

Self-Assessment Report 2023/24



Rutland
County Council

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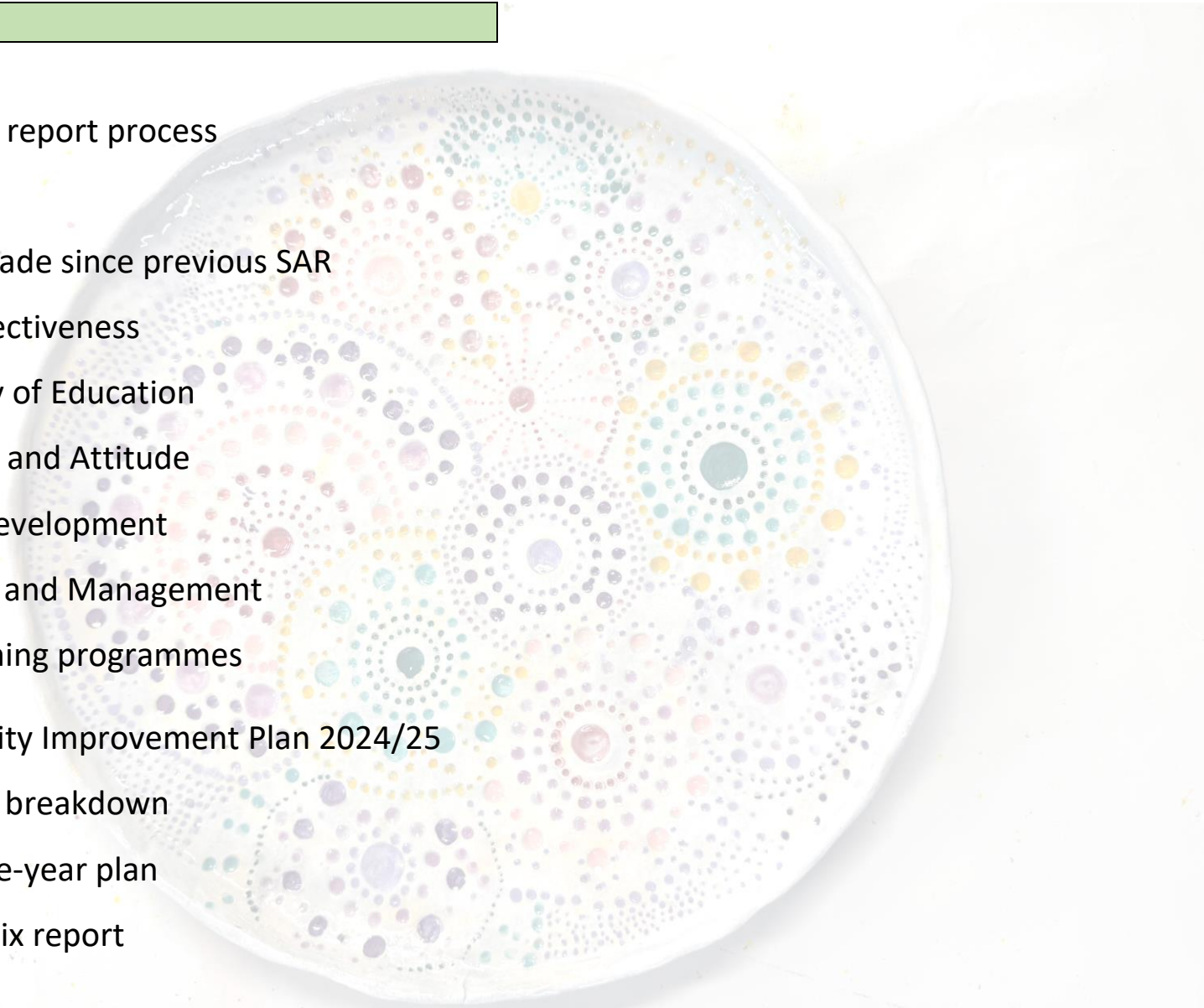
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The Annual Report Process

Rutland Adult Learning and Skills Service (RALSS), as part of Rutland County Council, produces an annual self-assessment report (SAR) 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 (retired) (2021 Census), 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 with excellent teaching premises, materials and teaching support and facilities.

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
- Observations and learning walks
- Education Strategic Partnership/Team meetings

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. 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.



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 Refresh 2024-2026' and focuses on the following four priorities.

- 1. Tackling the Climate Emergency** Policies will support the County to tackle the climate crisis, helping to reduce carbon emissions and minimise the impact of climate change on the lives of residents and local businesses.
- 2. A diverse and sustainable local economy** Building a strong rural economy with a productive, sustainable, and diverse business base that provides opportunity for all.
- 3. Support the most vulnerable** Working collaboratively to improve outcomes for residents, helping those that need additional support to live their best lives.
- 4. Provide good public services** Delivering modern and cost-effective services which are easy to access and provide good levels of customer care.

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

1. Grow a more productive local economy, working alongside our business partners to provide greater opportunities for better paid jobs locally.
2. Improve wellbeing.
3. Enhance outcomes for vulnerable adults through locally integrated services.
4. Accessible services which offer good customer care.

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 themes¹:



¹<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 2022/23 SAR:

Area for development	Progress made
A programme of Quality Assurance will determine the direction of the curriculum offered, with identification of alternative providers where specific courses cannot be delivered in Rutland at this time.	<ul style="list-style-type: none">○ Lead IQA TUPE'd over from Subcontractor.○ Curriculum planned and advertised.○ Initial assessment process has been overhauled. The IA tool used initially was not robust enough. We have chosen the BKSb assessment tool kit which includes resources for Maths, English, and Digital Skills. We are also introducing a learner interview at the start of the course supporting any additional needs and IAG requirements
Some tutors are not consistently delivering awareness and understanding of the fundamental British values, Prevent, radicalisation and extremist views and abuse in community learning classes.	<ul style="list-style-type: none">○ Tutors are provided with information in a digital format including a power point covering all induction topics including British values, safeguarding and IAG.○ Significant updates are circulated to staff when published by the LR Safeguarding Board.○ Awareness and understanding of the fundamental British values, Prevent, radicalisation and extremist views and abuse was discussed at length at the tutor briefing held at the beginning of the academic year. Learners will be asked about this specifically as part of the next round of OTLA's.

Leaders need to engage with more learners and stakeholders to ensure there is a better uptake of adult learning courses. A wider range of options for adults to re-engage with education in different locations around the county.

A programme of employer engagement activities will be undertaken to identify skills gaps and training requirements to meet the needs of local and regional skills needs.

- Through the work of RCC's Sustainable Economy Manager and the Multiply Engagement Officer, local csv organisations and employers are being reached out to with a view to deliver courses locally. Venues in Uppingham, Exton and Oakham Town centre have already been utilised. Work in this area continues.

- The Sustainable Economy Manager links with local businesses to identify local business requirements.
- Working closely with the Multiply Engagement Officer to attend DWP/LSIP engagement meetings starting end of Nov 23. Collaborating with local employers to engage and offer suitable training to encourage and enhance the uptake of upskilling and employability courses. The first meeting of the LSIP group took place on the 28th of November and attendees are now working on their chosen areas of development.



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	SAR 2023/24
Overall effectiveness of provision	2	2	2	2	2
Quality of Education	2	2	2	2	2
Behaviour and attitudes	1	1	1	1	2
Personal development	1	1	1	1	1
Leadership and management	1	1	2	2	2

Types of provision	SAR 2018/19	SAR 2019/20	SAR 2020/21	SAR 2021/22	SAR 2022/23	SAR 2023/24
Apprenticeships	2	2	2	2	NA	NA
Adult Learning Programmes	2	2	2	2	2	2
Learners with high needs	2	2	2	2	2	2

Key Strengths

- This year, the ambitious leadership and management team, have been well supported by the Education Strategic Board and colleagues at Rutland County Council. Members of the team have been nominated and achieved certificates for demonstrating the council's values of: **Passionate, Ambitious, Work together** and **Make a difference** at the RCC Staff Awards.
- The actions set out in the Quality Improvement Plan have been completed along with actions set out in year one of the three-year plan – Appendix 3. This 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:
 - ✚ Family Hub Steering group, Now Living Well Rutland Steering Group.
 - ✚ Education Strategic Partnership Board.
 - ✚ Holes Summer and Winter Networking Event.
 - ✚ LEAFA regional group meeting.
 - ✚ Leicester Recovery College (NHS).
 - ✚ Violence Reduction Network group.
 - ✚ Prevent Network for Leicestershire and Rutland/DWP meetings/Regional Safeguarding Network.



The quality of education

Good

Fabulous to be able to study Shakespeare with a teacher of this calibre, at this price, close to home in Rutland! Looking forward to next course in the autumn. Thank you!

The RCC Adults and SEND teams concluded that the training established a high level of professional standards which had upskilled the PA workforce. The standard has now been set, and all new personal assistants will be required to complete this level of training in the future.

The whole team at RALSS deserve praise. The admin team are helpful, informative, and professional. Communication prior to the course is excellent. Sara, our ceramics teacher, is talented and knowledgeable and strikes a good balance of suggesting and giving help when needed but not taking over. The resources are well managed and extensive. Ten out of ten to RALSS!

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 2023** the curriculum fits in with the county's priority of **‘A county for everyone’**.
- In the last year, the service has taken the AEB funded contract back in-house following the cessation of the sub-contract with Stamford IEG. It has continued to deliver qualifications in Maths, English and ICT and added in a new level 2 qualification in Counselling.
- 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 (IAG) is available to discuss employment, further training opportunities and opportunities to showcase their work. The Arts and Ceramics Exhibition has been planned for October this year and will be 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. The Learner Profile takes into account previous experience of learning, qualifications, and achievements as well as personal barriers to learning and specific learning difficulties or disabilities. This information is cascaded down to tutors who are then able to tailor the support to each learner. 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.
- 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 feedback is especially important in this process and through regular surveys and discussions, comments on ILPs and feedback is used to improve the service further.
- A programme of monitoring, evaluation and review was developed and implemented to ensure the curriculum offer continues to meet need and expectations (reviewed termly). This is achieved through our tracking documents and work conducted by our Employer Engagement Officer and the work of the Multiply Engagement Officer.
- 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

- To strengthen our curriculum intent by widening our learning offer to further support – Community Care service users, Domiciliary care and Personal Assistants across our Children and Adult Services.



Behaviours and Attitude

Good

...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.
- 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, silk painting, sewing and Drawing, some of our Arts learners, having been inspired by what they have learnt with us, have gone on to sell work that they have produced or even considered a career in that subject.

Areas to focus on

- To support our learners to be consistently positive and motivated in lessons when they find the work challenging.



Personal Development

Outstanding

The underpinning values and ethos of the organisation are well understood and demonstrated through professional integrity and a learner centred approach. Staff are supported to access IAG qualifications and the recent three-way coaching initiative across Rutland County Council is building staff confidence, connectivity, and widening their knowledge (Matrix, assessment report - December 2023)

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 – Appendix 4.
- 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 learners have the opportunity to have meaningful discussions – including knowing the difference between fact and opinion.
- 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. 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.
- 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.

RALSS has developed a broad evidence base that is helping them to define their future IAG delivery more robustly. Their understanding of the external environment across Rutland including future skills requirements, learner feedback, and the range of partnership working is providing a sound base to reach out to engage with potential learners.



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), 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.
- 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 meetings with the Service Manager and Head of Service, where targets and actions are discussed and challenged. The service also attends the Education Strategic Partnership which consists of senior management leads including the Strategic Director for Children and Families and the Portfolio Holder for Education and the Children's Services.
- 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 end of year 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 in addition to formal lesson observations and peer 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.

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 offer a range of learning opportunities including qualifications in English, ESOL and maths from basic Skills to Functional Skills level 2, Digital Functional Skills, and Counselling at level 2.
- 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, belonging and to support their mental health and well-being.
- 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 ensure that the pass rate for AEB learning improves in the next academic year.

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%

Tailored Learning - 5 Year Success Rates

	Starts	Retention	Achievement	Success
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%
2023/24	866	98.38%	96.95%	95.38%

AEB data		2019/20	2020/21	2021/22	2022/23	2023/24
19+	Leavers	128	126	74	101	78
	Pass rate	88.3%	76.74%	86.67%	89.11%	62.82%
	Retention rate	88.5%	68.25%	81.08%	80.8%	89.01%

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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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