



Peterborough
Regional College

A partnership for Rutland Adult Learning & Skills Service

RALSS



RUTLAND ADULT LEARNING AND SKILLS SERVICE

ANNUAL REPORT (SAR) 2015/16

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1 The Annual Report (SAR) - Process and Rationale

- 1.1 Rutland Adult Learning and Skills Service (RALSS) produces an Annual Report, which also acts as a self assessment report (SAR) in line with the requirements of both the Skills Funding Agency (SfA) and Ofsted. Internally, this acts as both a reflective action as well as a blueprint for the future, as part of our drive to reach outstanding. We create this by drawing together and highlighting progress in a range of organisational actions such as skills, community learning, classroom based learning, workplace learning and apprenticeships.
- 1.2 Due to the timing of the report, which takes place at the end of the academic year, it is primarily reflective of the previous years activities and as such provides a retrospective view of the progress of the service in addition to the actions undertaken to maintain continuous improvement.
- 1.3 The Annual Report draws together a range of reviews, data, views and judgements, to celebrate our successes as well as to identify emerging issues and areas for improvement (as identified from quality monitoring processes). It is a key management tool in highlighting and supporting continuous improvement.
- 1.4 The Annual Report activities are undertaken by all members of staff within RALSS including members of Senior Management and the Portfolio Holder. These activities include reports from the RALSS Performance Board, end of course reports, observations of teaching and learning including learning walks, data exercises, internal and external moderation and validation as well as benchmarking exercises to name a few. This year, the report will reflect the progression from the most recent Ofsted visit which graded the provision as good in all aspects, to help pinpoint any areas for improvement as well as celebrate our achievements.
- 1.5 The layout of this report reflects best practice, as well as mirroring the layout of the Common Inspection Framework (CIF) 2015, in utilising a judgement-rich approach.
- 1.6 All data referred to in this report relates solely to the academic year 2015/6 unless otherwise stated.
- 1.7 Areas for improvement are collated in a Quality Improvement Plan (QIP) and are given in section ten. These highlight the key actions for moving the service to outstanding.

2 Overview of the Provision

- 2.1 Whilst they lack the resources and status of schools and universities, both adult skills and community education have a unique importance in British life. Not only do they contribute to the skills needs of the local economy, they also provide new chances for people whose encounters with the school system may have been less than satisfactory, and are responsive to the demands of employers as well as students. Adult and community education is often a lifeline for people in deprived regions and rural areas for whom distance to mainstream activities and participation in a large further education setting is a distant and unfamiliar notion.
- 2.2 Whilst community education varies depending on the geographical region and the demographics it serves, it has a unifying norm in that it is resilient and innovative. Our staff are a unique resource for learners who are often lacking in confidence. They are at the forefront of developing students' existing skills as well as teaching them new ones. We recognise and nurture abilities which students undervalue or do not realise they possess.
- 2.3 Rutland Adult Learning and Skills Service's (RALSS) mission is to; establish and deliver an outstanding learning and skills platform for the County; to work effectively with partners, stakeholders and customers; to deliver provision which develops the skills, achievements and aspirations of communities, families, employers and learners in Rutland in order to both support and improve the economic, social and educational outcomes and quality of life in Rutland. This is reflected in the service strategic and business plans.
- 2.4 Rutland Adult Learning and Skills Service is an important service provided by Rutland County Council designed to influence, support and improve the quality, achievements and social and economic prospects of adult learners in Rutland.
- 2.5 Our vision is summarised by the following **Mission Statement**:

Mission Statement

To work effectively with partners, stakeholders and customers to plan and deliver provision which develops the skills, achievements and aspirations of communities, families, employers and learners in Rutland in order to support the economic, social and educational outcomes and quality of life in Rutland.

- 2.6 RALSS is proud to be part of the services provided by Rutland County Council and strives to meet all of the Council's aims but in particular contributes to the Council's strategic aim of *'Rutland is a great place to live, learn, work, play and visit'*. RALSS seeks to meet the key actions of RCC in terms of sustainable growth, safeguarding and economic growth.
- 2.7 During the 2015-6 academic year, Rutland Adult Learning and Skills Service (RALSS) restructured the methodology of delivery from both a personnel and a curriculum standpoint.
- 2.8 The Adult Skills budget is delivered in partnership with Peterborough Regional College (PRC). This is subject to annual performance review and has been extended for 2016/7 following a Senior Management Review. The partnership is monitored by RALSS Management and good relationships have been formed. Joint marketing actions are now in place. We have continued to adapt to the changing priorities of the Skills Funding Agency such as developing the Apprenticeship programme as well as responding to changes in funding levels for some of the core curriculum areas that had been offered over many years.
- 2.8 The work undertaken by the team saw RALSS achieving a 'Good grade' with some outstanding elements for all of its provision and therefore the service is unlikely receive another full Ofsted inspection until 2019 at the earliest.
- 2.9 Service locations within the county are now centralised at the Oakham Enterprise Park. All mainstream courses will now be offered from this site. There is significant partnership work planned with local RAF and Army bases to deliver learning to Forces communities.

3 The Rutland Population

- 3.1 Rutland is one of the rural counties within England and Wales as 100% of the population live in 'rural towns' and villages or are dispersed (DEFRA – LA Classification Dataset post April 2009) – over some 151.5 square miles (392.5 square km). The County Council is ranked 149/152 County Councils in terms of deprivation according to the 'Rank of average score' indicator (Indices of Deprivation 2015), moving down one place since 2010 to a lower deprivation scoring, and 301/326 Local Authorities by the same report. The Level of Happiness in Rutland is high, with an average (mean) rating of 7.65/8.0 (ONS Wellbeing Analysis Reference Table 3: Happiness, 2015), which is 0.32 higher than the national average.
- 3.2 Although the County enjoys low rates of deprivation, there are nevertheless embedded pockets of relative deprivation within it. In particular, with reference to attainment levels (Census 2011, Qualifications), the wards of Greetham and Oakham NorthWest demonstrate significantly higher levels of residents with no qualifications than is apparent in other wards. The percentage for those with no qualifications and for those with a highest qualification of level 1 is also greater than in other areas for these wards. The main RALSS accommodation at the Oakham Enterprise Park is close to and serves this area of deprivation.
- 3.3 A key factor which creates barriers to participation in Rutland is transport. Population density is low, at 87 persons / km² in Rutland compared to 267 / km² and 383 / km² in the East Midlands region and in England respectively. As a result, learners with similar needs tend to be widely dispersed throughout the county and may be unable to access facilities due to infrequent or non-existent public transport links. RALSS is working with other officers within the County Council to address this deficiency.
- 3.4 Rutland has a total population of 37,369 (ONS – Usual Resident Population by five-year age group, 2011 Census) with a small proportion of ethnic minority groups. In 2011, 5.72% of Rutland's resident population declared non-white ethnicity, and 94.3% of the population identified themselves as "White British" This compares with a figure of 95.74% of the population who declared themselves "White British" in 2001 (ONS 2001 census – Ethnic Group (UV09)) and indicates that over the course of the last decade, the proportion of Rutland residents of "non-White" and "White, non-British" ethnic origin has increased. However, on both a regional and national basis, the proportion of non-white ethnic groups is substantially higher, at 24.18% and 29.17% respectively (ONS 2011 Census – KS201EW Ethnic Group).
- 3.5 From those people of non-White British origin, according to the ONS Census the greatest increase has been in the proportion of "White: Other White" residents, from 1.69% in 2001 to 2.1% in 2011, and "Asian or Asian British" residents, up from 0.40% to an estimated 1.9 % over the same period (sources as previously). Thus, the ethnic composition of the county can be seen to be gradually shifting over time.

Early indications from the 2011 Census indicate that the ethnic minority population of the county has indeed increased.

- 3.6 The county will see a significant increase in the over 65 population, between 2014-2030 as an increase of 8.5% as a proportion of the total population is forecast, with a decreasing supply of those in younger age groups adding pressure to an already tight labour supply (ONS Subnational population projections, May 2014). Much of this growth will be accommodated in the Oakham Urban Extension and in other smaller developments around the county.
- 3.7 The mean age of residents in Rutland was 42.40 years in 2011, set against a mean of 39.90 in 2001 for Rutland. The mean age in the East Midlands region in 2011 was 40.00 and for England as a whole, the figure is 39.3 (ONS – 2011 Census: Age Structure (KS102EW)). The census also reflect a lower proportion (61.10%) of residents of working age as compared to the East Midlands (64.76%) and England as a whole (64.45) and thus overall, the county has a generally older population with more residents of above retirement age than is the case in the region or nation as a whole.
- 3.8 Rutland has 17,400 total workforce jobs and a job density of 0.87 (the proportion of jobs in an area to the number of people ages 16-64) and is consistent with net-in commuting which is likely to reflect the older population structure (Experian & NOMIS 2011 data from Peterborough SHMA July 2014).
- 3.9 Median earnings based on individuals living in Rutland (£24,271) are significantly higher than individuals working in Rutland (£22,091) suggesting that significant proportions of our more highly skilled people work elsewhere. Data for Rutland is influenced by its small population. Whilst the 2012 data for resident's earnings are below the East Midland's regional average provisional 2015 data from the Annual Survey of Hours & Earnings suggest earnings which are significantly above the regional average, £25,065 compared to £21,093.
- 3.10 Rutland has retained its major manufacturing employers over the last 20 years and has successfully diversified into a home for many service based SMEs. Key sectors in terms of work based employment are education, manufacturing, accommodation and food services, minerals, wholesale & retail and public administration. Existing areas of delivery for Workplace Learning provide appropriate opportunities in some of these areas. As part of the strategic planning for the Service, the areas not covered by our in-house provision can be covered by the partnership contract and the Service is reviewing additional resource to expand the offer.

Judgement

- 4.1 The Adult Skills budget is delivered in partnership with Peterborough Regional College (PRC). This is subject to an annual performance review and has been extended for 2016/7 following a Senior Management Review. The partnership is monitored by RALSS Management and good relationships have been formed.
- 4.2 RALSS has a clear focus on vocational education and the skills agenda. RALSS has high aspirations for all learners and constantly strives to meet the needs of our communities, local businesses and employers.
- 4.3 Leadership and Management at RALSS are graded as good. RALSS is led by a strong and determined management team who are driving the organisation towards outstanding by combining effective strategic direction and high expectations for learner success. The management team have significantly increased the liaison with other providers at a local and regional level to enhance and develop both the service and its reputation.
- 4.4 Teaching, learning and assessment in Community Learning and Skills Development are good.
- 4.5 RALSS offers good personal development and actively promotes good behaviour and strong learner support. It seeks to develop the whole person as part of the learning programme and as such delivers actions to help the learner develop both their own skills base and employability whilst at the same time understanding their role in the health of Britain.
- 4.6 RALSS offers a safe working environment for young people, giving them skills to help them stay safe outside of the learning environment and to act as good citizens.
- 4.7 Outcomes for learners show good and consistent success rates which are in the main significantly above national averages.
- 4.8 Leaders and managers target funding at those of most need, helping learners to overcome their barriers to employment and/or independence. Learning programmes give participants the skills and confidence to help build a cohesive and integrated society.
- 4.9 The service has successfully attracted and delivered all of the funding available to it.

Evidence and Impact

- 4.10 Teaching, learning and assessment are good across the provision enabling learners to develop good vocational and employability skills
- 4.11 Learners have high aspirations and continue to receive good education and training. They make good progress on most courses and a large majority complete their main vocational qualifications in a timely manner
- 4.12 Managers know their provision well and have planned a broad and accessible curriculum to meet regional and local needs well and prepare learners for employment
- 4.13 Excellent (timely success rates) and overall Apprenticeship success rates significantly above the national average with the exception of 16-18 apprenticeships which are only around national averages and are subject to actions in the QIP
- 4.14 Excellent internal quality assurance of work-based learning provision
- 4.15 Good partnership work is evident throughout all aspects of the provision
- 4.16 Excellent response to local need with a strong placement of the service throughout the County and surrounding areas.

Areas for Improvement

- 4.17 Earlier delivery of adult education budget (AEB) totals with particular reference to individual account lines under the new funding methodology
- 4.18 Seek out expanded opportunities for funding under both education funding agency (EFA) and European social funds (ESF) to provide a wider and expanding service.
- 4.19 Target-setting, so that learning targets focus on improving learners' skills and personal development needs for the more able learner.
- 4.20 Attendance and retention of learners to some sessions
- 4.21 Expansion of the 14-19 frameworks across all providers within Rutland to provide young people with improved life chances.

Judgement

- 5.1 Leadership and Management at RALSS are graded as good. The management team have significantly increased the liaison with other providers at a local and regional level to enhance and develop both the service and its reputation. Councillors and senior managers promote high standards and these are subject to a rigorous and challenging review as part of the RALSS Performance Board. Leaders and managers set and achieve extremely ambitious objectives for the service to provide a very high-quality, responsive curriculum in collaboration with a broad range of partners. The clear objectives for the service align closely with those of the council and are set within a well-developed strategic plan which is understood by managers and staff
- 5.2 The creation and usage of data is outstanding and the self-assessment processes which take into consideration the views of learners, staff, managers and Councillors, are inclusive, established and continuous throughout the year. Accurate and reliable management information linked to the results of observations, in-year outcomes and monthly monitoring underpin the processes.
- 5.3 Surveys of staff, students and employers have been undertaken, and their views taken into consideration, within the improvement processes. RALSS produces a series of “you said we did” posters showing our responses and how we have dealt with the requests. RALSS operates a quality improvement calendar which helps to ensure the smooth running of the provision.
- 5.4 Equality and diversity are addressed well throughout the provision and promoted through meetings, reviews and performance management. Tutors and assessors demonstrate good awareness in their delivery through Initial Assessment although additional work is required to ensure embedded activities. E & D is introduced at Induction in an activity suitable for each curriculum area.
- 5.5 RALSS safeguarding of learners is effective with outstanding features. RALSS has a strong and consistent approach with policies, designed to ensure the effective safeguarding of staff and learners. We have effective mechanisms in place to ensure that all staff and learners feel safe and that if they have any issues then they know who to report them to. All safeguarding concerns are addressed and signed off. Prevent’ training has increased staff awareness of the risks of radicalisation and extremism and improved their confidence in how to recognise risks and how to increase learner understanding and address issues raised. Learners’ raised awareness has led to them gaining a better understanding of how to identify risks and what actions to take, as well as understanding communications from their children’s schools regarding the ‘Prevent’ agenda

Evidence and Impact

- 5.6 Rutland Adult Learning and Skills Service (RALSS) offers a good overall level of provision with outstanding features, demonstrating high aspirations and success rates for all areas of its provision. This is evidenced in the current Ofsted grading.
- 5.7 Self-assessment is ongoing and rigorous. All courses have a completed tutor course review report. Surveys are completed for all learners. Work-based learners and employers both receive a survey at 3 months and end of the program.
- 5.8 RALSS is embedded throughout the County and is continuing to develop a holistic approach through its partnerships with PRC and local schools and businesses. As examples of actions in these areas, RALSS is an active member of the schools forum representing the interests of Post 16 students. We have had direct engagement with over 50 local businesses.
- 5.9 The Performance Board, which consists of both management leads and councillors, has established systems and a culture that enables learners and staff to achieve their targets and ambitions. We set high expectations for learner achievement and staff conduct and these are monitored on a monthly basis. Working relationships between staff and learners are good. The actions have maintained strong outcomes for learners. Minutes are maintained and all actions completed.
- 5.10 The monthly monitoring board meetings establish an accurate real time understanding of the quality of education being delivered by RALSS and PRC staff. This action enables the RALSS provision to monitor and refine actions to improve all key aspects of the provision.
- 5.11 Teachers and managers contribute to improving teaching and learning through self-assessment and course reviews. Continuous professional development (CPD) and professional industry development (PID) ensures that good practice is embedded across the entire curriculum through shared training. All staff are supported in developmental lesson observations. Details of individual reviews are held centrally in human resources.
- 5.12 The service seeks to actively ensure that the range and content of the provision is aligned to local and regional priorities. Managers regularly attend local groups and meetings including the Local Strategic Partnership group, DWP partnership meeting and Voluntary Action Rutland. We work closely with local secondary schools, deliver careers talks and have been working closely with the Skills Service to engage with year 10 students across the county. Sector based work academies have been developed in partnership with the DWP to provide unemployed people the opportunity to develop their employability skills and gain sector specific accredited qualifications. RALSS is an active member of both the local enterprise partnership (LEP) and local education authorities further education association (LEAFE).
- 5.13 The development of key skills in English, Mathematics and ICT underpin much of the work of the provision, as a strategic priority, resulting in success rates which are higher than national averages and helping students improve their skills and qualifications in these subjects.

- 5.14 Councillors, via the Performance Board, hold management to account for all aspects of the performance, ensuring value for money mechanisms lead the deployment of staff and resources to deliver good or outstanding outcomes for learners.
- 5.15 Learning programmes are well designed to cover the needs of all learners so that they can achieve their ambitions. As part of the process we provide strong and impartial advice and guidance (IAG) to ensure that learners can make informed decisions about both their courses of study as well as their next steps. The service holds the Matrix kitemark. All learners have access to an Information Advice and Guidance Officer and a work club runs once a week. Learners coming to the end of their learning have an exit IAG interview and are encouraged to look at next steps and progression routes. Where necessary learners are signposted to the National Careers Service.
- 5.16 All learners' destinations are monitored and recorded. Learners destinations are captured at point of exit and employment outcomes are recorded. We have improved the provision by offering progression i.e. from L3 to L4 Early Years, introduction of AAT accounts courses and access to hospitality and catering courses.
- 5.17 The promotion of equality, diversity and inclusion (EDI) through teaching and learning is good and has improved. All new staff have attended the PRC teaching and learning induction to support planning and EDI is promoted in planning, resources and ideas are shared by the teams to raise awareness. EDI and safeguarding are covered at induction to raise awareness and promote discussion through various activities, quizzes and fact finding exercises. EDI is clearly evidenced in work-based learning assessment practice.
- 5.18 The service has a thorough and proactive safeguarding system that is effective. We risk assess all situations, taking action where appropriate, to ensure that we prevent harm. We work closely with the Council safeguarding teams and have effective strategies for both recording incidents and closing the loops, to ensure successful completion of actions. We actively raise awareness and provide training in relation to safeguarding.
- 5.19 Management and staff work to actively protect learners from any form of radicalisation and extremism. The service has trained not only its own staff and students but is also the lead for PREVENT training across the authority. Leaders at RALSS are part of the cross county PREVENT team. Staff are actively encouraged to develop and carry out open discussion with learners in relation to these issues. British values are promoted in planning, and resources. All staff attend the teaching and learning induction to raise awareness and share ideas. The equality calendar encourages staff to promote important dates and events that relate to different faiths and beliefs to ensure those with different backgrounds feel valued.

Areas for Improvement

- 5.20 Earlier delivery of AEB budget totals with particular reference to individual account lines under the new funding methodology

- 5.21 Seek out expanded opportunities for funding under both EFA and ESF to provide a wider and expanding service.
- 5.22 Develop a thorough approach to identifying and recording learners' destinations with a view to understanding better the impact of the service.
- 5.23 Development is needed to ensure parents the local authority and schools view apprenticeships as an aspirational route.
- 5.24 Expand the delivery of work related programmes to ensure that we meet the needs of businesses in the local area.

6 Quality of teaching, learning and assessment

Judgement

6.1 Teaching, learning and assessment in both Community Learning and Skills Development are good.

Evidence and Impact

6.2 Leadership and Management were judged good or outstanding by tutors on all courses and outstanding on 65% of courses.

6.3 All tutors have high expectations of their learners. The work is highly differentiated, especially in the English, maths and ICT classes.

6.4 The quality of education and training for learners and apprentices is good. Generally lessons are well planned with a range of differentiated activities to engage and motivate learners. Individual learning plans are effective and improving and they demonstrate improved SMART target setting and regular feedback to learners. Additional support given to learners is good and learners who require 1-1 support benefit from structured, well planned provision.

6.5 The tutors have specific subject knowledge to a high level and most have degree-level qualifications in the subject they are teaching. Learners benefit from a wide range of approaches deployed to fully meet their needs and to ensure that sessions engage their interest and promote individuals to take charge of their own learning. Most learners commented highly favourably on the support they received from their tutor.

6.6 Continuing Professional Development (CPD) plans have been developed from Personal Development Reviews and from the observations of teaching learning and assessment (OTLAs). All tutors have access to training which addresses the main areas for improvement. This ensures that they can, for example, incorporate ICT into their sessions more effectively.

6.7 Initial assessment is comprehensive and accurately identifies learners'/apprentices' starting points. BKSB and a skills scan are used to both assess learners current skills levels or to record prior learning, and GCSE qualifications are also taken into account to ensure apprentices/learners are on the correct programme of study.

6.8 Learners understand how to improve as a result of individual, detailed feedback, face-to-face with the tutors and through their Individual Learning Plans. In most

cases, tutors provide highly detailed and timely feedback that gives learners a clear insight into their progress and how they can best continue to develop their skills.

- 6.9 Tutors and Managers engage with support staff at Brightways and Rutwel to ensure that the teaching sessions incorporate information from the LLDD groups' Person-Centred plans.
- 6.10 Tutors have attended 'Prevent' training and have been provided with ice-breaker and other activities to promote 'British Values' with their groups. Learner feedback reflects their enjoyment of opportunities to socialise and discuss current topics which in turn increases their confidence in both topic and social interaction.
- 6.11 Progress of work-based learners is good and learners benefiting from assessor contact that is well above the minimum requirement which encourages learners to progress to the next level. Work-based reviews with learners and employers are supportive and identify potential issues.
- 6.12 Teachers and assessors promote learners' understanding of equality and diversity effectively either embedding in the classroom provision or part of the review process. Most lessons allow learners to develop good personal skills, where they demonstrate positive behaviour and attitudes, which prepare them well for independent learning and their next steps.
- 6.13 English, Maths and ICT are naturally embedded into some sessions but would benefit from more development with clearer links to how these skills would be beneficial for employers or to achieve personal learning goals.
- 6.14 The majority of learners accessing Community Learning courses do so in order to explore interests and develop skills as well as to seek employment outcomes. An overwhelming majority of learners achieve outstanding results with positive feedback on how well they have developed new skills; the impact learning has had in terms of gaining confidence and their increased feelings of achievement in general.

Areas for Improvement

- 6.15 It was noted by Ofsted Inspectors and the Management Team during OTLAs that the volunteers are not being used as effectively as they could be. Training will be provided in September 2016 by a current volunteer and ex-Ofsted Inspector.
- 6.16 Not enough teaching, learning and assessment are outstanding and embedding of English and maths into sessions could be improved.
- 6.17 Better engagement of tutors in CPD opportunities.

6.18 Target-setting, so that learning targets focus on improving learners' skills and their personal development needs for the more able learner.

7 Personal Development, Behaviour and Welfare

Judgement

- 7.1 RALSS offers outstanding personal development and actively promotes exemplary behaviour and strong learner support. It seeks to develop the whole person as part of the learning programme and as such delivers actions to help the learner develop both their own skills base and employability whilst at the same time understanding their role in British society.
- 7.2 RALSS offers a safe working environment for young people giving them skills to help them stay safe outside of the learning environment and to act as good citizens.

Evidence and Impact

- 7.3 Learners are confident and offer assured feedback in sessions. This is translated in the pride they demonstrate in the classroom. In addition the learners' attitudes to learning are positive as evidenced in end of course reports.
- 7.4 Reviews of attendance data shows that most learners are punctual and prepared for learning and this is evidenced in both OTLA reports as well as the results of learning walks. In addition, regular reviews of registers are carried out as part of the monthly monitoring meetings, and show that there are minimal absentees recorded.
- 7.5 Employer surveys show that 92% of employers think that their qualification has benefitted their employee and the organization. The majority of learners stay and complete their course with successful outcomes.
- 7.6 All apprentices benefit from high quality work placements and have all successfully secured employment with their employer once their apprenticeship has been successfully completed. Learners on traineeships completed work experience with local employers that were relevant to their personal goals and supported interns completed work-experience with a job coach relevant to their outcomes.
- 7.7 Learners benefit from Impartial Advice and Guidance (IAG) as pre and post learning actions to ensure that they are undertaking the appropriate qualification and level. This enables them to not only succeed in obtaining qualifications but also prepares them for their further education, employment or self-employment. This has had a positive impact on both retention and destinations.
- 7.8 Staff promote clear messages about safeguarding in all aspects including prevent awareness, prejudice, staying safe on line and bullying. This is evidenced in

observations and reinforced by the use of posters. The recent learner survey showed that 100% of learners felt safe whilst attending RALSS provision.

- 7.9 Learners develop personal, social and employability skills including English, mathematics and ICT required achieving their core learning aims.
- 7.10 Learning programmes allow learners to explore personal social and ethical issues to promote good citizenship.
- 7.11 Maths and English are integral to our provision of programmes. Apprentices attend one day a week and work together to produce an apprentice newsletter for employers which is published every six months. Overall completion of English and Mathematics courses is good. Timely achievement for apprentices is above the national average. In some cases apprentices have the ability to progress to the higher level of English and maths and if appropriate will progress to take GCSE English, maths and ICT.
- 7.12 100% of apprentices who successfully completed gained paid employment and one out of two traineeships moved into full time employment. Learners who took part in the early year's sector based work academy moved into work experience, apprenticeship and maths and English courses. Learners appreciate the importance of gaining Mathematics, English and ICT at the appropriate levels, especially in terms of access to higher education related to specific areas e.g. nursing and teaching.

Areas for improvement

- 7.13 Target-setting, so that learning targets focus on improving learners' skills and their personal development needs for the more able learner.
- 7.14 Attendance and retention of learners to some sessions
- 7.15 Expansion of the 14-19 frameworks across all providers within Rutland to provide young people with improved life chances.

8. Outcome for Learners

Judgement

- 8.1 Outcomes for learners show good and consistent success rates which are significantly above national averages.
- 8.2 Leaders and managers target funding at those of most need helping learners to overcome their barriers to employment and/or independence. Learning programmes give participants the skills and confidence to help build a cohesive and integrated society.
- 8.3 Leaders and managers work together with employer networks, Job Centre Plus and community organisations to ensure that the provision helps to meet not only local need but also supports both local and national priorities.

Evidence and impact

- 8.4 Success rates on accredited programmes are consistently high and most are higher than the respective national rates. The proportion of learners achieving their qualifications in planned timescales is consistently very high. Retention and achievement are both much higher than the respective national averages. Almost all learners who enrolled in 2015/16 have remained on their programme/course. Success rates for learners are very high on all qualifications at all levels. Different groups of learners achieve equally well when analysed by gender, ethnicity or disability.
- 8.5 Leaders and managers have high expectations for learners and seek to improve success rates by delivering monthly monitoring activities where progress, retention and skills destinations are monitored. Any areas causing concern are dealt with in a timely manner.
- 8.6 All learners have the opportunity for independent advice and guidance which ensures that an individual's prior learning as well as their aptitude is reviewed to ensure that learners are on the right course and at the right level.
- 8.7 The majority of learners complete their learning goals in a timely manner and timely success rates for apprentices are significantly above the national average. Learners successfully meet challenging targets and move on to higher level qualifications.
- 8.8 Positive feedback without actions from all awarding body visits. On completing their programme, most learners have the confidence and opportunity to progress to further learning, training, employment or an apprenticeship.

- 8.19 Destinations are known for the vast majority of learners and progression rates into employment and education are provided.
- 8.10 Observations of teaching learning and assessment are carried out on every member of staff with 30% outstanding, 66% good and 4% needing improvement. The results of these are reviewed and form the basis of both continual performance reviews as well as specific training actions.
- 8.11 Learner progress is regularly reviewed and actions plans put in place to ensure that learners who have fallen behind are given the opportunity to catch up on progress. Community learners have individual targets which are reviewed at the end of each session and at the end of each programme of study.
- 8.12 Apprentices acquire qualifications that either enable them to move to higher level qualifications or move into regular paid employment. Unemployed learners on sector based work academies have moved to further learning and in some cases work experience and apprenticeships. Tracked destinations show that the majority of learners progress into paid employment. Statistics from the LEP, DWP and Economic Development at the local authority show priorities in the local area which can aid advice and guidance into specific courses, or planning of courses.
- 8.13 Unemployed learners and non-apprentices are able to access courses that can lead them into paid employment that fits their individual circumstances and goals e.g. accounting, early years and teaching assistant courses, GCSE maths and English GCSE for access to HE.
- 8.14 Learners demonstrate and develop good employability skills. Employers' requirements for maths, English and ICT are being met and in some cases exceeded by learners achieving higher levels than required by the framework. Learners receive impartial advice about qualifications that may benefit them the most.
- 8.15 Learners with EHC/LDA plans improve and progress to employment/ further learning or specialist provision. Their range of life/employability skills, confidence and social skills are enhanced as a result of the teaching/work experience they receive. They can see a clear path for development.
- 8.16 Overall learner achievement between different age groups showed no significant differences between the two main groups. For the period 2015/2016 success rates are currently significantly above national average. There are no significant differentials in achievement between different groups accessing the provision.
- 8.17 Staff promote clear messages about safeguarding in all aspects including prevent awareness, prejudice, staying safe on line and bullying. This is evidenced in observations and reinforced by the use of posters. The recent learner survey showed

that 100% of learners felt safe whilst attending RALSS provision. Most learners have a very good understanding of equality and diversity and show extremely high levels of mutual respect and tolerance. Most learners have a good understanding of safeguarding and the risks of radicalisation and extremism.

- 8.18 Learners develop personal, social and employability skills including English, mathematics and ICT required to achieve their core learning aims and appreciate these skills. Learning programmes allow learners to explore personal social and ethical issues to promote good citizenship.

Areas for Improvement

- 8.19 Develop a thorough approach to identifying and recording learners' destinations with a view to understanding better the impact of the service.
- 8.20 Development is needed to ensure parents the local authority and schools view apprenticeships as an aspirational route.
- 8.21 Target-setting, so that learning targets focus on improving learners' skills and their personal development needs for the more able learner.
- 8.22 Monitor functional skills to achieve a significant improvement to at least 5% above national averages.
- 8.23 Monitor 16-18 apprenticeships to achieve a 5% minimum increase in success rates.
- 8.24 Attendance and retention of learners to some sessions
- 8.25 Not enough teaching, learning, and assessment is outstanding and embedding of English and maths into sessions

Table 1: Overall Grading of Provision

Common Inspection Framework Criteria (CIF)	13-14	14-15	15-16
Overall Effectiveness	3	2	2
Leadership and Management	3	2	2
Quality of Teaching Learning and Assessment	2	2	2
Personal Development Behaviour and Welfare	2	2	1
16-19 Learners	2	2	2
Outcomes for Learners	2	2	2
Adult Skills	2	2	2
Community Learning	2	2	2
Apprenticeships	2	2	2
Safeguarding of Learners	2	2	1

Table 2: Classroom Learning/Education & Training 4 year trends

		Overall					
		Provider Full Year			Provisional	Variance	National (All Institutions)
		2012/13	2013/14	2014/15	2015/16	+ or - National	2014/15
16-18	Leavers	9	8	9	8		
	Achievement Rate	88.6%	62.5%	77.8%	100%	+20.2%	79.8
	Pass Rate	91.7%	100%	83.3%	100%	+11.8%	88.2
	Retention Rate	88.9%	75%	77.8%	100%	+9.5%	90.5
19+	Leavers	464	283	203	1157		
	Achievement Rate	84.5%	80.2%	93.6%	92.1%	+5.1%	87.0
	Pass Rate	94.5%	88.6%	89.0%	95.1%	+1.5%	93.6
	Retention Rate	90.3%	90.8%	96.1%	96.5%	+2.6%	92.9
Total	Leavers	473	291	212	1165		
	Achievement Rate	84.6%	79.7%	93.0%	92.2%	+8.8%	83.4
	Pass Rate	93.7%	88.2%	97.5%	95.1%	+4.2%	90.9
	Retention Rate	90.2%	90.4%	95.3%	96.5%	+4.8%	91.7

Table 3: Apprenticeship 4 Year Trends (Overall)

		Overall					
		Provider Full Year			Provisional	Provider Group	National (All Institutions)
		2012/13	2013/14	2014/15	2015/16	2014/15	2014/15
16-18	Leavers	5	14	19	18		
	Achievement Rate	60.0%	64.3%	78.9%	72.2%	-0.7%	72.9
	Pass Rate				92.9%		
19-23	Leavers	7	16	16	21		
	Achievement Rate	57.1%	75.0%	81.3%	81.0%	+8%	73.0
	Pass Rate				89.5%		
24+	Leavers	25	55	19	8		
	Achievement Rate	60.0%	58.2%	78.9%	87.5%	+17.6%	69.9
	Pass Rate				100%		
Total	Leavers	37	85	54	47		
	Achievement Rate	59.5%	62.4%	80%	78.7%	+7%	71.7
	Pass Rate				92.5%		

Table 4: Apprenticeship 4 Year Trends (Timely)

		Overall					
		Provider Full Year			Provisional	Provider Group	National
		2012/13	2013/14	2014/15	2015/16	2014/15	2014/15
16-18	Leavers	5	14	19	18		
	Achievement Rate	60.0%	64.3%	78.9%	61.1	-1.4%	62.5
	Pass Rate				93		
19+	Leavers	9	16	16	21		
	Achievement Rate	44.4%	62.5%	75.0%	76%	+15.4%	60.6
	Pass Rate				89.5%		
24+	Leavers	51	55	19	8		
	Achievement Rate	27.5%	41.5%	63.2%	87%	+31.7%	55.3
	Pass Rate				100		
Total	Leavers	37	85	54	47		
	Achievement Rate	32.3%	50.7%	72.2%	72.3%	13.4%	58.9
	Pass Rate						

Table 5: Community Learning - 5 Year Success Rates

	Starts	Retention	Achievement	Success
2011/2	862	97%	93%	89%
2012/3	931	95%	90%	85%
2013/4	695	95%	99%	94%
2014/5	492	95%	98%	93%
2015/6	776	98%	94%	93%

Table 6: Observations of Teaching and Learning - 5 Year Profile

	Grade 1	Grade 2	Grade3	Grade 4
2011/2	4%	83%	13%	0%
2012/3	7%	77%	12%	4%
2013/4	45%	45%	10%	0%
2014/5	40%	56%	4%	0%
2015/6	30%	66%	4%	0%

10 Appendices – Quality Improvement Plan (QIP)

Issue	Actions	Measurement of Success (Milestones)	Target Dates	Responsible Officer
Earlier delivery of AEB budget totals with particular reference to individual account lines under the new funding methodology (4.17)	Carry in completed Process targets set with PRC Monthly monitoring meetings Monthly updates to PRC Additional funding sought	Carry in implemented Meet PRC to review No's 100% delivery of AEB PFR sent Additional funding achieved	Aug 2016 Aug 2016 Monthly Termly Review Jan 17	RS RS/JH/TB RS/JH/TB RS RS
Seek out expanded opportunities for funding under both EFA and ESF to provide a wider and expanding service. (4.18)	Monitor delivery to fully meet AEB Apply for additional funding for apprenticeships.	AEB Met Additional funding attracted	Monthly Dec 16	RS RS
Target-setting, so that learning targets focus on improving learners' skills and their personal development needs for the more able learner. (4.19)	Appropriate 'smart' targets set for all CL learners. ILPs checked and monitored for all CL courses.	All learners have appropriate targets which are challenging and realistic.	September 2016	DM DM
Attendance and retention of learners to some sessions. (4.20)	CPD development raise awareness Individual action plans where applicable Monitor Actions	All staff informed Any person falling behind has adjusted targets 95% retention	September 2016 As required Monthly	RS/DM DM Management Team
Expansion of the 14-19 frameworks across all providers within Rutland to provide young people with improved life chances.(4.21)	Schools invited to participate 14-19 Plan established	Meeting takes place Plan commenced	Nov 16 Jan 17	MF Designated officer
Identify and record learners' destinations with a view to understanding better the impact of the service. (5.21)	All learner destinations logged on MIS	95% learner destinations logged	July 17	MIS
Ensure parents the local authority and schools view apprenticeships as an aspirational route. (5.22)	Actions to be led by 14-19 partnership All year 11 students informed.	Medium for information agreed All schools open / careers evenings attended	Nov 16 By April 17	RS RS
Expand the delivery of work related programmes to ensure that we meet the needs of businesses in the local area. (5.23)	Meet companies MIS review to ensure offer meets need New programmes in place	20 local companies met Programme offer meets local need WRP impact on delivery	Dec 16 Jan 17 July 17	PRC MIS Management Team
Not enough teaching, learning and assessment is outstanding (6.16)	Tutors made aware before observations of what a grade 1 session looks like CPD to concentrate on striving for excellence at all times	50% of OTLAs graded as outstanding. CL meetings to include training.	Nov 2016 Termly	DM DM
Embedding of English and maths into sessions measured at OTLA (8.25)	Tutors to address English and maths skills wherever relevant and appropriate	Opportunities taken and evidenced at OTLA	November 2016	DM

Better engagement of tutors in CPD opportunities. (6.17)	Staff training day Quarterly CPD PDR in place for all staff	100% attendance All staff attend All staff complete a PDR and have needs met	Sept 16 Staff updates given Feb 17	RS/DM DM RS/DM
Monitor functional skills to achieve a significant improvement to at least 5% above national averages. (8.25)	Targets set at beginning of year Monthly monitoring Actions plans in place for individuals	All students targets set All students meeting ILP Retention up to 90% Success at 90%	Sept 16 Monthly Quarterly review July 17	PRC Management Team Management Team Management Team
Monitor 16-18 apprenticeships to achieve a 5% minimum increase in success rates. (8.26)	Targets set at beginning of year Monthly monitoring Actions plans in place for individuals	All students targets set All students meeting ILP Retention up to 90% Success at 90%	Sept 16 Monthly Quarterly review July 17	PRC Management Team Management Team Management Team