



Rutland
County Council



**Adult
Learning
& Skills
Service**



Peterborough
Regional College

Rutland Adult Learning & Skills Service

Annual Self-Assessment Report

2018/19

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|----|---|----|
| 1 | The Annual Report (SAR) - Process and Rationale | 3 |
| 2 | Overview of the Provision | 4 |
| 3 | Strategic Change | 5 |
| 4 | Overall effectiveness | 6 |
| 5 | Leadership and management | 7 |
| 6 | Quality of education | 9 |
| 7 | Adult Learning | 12 |
| 8 | Personal development | 14 |
| 9 | Behaviour and Attitudes | 16 |
| 10 | Apprenticeships | 17 |
| 11 | Appendix 1 – Data Sets | 19 |
| 12 | Appendix 2- Quality Improvement Plan 19-20 | 22 |
| 13 | Feedback and case study | 23 |
| 14 | Maps | 24 |

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

- 1.1 Rutland Adult Learning and Skills Service (RALSS), 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 document 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 required 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 RALSS, including members of the Senior Management and the Portfolio Holder. These activities include minutes 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.
- 1.5 The layout of this report will now be set out against the Education Inspection Framework (EIF) which was published in May 2019 and will apply to Ofsted inspections of education settings to include Early Years, schools and post-16 providers with effect from September 2019.
- 1.6 All data referred to in this report relates solely to the academic year 2018/9 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 RALSS has had on individuals.
- 2.3 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'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 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.
- 2.6 The Adult Education Budget (funding for qualifications based actions) is delivered in partnership with Peterborough Regional College (PRC). This is subject to an annual performance review and the partnership has been extended until Aug 2020 following a Senior Management Review. (See section three)
- 2.8 The work undertaken by the team enabled RALSS to retain a 'Good' grade in May 2018 and therefore the service is unlikely to receive another full routine Ofsted inspection under the new framework until 2022.
- 2.10 Overall, the provision is in a 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

New sub-contract partnership arrangements

- 3.1 Rutland Adult Learning and Skills commissions, through Rutland County Council, a single contract with Peterborough Regional College who are contracted until 1st August 2020. As this contract draws to an end, there is now the need to consider the contracting options to ensure Rutland Adult Learning and Skills Service continues to provide high quality opportunities for school leavers and the wider adult community and to enhance the education and training offer for Rutland.
- 3.2 To ensure that a suitable contract is in place for the commencement of the academic year, August 2020, Rutland County Council is undertaking a procurement exercise to seek a sub-contracting partner to establish and deliver an outstanding learning and skills platform for the County and this will operate to the following timescale.

| Action | By When |
|---|-------------------|
| Cabinet Approval for Award Criteria | 17 September 2019 |
| [OJEU Notice published /PIN published] | 25 September 2019 |
| Invitation to Tender published | 01 October 2019 |
| Deadline for questions from bidders | 17 October 2019 |
| Deadline for responses to questions | 24 October 2019 |
| Tender submissions deadline | 31 October 2019 |
| Evaluation of Tenders | 21 November 2019 |
| Clarification meetings (if required) | 12 December 2019 |
| Approval of Contract Awards | 13 January 2020 |
| Notification of award/start of standstill | 03 February 2020 |
| End of standstill | 13 February 2020 |
| Contract award | 17 February 2020 |
| Contract start date | 01 August 2020 |

- 3.3 The Council will use a single stage open process in line with the Council's Contract Procedure Rules to find a provider, agree terms and acquire a high quality provision sub-contracted through Rutland Adult Learning and Skills Service. This procurement process will ensure the Council receives quality services at the best possible price.
- 3.4 The following are Service specific requirements for this procurement:
- Minimum of OFSTED rating grade 2 over the last 3 years
 - Experience of delivering apprenticeships

- Minimum of 5 years' experience of providing similar services in terms of breadth of subjects/training and student numbers per annum in the region (Leicestershire, Nottinghamshire, Lincolnshire, Cambridgeshire, Rutland, Northants)
- Minimum financial threshold – we can only require bidders to have a turnover of at most TWICE the contract value as a minimum financial requirement
- A valid [UK Provider Registration Number \(UKPRN\)](#).

4. Overall Effectiveness

Grade 2

- 4.1 Strong and aspirational leadership and management, supported by the Education Performance Board, have led to increased attraction and retention of learners matched to an increase in success rates. Both management and the team were separately recipients of awards in the RCC Staff Awards for 2019.
- 4.2 The issues identified in the post inspection and quality improvement action plan were delivered and have improved the relationship with apprentices and employers alike and again is reflected in increased success rates although retention for AEB learners is below national averages.
- 4.3 Self-assessment processes remains 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, learning and assessment are good across all aspects of the provision as a result of both the quality of staff and the management systems which are used to identify strong teaching and learning and act on any underperformance.
- 4.7 The provision has invested in new Management Information System and Website that are GDPR compliant and meet the needs of the service and its users. MIS allows 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 Success rates are high for apprenticeships and for community learning and both are above national averages. Achievement for AEB is above national average although retention from PRC learners is lower than national averages and prevented the service from seeking Grade 1 for the year.

- 4.8 Exceptional partnership work with internal services of RCC and with wider community groups is evidenced throughout the provision and has allowed the service to meet its aims and direction of travel.
- 4.9 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.
- 4.10 The service recognised a need for transitioning young people with Special Education Needs and/ or Disabilities (SEND) from benefits and into the world of work. As such, the role of Supported Internship Job Coach was developed using a Preparing for Employment Grant from the DfE. Whilst the post was originally created as a fixed term 12 month position to develop the role, identify Young People with whom to work, build business relationships and develop a relationship with colleges, this has already been extended to eighteen months.
- 4.11 The service seeks to work with hard to reach learners, with the spouses of serving forces personnel being the largest such group in the County. We bid for, and obtained, funding to develop an on-line learning platform with Functional Skills in English and Maths being the first developments. The project met all outcomes and received full funding from Education and Skills Funding Agency. We have been successful in these developments and programmes are now underway. The project will be used by spouses due for return to the UK to help prepare them for work on their arrival.
- 4.12 RALSS has taken over the management of Early Years training programmes, in partnership with the Early Years' Service and Rutland teaching School Alliance, for the authority as part of the increased integration within the Learning and Skills Service.

5. Leadership and Management

Grade 2

- 5.1 *Leadership and management of the provision remains good. (Ofsted 2018)*
- 5.2 The management team has 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 Childrens Services 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 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 2017-20 which is understood by managers and staff.

- 5.3 The RALSS Performance Board, which consists of both senior management leads and the portfolio holder, has established systems and a culture that enables learners and staff to achieve their targets and ambitions. RALSS set high expectations for learner achievement and staff conduct and these are monitored on a monthly basis via the QIP. Working relationships between staff and learners are good. Minutes of the monthly monitoring meetings are maintained and all actions completed in a timely manner.
- 5.4 The monthly monitoring board meetings establish an accurate real-time understanding of the depth and 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. They review the timely delivery of the AEB budget and the finances regarding the reduced income budget.
- 5.5 Self-assessment is ongoing, rigorous and is used to inform future provision. This identifies 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.
- 5.6 Comprehensive quality assurance processes ensure that observations of teaching and learning are consistent with any emerging issues dealt with via CPD actions.
- 5.7 Staff are actively encouraged to keep up to date with their skills and practice. 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 and the areas for improvement and / or support which form the basis of CPD actions. Details of individual reviews are held centrally in Human Resources.
- 5.8 Staff provide learners with outstanding education and training practice to ensure they progress well in their time with the service, and as a result, learners demonstrably enjoy their experience and grow in confidence and ability.
- 5.9 RALSS is continuing to develop a holistic approach through its partnerships with PRC and local schools and businesses. As an example 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 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 Service seeks to actively ensure that the range and content of the provision is aligned to local and regional priorities. 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. RALSS is an active member of both the local enterprise partnership (LEP) and local education authorities further education association (LEAFEA).
- 5.11 Learning programmes are well designed and aspirational meeting the needs of all learners so that they can achieve their ambitions. As part of the process we provide

strong and impartial careers education, information advice and guidance (CEIAG) 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 which is a nationally agreed standard for offering Impartial Advice and Guidance. 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.

- 5.12 The arrangements for safeguarding are highly effective. Leaders adopt and deliver appropriate safer recruitment practices. The manager is WRAP trained and has delivered training to all staff across the authority. Staff are active members of the County-wide exploitation groups. Safeguarding processes and procedures meet current national guidelines for keeping learners safe. We operate a single central register and all staff have an up to date DBS as well as appropriate safeguarding training. We have a qualified designated safeguarding lead in place. Leaders have developed clear policies for lone working and employee vetting as well as for Prevent and Exploitation. Staff views are sought using a range of surveys and any issues such as bullying and harassment are dealt with appropriately. We operate in conjunction with the authorities early help teams to ensure that we can identify and assist any learners at risk of exploitation.

Areas for further development

- 5.13 Earlier delivery of AEB budget totals with particular reference to individual account lines under the new funding methodology
- 5.14 Deliver all aspects of the Quality Improvement Plan.
- 5.15 Management of the reduced budget set for 2019 - 2020 so that quality and effectiveness are not impacted upon.

6 Quality of education

Grade 2

- 6.1 Teaching and learning is good, including that which takes place in the workforce. Staff are well qualified and knowledgeable. *“Quality of teaching learning and assessment remains good. (Ofsted 2018)*
- 6.2 Learners have high aspirations and continue to receive good education and training which allows them to make good progress on all programmes with the vast majority completing their learning aim in a timely manner. Where students are failing to keep pace, remedial actions support programmes and strong individualised learning plans, help them to maintain pace with the programmes of learning.

- 6.3 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. Staff make good use of learning and group profiles ensuring that learner needs result in differentiated lesson planning where required. 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. *“The service offers a provision which meets the needs of Rutland residents and businesses”.* (Ofsted 2018)
- 6.4 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. 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.
- 6.5 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.
- 6.6 The tutors have exceptional subject knowledge to a high level and most have degree-level qualifications in the subject they are teaching. 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. *“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)
- 6.7 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.
- 6.8 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. Staff are particularly adept at using the 3Ps principle for questioning ensuring that learner knowledge is tested and advanced appropriately.

Feedback to learners is good. This supports them to improve and progress. They make good use of the resources available to support their learning and to set targets.

- 6.9 Initial assessment is comprehensive and accurately identifies learners and 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. 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
- 6.10 An overwhelming majority of learners achieve good 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
- 6.11 Learners use a range of resources that enable them to develop independent learning skills. An example of this would be the on-line learning platform that has been developed for Maths and English.
- 6.12 The service offers a range of reading actions including the use of phonics for foundation English programmes as a basis to progress from. For this and first steps we ensure small class sizes which helps the individualised approach and differentiated curriculum allowing for strong and effective ILPs. This progression is available and used through first steps to functional skills through to GCSEs. The service encourages independent learning via the use of new technologies and iPads and loan laptops. Particular emphasis will be placed on higher grades at GCSE.
- 6.13 The service recognised a need for transitioning young people with SEND from benefits and into the world of work. As such role of Supported Internship Job Coach was developed using a Preparing for Employment Grant from the DfE. The results of this work have led to the end of July 2019 3 young people were enrolled on Supported Internships for the 19/20 academic year, 2 at New College Stamford and 1 at Brooksby Melton College. Another young person is due to start an Apprenticeship in September 2019. This is a significant increase upon 1 Supported Intern during 18/19. There are further 6 potential Supported Interns who have been identified for future years. Links have been made with businesses in a variety of sectors across the county with many of these being open to taking a Supported Intern or getting involved through 'work taster' days or work experience.

- 6.14 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 45% outstanding, and 55% good. The results of these are reviewed and form the basis of both continual professional reviews as well as specific training actions.
- 6.15 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.
- 6.16 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.

Areas for further development

- 6.17 Retention on AEB programmes to be closely monitored to ensure that it is to at least national averages.
- 6.18 Staff to encourage learners to seek and obtain higher grades at GCSE.

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| 7 | Adult Learning | Grade 2 |
| | Community Learning | Grade 1 |

- 7.1 RALSS offers a good range of programmes that meet the needs of a relatively high number of people in Rutland. Many different arts and language courses are offered and fill up quickly. The service offers ESOL to new arrivals to the authority to help aid community integration, employability and cohesion. We are highly reactive to demand and put on extra classes as opportunities arrive. One-to-one IT tuition has allowed learners to meet very specific needs and IT courses have been delivered for various department of Rutland County Council to allow staff to up-skill.
- 7.2 In line with government policy, English and Maths classes from Foundation level through to GCSE are delivered following initial assessment which is comprehensive and accurately identifies each learner’s starting point. In addition, the service delivers these programmes at in introductory level with adult who have specific learning

difficulties. With the same group we have delivered a highly successful 'my voice' programme to aid self-advocacy and an understanding of the individuals place in society including an understanding of their individual rights.

- 7.3 The service is an active player in the County and beyond in the implementation of the Exploitation Strategy and procedures.
- 7.4 The majority of learners access Community Learning to explore interests and develop skills. The overwhelming majority achieve outstanding results with very 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. Staff and learners delivered an exhibition of work at the Museum in Oakham which was of great interest to local residents and visitors to the area with sales of students work generating over £1,500.00p increasing the potential for employability and/or self-employment..
- 7.5 RALSS works hard to focus attention on the 'hard to reach' learners and liaises closely with other areas of Rutland County Council such as Adult Social Care and the Children's Centre. There is also liaison with the Citizens Advice Bureau and a focussed marketing campaign took place in Oakham over the summer to reach potential learners who would not normally access adult education. In addition, we work with the Skills Service to help local schools with the Gatsby benchmarking initiative (which aims to increase young peoples knowledge of employment).
- 7.6 The service collects, collates and reports upon destinations data for Year 11 and Year 12 learners across the authority. Detailed reports were reviewed and discussed with the Children and Young people's Scrutiny Committee.
- 7.7 Teaching, learning and assessment is good and in parts outstanding. In liaison with Rutland County Council's Aiming High Service, opportunities are provided for young people to enrol on courses which will prepare them for adulthood. These courses include guidance and training on public transport, managing money and learning to live independently.
- 7.8 Tutors use initial assessment to inform their planning and preparation and they record their learners' progress and achievement very effectively. This leads to a high level of differentiation in target setting and activities on Individual Learning Plans which enables each learner to achieve their goals.
- 7.9 RALSS safeguarding of learners and staff is highly effective. Mechanisms are in place to ensue all staff and learners feel safe and in a recent survey 100% of respondents said they feel safe at RALSS. All concerns are addressed and signed off and regular meetings take place between the Designated Person for RALSS and PRC to review any

concerns and update records on training. Both DPs have undertaken refresher training in the last 6 months. The service is working with a cross authority group to review ways of delivering new programmes for social prescribing.

- 7.10 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.
- 7.11 A Staff Survey compiled by Ofsted was given to the whole team to get feedback and ideas on how we could improve the Service. The results were very positive and included points such as 100% respondents strongly agreed/agreed that they were proud to be a member of staff at this provider and 100% strongly agreed/agreed that learners are supported to develop positive attitudes to learning and work. 100% strongly agreed/agreed that safeguarding arrangements are effective. Points were made on how the Service could improve and these have all been addressed, such as lone working arrangements and how to target a greater diversity of learners.
- 7.12 Adult Learning has shown a marked improvement in achievement rates to just above national averages, however retention has declined for the third year and is below national average.
- 7.13 Retention in this area of the service is a key focus for the following years work. See Section Three for way forward in relation to the next stages.

Areas for further development

- 7.14 Continue to use marketing strategies which extend to and engage the 'hard-to-reach' learners with very low level skills.

8 Personal Development

Grade 1

- 8.1 *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.
- 8.2 RALSS safeguarding of learners is highly 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.

- 8.3 Learners are confident and offer assured feedback in sessions. This is translated in the pride they demonstrate in the classroom. In addition, learner attitudes to learning are positive as evidenced in end of course reports. Learner feedback demonstrates very high levels of satisfaction in Community Learning classes.
- 8.4 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.
- 8.5 Bespoke courses are delivered for vulnerable young people in Rutland preparing for adulthood and individual needs are all addressed.
- 8.6 Preparing young people for employment from an early age has a positive impact on their employment outcomes and research has shown that 'young people who have four or more quality work experience-type activities, while still in education, are five times more likely to enter into the labour market' (Preparing for Adulthood). The idea of a 'work taster' session was proposed to in order to enhance young people's understanding of career options and to give them experience which would enable them to build up a picture of their strengths, skills and areas of development needed. Many businesses contacted were keen to support young people into employment and were willing to offer work experience or a more time limited, work taster. It is hoped that work taster sessions with employers may lead to the offer of work experience and potentially, Supported Internship placements in future. Recommendations for future sessions based on feedback from departments includes providing more information about the young people, possibly through the sharing of their 'one page profile' and ensuring that the Job Coach meets with the employer to provide support in devising suitable work related tasks for the young people rather than just offering support for the employer to take up if they desire. This would be even more important when working with external employers who may lack confidence and experience in working with people with SEND.
- 8.7 The service seeks to work with hard to reach learners, with the spouses of serving forces personnel being the largest such group in the County. We bid for, and obtained, funding to develop an on-line learning platform with Functional Skills in English and Maths being the first developments. The project met all outcomes and received full funding from ESFA. We have been successful in these developments and programmes

are now underway. The project will be used by spouses due for return to the UK to help prepare them for work on their arrival.

- 8.8 Bespoke courses are delivered for vulnerable young people which help them to prepare for living independently in the community. Much work has been done this year on Human Rights and the focus has been on the learners with learning difficulties and disabilities. The Adult Social Care team have been closely involved and consulted on all aspects of the work and are delighted and highly impressed with the outcome for the learners. Further work will be delivered in relation to increasing awareness of the areas of exploitation currently affecting the UK.
- 8.9 Equality of opportunity is a strength of RALSS as is diversity and learners thrive on the experiences and outlook of their peers.

Areas for further development

- 8.10 Deliver exploitation awareness across the cohort.

9. Behaviour and Attitudes

Grade 1

- 9.1 Exceptional relationships between staff, colleagues and learners produce a positive and respectful atmosphere. This can be evidenced by the number of compliments received and only one complaint in the last three years. Further evidence is that the staff recently won an award in the RCC Team of the Year event.
- 9.2 Staff and learners have developed a fabulous atmosphere of mutual respect where anything which disturbs this i.e. bullying discrimination or abuse is deemed as totally unacceptable and is not tolerated.
- 9.3 We set high standards for ourselves as staff and for learners in terms of behavior and conduct and this is reflected in the general atmosphere of support and co-operation.
- 9.4 We have waiting lists for many programmes and as such attendance is high with learners punctual for lessons. 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.
- 9.5 Learner commitment to education is exemplary. Examples of this include the development of citizenship and 'my place' programmes with SEND learners; the exhibition of learner work held for six weeks in the local library that was developed and managed by learners and by the effort noted in OTLAs.

- 9.6 Learners study effectively, complete homework when it is set and take pride in their and others achievements (see exhibition above).
- 9.7 We have delivered education and training to previous school refusers with excellent results culminating in young people gaining not only qualifications but apprenticeships where previously this would have been unlikely.
- 9.8 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.

10. Apprenticeships

Grade 2

- 10.1 Both retention and success rates, at all levels and age bands, of the apprenticeships are significantly above national averages in all elements. These however come on the back of the previous year's underperformance and as such remain a grade two due to the spikey profile.
- 10.2 All aspects of both the post inspection action plan and the quality improvement plan have been implemented and are partially responsible for the significant improvement and the outstanding results for the year.
- 10.3 The employer is involved in the apprenticeship journey from the outset. The employer agrees to the detail in the commitment statement and all parties' sign up to their part in the process. The employer can request additional qualifications at this point and negotiate which qualifications they require in addition to the Apprenticeship Standard. Employer's views are taken into consideration when shaping the service and as a result the service continues to benefit from repeat business. Employers are surveyed at the midway point and the end of learning which benefits the service early on so any potential issues can be dealt with efficiently and effectively.
- 10.4 Initial assessment is robust and fit for purpose. All potential apprentices complete BKSB prior to starting their apprenticeship. Apprentices will start on functional skills a level above where initially assess at. In some instances apprentices will complete more than one level of maths or English in order to gain the level required. Apprentices who have the correct level of maths and English at their starting point will be offered the level above in order to continue to develop their literacy and numeracy skills. Due to appropriate support being in place at the start of the learning journey barriers are removed resulting in happy confident learners.
- 10.5 All apprentices are seen every 3-4 weeks in the workplace and some courses have a day release element built in. On top of the 3-4 weekly visit there is also a quarterly

Personal Development Review (PDR) which involves the apprentice, the employer and the provider. The PDR captures progress to date, issues involving the placement or the apprentice and also gives the opportunity for self-assessment. The employer and the apprentice are encouraged to set targets especially around softer skills to help to develop the apprentice in the workplace as well as developing the skills needed to complete the framework or the standard. Some learners will receive additional learner support to help them to remove any potential barriers to learning, high levels of individual support allows learners to progress significantly from their starting point.

- 10.6 Assessors are subject specialists who keep up to date with industry changes. All assessors are required to record their continuous professional development (CPD) and submit yearly for scrutiny. Learners benefit from the expertise of tutors and assessors and make good progress as a result. Assessors and tutors are enthusiastic about sharing their knowledge which promotes a positive learning environment. Apprentices report that they enjoy their learning and in the majority of cases progress to the next level.
- 10.7 Knowledge skills and behaviours are taught in partnership with the employer. The PDR allows for targets around softer skills which helps to develop a more rounded apprentice and encourages them to take ownership of their learning.
- 10.8 The majority of apprentices are kept by the employer and offered full-time contracts at the end of their apprenticeship. As a result of completing their apprenticeship learners become more employable and unlock their potential, in many cases learners will move on to other learning or study.
- 10.9 Safeguarding is good. 100% of learners report that they feel safe. Staff are regularly trained and kept up to date with changes to legislation. All young apprentices under the age of 25 complete a confidential questionnaire so staff can put appropriate risk assessments in place if necessary.

Areas for further development

- 10.10 Work with local schools to raise awareness to apprenticeships and employability as a route from Year 11.

11 Appendix 1 – Data 18-19

Table 1: Overall Grading of Provision

| Education Inspection Framework Criteria (EIF) | 15-16 | 16-17 | 17-18 | 18-19 |
|---|-------|-------|-------|-------|
| Overall Effectiveness | 2 | 2 | 2 | 2 |
| Leadership and Management | 2 | 2 | 2 | 2 |
| Quality of Education | 2 | 1 | 2 | 2 |
| Personal Development | 1 | 1 | 1 | 1 |
| Behaviour and Welfare | 2 | 2 | 2 | 1 |
| Outcomes for Learners | 2 | 2 | 2 | 2 |
| Adult Skills | 2 | 2 | 2 | 2 |
| Community Learning | 2 | 1 | 1 | 1 |
| Apprenticeships | 2 | 2 | 3 | 2 |
| Safeguarding of Learners | 1 | 1 | 1 | 1 |

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

| | | Overall | | | | | |
|-------|------------------|--------------------|--------|--------|--------|-----------------|-----------------------------|
| | | Provider Full Year | | | | Variance | National (All Institutions) |
| | | 2015/16 | 2016/7 | 2017/8 | 2018/9 | + or - National | 2017/18 |
| 16-18 | Leavers | 8 | 4 | na | na | | |
| | Achievement Rate | 100% | 100% | | | | 82.1% |
| | Pass Rate | 100% | 100% | | | | 91.6% |
| | Retention Rate | 100% | 100% | | | | 89.5% |
| 19+ | Leavers | 1157 | 316 | 162 | 172 | | |
| | Achievement Rate | 92.1% | 85% | 75% | 88.9% | +6% | 88.3% |
| | Retention Rate | 96.5% | 91.8% | 90% | 85.4% | -8% | 93.4% |
| | | | | | | | |
| Total | Leavers | 1165 | 320 | 162 | 172 | | |
| | Achievement Rate | 92.2% | 85% | 75% | 88.9% | +3.7% | 85.2% |
| | Retention Rate | 96.5% | 91.8% | 90% | 85.4% | -6% | 91.4% |

Table 3: Apprenticeship 4 Year Trends (Overall)

| | | Overall | | | | | |
|-------|------------------|--------------------|---------|--------|--------|---------|-----------------------------|
| | | Provider Full Year | | | | | National (All Institutions) |
| | | 2014/15 | 2015/16 | 2016/7 | 2017/8 | 2018/19 | 2017/18 |
| 16-18 | Leavers | 19 | 18 | 15 | 15 | 12 | |
| | Achievement Rate | 78.9% | 72.2% | 55.6 | 69% | 100% | 69.5 |
| | Retention | | 92.9% | 100% | 92% | 100% | |
| 19-23 | Leavers | 16 | 21 | 13 | 13 | 5 | |
| | Achievement Rate | 81.3% | 81.0% | 85.7% | 51% | 100% | 69.7 |
| | Retention | | | | | | |
| 24+ | Leavers | 19 | 8 | 14 | 13 | 9 | |
| | Achievement Rate | 78.9% | 87.5% | 100% | 55% | 78% | 64.9 |
| | Retention | | | | | | |
| Total | Leavers | 54 | 47 | 42 | 41 | 26 | |
| | Achievement Rate | 80% | 78.7% | 76.1% | 66% | 92.6% | 67.3 |
| | Retention | | | | | | |

Table 4: Apprenticeship 4 Year Trends (Timely)

| | | Overall | | | | | |
|-------|------------------|--------------------|---------|--------|---------|--------|----------|
| | | Provider Full Year | | | | | National |
| | | 2014/15 | 2015/16 | 2016/7 | 2012/18 | 2018/9 | |
| 16-18 | Leavers | 19 | 18 | 15 | 15 | 12 | |
| | Achievement Rate | 78.9% | 61.1% | 55.6 | 69% | 100% | |
| | Retention | | 93 | | 92% | 100% | |
| 19+ | Leavers | 16 | 21 | 13 | 13 | 5 | |
| | Achievement Rate | 75.0% | 76% | 78.6% | 51% | 100% | |
| | Retention | | 89.5% | | | | |
| 24+ | Leavers | 19 | 8 | 14 | 13 | 9 | |
| | Achievement Rate | 63.2% | 87% | 77.4% | 55% | 70% | |
| | Retention | | 100 | | | | |
| Total | Leavers | 54 | 47 | 42 | 41 | 26 | |
| | Achievement Rate | 72.2% | 72.3% | 65.1% | 66% | 87.5% | 59.1% |
| | Retention | | | | | | |

Table 5: Community Learning - 5 Year Success Rates

| | Starts | Retention | Achievement | Success |
|--------|--------|-----------|-------------|---------|
| 2015/6 | 776 | 98% | 94% | 93% |
| 2016/7 | 1046 | 97.4% | 99.5% | 96.9% |
| 2017/8 | 1280 | 95.6% | 99.5% | 95.4% |
| 2018/9 | 1189 | 96.5% | 98.8% | 95.4% |

Table 6: Observations of Teaching and Learning - 4 Year Profile

| | Grade 1 | Grade 2 | Grade3 | Grade 4 |
|--------|---------|---------|--------|---------|
| 2015/6 | 30% | 66% | 4% | 0% |
| 2016/7 | 55% | 34% | 11% | 0% |
| 2017/8 | 62.5% | 25% | 12.5% | 0% |
| 2018/9 | 45% | 55% | 0% | 0% |

12 Appendix 2 – Areas for further development (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 RALSSS Performance Board

| Action | Activity | Procedure / Evidence | Implemented | Review dates |
|--|---|---|-----------------------------------|--------------------------------------|
| Deliver all aspects of the Quality Improvement Plan. | Implement all aspects of the plan | Review at monthly monitoring | All year | Monitoring Meetings |
| Earlier delivery of AEB budget totals with particular reference to reduced budget. | Provide early warning system of AEB position. | Review progress. | 01/10/2019 | Monitoring Meetings |
| PRC to increase AEB retention rates to above national averages | Increase retention to above national Maintain pass rates to above national | PRC to provide monthly reports | All year | Monitoring Meetings |
| 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 |
| Deliver exploitation awareness across the cohort. | Work with RCC x council group. Deliver training at Staff Conference. | Meeting notes Delivery at Conference | All year Sept 2019 | Notes and minutes Handouts |
| Deliver new programmes for social prescribing. | Work with RCC X Council group. Offer either infill to existing or new programmes | Membership of group Programmes in place | All year As required | Minutes Enrolments |
| Continue to use marketing strategies which extend to and engage the 'hard-to-reach' learners with very low level skills. | Determine new marketing strategies Deliver Internships Continue to offer on-line as a viable option for functional skills | Multi media campaigns Job coach in place Offer to forces in place | Sept 2019 Aug 2019 All year | Completed Completed Enrolments |
| Work with local schools to raise awareness to apprenticeships and employability as a route from Year 11. | | | | |

13 Feedback and Case Study

"Lessons have always been varied and interesting... My language skills abroad have been enhanced... [The tutor] is an excellent teacher!" - Spanish

"There is a lovely atmosphere in the class; lessons are well planned, smartly paced and interesting. The course continues to be great fun – [the tutor] is an excellent teacher." – Italian

"This course has helped build my confidence and improve my Maths skills...it has helped having a small class. I learnt lots of new things. - First Steps Maths

"It has given me more confidence in writing...I feel like I can write an email and a formal letter now." – First Steps English

"It has been a fantastic course, and I now know how to manually take a photograph rather than relying on Automatic mode. A great short course – I can't wait for the next one!" – Photography

"I have become more adventurous, more free and more colourful! A lovely, relaxing and informative course." - Watercolour

"A really informative and interesting session...will make life easier and more efficient in the office. I have learnt so much – a brilliant course!" – ICT

"This course helped to develop new skills...broadened my knowledge of the planet." - Understanding Our World

"The course has given me skills and techniques I can use within my role...a great insight into Counselling...well delivered and theory was interesting." – Introduction to Counselling

"The course was fantastic...my favourite moment was going on a train. It helped me experience life and gave me travel experience." – Preparing for Adulthood

Case Study:

A learner with additional needs joined RALSS in 2015, when he started studying First Steps Maths. In 2017 he joined the First Steps English class, and moved onto the Understanding Our World class later that year. He also joined the Drawing class and successfully sold one of his pieces in RALSS' recent Exhibition.

In First Steps Maths, Jonathan has passed Entry Level 2 and is working towards Entry Level 3. In First Steps English, Jonathan has achieved Entry Level 1 in 2018 and is now studying for Entry Level 2.

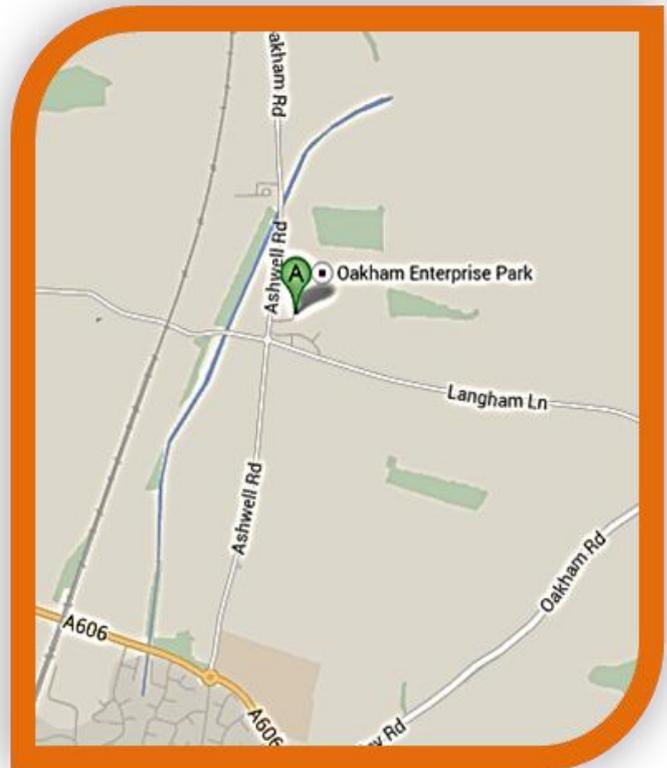
As a result of his progress and interest in Understanding Our Word, Jonathan has become a volunteer at Oakham Castle, helping prepare for school visits and taking part in a variety of activities including gardening.

Rutland Adult Learning & Skills Service

Unit 16a, Ground floor
Gate 2
Oakham Enterprise Park
Ashwell Road
Oakham
Rutland
LE15 7TU

Directions:

From the A606 (Burley Park Way/Oakham Bypass), following signs to Oakham Enterprise Park, turn onto Ashwell Road. After about a mile, cross the mini-roundabout and immediately turn right into Gate 2 – we have blue gates. Drive past Rutland Cookery School and Oakham Day Nursery, and our building is on the left. There is plenty of free parking available.



Get in touch:

Phone: 01572 758122

Email: adultlearning@rutland.gov.uk

Website: www.ralss.org.uk



Rutland Adult Learning & Skills Service



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