RALS

SAR / Annual Report 2017/18

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1. The Annual Report (SAR) - Process and Rationale

1.1 Rutland Adult Learning and Skills (Service) (RALS), as part of Rutland County Council, produces an Annual Report which also acts as a self assessment report (SAR) in line with the requirements of the Education and Skills Funding Agency (ESfA) and Ofsted. *Quotes from Ofsted are given within the report in italics.* Internally, this acts as both a summary of the year's events, as well as a blueprint for the future in our drive to be recognised as outstanding. This document is established by drawing together and highlighting activities and progression 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 year's activities and as such provides a retrospective view of the progress of the Service as well as 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 by the quality monitoring processes). It is a key management tool in highlighting and supporting continuous improvement. In a change to previous reports, we have included a section reflecting the strategic influences and changes impacting upon, and being undertaken by, the Service for the next academic year.

1.4 The Annual Report activities are undertaken by all members of staff within RALS, including members of the Senior Management and the Portfolio Holder. These activities include minutes from the RALS 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.

1.5 The layout of this report reflects best practice, as well as aligning to the layout of the Ofsted Common Inspection Framework (CIF) 2017.

1.6 All data referred to in this report relates solely to the academic year 2017/8 unless otherwise stated.

1.7 Next year's areas for improvement are collated in a Quality Improvement Plan (QIP) and are given in section twelve. These highlight the key actions for moving the Service to outstanding across all areas of provision.

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   Community education varies depending on the geographical region and the demographics it serves and 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. A selection of case studies form part of the report to reflect the impact that studying at RALS has had on individuals.

2.3   RALS' 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's 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 RALS 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'. RALS seeks to meet the key actions of RCC in terms of sustainable growth, safeguarding and economic growth.

2.7 The Adult Education Budget is delivered in partnership with Peterborough Regional College (PRC). This is subject to an annual performance review and the partnership has been extended for 2018/19 following a Senior Management Review. This is the last year of the existing contracting arrangements and discussion papers have been produced and are are with SMT to determine the future direction of sub-contracting post July 2019. The partnership is monitored by RALS and RCC Management and good relationships have been formed. We have continued to adapt to the changing priorities of the ESFA 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. RALS is part of the national Register of Organisations Apprentice Training Organisations (ROAPT) however RALS cannot deliver non-levy via a sub-contract and this issue is also part of the review of contract as highlighted earlier.

2.8 The work undertaken by the team enabled RALS to retain a 'Good' grade and therefore the service is unlikely to receive another full routine Oftsed inspection under the new framework until 2024.

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. An example of this is the on-line learning project that we have successfully received funding for (£30k). This project allows us to develop on-line learning at L1 and L2 in functional skills in English and mathematics. Programmes will then be delivered remotely to service personnel and their dependants. The project has commenceed and will run until April 19.

2.10 Overall, the provision is in an extremely successful and positive position in terms of the offer and outcomes but there will be a continued focus on the implementation of programmes and procedures to fully address the recent inspection observations and take this provision forward on our route to excellence. In particular, we are endeavouring to expand and develop our offer for vocational studies and apprenticeships to reflect the identified need of our young people and local employers whilst recognising the wealth of vocational studies offered within the wider region.

3. Strategic Changes

Political/ National

3.1   In terms of national funding, there are 3 main elements impacting upon the future of Adult Education: cuts to funding, significant reforms, and a transformation in the way that services are organised.

3.2   Core funds: It is likely that the core Adult Education Budget (AEB) budget (see below for further details) will continue to be under pressure during this Parliament and that we would expect that to be the case during the next Parliament/spending reviews. Currently we have a fixed budget for the next three years however this is a fixed monetary sum without inflationary rises which actually means a related cut over the three year period. There will be continued growth in funding for Apprenticeships (note this will exclude RALS for non-levy if sub-contract arrangements continue) and the new 'Share of Prosperity' fund which the government will introduce to replace European Social Fund / European Regional Development Funds (ESF/ERDF) funding.

3.3   Reforms: Devolution: less than 50% of the AEB budget will be devolved this Parliament. Once the first tranche of seven areas get devolved AEB budgets in the 2019/20 academic year, then in 2020/21 another two (i.e. North Tyneside and Sheffield City Region) will get their devolved budgets. The big change in policy is that non-devolved areas of the country (i.e. without a devolution deal or a mayor) that make up over 60% of the country and are responsible for spending more than 50% of the AEB budget will not be involved in devolution of the AEB. This is in contrast to the briefings from HOLEX (national organisation covering LA adult provision) which have stated that non-devolved areas of the country will still have their AEB/ESFA budgets devolved to them (in a yet to be explained mechanism) in the 2020/21 academic year.

3.4   Share of Prosperity Fund: This will cover: Infrastructure; Skills; and Employability. It will replace ESF/ERDF. Currently ESF/ERDF is worth £8bn over 4 years to the UK although it is unlikely the government will spend as much on the replacement Share of Prosperity Fund.

3.5   Health and Work / Improving Lives White Paper: This outlines some ambitious targets from the government, to increase the employment of disabled people by 1 million over the remaining life of this Parliament (i.e. by 2022). It also includes reforms to Job Centre Plus and mentions the importance of social prescribing.

3.6   "Innovation Fund". This may present our services with a potential new source of funding, but it's a case of watch this space.

Local / Regional

3.7   Local Industrial Strategy: Another change is likely to be the creation and implementation of the Local Industrial Strategy. By 2019/20 every part of the country will have one of these plans in place. In devolved parts of the country this will be led by the devolved authority and in non-devolved areas it will be led by the Local Enterprise Partnership (LEPs). The Local Enterprise Partnership comprises Rutland, Cambridgeshire and Peterborough for this region. The Local Industrial Strategies will be organised around the following themes: Innovation; People; Infrastructure; Business Environment; Places. There will also be new Skills Advisory Panels that will set the agenda. The Greater Cambridge Greater Peterborough Local Enterprise Partnership (GCGPLEP) was formed in October 2010 to help drive forwards sustainable economic growth in our region. Rutland was a partner in this activity. As of 1st April 2018, the GCGPLEP ceased to operate and has been replaced by The Business Board. At the same time a new combined authority has been created of which Rutland is not a member and seen as a local supplier to the Board. There is confusion as to the role of Rutland in this area of activity and clarification needs to be sought as to how we can benefit from all of the benefits that LEP membership brings.

3.8   Involvement with the wider educational network. RALS has integrated its provision into the Learning and Skills element of the local authority and the manager is also the Team Manager for the staff team with responsibility for education and outcomes for Early Years Settings, Primary and Secondary Education and, through line management of the Head of the Virtual School, for Children Looked after (CLA). The Learning and Skills Service in conjunction with the independent Skills Service (funded by GCLEP) is providing support for secondary schools on the implementation of the Gatsby Benchmarks (Careers education). RALS has, in addition, attracted additional funding to establish an on-line learning platform for the partners of service personnel which we believe we can then roll out to the wider community. Also, RALS is delivering a funded project to provide eight young people with special educational needs to access employment. This includes the use of a job coach to both prepare the young person to be ready for work and to support them in work for up to six months.

3.9   A recent survey of local providers indicated that there will be minimal provision to deliver T levels in both the local and surrounding areas at this time, however this has potential to change. T levels could be a good fit for many young people locally in that not only are they equivalent to A-levels in terms of university entrance, but will also be seen as a technical entry point for employment and contribute to the wider education offer.

3.10   RALS currently sub-contracts its skills element to PRC under a contracted arrangement. As stated in 2.7, a document has been prepared for SMT strategic input as to the future direction of this or any other sub-contracted provision.

4. Effectiveness of the provision   Grade 2

4.1 *"The overall provision of learning and skills as delivered by RALS remains good. The service offers a provision which meets the needs of Rutland residents and businesses".* (Ofsted 2018)

4.2 *"The service has high expectations of the sub-contracted provision including regular meetings with them to review all aspects of provision. The service has an appropriate framework for monitoring and assessing quality of delivery."* *(Ofsted 2018*)

4.3 *"Self-assessment processes are suitably rigorous. The SAR process makes good use of a range of evidence to support judgements and clearly identifies the strengths and areas for improvement and the report is generally accurate and evaluative."* *(Ofsted 2018)*

4.4 *"Management know the provision well and continue to address any areas of weakness identified through internal improvement activities and regular self-assessment."* *(Ofsted 2018)*

4.5 Teaching and learning and assessment are good across all aspects of the provision as a result of the quality of staff and the management structures and systems which are used to identify strong teaching and learning and act on any underperformance. These have a strong impact on both retention and successful outcomes for learners.

4.6 Learners have high aspirations and continue to receive good education and training which allows them to make good progress on all programmes and the vast majority complete their learning aim in a timely manner. Where students are failing to keep place remedial actions, support programmes and strong individualised learning plans help them to keep pace with the programmes of learning.

4.7 The provision has invested in new MIS system and Website that are GDPR compliant and meet the needs of the service and its users. MIS will allow the service to access real-time data so that student progress can be scrutinised and swift action taken where there is potential underachievement identified

4.8   Good partnership work with internal services of RCC and with wider community groups is evidenced throughout the provision and has allowed the service to meet the Council's aims and direction of travel.

Areas for improvement

4.10   PRC to address the issue of AEB success rates as per QIP actions – key issue; monitored through the RALS Performance Board.

4.11   Monitor PRC retention and pass rates monthly to ensure early identification of any concerns and enable prompt challenge and solutions.

5. Leadership and Management   Grade 2

5.1   *Leadership and management of the provision remains good. (Ofsted 2018)*

5.2   The management team has significantly increased liaison with other providers at a local and regional level to enhance and develop both the Service and its reputation. The Portfolio Holder for Education and senior managers promote high standards and these are subject to a rigorous and challenging review as part of the RALS Performance Board. Leaders and managers via the Education Performance Board, 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 the Education Framework which is understood by managers and staff.

5.3   *"The curriculum offer has been designed to meet specifically the communities of Rutland and surrounding areas. Linkages to army barracks, schools, businesses and residents have resulted in a clearly defined curriculum". (Ofsted 2018)*

5.4   *"The service has high expectations of the sub-contracted provision including regular meetings with them to review all aspects of provision. The service has an appropriate framework for monitoring and assessing quality of delivery." (Ofsted 2018)*

5.5   *"Self-assessment processes are suitably rigorous. The SAR process makes good use of a range of evidence to support judgements and clearly identifies the strengths and areas for improvement and the report is generally accurate and evaluative." (Ofsted 2018)*

5.6   *"Management know the provision well and continue to address any areas of weakness identified through internal improvement activities and regular self-assessment." (Ofsted 2018)*

5.7   The creation and usage of data is constantly reviewed and has led to the purchase and usage of a new MIS system from July 2018 to conform to GDPR as well as enable the creation of an in time data dashboard.

5.8   Self-assessment is ongoing and rigorous and is used to inform future provision and to identify where the provision is not effective in meeting need so that

adjustments can be made. 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 programme.

5.9 RALS is continuing to develop a holistic approach through its partnerships with PRC and local schools and businesses. As examples of actions in these areas, RALS 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 which ensures good levels of communication and effective feedback on the needs of local employers which can be reflected in future curriculum development.

5.10 The Performance Board, which consists of both senior management leads and the potfolio holder, has established systems and a culture that enables learners and staff to achieve their targets and ambitions. RALS 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 as evidenced in Ofsted commentary. Minutes of the monthly monitoring meetings are maintained and all actions completed in a timely manner.

5.11 The monthly monitoring board meetings establish an accurate real-time understanding of the quality of education being delivered by RALS and PRC staff. This action enables the RALS provision to monitor and refine actions to improve all key aspects of the provision.

5.12 Tutors and managers contribute to improving teaching and learning through self-assessment and course reviews. Continuous professional develoment (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 and the areas for improvement and / or support form the basis of CPD actions. Details of individual reviews are held centrally in Human Resources.

5.13 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, Department of Work and Pensions, and partnership meetings. We work closely with local secondary schools, deliver careers talks and have been working closely with the Local Economic Partnership (LEP) Skills Service to engage with year 10 students across the county. RALS is an active member of both the local enterprise partnership (LEP) and local education authorities further education association (LEAFEA).

5.14 The development of Functional 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.

5.15   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 information 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. Learners coming to the end of their learning have an exit IAG interview (with their tutors) and are encouraged to look at next steps and progression routes. Where necessary learners are signposted to the IAG Officer for a 1-2-1 interview or to the National Careers Service.

5.16   RALS have developed strong linkage to RCC EYFS and makes a significant contribution to the CPD of settings and nursery staff. An example of this is the highly successful delivery of Level 3 and Level 4 programmes of study which builds capacity within the early years sector.

Areas for Improvement

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

5.18   Deliver all aspects of the Quality Improvement Plan and Post Inspection action |Plan (see section 11)

5.19   Provide support to employer to enable to be involved in the creation of effective Individual Learning Plans for Apprentices to encourage greater challenge and progress

5.20   Introduce schedule of Off the Job Training (OTJT), add in hours of OTTJ to schedule 1.

5.21   PRC to address the issue of AEB success rates as per QIP actions – key issue; monitored through the RALS Performance Board.

5.22   Management of the reduced budget set for 2019 - 2020

6   Quality of teaching, learning and assessment   Grade 2

6.1   *"Quality of teaching learning and assessment remains good. The service provides good opportunities for young people and adults to enroll on apprenticeship programmes that meet local needs in vocational subjects such as early years, business administration and health and care. The classroom-based courses for adult learners focus on the promotion of basic skills in English and mathematics for the small proportion of county residents without a qualification at level 2 in these subjects. The service offers a range of suitable leisure courses that meet the needs of the relatively high number of retired people in the county".* (Ofsted 2018)

6.2   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.

6.3   *"Teaching and training staff, including those working for the subcontractor, are highly qualified and enthusiastic for their subjects, which they communicate well, especially in modern foreign languages and in art. An appropriate range of staff development activities helps teaching staff and assessors to improve their practice".* (Ofsted 2018)

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

6.5   *"Tutors have high expectations of their learners and expect them to achieve and progress well. The standard of work of many learners is high. In 2017, arts learners organised an exhibition of their work at a local museum which saw good attendance by members of the public and which resulted in the sale of several pieces of learners' artwork. Learners in Spanish and Italian comment enthusiastically on the range and extent of the fluency they have achieved in*

these languages, which they rightly attribute to the passion and skill of their tutors". (Ofsted 2018)

6.6 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. The service delivers a learner survey to gather views to help the service to both gauge satisfaction and improve customer experience. Most learners commented highly favourably on the service and in particular on the support they received from their tutor.

6.7 *"The majority of apprentices receive good support and relevant on-the-job training from their employer. Consequently, they develop good vocational skills in line with industry standards and become increasingly effective in the workplace. Assessors visit apprentices in the workplace and provide effective coaching and support. As a result, apprentices make good progress towards timely completion of their apprenticeship." (Ofsted 2018)*

6.8 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. Learner feedback demonstrates high levels of enthusiasm and satisfaction with highly motivational and inspirational teaching.

6.9 The curriculum offer is being extended to include floristry, silver work, and EYFS core provision to support the further development of small businesses in Rutland. Links through the Rutland County Council Economic Development Team will further support those attending these courses to set up viable and sustainable small businesses to boost the Rutland economy.

6.10 *"Individual learning plans record and review progress towards targets well. Apprentices and learners have an appropriate understanding of what they have achieved and what they still have to do to complete their studies." (Ofsted 2018)*

6.11 Observations of teaching learning and assessment are carried out on every member of the tutor team in both formal observations of teaching and learning assessments as well as learning walks with 62.5% outstanding, 25% good and 12.5% needing improvement. The results of these are reviewed and form the basis of both continual professional reviews as well as specific training actions. Following a period of support by managers and subsequent re-assessment, those required improvements converted to good leaving the Service with 62.5% outstanding and 37.5% good.

Areas for improvement

6.12 Ensure progress reviews routinely involve employers to ensure the effective coordination of on- and off-the-job training.

6.13 Ensure there is a consistent approach to ensure all apprentices receive the level of off-the-job training to which they are entitled.

6.14 Ensure assessors are always setting sufficiently challenging targets to ensure apprentices make the progress of which they are capable.

6.15 Maintain close monitoring of new tutors through indication, PDR and routine quality assurance processes to maintain high quality teaching and learning

6.16 Lead any developments identified through observations of teaching learning and assessment to ensure actions impact on improved performance

6.17 Increase progression to higher levels and skills based actions.

7   Personal Development, Behaviour and Welfare   Grade 2

7.1   *Equality and diversity (E & D) are addressed well throughout the Community Learning 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. British Values are actively promoted in class and discussed in Community Learning meetings.

7.2   *"The service has ensured that all safeguarding arrangements are fit for purpose and that action to safeguard apprentices and learners is prompt and proportionate, especially for those who have special educational needs. Tutors and assessors ensure that apprentices and adult learners have a good understanding of health and safety at work. Apprentices adopt safe working practices and are mindful of their employers' standards of workplace safety".* *(Ofsted 2018)*

7.3   RALS safeguarding of learners is effective. 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.

7.4   *Assessors and tutors review apprentices' and learners' understanding of how to keep safe well, including in relation to the 'Prevent' duty. As a result, apprentices and learners have a reasonably good knowledge of how to stay safe from the risks of radicalisation and extremism, for example when using the internet and working online. Apprentices' and learners' understanding of British values is generally good.* *(Ofsted 2018)*

7.5   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. Learner

feedback demonstrates very high levels of satisfaction in Community Learning classes.

7.6   Reviews of attendance data shows that most learners are punctual and prepared for learning and this is evidenced in both observation of teaching and learning 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 is a strong pattern of attendance across the provision.

7.7   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.

7.8   *"All staff, including volunteers and those working for PRC, receive an appropriate background check to ensure their suitability. Suitable arrangements for recording and responding to safeguarding referrals are in place. Links with social services, the police, local mental health services, as well as with other directorates of the council, ensure that you have a network of relevant agencies to whom you can make referrals when necessary". (Ofsted 2018)*

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

7.10   Bespoke courses are delivered for vulnerable young people in Rutland preparing for adulthood and individual needs are all addressed

Areas for Improvement

7.11   Continue to monitor attendance and retention of learners to ensure high levels for all courses. Actions taken promptly where issues identifed

7.12   Deliver all aspects of the Quality Improvement Plan and Post Inspection Action Plan (see section 11)

8.   Outcomes for Learners   Grade 2

8.1   *"Outcomes for learners remains good" (Ofsted 2018)*

8.2   Leaders and managers target funding at those in 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. Examples of these are the support the service gives to SEND and mental health.

8.3   *"Together with colleagues at PRC, the service has implemented a range of measures to reverse the decline in apprenticeship outcomes for young people aged 16 to 18 in 2016/17. These measures included the introduction of a personal development process for new apprentices and a significantly increased number of assessor visits to the workplace to monitor progress. The impact of these measures is reflected in the very high retention of apprentices aged 16 to 18 in 2017/18 and in the large majority of apprentices of all ages who are now on course to achieving within the planned period". (Ofsted 2018)*

8.4   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 resulting in both individualised support programmes and individualised action planning.

8.5   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.

8.6   *"Tutors and assessors make good use of the available information on learners' school records, prior attainment and any significant barriers to learning when advising learners about an appropriate apprenticeship or adult learning programme. As a result, few apprentices in 2017/18 left their programme early. The proportion of adult learners in 2017/18 who are still on their programme and likely to complete their studies has increased since last year". (Ofsted 2018)*

8.7   Destinations are known for the vast majority of leaners and progression rates into employment and education are recorded on MIS.

8.8 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.

8.9 *"Apprentices receive good support and guidance from workplace mentors, training officers and colleagues, who use their extensive industrial experience to work closely together to ensure that apprentices make good progress. Assessors visit apprentices in the workplace regularly, providing help and guidance through well- structured coaching and assessment activities". (Ofsted 2018)*

8.10 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.

8.11 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.

8.12 Success rates for PRC have shown a consistent decline to the point at which they are now below national averages (although consistent with PRC internally). RALS continues to work with the sub-contractor to help them rectify this however the service is limited in the scope of support due to existing contracting arrangements. (See 2.7). This is a key area for improvement as highlighted below.

Areas for improvement

8.13 Continue to offer careful scrutiny and monitoring of PRC's management and delivery of the apprenticeship programme so that in-year improvements in retention and achievement become consolidated and strengthened.

8.14 PRC's managers and assessors to work with employers to provide sufficient off-the- job training and suitably challenging targets to help apprentices reach their full potential.

8.15   Implement a tracking system, training, target setting toolkit and joint visits, considering who conducts PDRS.

8.16   Increase retention rate to above national averages – PRC to submit monthly updates.

8.17   Increase pass rate to above national averages – PRC to submit monthly updates

9   Appendix 1 – Data 16-17

Table 1: Overall Grading of Provision

Common Inspection Framework Criteria (CIF)	14-15	15-16	16-17	17-18
Overall Effectiveness	2	2	2	2
Leadership and Management	2	2	2	2
Quality of Teaching Learning and Assessment	2	2	1	2
Personal Development Behaviour and Welfare	2	1	1	1
16-19 Learners	2	2	2	2
Outcomes for Learners	2	2	2	2
Adult Skills	2	2	2	2
Community Learning	2	2	1	1
Apprenticeships	2	2	2	2
Safeguarding of Learners	2	1	1	1

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

		Overall					
		Provider Full Year				Variance	National (All Institutions)
		2014/15	2015/16	2016/7	2017/8	+ or - National	2016/17
16-18	Leavers	9	8	4	na		
	Achievement Rate	77.8%	100%	100%			79.8
	Pass Rate	83.3%	100%	100%			88.2
	Retention Rate	77.8%	100%	100%			90.5
19+	Leavers	203	1157	316	162		
	Achievement Rate	93.6%	92.1%	85%	75%	-10%	85.9
	Pass Rate	89.0%	95.1%	92.5%	88%		93.6
	Retention Rate	96.1%	96.5%	91.8%	90%		91.8
Total	Leavers	212	1165	320	162		
	Achievement Rate	93.0%	92.2%	85%	75.%	-8.4%	83.4
	Pass Rate	97.5%	95.1%	92.5%	88%		90.9
	Retention Rate	95.3%	96.5%	91.8%	90%		91.7

Table 3: Apprenticeship 4 Year Trends (Overall)

		Overall				
		Provider Full Year				National (All Institutions)
		2014/15	2015/16	2016/7	2017/8	2016/7
16-18	Leavers	19	18	15	15	
	Achievement Rate	78.9%	72.2%	55.6	69%	69.3
	Pass Rate		92.9%	100%	92%	
19-23	Leavers	16	21	13	13	
	Achievement Rate	81.3%	81.0%	85.7%	51%	68
	Pass Rate					
24+	Leavers	19	8	14	13	
	Achievement Rate	78.9%	87.5%	100%	55%	65
	Pass Rate					
Total	Leavers	54	47	42	41	
	Achievement Rate	80%	78.7%	76.1%	66%	67.4
	Pass Rate					

Table 4: Apprenticeship 4 Year Trends (Timely)

		Overall				
		Provider Full Year				National
		2014/15	2015/16	2016/7	2017/8	
16-18	Leavers	19	18	15	15	
	Achievement Rate	78.9%	61.1%	55.6	69%	62.5%
	Pass Rate		93		92%	
19+	Leavers	16	21	13	13	
	Achievement Rate	75.0%	76%	78.6%	51%	60.6%
	Pass Rate		89.5%			
24+	Leavers	19	8	14	13	
	Achievement Rate	63.2%	87%	77.4%	55%	55.3%
	Pass Rate		100			
Total	Leavers	54	47	42	41	
	Achievement Rate	72.2%	72.3%	65.1%	66%	58.9%
	Pass Rate					

Table 5: Community Learning - 5 Year Success Rates

	Starts	Retention	Achievement	Success
2013/4	695	95%	99%	94%
2014/5	492	95%	98%	93%
2015/6	776	98%	94%	93%
2016/7	1046	97.4%	99.5%	96.9%
2017/8	1280	95.6%	99.5%	95.4%

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

	Grade 1	Grade 2	Grade3	Grade 4
2013/4	45%	45%	10%	0%
2014/5	40%	56%	4%	0%
2015/6	30%	66%	4%	0%
2016/7	55%	34%	11%	0%
2017/8	62.5%	25%	12.5% **	0%

** These became a grade two following a support exercise.

10   Appendix 2   –   Quality Improvement Plan (QIP)

The service takes the key areas for improvement and uses these areas as the basis for the quality improvement actions for the service for the forthcoming academic year. These are implemented at the times given and progress against achieving these are monitored and reviewed in the monthly management meetings. Each of the lines of action will be RAG rated to demonstrate impact of actions and to show progress towards achievement. The Quality Improvement Plan will be evaluated at each RALSS Performance Board

Action	Activity	Procedure / Evidence	Implemented	Review dates
Employer needs to be involved in the creation of the ILP for Apprentices	Agree the methodology and paperwork track for employer involvement at the initial stage.	An amended ILP has been established which highlights the employers responsibilities and areas of on the job training. ILP attached	01/08/18	Monitoring Meetings
Map out all of the content of the ILPs and assign responsibilities	Agree which party is responsible for leading which actions / content.	Personal Development Reviews with the employer are to be done by staff other than the trainer to ensure a break between training and reviews.	01/08/18	Monitoring Meetings
Introduce schedule of OTJT, add in hours of OTTJ to schedule 1	Monitor centrally the actual hours versus planned and review in PDRs	New tracking system which highlights total hours in place.	01/08/18	Monitoring Meetings
Tracking system, training, target setting toolkit and joint visits, consider who conducts PDRS	Tracking of assessor visits Regular audits of provision	System in place. All apprentices to be RAG rated	01/05/18	Monitoring Meetings
Target setting training Training on assessment methods	Deliver training Deliver training	Tool Kit Training organised for all staff	01/08/18	Monitoring Meetings

Stretch and challenge for most able	Identify most able students Develop fast tracking	Apprentices have to be on programme for 1 year and 1 day. Early completers to be offered bolt on programmes	01/08/18	Monitoring Meetings
Impact measurement	Post completion IAG to offer progression advice and / or other opportunities.	Additional intensive end of programme IAG to be delivered to all apprentices.	01/08/18	Monitoring Meetings
Earlier delivery of AEB budget totals with particular reference to individual account lines.	Provide early warning system of AEB position.	Review progress. Deliver new on-line learning processes.	01/08/18	Monthly Management Meetings
PRC to increase AEB success rates to above national averages	Increase retention to above national Increase pass rates to above national	PRC to provide monthly reports	01/08/18	Monthly reports
Maintain close monitoring of new tutors	Deliver support to ensure integration and successful teaching.	Probationary meetings Developmental OTLAs for new tutors	Within one month of start Within one month of start	Management meetings Management meetings
Lead any developments from OTLAs	Review all OTLAs and address areas of CPR.	All OTLAs to be at least good.	Dec 2018	Feb 2019
Increase progression to higher levels and skills based actions.	Tutors to pay more attention to next steps / ILPs / progression	ILPs to reflect clear progression advice.	Dec 2019	Feb 2019
Monitor GCSE programme and improve higher grades in English	Review current grades and set challenging but achievable targets at individual level	Develop and implement increased performance monitoring and expand ambitions of learners	Monthly monitoring	Management meetings