

Self-Assessment Report 2022/23



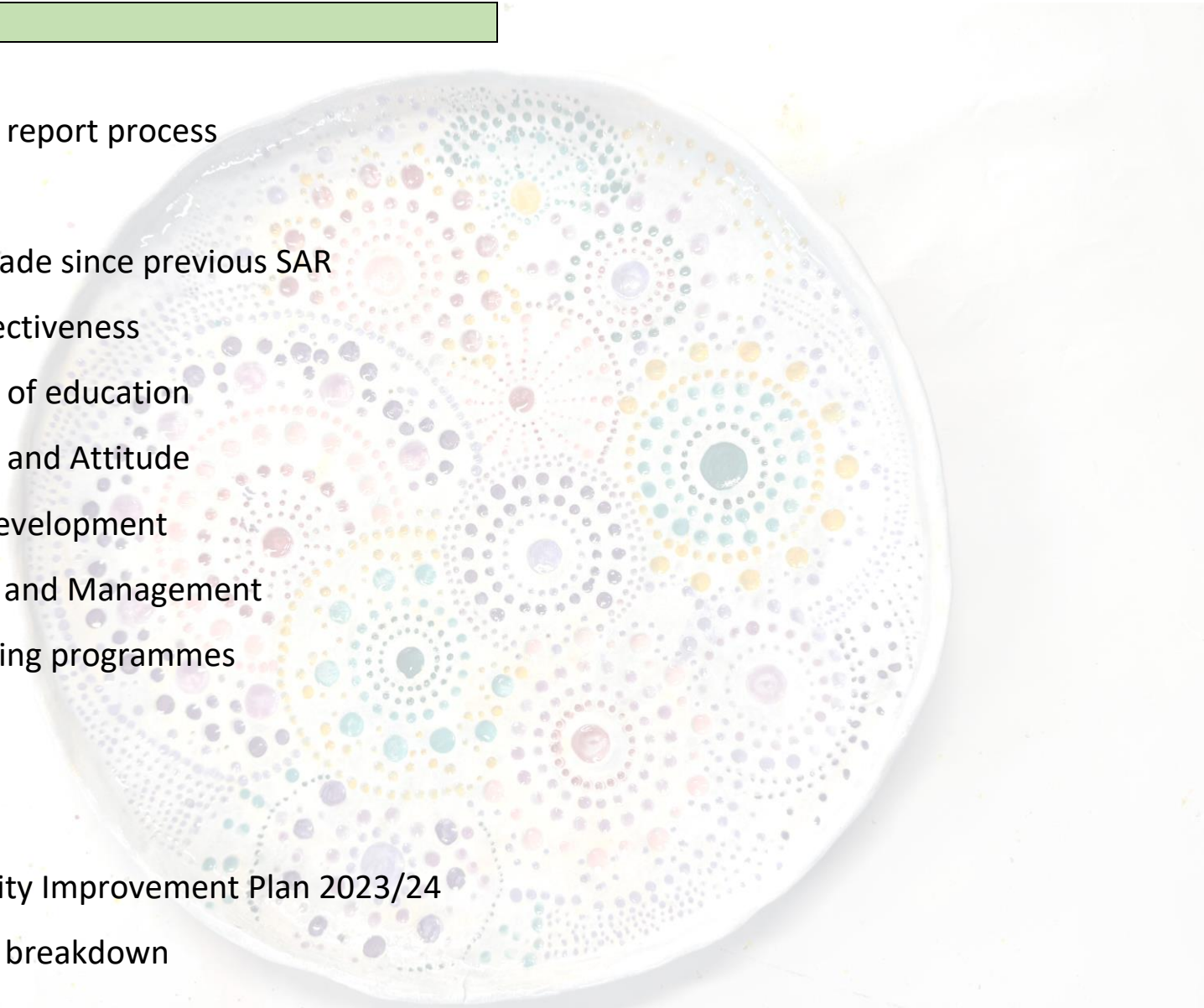
Rutland
County Council

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The Annual Report Process

Rutland Adult Learning and Skills Service (RALSS), as part of Rutland County Council, produces a self-assessment report (SAR) each year celebrating our learners and the achievement they have made in the year. This document is established by drawing together and highlighting activities and progression in a range of organisational actions such as skills, community learning and classroom-based learning. We work on this together, reminding ourselves of the why, and by reflecting on our vision and values.

Intent

Rutland Adult Learning and Skills Service has developed a curriculum that is designed to meet the needs of Rutland's growing population and rural locality. The quality offer, which has been created through employer and community engagement and intelligence, supports learners on their journey to progression and fulfilment. With a focus on lifelong learning – we warmly welcome adult learners of all ages and encourage learners to follow their dreams and interests - whatever their age. By following the Latin motto – Multum in Parvo “Much in Little,” adopted by Rutland County Council, we ensure that our curriculum focusses on quality rather than quantity.

Implementation

By recognising the changing demographics of Rutland, we understand the need for a curriculum that supports the economically inactive who make up 28.4% of the population, while also meeting the needs of other adults in Rutland. The curriculum is structured carefully and is sequenced in a way to support learners starting points and individual journey. Each course allows learners to become immersed in knowledge, experiences, and opportunities that they can then use in work and life.

Tutors are skilled to ensure that all learners make progress, whatever their starting point. Through quality first teaching methods, target setting, assessments, and interventions - learners achieve well in a nurturing and calm environment.

As a service, 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.

Impact

The impact of our service can be clearly evidenced through:

- Learner achievement data
- Attendance
- Behaviour and attitudes
- Learner Surveys
- Compliments and feedback
- Learner voice
- Observations and learning walks
- RALSS performance board

Skills Statement

As a service, we have started to build upon our work with employers and this has been enhanced through the work we have undertaken with the Multiply Initiative. We have looked at the local, regional, and national context to develop our curriculum and this aligns with our three-year plan, which is incorporated within our QIP. Through our Multiply Engagement Officer, we have developed further links with the community, and this has enabled us to make plans to deliver courses across the county.

Context

The Rutland Adult Learning and Skills Service, 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 2022-2023, Rutland Adult Learning and Skills Service has gone through a period of rapid change, due to the service bringing its entire offer back in house in the absence of a sub-contractor. 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 using digital services and online offers

As a result of the **Greater Lincolnshire and Rutland - Local Skills Improvement Plan 2023**, the service is aware of the workforce locally and how we can support with the key themes:



<https://www.nomisweb.co.uk/reports/lmp/la/1946157132/report.aspx>

By using this information, we can ensure that our curriculum supports the needs of employers and the local community. As a service we can focus on supporting with the following priorities:

- Quality Information, Advice and Guidance (IAG) – with a focus on including information about skills and aptitudes in CV writing.
- Essential skills programme
- Including courses that focus on Digital and IT Skills and include these skills in other courses



Progress made since the last SAR

The following areas for development were identified in the 2021/22 SAR:

Area for development	Progress made
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	<ul style="list-style-type: none">○ Service Manager is completing a Level 5 course in Leadership and Management○ Nominee training completed○ DfE meetings attended○ Hoxex – Adult learning group offering professional development and training courses accessed where appropriate.○ Fusion skills and personal learning journeys/ IAG Matrix/Funding changes/LSIP updates on emerging themes.○ The Subcontract ended with IEG (Stamford College group) on 31st July and qualification delivery was taken in-house.
To strengthen our links with the volunteers and organisations within the local community to support our service and the multiply initiative	<ul style="list-style-type: none">○ Our Multiply engagement officer works within the community and voluntary sector to make contact with the hard-to-reach residents who would benefit from the support we can offer. This work will be further strengthened and extended by our Employer engagement officer.
Consistency of initial assessment procedures	<ul style="list-style-type: none">○ Additional checks were put in place to ensure learners accessed the correct course for their levels of skills and further screenings were taken by learners who were identified as having additional needs.
Develop tutor peer reviews and sharing of good practise for experienced and new tutors	<ul style="list-style-type: none">○ Peer observations took place in the summer term allowing good practice to be shared and ensuring new tutors become familiar with the process.

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.	<ul style="list-style-type: none">○ An audit was conducted by the management team of the mandatory training to assess where there were any gaps or out of date training. RCC has since published a 3-year cycle for mandatory training.
Consistent delivery of the awareness and understanding of the fundamental British values, Prevent, radicalisation and extremist views and abuse	<ul style="list-style-type: none">○ An external consultant was commissioned to cover the delivery of British Values etc and tutors were provided with resources for use in classrooms to ensure consistency of delivery.
Develop engagement with the community and local employers	<ul style="list-style-type: none">○ This priority has been covered by the work of our Multiply engagement officer during her work for us.
Greater flexibility of provision to offer courses across the county	<ul style="list-style-type: none">○ Several different venues have been used to deliver courses and we are continually seeking to deliver locally where the need is identified.
Increase the uptake of AEB learning through the current sub-contractor	<ul style="list-style-type: none">○ Participation in Adult education courses increased from 74 in 2021-2022 to 101 in 2022-23 an increase of 26%. This was partly due to RALSS in house delivery.
To use a range of approaches to reach those hard to engage learners in the rural community	<ul style="list-style-type: none">○ Through the Multiply Initiative, the Multiply Engagement Officer has engaged with learners through a range of engagement activities.



Overall Effectiveness

Good

Grades up to 2018 (Ofsted Common Inspection Framework)	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	SAR 2022/23
Overall effectiveness of provision	2	2	2	2
Quality of Education	2	2	2	2
Behaviour and attitudes	1	1	1	1
Personal development	1	1	1	1
Leadership and management	1	1	2	2

Types of provision	SAR 2018/19	SAR 2019/20	SAR 2020/21	SAR 2021/22	SAR 2022/23
Apprenticeships	2	2	2	2	NA
Adult Learning Programmes	2	2	2	2	2
Learners with high needs	2	2	2	2	2

Key Strengths

- This year, the ambitious leadership and management team, have been well supported by the Education and RALSS Performance Board and colleagues at Rutland County Council. Members of the team have also been nominated in the RCC Staff Awards.
- The actions set out in the quality improvement plan have been completed and a three-year plan has been put in place to develop the strength of the service further.
- Teaching, learning, and assessment remain good across all aspects of the provision. Quality Assurance Processes have identified effective teaching and learning, and any underperformance is identified and acted on swiftly.
- There is strong partnership work with internal services of RCC (including finance and property) and with wider community groups. Leaders and Managers regularly attend local and regional meetings including Learning Disability partnership board/Family Hub Steering group/Holex Summer and Winter Networking Event/Leafea regional group meeting/Leicester Recovery College (NHS)/Violence Reduction Network group/Prevent Network for Leicestershire and Rutland/DWP meetings/Regional Safeguarding Network.
- The service has supported people with Special Educational Needs and/ or Disabilities (SEND) from benefits and into the world of work through Supported Internships. The transitions coach successfully supported a supported intern at the council in the Learning and Skills Team. The intern was then successful in gaining employment in the SEND team.



The quality of education

Good

"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)

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)

'Learning is a treasure that follows its owner everywhere.'

Learners have developed concentration skills and confidence in their own learning abilities. Quote from learner: "You're using your brain all the time."

Strengths

- Rutland Adult Learning and Skills Service has developed a curriculum that is designed to meet the needs of Rutland's growing population and rural locality. The quality offer, which has been created through employer and community engagement and intelligence, supports learners on their journey to progression and fulfilment. With a focus on lifelong learning – we warmly welcome adult learners of all ages and encourage learners to follow their dreams and interests - whatever their age.
- By following the Latin motto – Multum in Parvo "Much in Little," adopted by Rutland County Council, we ensure that our curriculum focusses on quality rather than quantity.
- Rutland Adult and Learning Skills Service continues to offer a curriculum that meets the need of the community and by using information such as the **Lincolnshire local skills report 2022** the curriculum fits in with the county's priority of '**A county for everyone**'.
- In the last year, the service has worked collaboratively with Inspire Education Group (Stamford College) on the curriculum, to deliver a variety of accredited qualifications to adults in and around Rutland.
- Tutors have the knowledge and skills to deliver lessons that will engage and interest learners. In the Independent Living classes the course is designed with contributions from learners, parents, support workers and community care coordinators.
- Tutors value next steps for learners, and quality Information, Advice and Guidance is available to discuss employment, further training opportunities and opportunities to showcase their work.

The Arts and Ceramics Exhibition was a fantastic opportunity for learners to show case their work, from the last few years.

- As a service we have adapted the way we complete formal and informal assessments before learning takes place, using feedback from tutors and learners. The assessments tailor the learning journey for each individual so they can attend a class that is both accessible and challenging. 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 First Aid at Work course was by far the best First Aid course I've attended.'

- Retention, achievement, and success rates remain consistently high on community learning courses.
- Tutors plan their lessons effectively due to the careful assessing of learners starting points. In sessions tutors are flexible with their plans so they can differentiate to meet individual needs. For each lesson there is clear purpose and learners are clear on what skills and knowledge they need to achieve to be able to move forward.

- Tutors have access to CPD and are encouraged to keep up to date with changes in their chosen subject area and beyond. They have also had access to training that has been sourced internally to support with teaching and learning.
- Quality assurance processes have been tailored over time to maintain high quality standards in teaching and learning. This includes evaluating the service, observing teaching and learning, outcomes, and assessing learner's work. Learner voice is especially important in this process and through regular surveys and discussions, feedback is used to improve the service further.
- The service has been successful in keeping staff who have great subject knowledge in their areas and have successfully TUPE'd staff from the sub-contractor to maintain consistency within the service.
- Communication has been key to creating a service where staff are happy and valued and this creates a vibrant learning atmosphere for learners.

Areas to focus on

- Recruit Lead Internal Quality Assurer to ensure consistently high-quality curriculum design and delivery with focus on impact on learners.
- Programme of monitoring, evaluation and review developed and implemented to ensure curriculum offer continues to meet need and expectations (reviewed termly)
- Gaps in curriculum offer identified; ascertain if can be delivered within Rutland or if external provider/ signposting required (review termly).



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 ambitious 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.

- Learners at Rutland Adult and Skills Service are committed to their learning, and many come back repeatedly to develop their skills or to try something new for the first time.
- The positive attitude of learners is shown through their dedication to their work and the high quality of work produced. This has been evidenced, with learners exhibiting and selling their artwork and using their newfound skills to support further education, training, and employment.
- 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 have learnt with us, and gone on to sell work that they have produced or even considered a career in that subject.

Learners have developed concentration skills and confidence in their own learning abilities. Quote from learner: "You're using your brain all the time."

Areas to focus on

- Continue to prioritise regular mandatory training of tutors and staff that covers 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, the quality of information, advice, and guidance to learners before, during and after their learning journey is outstanding with staff going above and beyond to support. This has been evidenced as part of the Matrix Standard.
- As part of the 'Understanding Our World' class, learners have had the opportunity to explore aspects of the world, such as history, geography, or current affairs. Through these courses they have covered topics such as: rules, safeguarding, Qatar World Cup, strikes, government changes and accepting and helping with each other's needs.
- Tutors ensure that learners know how to keep safe and in the summer learner survey, 100% of learner's felt safe at Rutland Learning and Skills service. In Independent Living Classes for people aged 19+ with learning disabilities or special needs, they have worked on learning the Signalong sign for safeguarding.

In a survey sent out in the summer term 99% of learners received adequate IAG

This has supported learners with their understanding on who they can go to if they are concerned about their own or someone else's safety.

- 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. These opportunities are then celebrated.

"Absolutely loved the class. Has given me the confidence to start drawing again for pleasure and relaxation."

- As a service, we pride ourselves in promoting an inclusive environment that meets the needs of all learners. In a recent survey, 100% of learners felt that they were treated fairly and with respect.
- British Values is embedded through our curriculum, and this is evidenced through learning walks, briefings, and tutor course review reports.

Areas to focus on

- To support learners with the awareness and understanding of the fundamental British values, Prevent, radicalisation and extremist views and abuse in a proportionate way.



Leadership and Management

Good

Strengths

- Rutland Adult Learning and Skills Service has a dedicated and hard-working leadership and management team, who are supported by the local authority (LA), Performance Board and the ESFA. At the LA, we are fortunate to be able to utilise a range of professionals for support around: finance, HR, procurement, contracts, and other areas. Through the performance board, the service is suitably challenged, and strategic actions are closely monitored. To improve the service further, we are developing a Rutland Education Strategic Partnership. This partnership will create a joined-up approach, so we are challenged and held account by a wider group of stakeholders.
- The leadership and management team have collaborated closely with other professionals this year to establish the future of Rutland Adult Learning and Skills Service due to the contract with IEG ending. After considering a range of options, the decision to bring the service in house has been decided for the next academic year.
- The leadership team continues to consult 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 the Strategic Director for Children and Families and the Portfolio Holder for Education and the Children's Services.
- The service has weekly meetings with the Head of Service and Service Manager to discuss the service at a strategic level and to discuss wider priorities across the council.
- 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. RCC's local Community Safety officer provides 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 to focus on

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





Adult learning programmes

Good

Strengths

- Throughout the year, RALSS continued to work 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.
- Due to the sub – contract ending, RALSS worked closely with Rutland County Council to explore options linked to the service moving forward, with the decision to move the service in house.
- Community learning courses continue to be popular with the local community and spaces fill up quickly. These courses remain a popular choice for learners who wish to pursue their interests and develop new skills. These learners return repeatedly as they feel a sense of community and belonging.
- As the need increased language courses continued to support the local community and remain a popular feature in the curriculum moving forward.
- Exams in Essential skills and ESOL classes were formally introduced, ensuring learner progression onto more challenging programmes of learning.

- The service continued to collaborate 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 learners 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 to focus on

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

Adult education data

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

AEB data		2019/20	2020/21	2021/22	2022/23
19+	Leavers	128	126	74	101
	Pass rate	88.3%	76.74%	86.67%	89.11%
	Retention rate	88.5%	68.25%	81.08%	80.8%

Community Learning - 5 Year Success Rates

	Starts	Retention	Achievement	Success
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%
2022/23	835	97.49%	99.02%	96.53%

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.



Get in touch:

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