

Self-Assessment Report 2021-2022



Adult Learning & Skills Service

In Partnership with

Stamford
College



Rutland
County Council

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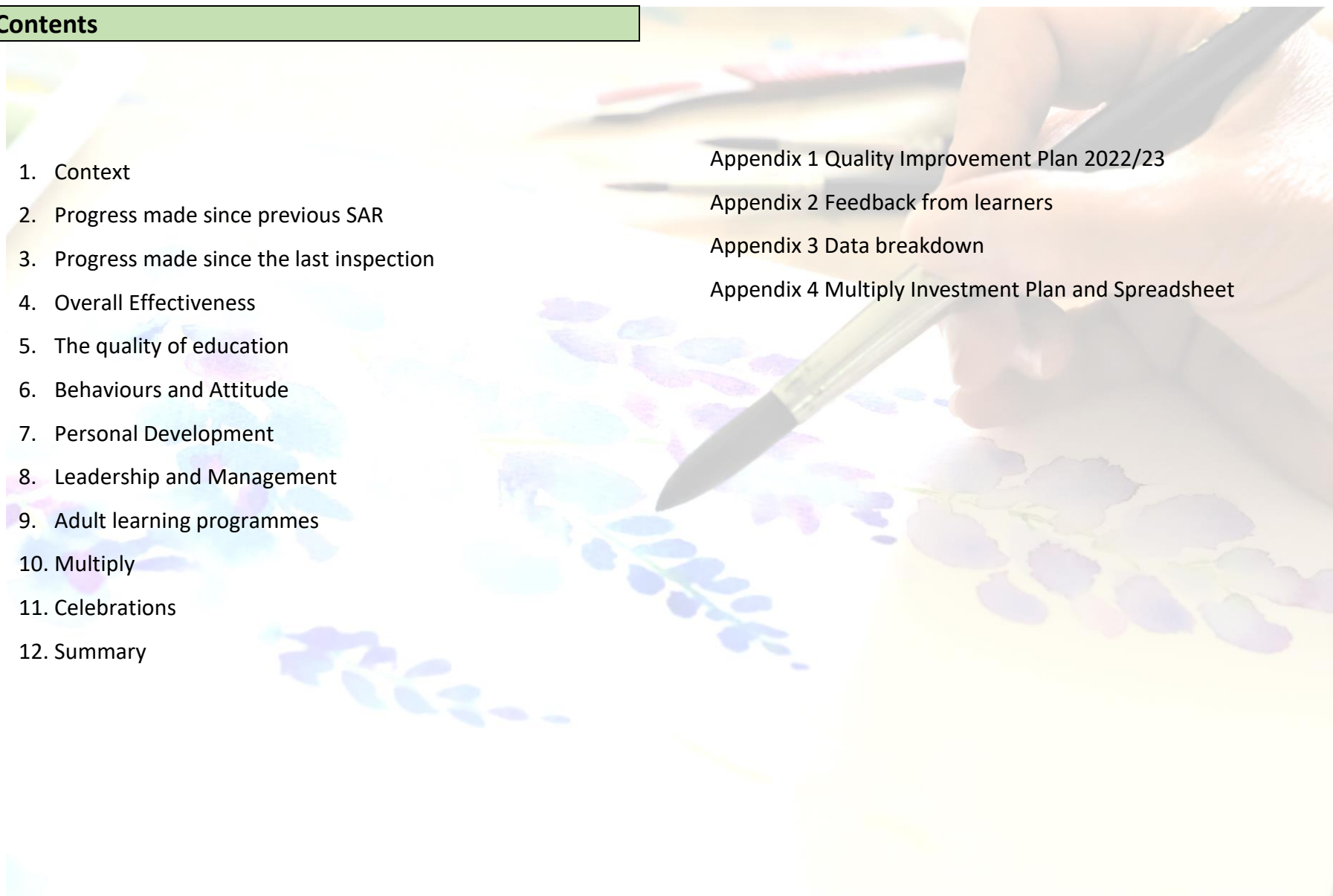
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Context

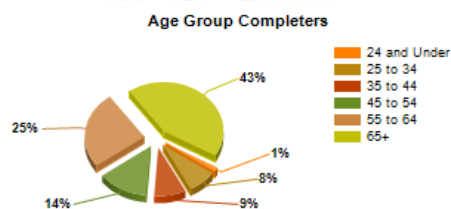


Rutland is the smallest county in England with a population of 41,000¹ an increase of 9.7% in the last 10 years.

This population increase is higher than 6.6% nationally and 7.7% in the East Midlands.

When looking at population changes, there has been growth in the 65 years and over

aged group with an increase of 31.2%. This fits in with the community learning age breakdown from 2021/22.



The Rutland Adult Learning and Skills Service in collaboration with Stamford College – Inspire Education Group, offers a range of learning opportunities to upskill and boost productivity, pay, jobs and living standards, delivered through our well-equipped building on the outskirts of Oakham. Rutland Adult Learning and Skills Service (RALSS) has been based at Oakham Enterprise Park (OEP), on the outskirts of Oakham since October 2014 and is part of Rutland County Council.

In the year 2021-2022, Rutland Adult Learning and Skills Service has continued to adapt and reflect on its provision, whilst dealing with challenges including the ongoing effects of the coronavirus pandemic.

This provision is an important service provided by Rutland County Council and sits within the Learning and Skills Service. The service strategically fits within the councils 'Corporate Strategy 2022-2027' and focuses on the following five priorities.

1. **A special place:** Sustaining a vibrant rural county that harnesses the enterprise of its businesses, the ambition and creativity of its residents, and the passion of its local communities.
2. **Sustainable lives:** Living sustainably and combatting the climate crisis through the power of choice, the removal of barriers, and real collective action.
3. **Healthy and well:** Promoting health, happiness, and wellbeing for people of all ages and backgrounds.
4. **A county for everyone:** Celebrating diversity and ensuring everyone has the opportunity to live well, be heard and overcome any challenges they may face.
5. **A modern and effective Council:** Transforming the way we work to deliver effective and efficient services fit for the future.

The Rutland Adult Learning and Skills Service supports the following commitments that have been identified in the strategy:

- Inclusive Education
- Supporting local businesses
- Customer experience and digital – using digital services and online offers

As a result of the **Greater Lincolnshire local skills report 2022**, the service is aware of the workforce locally and how we can support with: Computer literacy/basic IT skills, Reading and understanding and Problem solving. This has been taken into consideration when planning for courses and the 'Multiply investment'. By using this data, we can target the 14% of residents who do not have a Level 2 qualification.

¹Census2021 Rutland population change, Census 2021 – ONS

Working in partnership with Stamford College - IEG, RALSS offers a range of informal and formal learning opportunities, from entry-level courses to professional qualifications, interview support and confidence-boosting programmes in a range of community settings, we strive to:

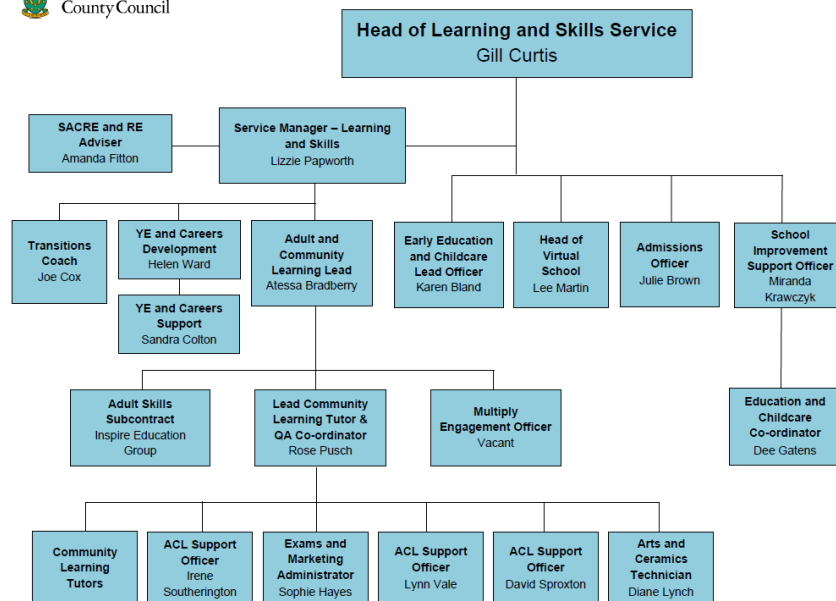
- Reduce isolation, promote interaction and integration, and bring people together
- Help adults get onto the skills ladder and gain, retain and progress in the workplace
- Support adults to participate fully in work and life, navigating life's challenges and becoming creative and cultural producers

Covid

Rutland Adult Learning and Skills Service is a small provision and the funding we receive is not supplemented by additional funding from the Local Authority. Therefore, we operate within our allocated ESFA provision. At the end of the academic year 2020-21, we completed a business case to avoid a claw back of funding for the academic year 2021-22, as this would have had an impact on our ability to continue to deliver much needed and valued learning to our community.



Learning and Skills Service – November 2022



*Multiply Engagement Officer now recruited – Sue Brown



Progress made since the last SAR

The following areas for development were identified in the 2020/21 SAR:

Area for development	Progress made
Delivery of AEB budget totals with particular reference to reduced budget.	<ul style="list-style-type: none">○ In spite of more online courses and increased monitoring of the subcontract the AEB budget has still been underdelivered.
IEG to increase AEB retention rates in line with the KPI's	<ul style="list-style-type: none">○ Retention rates have improved despite the legacy of Covid.
Continue to use marketing strategies which extend to and engage the 'hard-to reach' learners.	<ul style="list-style-type: none">○ Following on from the County wide survey conducted by RCC, which included questions about training and upskilling needs for individuals and employers, our curriculum was devised based around the responses.○ Online learning is marketed via social media and RCC websites.○ We have attended job fairs and liaised with JCP Stamford to identify the needs of their clients. We reach out to Community and Voluntary sector organisations for referrals.
Develop tutors' knowledge and skills as Observers of T & L	<ul style="list-style-type: none">○ Peer reviews are scheduled to take place in the Summer term. We will be producing documentation to identify best practice and sharing opportunities.

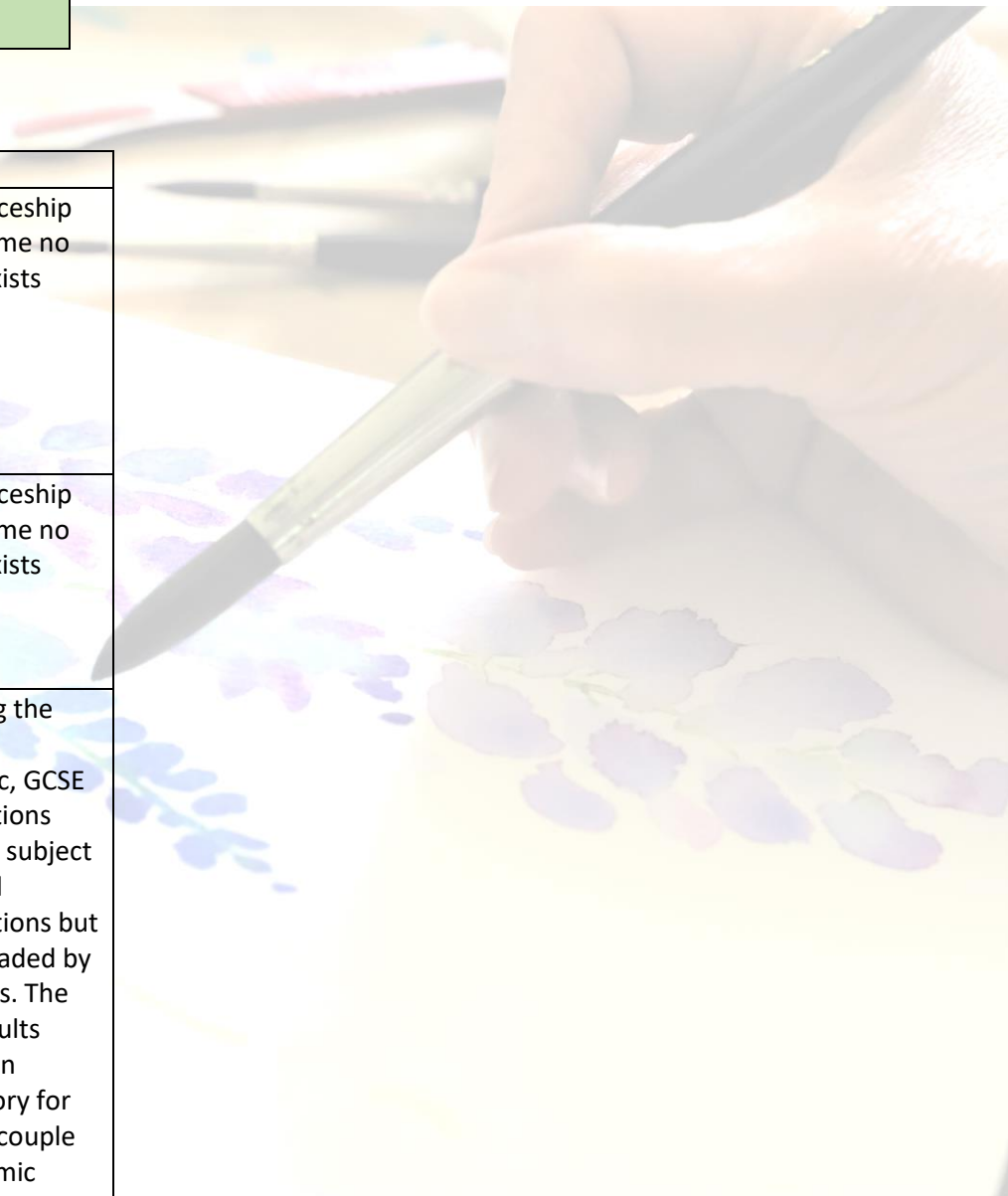
Develop CL online provision if and where appropriate.	<ul style="list-style-type: none">○ We are currently looking at introducing some online ESOL courses to support those learners who are in work or have childcare commitments and find it difficult to attend face to face lessons.
CL tutors to seek more training opportunities to enhance skills and practice.	<ul style="list-style-type: none">○ Pottery tutors have attended external courses to increase their knowledge of glazes.○ All tutors have been invited to attend a training session hosted by an external consultant to cover:<ul style="list-style-type: none">-Understanding and clarifying effective teaching and learning-How learners retain knowledge-How to approach planning-Course content and progression
CL tutors to challenge further their learners' aspirations & intentions re next stage of learning	<ul style="list-style-type: none">○ Tutors asked to research possible progression opportunities, discuss with learners, and add this to their Individual Learning Plans.
Seek out training opportunities for CL tutors to increase awareness and understanding of vulnerable learners	<ul style="list-style-type: none">○ Safeguarding, prevent and county lines training is offered through Rutland County Council and additional information is given to tutors to increase learner awareness of these issues.○ In addition, emergency first aid at work is offered and a sign along course has been offered to all staff and to external candidates.



Progress made since the last inspection (2018)

The following areas for development were identified in the 2018 inspection:

	Area for development	Progress made
Leaders and those responsible for governance should ensure that:	PRC's management and delivery of the apprenticeship programme continue to receive careful scrutiny and monitoring so that in-year improvements in retention and achievement become consolidated and strengthened	➤ Apprenticeship programme no longer exists
	PRC's managers and assessors work with employers to provide sufficient off-the job training and suitably challenging targets to help apprentices reach their full potential	➤ Apprenticeship programme no longer exists
	they identify the reasons for learners' poorer performance in GCSE English and take appropriate actions to help more learners achieve a high grade in this subject.	➤ Following the Covid 19 pandemic, GCSE qualifications were not subject to formal examinations but rather graded by the tutors. The GCSE results have been satisfactory for the past couple of academic years.





Overall Effectiveness

Good

Grades up to 2018 (Ofsted Common Inspection Framework)	SAR 2017/18 Ofsted 2018		SAR 2018/19		
Overall effectiveness of provision	2		2		
Effectiveness of Leadership and Management	2		2		
Quality of Teaching, Learning and Assessment	2		2		
Personal development, behaviour, and welfare	1		1		
Outcomes of learners	2		2		
Grades from 2019 (Ofsted Education Inspection Framework)	SAR 2019/20	SAR 2020/21		SAR 2021/22	
Overall effectiveness of provision	2	2		2	
Quality of Education	2	2		2	
Behaviour and attitudes	1	1		1	
Personal development	1	1		1	
Leadership and management	1	1		2	
Types of provision Apprenticeships	SAR 2017/18 Ofsted 2018	SAR 2018/19	SAR 2019/20	SAR 2020/21	SAR 2021/22
Apprenticeships	2	2	2	2	2
Adult Learning Programmes	2	2	2	2	2
Learners with high needs	2	2	2	2	2

Key Strengths

- Rutland Adult Learning and Skills Service has a new and ambitious leadership and management team, who are supported by the local authority (LA), Performance Board and the ESFA. At the LA, the service can utilise a range of professionals for support around: finance, HR, procurement, contracts, and other areas. Through this strong partnership work, the service is suitably challenged, and strategic actions are closely monitored.
- Through clear communication to our stakeholders, we have established the intent of our curriculum and how we can work together to support our community and wider. The implementation of the curriculum is also good with tutors working with their learners to shape their learning experience. With a mix of online and face to face learning, standards of teaching and learning is high and learner feedback is positive. Strong partnership working with Inspire Education Group (IEG) ensures that the subcontract is regular monitored and fulfils its responsibilities.
- We have responded to the changing needs of the community by supporting adults fleeing Ukraine by offering: ESOL classes, Pottery sessions, Watercolour with English and English conversation classes.
- Teaching, learning, and assessment remains good due to regular quality assurance processes. This has identified good teaching and learning across classes and this good practise is then shared and modelled to support any underperformance.

- As a service, we pride ourselves with effective safeguarding practise and work collaboratively with our Community Safety Manager to make sure clear messages are shared. We always maintain an attitude of 'it could happen here' when faced with a concern relating to a child or an adult.

After 2 years of lockdown, this is my first class and venture out of the house to mix with non-family members. I felt safe and really enjoyed the session.

- Over the last year, we have shared our building with community care and have worked together to support some of our more vulnerable residents. As well as working closely with community care, we have also continued our work with the wider community including Job Centre Plus, Education settings, Armed Forces, Food bank, local employers, and Citizens Advice.

The Quality Improvement Plan (QIP) has been created for the year 2022/23, based on our strategic actions. This QIP is shared with our Performance Board at regular intervals throughout the year and progress is shared. This can be found in **Appendix 1**

Areas for improvement

- As a new leadership team, we will continue to learn through Continuing Professional Development (CPD) to gain skills, knowledge and experience that will benefit the service and community. This includes the management of our subcontract as we move from one provider to another in 2023.
- To strengthen our links with the volunteers and organisations within the local community to support our service and the multiply initiative.



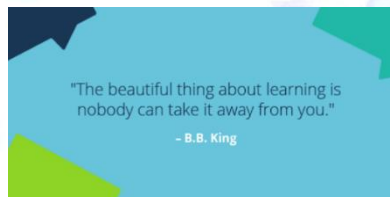
The quality of education

Good

Intent

You're 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.

You have designed your curriculum offer to meet specifically the needs of the communities that you serve. In particular, your links with a nearby army barracks, local schools and small- and medium-sized employers have resulted in a clearly defined curriculum that meets the learning needs of army families, school leavers and employees (Ofsted 2018)



Strengths

- Leaders ensure that the Adult Learning and Skills Service strategically fits within the councils 'Corporate Strategy 2022-2027' and focuses on the following five priorities: **A special place, Sustainable lives, Healthy and well, A county for everyone and A modern and effective Council.**
- With the input of the community through the '**Future Rutland Conversation**', feedback from courses and the **Greater Lincolnshire local skills report 2022** we have designed a curriculum that fits in with the county's priority of '**A county for everyone**'.

- By working collaboratively with our sub-contractor: Inspire Education Group (Stamford College) on our curriculum, we are able to deliver a variety of accredited qualifications to adults in and around Rutland. Through monthly meetings with our sub-contractor, increasing to fortnightly when necessary: we can discuss actions so we can make changes promptly when needed.
- Before learning takes place, formal and informal assessments happen to tailor the learning journey for each individual so they can attend a class that is both accessible and challenging. Using feedback from learners and tutors has tailored these assessments to iron out any inconsistencies to lessons that learners attend. As a service, it is important to identify individual targets and goals that fit with their individual circumstances. Learners may access courses that can lead them into direct employment or to support their own independence and wellbeing.

"The Functional Skills Maths course is excellent. It's provided me with the right skills, knowledge and understanding to progress in further education and life in general. I am more confident and independent."

Implementation

Tutors have high expectations of their learners and expect them to achieve and progress well. The standard of work of many learners is high (Ofsted 2018)

- Through well planned lessons and individual learning plans, learners achieve well with individual needs being met.
- Through regular quality assurance processes teaching and learning is judged as good or better. This has led to high quality outcomes.
- Learners have access to high quality IAG (Information, advice, and guidance) at Rutland Adult Learning and Skills Service.

Impact

- Learners produce high quality work due to the careful planning of a rich curriculum.
- The service provides excellent facilities and links with the local community.

Areas for improvement

- Consistency of initial assessment procedures
- Develop tutor peer reviews and sharing of good practise for experienced and new tutors



Behaviours and Attitude

Outstanding

...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)

Strengths

- There is an exceptional relationship between staff, colleagues, and learners, creating an environment that is both positive and respectful. This can be evidenced by the compliments that are received from learners past and new.
- Staff and learners appreciate each other, and this is evidenced through the British Values of Mutual respect and tolerance.
- The service sets high standards for its staff and learners in terms of behaviour and conduct and it is evident that colleagues and students support and value each other. Because of this culture, we have waiting lists for many programmes and attendance is high with learners punctual for lessons.
- Through learning walks and reviews of attendance data it shows that most learners are punctual and prepared for learning. This has also been discussed at regular monitoring meetings with our sub-contractor.
- The commitment of learners is shown through the pride they take in their work and as well as hosting stalls on markets, the RALSS' next Arts and Ceramics Exhibition, will showcase work at Rutland County Museum.

- As part of the RALSS' Arts offer, which includes Pottery, Watercolour, Fused Glass and Drawing, some of our Arts learners, having been inspired by what they've learnt with us, and gone on to sell work that they've produced or even considered a career in that subject.

Areas for improvement

- Continue to prioritise regular mandatory training of tutors and staff by Inspire Education Group and RALSS covers peer on peer sexual abuse, prevent, radicalisation, county lines, ACT, safeguarding and other forms of abuse.



Personal Development

Outstanding

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)

Strengths

- As a service, we pride ourselves on providing information, advice, and guidance to our learners before, during and after their learning journey with us. Before the pandemic, RALSS offered a range of informal and formal learning opportunities that not only allowed learners to gain employment, skills and qualifications but also supported: health, wellbeing, integration, and inclusion.
- During the pandemic, the service had to adapt, and the introduction of online learning helped to keep as many courses running as possible. This was a learning curve for staff and learners alike with training put in place to support with accessing courses virtually.
- By supporting each other, the staff could work collaboratively together to help set up online learning through a range of platforms including teams. This allowed learners to continue with their classes but more importantly stay in touch with each other to support their own wellbeing. As a service that strives to reduce isolation, promote interaction and integration online learning and regular contact with our learners was our top priority.

- Due to the nature of the lockdowns, we continued to reflect and change our risk assessments to support our learners with reintegrating to face to face learning. However, we could also learn from the pandemic and keep adaptations that work well. This is reflected in our new curriculum where a hybrid approach to working, and learning has been introduced.

- Each year, we reflect on how we can improve the quality of our curriculum and through the tutor course review reports we can share good practise on how tutors develop and discover their interests and talents beyond the academic curriculum, including self-confidence, independence or improved mental health.

- In the courses available at RALSS, it is important to offer a wide range of personal development opportunities, and this will be tailored to each individual learner. For example, in the 'Independent Living and Life Skills Courses' one learner needed support with completing tasks independently. By working with the learner and family, the developments in independence have created an understanding of social responsibility and the use of fine motor skills. This learner then progressed with taking on a new role as a helper within the group.

*"I am a helper now. I
am still a learner too.
I have a badge with
the words on it."*

- British Values is embedded through our curriculum, evidenced through learning walks, briefings, and tutor course review reports.

Areas for development

- Consistent delivery of the awareness and understanding of the fundamental British values, Prevent, radicalisation and extremist views and abuse.



Leadership and Management

Good

Strengths

- The leadership team continues to liaise with other providers at a local and regional level and has strong strategic links across the local authority. The service is held to account through regular Performance Board meetings where targets and actions are discussed and challenged. The Performance Board consists of senior management leads including Strategic Director for Children and Families and the Portfolio Holder for Education and the Children's Services.
- The service has high expectations of staff and learners, and achievements are monitored on a monthly basis. These monthly meetings are vital in ensuring that the curriculum meets the needs of the learners, and the quality of education is to a high standard. When needed these meetings are held on a more regular basis when rapid change is needed.
- Regular finance meetings are held to discuss the budget and the monitoring of the budget from the LA is rigorous and challenging.
- Self-assessment processes are used to inform future provision and all courses have a completed tutor course review report. These reports have been essential for tutors to reflect on what works well and what changes need to be made to improve the learning experience further.

- All members of staff are encouraged to discuss CPD requirements and keep up to date with their skills and knowledge. This good practise enables tutors to keep up with new developments in teaching and learning and in time share this good practise with others. With a new management structure, CPD has been crucial to develop new skills and transfer already existing skills to the service.
- Quality assurance procedures have been updated and strengthened and key findings of strengths and areas of development are shared quickly. This has been developed further through the introduction of learning walks rather than formal lesson observations.
- Safeguarding practises are effective and leaders adopt and deliver safer recruitment practises. Through inset days the local Community Safety officer can provide updates in a local context. The Designated Person for Safeguarding Vulnerable Adults keeps the service up to date with good practice and information surrounding the safeguarding of adults.
- Leaders and managers have taken on learning from the Covid-19 pandemic, by continuing with hybrid learning with a mix of face to face and online learning opportunities to meet the needs of all learners.

Areas for development

- Develop engagement with the community and local employers
- Greater flexibility of provision to offer courses across the county
- Increase the uptake of AEB learning through the current sub-contractor.



Adult learning programmes

Good

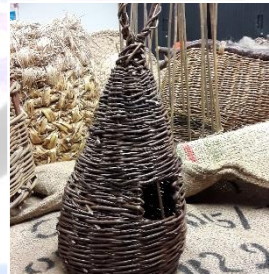
Strengths

- RALSS works in partnership with Stamford College to offer a range of learning opportunities including English and maths from basic Skills to GCSE along with a range of online qualifications. Arts and language courses are popular and continue to fill up quickly. ESOL courses continue to support the local community as the need increases.
- Community learning courses are thriving and continue to be popular for the learners of Rutland. These courses allow our learners to pursue their interests and develop new skills, but more importantly encourage a sense of community, local pride and belonging.
- Supporting learners with Information, advice, and guidance (IAG) is a priority for the service and staff can help with creating or updating CV's or supporting with job search skills for free.
- Collaborative working with Community Care. The wider learning and Skills team, Adult Social Care and the Inclusion team enables the service to focus on 'hard to reach' and vulnerable earners and this will continue to improve with the engagement side of the Multiply Initiative.
- Teaching, learning and assessment is good. 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.

Areas for development

- To use a range of approaches to reach those hard to engage learners in the rural community.

Willow basketry



Independent Living - Cooking



Independent Living - Gardening



Watercolour



Watercolour



Understanding Our World



Adult education data

AEB data		2017/18	2018/19
16-18	Leavers	4	4
	Achievement rate	100%	100%
	Pass rate	100%	100%
	Retention rate	100%	100%
19+	Leavers	162	172
	Pass rate	88%	85%
	Retention rate	92%	90%
Total	Leavers	166	176
	Achievement rate	88%	89%
	Retention rate	92%	85%

AEB data		2019/20	2020/21	2021/22
19+	Leavers	128	126	74
	Pass rate	88.3%	76.74%	86.67%
	Retention rate	88.5%	68.25%	81.08%

Community Learning - 5 Year Success Rates

	Starts	Retention	Achievement	Success
2017/18	1280	95.6%	99.5%	95.4%
2018/19	1189	96.5%	98.8%	95.4%
2019/20	902	97.5%	98.2%	96.5%
2020/21	737	97.01%	99.3%	96.34%
2021/22	936	97.09%	98.89%	96.02%

NB: There has been no 16-19 funding allocation since 2018-19

Apprenticeships

	2017/18	2018/19	2019/20	2020/21	2021/22
Leavers	41	26	10	7	12
Success rate	66%	92.6%	100%	57.14%	66.67%
Retention			80%	57.14%	66.67%

NB: In 2021/22 the final apprenticeships completed. RALSS will no longer have this service.



Multiply

Multiply

- In June 2022, Rutland Adult and Learning Skills Service submitted the Multiply Investment plan. The service were successful and have been allocated £43,633.56 for the first year.
- The first year of the plan will focus on the initial identification, engagement and participation of the target group by an appointed Engagement Officer to ensure that hard to reach or unknown participants do not miss out on this opportunity.
- Rutland County Council Adult and Community learning currently offers fully funded maths courses up to level 2 as part of the legal entitlement and engagement with this target group will be essential in order to identify a different cohort from existing to avoid any duplication. By engaging with local businesses, we can identify and develop a relevant and complimentary program of numeracy upskilling which will not duplicate existing AEB provision.
- Multiply provision will include an element of IT skill development, to enable participants to continue to develop numeracy skills and understanding through additional independent on-line/ digital offers, including Multiply digital platform, and removing any potential for dependency.
- Further engagement and participation will be encouraged through a range of practical activities in partnership with local sports, leisure and recreation providers with the intention of increasing mathematical confidence through an inclusive, fun and less formal approach. The aim is to provide a supportive program of learning for those needing the first steps towards formal qualifications.



Celebrations and student successes

Two learners achieved a Level 1 qualification in the First Steps English class – the first exam they had ever taken.

All students in the Functional Skills English class have achieved their Level 1 reading and speaking, listening and communicating components.

"I have recently passed AAT Level 2 Foundation in Accounting with Rutland Adult Learning and passed with distinction...I am very much looking forward to starting Level 3!"

All GCSE English students achieved distinctions in their spoken English component.



**Rutland Adult Learning & Skills Service
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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.



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Monday to Friday
8.30am – 4.30pm

