 week intervals from start of programme.
R	ILPs to ask if they face any barriers which prevents them from progressing	Teachers ILPs Curriculum Manages	September 2017	• ILPs record learner issues and support offered	• Learners supported to progress and achieve	• Improve retention, achievement and success	• ILPs updated.

		ESDAs					rates	
G	Outcomes to be recorded	Teachers Business Support DAEOs	February 2018	• Learner outcomes to be recorded on the MIS system • Teachers to be monitors regarding the submission of quality data and timeliness.	• Up to date records of learners so teachers can support the learners achievements.	• Teachers submit quality data in a timely manner • Data and Examinations officers to accurately input data.	• Increased the number of Data and Examinations officers per area by 1 FTE to support data inputting. Recruitment taking place this month. • All posts now filled. • Clear protocol for tasks has been devised and agreed with data team
A	Managers need to receive more information on learners who are not attending	DAEOs Curriculum Managers ESDAs Teachers	November 2017	• React quicker to learners absence • Absent learners followed up within 24 hours • Discussion with learners regarding absent and interventions to put into place • Reports to monitor retention, achievement and success supplied to managers •	• Improvement in retention • Interventions and support put in place to address learners non attendance	• Increase attendance • Detailed	• Business Support based at the learning centres will ring absent learners within 30 minutes of the class starting. • Audit of responses planned. • No progress report has been received on this to date. Managers to follow up.

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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.

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Outcome:

Attendance and retention is improved from XX to XX

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	Action	**Lead**	**Timescale**	**Milestone**	**Impact**	**Measure/evidence**	**Progress**
A	Investigate the main causes of poor retention on classes	Quality Manager	Jan 2018	• Clear understanding of retention reported to MT	• Managers are aware of the action they need to take to improve retention	• Report is received	• No report to date
A	Improve the attendance of learners and tracking of support offered. Learners need to be managed carefully to ensure that they sit exams at the end of their period of learning.	Curriculum Managers	November 2017	• Raise profile of wider range of qualification • Closer monitoring of attendance via the ILPs • Intervention and support for learners who are having issues attending sessions/classes	• Increase the attendance of learners attending courses • Support for learners who leave early put in place • Additional resources on line to support learners who can't attend class • Extended initial assessment ensures the right learners on the right	• Overall retention of learners is improved • Learners supported on a regular basis and interventions put in place to support learners.	• Linked to response above.

					courses		
A	Track learners destinations Improve the tracking of learner destinations to provide data with which to evaluate the impact of courses	DAEOs	November 2017	• Learners destinations are recorded on the MIS system • Learner destination collected by teachers and recorded on the registers • MIS to produce a report of progression and destination	• Record of progression recorded • Data reported available for the SAR and marketing	• As a service we will know where are learners have progressed to and measure the impact of the learning journey.	• Process for contacting learners 12 months after leaving ALSS being developed.
A	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	Development Officers (PLP) & 16 – 19 Study Prog	November 2017	• Destination collected for each learner regarding PLP and 16-19 Study Programme • Information updated on the MIS system • Reports included in the SAR • Looked after children – to research information regarding looked after children and if they are our learners how do we record this.	• Quality data to ensure we are aware of who our looked after children are and how to support them	• Monitoring reports • Registers completed in more detail by the teachers	• Making links with NYCC leaving care team.

	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:
	Managers understand the progress that learners are making and take intervention action quickly to ensure learners achieve within the agreed and planned timescales.

	Action	Lead	Timescale	Milestone	Impact	Measure	Progress
A	Increase the proportion of apprentices who achieve their qualification within their planned timescales Specifically addressing apprentices on child development and education and training apprenticeships <mark>Improve the monitoring of apprentice target setting and progress</mark>	Curriculum Managers	November 2017	• Focus on the time frames to ensure the apprenticeships are committed to the correct / most suitable timeframe • Closer monitor of timeliness via Pro-achieve • Data and Examinations Officers to produce timeliness reports monthly • Closer monitoring of initial assessment to ensure learners are on the right programme of learning.	• The timeliness results increase • Learners are aware of the commitment and deadline • Closer monitoring by teachers to ensure learners are achieved within their time scale • Progression monitored on a regular basis via the ILPs • Learners achieve qualification which is linked to pay awards	• Measure apprentices at 4.6.8 weeks • Timeliness is agreed with the Apprenticeship lead before the date is entered onto the system • Assessor meetings	• ILPs updated to ensure the progression and mapping of the courses is measured on a regular basis. • Realistic timescales are set for the apprenticeships following national guidelines. • Review of apprenticeship delivery has taken place and a decision to no longer offer Health and Social care apprenticeships has been taken. No further apprentices will be taken on. • 06/02 - Manager is currently going through the caseload with teachers and assessors and will report back in March. • 14.2.18 – Teacher accountable for all elements of apprentice journey from 1.3.18. Curriculum Manager to instigate 1:1 monitoring

Apprenticeship achievement of 40.0% in health, public services and care is inadequate and requires improvement Overall achievement of Apprenticeships is declining and requires improvement Functional Skills achievement within Apprenticeships is not timely and requires improvement						with teachers.

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 at appropriate points throughout the course. Destinations are monitored to ensure the service understands learner destinations

	Action	Lead	Timescale	Milestone	Impact	Measure	Progress
G	Improve and encourage access to IAG and resources	Learning Support Manager	December 2017	• Computers and laptops used for learners to access IAG • Learners have a range of on-line IAG resources • Teachers monitor learners access and progression	• By receiving improved IAG service learners are aware of their options available. • Learners have the opportunity to discuss short and long term goals with a qualified member of staff	• ILPs • Scheme of work • Lesson plans • Observation of Teaching learning and Assessment	• Learning and Skills Advisers linking to the Careers Service with local referrals. • There is a section on our website that links to information about IAG to Matrix accreditation
R	Improve pre and post course information	Curriculum Managers Teachers	September 2017	• Course info sheets created by the Curriculum Managers to support IAG	• Learners know about future options for learning, training and	• Course info sheets completed for each course	• Curriculum Support managers taking responsibility for their SSA.

 				• Learners receive good course information sheets •	employment • Learners can build resistance into the ever changing economy		
G	IAG Leaflet updated	Learning Support Manager	September 2017	• New IAG leaflet produced and distributed to learners and potential learners	• Learners aware of the service on offer	• IAG leaflets and resources	New IAG leaflet produced and distributed
G	Matrix re-accreditation	Team Leader – Quality	December 2017	• Matrix inspection December 2017	• ALSS continues to hold Matrix standard • Learners receive advice by a nationally recognised advice and guidance provider	• Successful Matrix re-accreditation.	• Information leaflet is being developed by Jo Shaw. • Successful Matrix re-accreditation achieved in a timely manner with very positive report
A	IAG to be offered throughout the course and not just at the beginning or end	Learning Support Manager	November 2017	• ILPs to include awareness and opportunities for IAG • Learning and Skills Advisers to attend classes to speak to learners • Learner focus groups set up to meet with learners	• Learners awareness of IAG availability increased • Increase number of learners receiving IAG. •	• Record the number of IAG sessions undertaken by the LSAs • Learners' ILPs completed with IAG information.	• ILPs updated to offer IAG throughout the course.

A	Apprentices do not receive sufficient guidance on the requirements of their qualifications, particularly the demands of English and mathematics qualifications. ==Improve guidance given to Apprentices on the requirements of their qualifications, particularly with regard to functional skills.==	Learning Support Manager Learning and Skills Advisers	September 2017	• All apprentices have an IAG session prior to starting their programme	• Apprentices are aware of what is required of them and how they can develop their skills including those in English and maths	• Record of IAG meeting with Learning and Skills Adviser	• ILPs updated to record IAG given and support offered. • 14.2.18 – Teachers to provide IAG to apprentices throughout their journey.
A	Apprentices are not sufficiently aware of their potential next steps as they move towards the completion of their	Learning Support Manager, Learning and Skills Advisers	September 2017	• Apprentice to meet with Learning and Skills Advisor prior to registration on programme and then again 6-8 weeks prior to time of completion • DAEOs to inform	• Continually inform apprentice of all progression routes	• Action plan from meetings • Measure of apprentice progression	• Learning and Skills Advisers have identified training to be able to offer progression opportunities. • 14.2.18 – As above, Teachers will be responsible for providing information about progression opportunities with the

qualifications. As a result, too few apprentices progress to a higher-level qualification.			LSAs of the end date of the programme and ensure IAG is arranged.			apprentice and employer.

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 understand the risks of radicalisation and extremism and understand the strategies they need to take to keep themselves safe. They are able to articulate British values in a positive manner and understand how this enhances their experience and that of their community

	Action	Lead	Timescale	Milestone	Impact	Measure	Progress
G	Manager to take responsibility for safeguarding at a strategic	Head of Service	Jan 2018	• Managers are assigned areas of responsibility for safeguarding and make regular reports to SLT	The understanding of safeguarding and the awareness of staff is increased.	• Safeguarding all referrals - near miss log is updated with clear evidence of managers	• Managers have agreed which area of the service they will look after. • Training has been identified that is appropriate to the roll • Meeting to discuss

	level and have a much improved understanding of safeguarding issues and action taken			• Managers undertake training at the appropriate level to ensure they can carry out their safeguarding duties effectively		intervention and monitoring	safeguarding log has been agreed with head of service and this meeting has taken place
G	Ensure that the service Safeguarding log is updated in a timely manner and signed off by a senior manager. incidents	Designated safeguarding lead/ Head of Service		• Safeguarding log is created and appropriate people have access. • Clear evidence exists of incidents being logged and then followed through.	Managers have a clear understanding of the incidents on the log and have signed them off and where appropriate discussed these with the relevant people	• Log is checked by relevant managers and an update report is presented to Governors including details of any serious safeguarding concerns	• Log has been created and is up and running. 01/12 • 02/18 – First meeting and update of log has been reviewed • Safeguarding is now a standing item on SMT
A	Raise awareness of prevent and British Values to all learners Improve the focus on the Prevent duty and the promotion of British values in lessons.	Learning Support Manager. Developmen t Officer – Quality	September 2017	• Add prevent information to all ILPs. • Teachers to include prevent in their teaching and learning • Review prevent awareness during the course • Create a Prevent/Safeguardi ng mini leaflet for all learners • Update the learner handbook • Prevent recorded	Learners understand prevent and know who to report any concerns to.	• Observation of teaching, learning and assessment • Schemes of work • Lesson plans	• The ETF training programme has been identified as the most appropriate tool for Apprentices and Employers. • The resources have been shared with teachers • Two teachers will pilot and use wider

	Closely monitor learner attendance to increase retention.			on the lesson plans			
A	Update online safeguarding training for all staff	Development Officer – Quality	November 2017	• All staff to complete the Foundation of Learning safeguard training	• All staff up to date and refreshed with guidance which supports the learners	• Staff certificate of completion to Kate Carter	• Staff requested to renew online training. • Attendance being monitored with reminders being issued. • A full staff list has now been developed which includes a record of training. With the exception of staff who are currently not teaching all but one or two teachers have now had up to date training.
A	Staff Training on Prevent, *Safeguarding and Equality & Diversity*	Development Officer – Quality	December 2017	• All staff to attend the WRAP face to face training.	• All staff updated with knowledge and understanding which is cascades to learners	• Attendance monitored and logged on central record	• Five sessions delivered during 2016/17. • Sessions planned for 2017/18. • 100% cannot be achieved in the timescale. Need to action plan to address gaps. • 05/01/18 – Still some teachers who have not completed Prevent or safeguarding training and these are being contacted individually. • 07/03 – List is being updated on a regular basis and monitored by the Head of Service

A	Embed diversity into all classes	Teachers	December 2017	• Session plans and schemes of work all show embedded diversity	• Learners understand British values and society • Learners understand and embrace diversity	• Observation of teaching, learning and assessment • Schemes of work • Lesson plans	• Examples of embedding provided to teachers at mandatory training sessions. • Materials are regularly being shared.
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		• The Prevent agenda is incorporated into schemes of work and session plans • Teachers hold discussions with learners regarding radicalisation and extremism and how to recognise the signs of grooming • Ensure that learners are being asked about what they understand about radicalisation and extremism and how to keep themselves safe	• Learners aware of the Prevent agenda and how to keep themselves safe	• When questioned during OTLA learners can identify the Prevent agenda and discuss how to keep themselves safe	• Prompts on schemes of work and session plans in place to remind teachers. • Observers instructed to question learners during observations. • Embedded into the Individual Learning Plan and discussed with learners.
A	Staff are not explicit enough in raising this issue with learners and apprentices regarding potential	Marketing and Teachers		• The Learner Handbook to mention the potential dangers of exposure to extremist websites in its section on how to stay safe	• Learners are provided with information on Prevent, understand it and know how to keep themselves	• When questioned learners can identify the Prevent agenda and discuss how to keep themselves safe	• Prevent included in Learner Handbook. • Teachers receiving face to face training in addition to online – favourable feedback from this face to face training. • Side by side training developed.

	dangers			online • Teachers to inform management how they are raising awareness	safe		
A	Learners not aware of the relevance of British values to their work and their lives.	Learning Support Manager	November 2017	• Employees need to be 'on board' with the national and local principles of promoting British Values • To look on line for a tool kit to support Employers	• Learners understand British Values and how they apply to them in their personal and working lives	• Observation of teaching, learning and assessment including Walkthroughs	• 'Side by side' training developed. • Information about the extent of prevent seen at observations is recorded at

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 receive data from a variety of soft and hard data sources to demonstrate that leaners personal development and welfare has improved as a result of attending their programme of study.
Learners are able to articulate the benefits of the support they receive and how this has impacted positively on their learning

	Action	Lead	Timescale	Milestone	Impact	Measure	Progress
G	Managers to receive regular	Learning Support	January 2018	• Record of learner support provided	• Records of accountability	• Evidence the additional support has been used	• Case studies being produced to show impact.

🟩	information from curriculum managers	Manager		• Tracking of each learner who has received the additional learner support	for the funding spent of additional learner support	correctly	• Learning support records evaluated. (links to areas for development).
🟧	Produce data on the progression of learners following additional learner support.	Learning Support Manager	December 2017	• Destination data produced for learners who have claimed additional learning support • Overall report produced on how the money has been spend	• Senior managers to be aware of how the funding is supporting learners who need additional needs	• Accountability for funding	• Awaiting data from P&I. • Much progress has been made – clear understanding of who gets learner support including a flag on the database. Now need a report of the progress of learners.

Outcomes for learners

SAR 1

Improve achievement in level 1, Entry 3 and GCSE English, and Level 1 maths

Outcome:
Acheivement rates in the qualification areas identified above improve at least in line with national averages for 2017/18

	Action	Lead	Timescale	Milestone	Impact	Measure	Progress
🟧	<mark>Improve English GCSE achievement which currently stands at 64.6%</mark>	JF/C	March 2018	Ensure learners enrolled to programmes have the appropriate support. Closely monitor attendance to ensure	Learners are on the correct level for the course Attendance and retention on the	Attendance data Retention data	No attendance data to report at this stage.

			that where attendance is patchy learners are followed up	course improves		
A	Improve achievement rates for Level 1 and Entry 3 English which are currently inadequate at 48.1% and 57% respectively		March 2018	Investigate and follow up the learners who have left this year to find out why they left. Put in place a process to follow up learners on programmes who leave.	Learner achievement rates are improved up to national standards	Improvement achievement rates at least up to National averages	Review has taken place for BKSB and assessment methods We are experiencing issues to do with how learners are recorded as this is currently affecting achievement rates in the current year giving a false picture.
A	Improve achievement rates for Maths Level 1 which currently stands at 53.9%		March 2018	Investigate and follow up the learners who have left this year to find out why they left. Put in place a process to follow up learners on programmes who leave.	Learner achievement rates are improved up to national standards		Rates for Level 1 maths are showing poor achievement this is being investigated by the CM to understand why this pattern. It is clear that the initial assessment

SAR 1

Achievement rates for ICT and numbers of learners on ICT programmes

Outcome:
Acheivement rates in the qualification areas identified above improve at least in line with national averages for 2017/18

	Action	Lead	Timescale	Milestone	Impact	Measure	Progress
A	In ICT whilst Achievement rates have improved slightly		March 2018	Implement new assessment procedures for ICT to	Learner achievement rates are improved up to	Improvement achievement rates at least up to National average	Achievement rates to date appeared to have improved once again with achievement

on last year, they are still below the rates for 14/15 and below the sector average and require improvement			ensure that learners are on the appropriate programme of study	national standards		currently at 74.1. If this continues then there will be no issues for data in this area.