

Notice of Meeting

Education and Skills Board

**Date & time**

Thursday, 14
January 2016 at
10.00 am

Place

Ashcombe Suite,
County Hall, Kingston
upon Thames, Surrey
KT1 2DN

Contact

Dominic Mackie, Room
122, County Hall, Kingston
upon Thames
Room 122, County Hall
Tel 0208 213 2814

Chief Executive

David McNulty

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This meeting will be held in public. If you would like to attend and you have any special requirements, please contact Dominic Mackie, Room 122, County Hall, Kingston upon Thames on 0208 213 2814.

Elected Members

Mrs Liz Bowes, Mr Mark Brett-Warburton (Chairman), Mr Ben Carasco, Mr Robert Evans, Mr Denis Fuller, Mr David Goodwin, Miss Marisa Heath, Mrs Margaret Hicks, Mr Colin Kemp, Mrs Marsha Moseley (Vice-Chairman), Mr Chris Norman and Mr Chris Townsend

Independent Representatives:

Derek Holbird (Diocesan Representative for the Anglican Church) and Simon Parr

AGENDA

1 APOLOGIES FOR ABSENCE AND SUBSTITUTIONS

2 MINUTES OF THE PREVIOUS MEETING:

(Pages 1
- 6)

To agree the minutes as a true record of the meeting.

3 DECLARATIONS OF INTEREST

To receive any declarations of disclosable pecuniary interests from Members in respect of any item to be considered at the meeting.

Notes:

- In line with the Relevant Authorities (Disclosable Pecuniary Interests) Regulations 2012, declarations may relate to the interest of the member, or the member's spouse or civil partner, or a person with whom the member is living as husband or wife, or a person with whom the member is living as if they were civil partners and the member is aware they have the interest.
- Members need only disclose interests not currently listed on the Register of Disclosable Pecuniary Interests.
- Members must notify the Monitoring Officer of any interests disclosed at the meeting so they may be added to the Register.
- Members are reminded that they must not participate in any item where they have a disclosable pecuniary interest.

4 QUESTIONS AND PETITIONS

To receive any questions or petitions.

Notes:

1. The deadline for Member's questions is 12.00pm four working days before the meeting (Friday 8 January 2016).
2. The deadline for public questions is seven days before the meeting (Thursday 7 January 2016)
3. The deadline for petitions was 14 days before the meeting, and no petitions have been received.

5 RECOMMENDATIONS TRACKER AND FORWARD WORK PLAN

(Pages 7
- 16)

The Board is asked to review its Recommendation Tracker and to review its Forward Work Programme, providing comment as necessary.

6 RESPONSES FROM THE CABINET TO ISSUES REFERRED BY THE SCRUTINY BOARD

(Pages
17 - 18)

To review responses from Cabinet to recommendations made by the Board.

7 THE IMPACT ON THE LOCAL EDUCATION AUTHORITY OF THE ACADEMY AGENDA

(Pages
19 - 28)

An Outline on how "academisation" of schools will change the education landscape in Surrey and the further implications for the Council.

8 COMMUNITY LEARNING AND SKILLS SERVICE - SELF ASSESSMENT REVIEW

(Pages
29 - 116)

Scrutiny of the Community Learning and Skills performance for the 2014-15 academic year following the Service's completion of its Self Assessment Report. Provide an in year update on funding and policy developments relating to the Service.

9 HENRIETTA PARKER TRUST FUND - INTERIM REPORT

(Pages
117 -
118)

To update the Board on the progress of the recommendations made from the Education and Skills Board meeting of 22 October 2015 in response to the Henrietta Parker Trust internal audit report.

10 BUDGETS AND FINANCE

This item presents an opportunity for Members to scrutinise the budget in relation to Children's, Schools & Families ahead of the Cabinet meeting on 2 February 2016.

11 EXCLUSION OF THE PUBLIC

That under Section 100(A) of the Local Government Act 1972, the public be excluded from the meeting during consideration of the following items of business on the grounds that they involve the likely disclosure of exempt information under the relevant paragraphs of Part 1 of Schedule 12A of the Act.

PART TWO - IN PRIVATE

12 BUDGETS AND FINANCE

13 PUBLICITY FOR PART 2 ITEMS

To decide if any matters discussed during the Part 2 section of this meeting should be made available to the press or public.

14 DATE OF NEXT MEETING

The next meeting of the Committee will be held at 10:00am on Thursday 24 March 2016.

David McNulty
Chief Executive
Published: 6 January 2016

MOBILE TECHNOLOGY AND FILMING – ACCEPTABLE USE

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Thank you for your co-operation

MINUTES of the meeting of the **EDUCATION AND SKILLS BOARD** held at 10.00 am on 22 October 2015 at Ashcombe Suite, County Hall, Kingston upon Thames, Surrey KT1 2DN.

These minutes are subject to confirmation by the Committee at its meeting on Thursday, 26 November 2015.

Elected Members:

- * Mrs Liz Bowes
- * Mr Mark Brett-Warburton (Chairman)
- A Mr Ben Carasco, Substituted by Mr Chris Pitt
- * Mr Robert Evans
- * Mr Denis Fuller
- * Mr David Goodwin
- * Miss Marisa Heath
- * Mrs Margaret Hicks
- * Mr Colin Kemp
- * Mrs Marsha Moseley (Vice-Chairman)
- * Mr Chris Norman
- * Mr Chris Townsend

- * denotes in attendance
- A denotes apologies

Ex officio Members:

Mrs Sally Ann B Marks, Chairman of the County Council
Mr Nick Skellett CBE, Vice-Chairman of the County Council

Substitute Members:

Mr Ben Carasco, Substituted by Mr Chris Pitt

10 APOLOGIES FOR ABSENCE AND SUBSTITUTIONS [Item 1]

Apologies were received from Ben Carasco. Chris Pitt substituted for Ben Carsaco.

11 DECLARATIONS OF INTEREST [Item 2]

None.

12 QUESTIONS AND PETITIONS [Item 3]

There were no questions or petitions.

13 RESPONSES FROM THE CABINET TO ISSUES REFERRED BY THE SCRUTINY BOARD [Item 4]

There were no responses from Cabinet to report.

14 RECOMMENDATIONS TRACKER AND FORWARD WORK PLAN [Item 5]

Key points raised during the discussion:

1. The subject of pupils being home educated was discussed. A suggestion to scrutinise the Council's role in their education was noted.
2. The Board was asked to note that recommendations concerning funding schools for deprivation had been referred to the Cabinet meeting on Tuesday 27 October 2015.

Actions:

- Scrutiny of the education of pupils outside of the education system added to the forward work plan.

15 SPECIAL EDUCATIONAL NEEDS AND DISABILITIES [Item 6]

Declarations of interest:

None.

Witnesses:

Peter-John Wilkinson, Assistant Director for Schools and Learning
Liz Mills, SEND Strategic Programme Lead
Jo Holtom, Senior Strategy and Policy Development Manager
Fran Morgan, Family Voice Representative
Andrea Collins, Family Voice Representative

Key points raised during the discussion:

1. The Board was informed that Special Educational Needs and Disabilities (SEND) overlapped on all levels of education, and was subject to concerns for the Council around aspects such as; the quality of service and support received children and young people; the speed

- of assessing need and delivering services, and implementing of recent changes to legislation around SEND.
2. The Board was informed that the cost of providing SEND support in Surrey was higher than the national average. The Board raised concerns over the costs for provisions and requested a further update on the cost of delivering statutory responsibilities through residential SEND provisions.
 3. The Board was informed that new government legislation introduced in 2014 raised the upper age cut-off for SEND provisions to 25 years. The Board raised concerns around what additional resource would be required in order to support young people with SEND, aged 16-25.
 4. The Board asked whether the Council will reach the 2018 deadline to transfer SEND statements to Education, Health and Care Plans. Officers assured Members that staff are working on target to meet the 2018 deadlines.
The Board was informed that the legislation brought additional responsibilities for the Council without significant additional resource being made available from central Government. Officers commented this created a challenge in implementing the required changes. As a result, the deadline for customer assessments being completed within the mandated 20 weeks was currently being missed.
 5. The Board was informed that within the Education budgets, some money has been reassigned from mainstream schools for the funding of SEND projects. This decision was made so to encourage good change in the provision and support for SEND customers. Alongside this, a programme is being drawn up to greater improve SEND inclusion in mainstream schools. The programme will help support the SEND strategy across all education agencies.
 6. Further Education colleges have responded positively to future changes and implications of the new legislation, and had been very supportive with officers. The Board was informed that the SEND programme aimed to bring together secondary schools and colleges with their SEND provisions.
Surrey's current Special Education Colleges were working well in partnership and there were pilot schemes being run to test out potential future pathways for the service in further education.
 7. Officers highlighted that within the SEND strategy programme will be a customer experience work-stream. Members suggested that the Resident Experience Board could engage with this piece of work and feed back to the Education and Skills Board in due course.
 8. Members commented that health and school partners should meet with the Wellbeing and Social Care sub-group to help ensure that all aspects of future SEND provisions are covered effectively.

Recommendations:

- That a further report is presented to the Board demonstrating analysis of statutory requirements and the comparative financial costs for residential SEND provisions.

- That officers provide further information on the logistical and financial challenges of the additional responsibilities related to 16-25 young people with SEND needs.
- That the Chairman of the Resident Experience Board engages with the Customer Experience work-stream of the SEND programme, and reports back to the Education and Skills Board on progress.
- That health and school partners in the SEND programme are invited to meet with the Wellbeing and Social Care sub-group, with additional representation when reported back.

Break 11.35am - 11.40am

16 INTERNAL AUDIT - HENRIETTA PARKER TRUST FUNDS [Item 7]

Declarations of interest:

None.

Witnesses:

Paul Hoffman, Principal Community Learning and Skills.
David John, Audit Performance Manager

Key points raised during the discussion:

1. Officers gave the Board a report on the internal audit of the Henrietta Parker Trust Fund and an overview of the history and purpose of the Fund.
2. In the process of creating the audit report, investigations discovered that there was some uncertainty over the Fund governance structure. Members suggested that this needed to be explored further.
3. The report also highlighted that Surrey County Council was the sole trustee for the Fund. Members expressed that this was not appropriate and that more robust governance arrangements needed to be put in place.
Within this discussion Members commented that the Fund could be perhaps better managed by a third party. Members requested an update be made available. Officers highlighted that timescales would be dependent on the Charity Commission as their timescales differ to that of Surrey County Council.

Recommendations:

- That officers explore the legal options available to pass management of the trust to a suitable body with appropriate governance arrangements.
- That temporary trustee arrangements are put in place.
- The Education and Skills Board requests a report back on progress in January 2016.

17 DATE OF NEXT MEETING [Item 8]

The Board was asked to note that the next meeting of the Education and Skills Board will be held at 10am on Thursday 24 November 2015.

Meeting ended at: 12.20 pm

Chairman

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Education and Skills Board

14 January 2016

Recommendation Tracker

1. The Board is asked to review its Recommendation Tracker and provide comment as necessary.
2. The Forward Work Plan is attached for the Board's reference.

Report contact:

Dominic Mackie, Committee Assistant, Democratic Services

Contact details: dominic.mackie@surreycc.gov.uk 020 8213 2814

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EDUCATION AND SKILLS BOARD
ACTIONS AND RECOMMENDATIONS TRACKER – UPDATED Jan 2016

The recommendations tracker allows Board Members to monitor responses, actions and outcomes against their recommendations or requests for further actions. The tracker is updated following each Board. Once an action has been completed, it will be shaded out to indicate that it will be removed from the tracker at the next meeting. The next progress check will highlight to members where actions have not been dealt with.

Actions for the Scrutiny Boards

Date of meeting and reference	Item	Recommendations	To	Response	Progress Check On
22 October	SEND Transport	That the Board nominates its Wellbeing and Social Care sub-group to undertake a three-monthly progress check on delivery of the SEND programme and that health and school partners in the SEND programme are invited to meet with the sub-group.	Wellbeing and Social Care Sub-Group	This will be scheduled as part of the work of the Wellbeing & Social Care Sub Group	<i>March 2016</i>

22 October 2015	SEND Transport	That the Chairman of the Resident Experience Board engages with the Customer Experience workstream of the SEND programme, and reports back to the Education and Skills Board on progress.	Chairman of Resident Experience Board	The Customer Service Excellence workstream has not yet launched, an update will be provided in due course.	<i>April 2016</i>
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Recommendations made to Cabinet

Date of meeting and reference	Item	Recommendations	To	Response	Progress Check On
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17 September 2015	Funding Schools for Deprivation [Item 5]	That the Leader seeks to lobby national government for greater flexibility around the funding for deprivation and early help in order to improve linked pupil-centred support between schools and social care.	Leader	The response is included at Item 5 of today's agenda (14 January 2016).	26 <i>November</i> 2015
17 September 2015	Funding Schools for Deprivation [Item 5]	That the Cabinet seek to link the early help strategy in Children's Services to the issues identified through the school deprivation funding.	Cabinet	The response is included at Item 5 of today's agenda (14 January 2016).	26 <i>November</i> 2015
17 September 2015	Funding Schools for Deprivation [Item 5]	That the Cabinet are given the opportunity to review the full range of responses to the School Forum consultation - including evidence of the impact of each of the three options proposed and any other options considered-prior to any decision being made.	Cabinet	The response is included at Item 5 of today's agenda (14 January 2016).	26 <i>November</i> 2015

Officer Actions

Date of meeting and reference	Item	Recommendations/ Actions	To	Response	Progress Check On
17 September 2015	Funding Schools for Deprivation [Item 5]	That officers proactively explore options with schools about how to best develop a collaborative alternative mechanism for targeting deprivation.	Assistant Director for Schools and Learning	The Demographics Sub Group will receive an update at their first and report back to the Board in due course.	March 2016
17 September 2015 Page 12	Funding Schools for Deprivation [Item 5]	That officers develop a strategy with schools to encourage families to register children for Free School Meals where eligible, in order to ensure schools are receiving the appropriate level of Pupil Premium funding.	Assistant Director for Schools and Learning	The Demographics Sub Group will receive an update at their first and report back to the Board in due course.	March 2016
17 September 2015	Funding Schools for Deprivation [Item 5]	That officers support the Primary Phase Council in understanding the low response rate to the consultation, in order to develop a wider evidence base of how funding is used.	Assistant Director for Schools and Learning	The Demographics Sub Group will receive an update at their first and report back to the Board in due course.	March 2016
22 October 2015	SEND Transport	That a further report is presented to the Board demonstrating analysis of statutory requirements and the comparative financial costs	SEND Programme Lead	A briefing note will be circulated ahead of the 14 January meeting and a full update is scheduled	March 2016

Date of meeting and reference	Item	Recommendations/ Actions	To	Response	Progress Check On
		for residential SEND provisions.		for 24 March 2016	
22 October 2015	SEND Transport	That officers provide further information on the logistical and financial challenges of the additional responsibilities related to 16-25 young people with SEND needs	SEND Programme Lead	As above	<i>March 2016</i>
22 October 2015 Page 13	Henrietta Parker Trust	That officers explore the legal options available to pass management of the trust to a suitable body with appropriate governance arrangements. That temporary trustee arrangements are put in place.	Head of Cultural Services	A report is on the agenda for January 2016	<i>January 2016</i>

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Education and Skills Board Forward Work Programme 2016/17

14 January 2016

Ashcombe

- Surrey Academies
- Education Budgets & MTFP
- Henrietta Parker Trust Fund - interim update
- Community Learning and Skills Service - Self Assessment/Review

24 March 2016

Ashcombe

- Henrietta Parker Trust Fund - Full Update
- SEND Transport

11 May 2016

- Further Education Colleges in Surrey?

07 July 2016

No Date

No Date

Future topics for scrutiny:

- Monitoring Babcock 4S about schools performance and value for money (audit reports)
- Recruitment of headteachers, specialised teachers and school governors
- School places – How does the County work out the provision?
- Vision for “Education in the future”
- Services for Young People

CABINET RESPONSE TO EDUCATION AND SKILLS BOARD

FUNDING SCHOOLS FOR DEPRIVATION

(considered by Education and Skills on 17 September 2015)

COMMITTEE RECOMMENDATION:

Recommendations for Cabinet

1. That the Leader seeks to lobby national government for greater flexibility around the funding for deprivation and early help in order to improve linked pupil-centred support between schools and social care.
2. That the Cabinet seek to link the early help strategy in Children's Services to the issues identified through the school deprivation funding.
3. That the Cabinet are given the opportunity to review the full range of responses to the School Forum consultation - including evidence of the impact of each of the three options proposed and any other options considered- prior to any decision being made.

Recommendations for officers:

- a) That officers proactively explore options with schools about how to best develop a collaborative alternative mechanism for targeting deprivation.

Officers' Response:

The targeting of deprivation to schools is subject to regulation by the DfE. This requires that funding for deprivation must be allocated to individual schools and on the basis of specific indicators only - either free school meals or IDACI (Income Deprivation Affecting Children Index). Specifically deprivation may not be allocated to groups of schools. Prior to 2013, the council operated a popular tiered deprivation mechanism for allocating deprivation funding but the DfE now requires a standardised approach to be used by all LAs.

- b) That officers develop a strategy with schools to encourage families to register children for Free School Meals where eligible, in order to ensure schools are receiving the appropriate level of Pupil Premium funding.

Officers' Response:

Schools are particularly active in encouraging families to register for free school meals (FSM), as there are considerable financial benefits to the school. The council sends bulletins to schools twice a year reminding them of the need for accurate recording. Additionally, the LA sought and gained the approval of Schools Forum to withhold funding from all maintained schools from April 2015 onwards in order to fund a central FSM entitlement checking service, provided by Babcock 4S.

- c) That officers support the Primary Phase Council in understanding the low response rate to the consultation, in order to develop a wider evidence base of how funding is used.

Officers' Response:

The response of primary schools to the Call for Evidence from the Headteacher / Governor Working Group was relatively low (11%). However the response from

primary schools to the larger Consultation on Schools Funding which included the Deprivation funding proposals was 57.8% (174 schools) – a significant increase on the response rate in the previous year (43.4%). This follows a series of presentations by the Chair of the Primary Phase Council and officers to raise the profile of funding at area headteacher meetings.

RESPONSE:

Decisions from central Government in 2013 reduced the discretion local authorities and schools forums enjoyed as to how school funding could be calculated. In Surrey, a "tiered deprivation funding" element had proved helpful in directing funding to where it was most needed, and this is now prohibited. We will continue to lobby Government to give greater capacity for local discretion as we think this is helpful in directing appropriate funding to where social needs are greatest, area-by-area.

As the Member with the overall lead for Children's Services I am very concerned to ensure that we run a coherent, coordinated strategy. The Children's Services Directorate has established a Programme Board to bring together work on different priority areas, and the Board plays a central part in coordinating work on early help, special educational needs and schools funding among other areas.

Although the time available is short, I am ensuring that all Cabinet Members have access to all the response to the funding consultation and to all the lobbying materials received in the run up to the decision-making meeting. I am satisfied that the original consultation document gave a fair overall view of the services which have been under consideration for reduction. It is important that we make fully-informed decisions and I know that Cabinet has approached these very difficult choices with high concern and a very close focus on the issues at stake.

Mrs Linda Kemeny
Cabinet Member for Schools, Skills and Educational Achievement
27 October 2015



Education and Skills Board
14 January 2016

**Outline of the Impact on the Local Education Authority of the Academy
Agenda**

Purpose of the report: Policy Development and Review

An Outline on how "academisation" of schools will change the education landscape in Surrey and the further implications for the Council.

Introduction:

- 1.1 Academy Schools were first introduced during the Labour Government 1997-2010 essentially as a tool for school improvement. Early schools acquiring Academy status, usually reflected institutions in urban areas of deprivation with high levels of education underperformance over a considerable period of time. Further legislation by the Coalition Government 2010-2015 has significantly widened the scope and increased the pace of 'academisation'. The stated aim of the current government is that all schools should become Academies as a part of 'School led' system improvement.
- 1.2 Whilst the majority of Schools within Surrey remain Maintained by the Local Authority, whether as Community, Foundation, Voluntary Controlled or Aided Schools it is clear that this pace of change will impact on the provision of Education within Surrey. There will also be a consequential impact on Local Authority management, reflecting a de facto reduction in budget and control over support service provision.
- 1.3 This report highlights the current position, outlines the position for Surrey with regard the rate of Academy Conversion and the key impacts to the Council going forward. Whilst referencing school improvement functions it does not comment on the effects of 'academisation' on pupil outcomes.

Academies and System Change

- 2.1 The Academies Act 2010 received Royal Assent on 27th July 2010, forming the legislative foundation of the Coalition Government's academy policy. The Act enabled many more schools to become academies by removing the requirement for a school to be struggling

before conversion. Academies were to be funded at a comparable level to maintained schools, but their 'share' of central Government funding would go straight to the school to purchase services, rather than through the local authority. The Academies Act:

- Enabled all maintained schools to become academies, with schools rated 'outstanding' by Ofsted being pre-approved
- Extended the academy programme to primary and special schools
- Allowed for all schools to become academies in their own right (ie removing the requirement for a sponsor)
- Provided the Secretary of State with the power to issue an academy order that requires the local authority to cease to maintain the school
- Removed the requirement to consult the local authority before opening an academy

2.2 Further provisions were made in the Education Act 2011 when it received Royal Assent on 15th November 2011. The Act implemented much of the policy outlined in the 2010 White Paper, *The Importance of Teaching*, and built on the provisions of the Academies Act. It:

- Removed the duty on local authorities to appoint a School Improvement Partner for every school
- Extended the Secretary of State's powers to intervene in underperforming schools
- Removed the requirement for academies to have a specialism
- Required local authorities seeking to establish a new school, when it considers there is a local need, to first invite proposals for an academy. A community or foundation school could only be proposed if there were no proposals for an academy submitted
- Required for maintained schools converting to an academy to carry out appropriate consultation
- Clarified the provisions relating to the transfer of land to academies
- Extended the remit of the schools adjudicator to consider objections to admission arrangements of academies

2.3 Local authorities within this landscape have retained the majority of their statutory duties around education provision, including to:

- ensure sufficient school places, including early years and childcare – there has been a significant increase in demand in recent years, with our significant growth in primary numbers also transferring to the Secondary stage
- ensure fair schools admissions – increasingly challenging, given that academies and free schools are able to set their own admissions criteria
- coordinate school funding via the local funding formula – this applies to all publicly-funded schools in the authority area, although there is a strong possibility that the Government will move to a national funding formula subject to consultation to which the Council will respond as necessary
- assess and provide appropriate services for children and young people with special educational needs and disabilities (to the age of 25)
- provide home-to-school transport for some children and young people

- champion educational excellence for all children and young people, which is underpinned by an Ofsted inspection regime for council support for school improvement
- promote the effective participation in education and training of 16 and 17 year olds
- provide strategic leadership to support participation in education, training and employment
- secure sufficient suitable education and training provision, and appropriate support to access provision, for young people aged 16 to 19 and for those up to age 25 with a learning difficulty assessment or Education, Health and Care plan
- collect information about all young people and maintain a tracking system so that those who are NEET can be identified and given support to re-engage

2.3 The period since 2010 has seen a considerable evolution in national policy with the initial intention to allow those schools graded as Outstanding or Good by Ofsted (and then by degrees any school which could make a 'compelling case') allowed to convert with considerable financial advantages when compared to Local Authority maintained schools. At that time the decision to convert was one solely for the Governing Body of the school concerned. Since this time financial advantage for this choice for schools has largely been removed.

2.4 Development of the programme has seen the focus of 'academisation' reverting to tackling under-performance with the introduction of sponsored conversion with weak schools coming under the auspices of stronger ones in the context of locally brokered sponsorship arrangements or nationally recognised academy trusts. Developments have included provisions for the Regional School Commissioner, a new middle tier for the Academy programme. Additionally the Education and Adoption Bill:

- speeds up the process of turning schools that are causing concern into academies and modifies LA intervention powers. The Bill places a new duty on councils and governing bodies to actively assist schools to change their status to that of an academy, to a timescale.
- states that every school rated inadequate will be turned into a sponsored academy and barriers will be removed to ensure swift progress towards conversion.
- will mean that schools meeting the new coasting definition will be eligible for academisation. A coasting school is where data shows that, over a three year period, the school is failing to ensure that pupils reach their potential. A school will only be coasting if performance data falls below the coasting bar in all three previous years. The definition of coasting school is still subject to consultation, it differs from standard measures of school performance as it relies solely on data and not on OFSTED judgements or inspection reports.

2.5 Regional Schools Commissioners (RSC) were introduced in 2014 and act on behalf of the Secretary of State for Education. They are responsible for approving new academies and free schools. They will

also intervene in instances of underperformance. Supported by a board of academy headteachers and other sector leaders, they can also intervene in underperforming local authority-maintained schools, scrutinising the authority's plans for improvement and potentially enforcing academisation if deemed appropriate. The RSC for the south east, Dominic Herrington, oversees 22 local authority areas, including Surrey and some London boroughs.

- 2.6 This structural change to academy status is regarded by the DfE as key to the raising of standards in schools that have fallen into category following an Ofsted inspection. The DfE, their brokers and the new Regional Schools Commissioner are now heavily involved in conversion decisions with it being made clear to schools and Local Authorities that in most cases the expectation is that a failing school will convert to a sponsored academy. This position is developing further with 'coasting' schools' potentially putting three out of five primary schools at a new risk of intervention. This shift in emphasis has resulted in a move from the early stand-alone converter schools to sponsored academies where failing schools are taken into more successful multi-academy trusts which have secured approved sponsor status from the DfE.
- 2.7 It is the view of the DfE that local authorities should focus their school improvement activity on the schools they maintain, and should raise concerns about performance of academies and free schools directly with the RSC. It is expected that schools will take responsibility for their own improvement and help other schools that are struggling. More than 500 teaching schools have already been established – supported by national leaders of education and governance – to provide a national infrastructure for school-led self-improvement.
- 2.8 Multiple models of school led structure have been supported by the Secretary of State through the Regional School Commissioner both nationally and within Surrey.
- Large chains of multiple (above 20) schools operate throughout the Country, these have significant buying power within the sector making use of large economies of scale and the ability to provide services centrally to schools within the Multi Academy Trust (MAT). Whilst still supported there have been notable failures with this model. In 2014 the E-Act Academy chain was split with the Secretary of State finding new sponsors for a large number of schools.
 - There are a large number of standalone Academies, often high performing Schools that converted early in the early part of this decade. Large individual Secondary Schools can be sustainable in this model but there can be a concern over the financial viability of small primary age providers.
 - A model that has been formally supported by the Regional School Commissioner nationally and for the South East are small to medium MATs of between 5-15 schools often geographically close, with a lead school. A group of schools, that can be cross phase and potentially offer the advantage of economies of scale whilst not diluting leadership and retaining good local knowledge and links.

Academies in Surrey

3.1 Publicly-funded schools in Surrey are now a mixture of local authority-maintained, academies and free schools. Of a total of 390 schools (including 4 nurseries and 10 PRUs), 95 (24%) have now either converted to academies or are in the process of converting: 51 Primaries (inc. 3 Infant and 8 Junior), 34 Secondaries and 6 Special Schools. Surrey also has 4 free schools.

3.2 Conversions per academic year:

- 2010/11 16 (3 Primaries, 13 Secondaries)
- 2011/12 7 (1 Primary, 6 Secondaries)
- 2012/13 12 (4 Primaries, 1 Junior, 6 Secondaries, 1 Special)
- 2013/14 30 (3 Infant, 5 Junior, 18 Primaries, 3 Secondaries, 1 Special)
- 2014/15 12 (8 Primaries, 2 Junior, 1 Secondary, 1 Special)
- 2015/16* 8 (6 Primary, 2 Secondaries)

**the 2015/16 figures do not include the 10 schools currently undergoing conversion*

3.3 Conversion rates at each phase (as at 9 Sep 2015):

Primary	17%	(51 / 302)
Secondary	58%	(31 / 55 – Surrey now has two secondary phase free schools)
Special	13%	(3 / 23)
Total	22%	(85 / 390 – inc. 4 Nurseries and 10 PRUs)

3.4 There are 17 academy trusts and umbrella trusts operating in Surrey at the moment, of which only two are large 'regional' trusts – Academies Enterprise Trust and The Kemnal Academies Trust – with the vast majority home-grown from Surrey converters.

3.5 It is important to note that a significant proportion of Surrey schools remain maintained by the County Council. Current conversion processes and the capacity of the Council to achieve conversions, unless changed by primary legislation, mean that there will be significant role for the Council in managing schools that are maintained by the Local Authority going forward. Managing this process and the implications for those schools will be a key challenge for the Council going forward.

3.6 The council will need to consider the profile of those schools not converting and their existing relationship and call on central services with a view as to the sustainability of current provision levels. Additional work will need to be undertaken to assess the pattern of service provision in relation to differential rates conversion and the take up of centrally offered services.

3.7 Additionally if, whether through legislation or other means, whole-scale school transfer takes place, within the current context would result in a

loss of ESG funding. Currently this funding block is used to support our statutory and allied functions, including school improvement, centrally employed education staff (educational psychologists, education welfare etc), HR support for maintained schools. Such a reduction would make the current model of service provision unsustainable. The Council would have the ability to trade services with schools in this scenario but there would be no obligation on schools to use Surrey services. The Council will need to categorise relevant service viability in this context in the light of the retained statutory functions to ensure that mandatory regulations are met.

Legal Position for Local Authorities

- 4.1 Local authorities are expected to seek to work constructively with academies and alert the Department for Education when they have concerns about standards or leadership in an academy.
- 4.2 Expectations placed upon local authorities in respect of academies are set out across legislation and statutory guidance issued by the DfE. These define the scale of responsibility held by local authorities in relation to academies' performance and the scope of actions open to them to monitor and act where there is cause for concern. The responsibility that local authorities retain for performance in their area as a whole is set out in the Education Act 1996.
- 4.3 Local authorities have overarching duties under the Children Act 1989 in respect of the safeguarding of children in need, or those suffering or at risk of suffering significant harm, regardless of where those individual children are educated or found. To comply with these duties, local authorities may need to work with maintained schools, academy trusts or independent schools.
- 4.4 Where a local authority has concerns about an academy's safeguarding arrangements these concerns should be reported to the Education Funding Agency (EFA) who have responsibility to take any necessary improvement action and to monitor the situation.
- 4.5 The statutory guidance issued by the Department to local authorities on powers of intervention in those schools causing concern (January 2015) recognises that as academies are accountable to the Secretary of State for Education, local authorities should focus their school improvement activity on the schools they maintain and raise any concerns they have about an academy's performance directly with their Regional Schools Commissioner.
- 4.6 Local authorities can, if they choose, look at overall performance in their area (including academies) using data available to them. This can then be used to flag up concerns with Regional Schools Commissioners; or to facilitate forums where all local schools (including academies) are able to compare data, hold each other to account and discuss school to school support.
- 4.7 Local authorities that champion educational excellence would demonstrate this through seeking to work constructively with

academies and alert the DfE when they have concerns about standards or leadership in an academy. Local authorities should raise any concerns about governance arrangements in academies with the Department for Education.

- 4.8 The framework for inspection of local authority arrangements for supporting school improvement states that:

Inspectors will consider and report on the extent to which the support and challenge the local authority offers the schools for which it is responsible is promoting improvement in those schools. They will also explore whether local authorities seek to work constructively with academies in their area and, where they have concerns about standards or leadership in an academy, whether they alert the Department for Education through the Regional Schools Commissioner as appropriate.

- 4.9 Of significant concern for the council remains our statutory requirement to provide for the Basic Need of School places. We retain the responsibility for ensuring we have sufficient good school places in the right place at the right time. The Education Act 2011 introduced the concept of Academy Presumption in respect of all new schools which effectively requires all newly created schools to be Academies including all Free Schools. This has had implications for our processes around Basic Need. We work with potential sponsors in respect of the creation of new schools (Free Schools) and with existing Trusts within Surrey in respect of future expansions. Academies will be vital to delivering the increase in Secondary schools places that we need by 2020 given that they represent over half of the Secondary sector in Surrey.
- 4.10 We already working with partners to seek to encourage existing Surrey academies or Surrey based multi academy trusts to sponsor the new schools that are required to meet the growth in the school population. We also look to the Surrey family of schools to sponsor weaker schools that the DfE may require to convert, whether from maintained to academy status, or from existing academy status to a new sponsor. We actively seek to ensure that new sponsors will be existing Surrey schools and academy trusts, in preference to academy chains from outside of Surrey.
- 4.11 The Authority recognises that it does not have the ability to direct academy schools to admit additional pupils. Whilst the approach with all schools in Surrey has been consultative, formal directions have been issued, in extremis, to Community Schools, to ensure that our statutory duty for the provision sufficient school places has been met. The ability to direct Academy schools resides with the Regional Schools Commissioner and the Schools Adjudicator and this can be done on the advice of a Local Education Authority. It will be important for the Authority to retain cooperative links with these organisations. This will be especially relevant for local areas currently with a high proportion of Academy Schools, where the only feasible options for

additional places may be within an Academy or in a future fully academised system.

Our wider Work with Academies

5.1 Although the broad aim of the legislation is to move schools from the control of Local Authorities, despite the loss of funding as schools convert, there are still a wide number of areas where Surrey must work closely with Academies. Surrey County Council actively promotes the Surrey 'family of schools' and seeks to work in partnership with all schools to promote their improvement. Our school improvement strategy is focused on improving outcomes for all children and young people wherever they are educated.

5.2 Many of the schools that support the improvement of other schools are academies. It is in the interests of the wider family of Surrey schools and their pupils that we work closely with academies and support collaborations between academies and our maintained schools. We also support their work by offering services to them through our joint venture with Babcock 4S, and the majority of academies buy back a range of support services through this route. The contract with Babcock ends formally in 2019 and the county council will consider options up to that date and beyond. The contract includes a range of services including school improvement and the financial context is important with regard to the reduction in funding resulting from further academy conversion and a reduction in Government ESG to Local Authorities.

5.3 The quality of school improvement is reviewed by the government. Ofsted now inspects separately the school improvement functions of local authorities through a relatively new Framework. The stated purpose of these inspections is to:

- provides parents, elected council members, schools and other providers and those who lead and manage the local authority with an assessment of how well the local authority is performing in supporting and challenging its maintained schools to improve¹ and how well it works with other education providers within the local authority area
- provides information for the Secretary of State for Education about how well the local authority is performing its role in promoting high standards and championing excellence, ensuring equality of access to opportunity, fulfilling children's potential and providing support to schools causing concern
- promotes improvement in the local authority, its schools and the education system more widely
- requires the local authority to consider the actions that it should take in light of the report and prepare a written statement that sets out those actions and the timetable for them.

The inspection is designed to support improvement by:

- raising expectations about the standards of performance and effectiveness of local authorities in supporting and challenging educational provision in a local authority area
- identifying good or outstanding practice so that it can be shared more widely
- providing a sharp challenge and the impetus to act where improvement is needed
- recommending specific priorities for improvement and, when appropriate, checking on subsequent progress
- promoting rigour in the way that local authorities evaluate their own performance, enhancing their capacity to improve their functions.

5.4 Many reports assessed through the new framework have been critical of the efforts made by Local Authorities to monitor and intervene in schools. The council will want to be prepared for a possible inspection of school improvement although the basic indicators that merit an inspection do not seem to be currently present in the LA's data and outcomes. Ofsted tends to inspect local authorities that have worrying trends in standards and school Ofsted report outcomes, whereas Surrey currently has generally positive indicators.

5.5 At the same time in carrying out our statutory responsibilities, we work with academies in a number of other ways. The main areas of work with Academies can be summarised as follows:

- Academy conversion work – supporting schools through the academy conversion process and working closely with the new Trusts or sponsors to enable a smooth transition whilst protecting the interests of the County Council and its maintained schools.
- SEND – meeting all of our statutory obligations for students and their families in exactly the same way that we do for maintained schools.
- Home to School Transport – meeting all of our statutory obligations for students and their families in exactly the same way that we do for maintained schools.
- Finance – although Academies are funded directly by the EFA the basis of their funding remains the Surrey Schools' Funding Formula for allocating the school budget. The bulk of the work is still carried out by Surrey and information (and the relevant funds) then passed back to the EFA to distribute budgets to the Academies.
- Admissions – we still manage the coordinated admissions process for all schools and academies in the county. This becomes an increasingly complex process with all Academies being their own admissions authority.
- Babcock 4S – academies are important customers for both in and out of Surrey.
- Many academies in Surrey are working in partnership with maintained schools as part of local collaborations across the county. Their changed status does not preclude them in any way from working with other schools in sharing good practice and there has been considerable work on the part of academies,

maintained schools and Surrey to ensure continued joint working as part of the wider family of Surrey schools.

- 5.6 Surrey will need to consider the delivery of these services in relation to a significantly reduced ESG.

Conclusions:

- 6.1 There has been significant system change within the management of schools and school improvement in relation the roll out of the Academy agenda. The stated aim of the Government is to increase the pace of this change that sees the role of the Education Authority change from directing and managing school change to a facilitator of these functions.
- 6.2 Within this framework the Education Authority is expected to retain many of its statutory obligations but has choice in the way it defines its strategic role going forward. It can continue to be the champion for education outcomes for all children resident within its boundaries, reflecting on its current role within school improvement. Similarly it can consider how it manages and shapes the market of school provision with regard to brokering relevant school partnerships.
- 6.3 The implications for these changes can be seen to relate to our relationships with schools, Trusts, Diocese the Regional Schools Commissioner and other partners and the wider need for collaboration between these groups to meet certain retained roles, such as the provision of sufficient school places. At a wider operational level the need to continue the discharge of statutory functions in relation to a reduced budget reflective of both a reduction in funding from Central Government and the proportionate change attributable to Academy conversion will require further consideration.

Recommendations:

The Education and Skills Board is asked to consider this report and note the current position and the issues identified. It can consider future areas for further research and development.

Next steps:

Report contact: Julie Stockdale, Head of School Commissioning

Contact details: 0208 541 8084 julie.stockdale@surreycc.gov.uk

Sources/background papers:



Education and Skills Board
14 January 2016

The Community Learning and Skills Service 2014-15 performance

Purpose of the report:

Scrutiny of the Community Learning and Skills performance for the 2014-15 academic year following the Service's completion of its Self Assessment Report. Provide an in year update on funding and policy developments relating to the Service.

The report is going to the Board as part of the governance arrangements for the Service to ensure the Service continues to meet the requirements of the Skills Funding Agency (SFA) and Ofsted.

1.0 Introduction:

- 1.1 The Community Learning and Skills Service (CLS) is funded by the SFA via two funding streams, a Community Learning grant, and a small Adult Skills Budget contract. The SFA provides a framework on how funding can be used, and the Service interprets this policy guidance in the context of County Council priorities. The Service is required to meet the requirements of Ofsted's Common Inspection Framework

2.0 Background:

- 2.1 CLS has maintained the delivery of a balanced programme of targeted courses and a broad universal Community Learning offer via the seven dedicated adult learning centres and 115 community Venues in North and South West Surrey. These non-accredited courses enable learners to develop a wide range of skills in areas such as Arts and Crafts, Modern Foreign Languages, English as a Foreign Language, Healthy Living, IT and Humanities.
- 2.2 There are three teams focused on delivering targeted Community Learning - one to meet the learning needs of adults with disabilities and learning difficulties; a second that delivers a Family Learning programme; and the third works in the areas of relative disadvantage providing Outreach learning opportunities to adults least likely to participate, including learners on low incomes or low skills.
- 2.3 East Surrey College holds a direct contract with the SFA for Community Learning in the eastern third of the county. An exception is for Family Learning where CLS is contracted to deliver to priority families across the whole of the county.
- 2.4 CLS also delivers an increasingly important programme of classroom-based adult skills courses, predominantly English and maths, independent living skills for adults with learning difficulties, and smaller programmes of ESOL and Computing.

3.0 Profile of the Service:

- 3.1 Learner numbers: The number of adults supported on the programme continues to remain strong. The Service's performance in maintaining its Community Learner (CL) numbers is better than the national trend that reports a decrease of more than 10% over the last 4 years. During this period the CL funding has been maintained in cash terms, Whereas, First Steps funding was withdrawn at the end of 2012-13. However, this coincided with the Service gaining a small Adult Skills Budget(ASB) contract. The ASB numbers are projected to decrease in 2015-16 following a 22% reduction in this budget allocation from the SFA.
- 3.2 In line with SFA policy guidance it has also grown its fee income. Both the Universal Community Learning and Full Cost programmes have contributed to sustaining the Service through income growth.

Table A¹ details the learner numbers in each of the last 4 years.

Table A					
	2011-12	2012-13	2013-14	2014-15	2015-16
CL Universal	7771	7725	6971	7356	7577
CL Targeted	1443	1576	1173	1722	1774
Adult Skills Budget	41	133	697	661	510
First Steps	935	698			
Full Cost	483	643	833	1081	1113
	10673	10775	9674	10820	10974

3.3 Funding: Table B. summarises the planned funding, income, and expenditure for the 2015-16 academic year. The Service makes a substantive, £856,000, contribution to SCC overheads after the payment of direct costs.

Table B			
Income	£	Expenditure	£
SFA - Community Learning	2,153,279	Staffing	3,056,333
SFA - Adult Skills Budget	329,161	Other Operating Costs	343,710
Fee Income	1,656,039	Contribution to SCC Overheads	856,000
Other Income	117,564		
Total	4,256,043		4,256,043

4.0 Quality Improvement:

4.1 The 2014-15 Self Assessment Report

4.1.1 The Service submits its Self Assessment report to the Skills Funding Agency gateway at the end of December following the previous academic year. The report has a further iteration once comparative national benchmarking data becomes available, usually in January of each year. The veracity of the current Self Assessment Report is fully tested at inspection.

4.2 A Summary of Findings

¹ The learner numbers for 2015-16 are target numbers

4.2.1 The Ofsted Common Inspection Framework requires providers to reflect on their strengths and weaknesses. Following the Self Assessment process for the 2014-15 academic year the Service's judgements are as follows²:

Strengths

- a) Learner participation and outcomes are good with high levels of enrolment, achievement and learner satisfaction
- b) Teaching and learning is good across all curriculum areas
- c) There is strong, experienced leadership and management of the service, which is committed to seeing sustained improvement
- d) A rigorous and thorough self-assessment process leads to continuous quality improvement
- e) Learners take great pride in their achievements on the programme and there is strong recognition that their engagement contributes to their well being
- f) The high level of support for learners is particularly effective in Supported Learning and Family Programmes

Weaknesses

- a) The use of modern technology needs further development, both in teaching and learning and as a communication tool
- b) Further widening participation for disadvantaged learners to access learning on the community learning programme continues to be an area for development
- c) Course progression and signposting information not sufficiently wide ranging on community learning courses

4.3 Improvements since the last Ofsted inspection

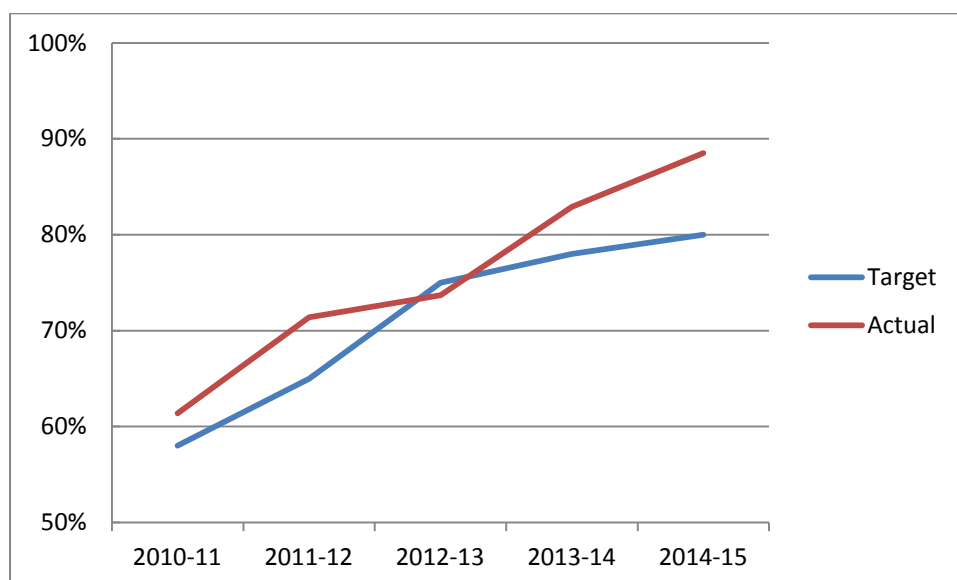
4.3.1 The Service has continued its strong commitment to quality improvement since the last inspection in 2010. In the section of that report³ titled "What does Surrey County Council need to do to improve further?" the progress is as follows:

- Teaching, learning and assessment has continued to demonstrate continuous improvements. During 2014-15, the grade profile of sessions observed for all tutors working for the service as of 31st July 2015 demonstrates 88.5% of teaching, learning and assessment graded 'Good' and 'Outstanding'. In 2009-10 it was 55.1%.
- Successful strategies have been implemented to improve cross service working and the sharing of good practice.
- Improved availability and use of technology to support teaching and learning
- Better utilisation of the accommodation and a much broader cross section of learners on centre based programmes.
- Promotion of Equality and Diversity has become embedded in all aspects of the Service including teaching and learning.
- The quality of information and advice to adults wishing to enrol on the programme has better clarity and consistency.

² The evidence base and methodology that support these judgements are found in the Self Assessment report and Ofsted's Common Inspection Framework

³ Copy of the SCC ACL Inspection report is included here

OTLA⁴ graph performance against target since last inspection



4.4 Safeguarding

4.4.1 The Service is proactive in its management of Safeguarding. Managers and tutors ensure that learners and staff benefit from a safe and supportive environment. A total of 34 concerns were raised with the Safeguarding team between September 2014 and July 2015, of which one was raised as a Safeguarding concern with the Police and three with Adult Social Care. A further two concerns were referred to Safeguarding leads of other organisations.

4.4.2 In the annual learner feedback, March 2015, respondents rated the 'explanation of safeguarding procedures: 'Excellent' (43.3%), 'Good' (35.62%), 'Satisfactory' (16.87%) and 'Unsatisfactory' (4.18%). All managers proactively contact their staff and volunteers to complete Safeguarding Refresher Training where due. The Safeguarding Officer has collaborated with Surrey Police regarding PREVENT duty. Awareness amongst learners and staff has been raised through staff and tutor newsletters and Learner Focus Groups. In addition the Service has commenced to roll out PREVENT awareness training, over 60% of staff have completed the training, the remainder are planned to complete in the Spring term 2016.

5.0 Opportunities and Threats:

5.1 Following the Government's Comprehensive Spending Review in the autumn the Minister of State for Skills has set out the proposed changes and priorities for the adult education and skills sector for the remainder of the current parliament. There is much to be welcomed. The Department of Business Innovation and Skills high level budget indicate the Service's budget for the

⁴ Observation of teaching, learning and assessment is the accepted measure for grading teaching performance

2016-17 academic year is likely to be largely unchanged. Indicative budgets have also been set for the remainder of the current parliament, and funding is projected to be maintained in cash terms.

- 5.2 The Community Learning and Adult Skills budgets will be combined into a single Adult Education budget. There has been considerable research by the Department of Business Innovation and Skills that demonstrate the wider benefits of Adult Education in terms of employment, productivity and well-being. These findings have helped protect the budget.
- 5.3 The main policy drivers have been reinforced. English and Maths will remain a priority, and the value of providing ESOL courses have also been recognised; providers will be encouraged to deliver Traineeships; and to further grow their income base from fee income and other activities. The Service will aim to respond positively to each of these.
- 5.4 Apprenticeships will be the big growth area for the FE sector and the Service will need to take a view on whether we can add value to such provision in the County. The County Council will be subject to the 0.5% apprenticeship levy on its payroll from 2017, and is likely to have a challenging target in terms of the percentage of staff employed as apprentices. The Service, on the basis it can obtain additional funding to resource the programme delivery, will seek to utilise its expertise to deliver against these outcomes.
- 5.5 A series of area reviews of the post 16 education sector throughout the Country commenced in the autumn. Surrey will be in the second wave of these and the organisations that have been cited as being in scope are the County's FE and Sixth Form Colleges. While there is scant information about these reviews to date, there is an acceptance that there will be fewer providers nationally in the Further Education and Skills sector than at present. The outcome such a review therefore could represent opportunities or pose potential threats to the Service. In Surrey, the County Council is being represented by Frank Offer, Head of Commissioning for Young People on the Area Review Board.
- 5.6 In addition to the area reviews the move to a single funding stream will provide an opportunity to work differently and consider how we could re-shape the programme offer, not only the range of the courses offered but the geographic reach of the Service. Parts of Surrey where there is unmet demand for adult education will be evaluated and options explored.

6.0 Conclusions:

- 6.1 The Service has continued to make good progress on quality improvement. The Self Assessment report has identified a number of key strengths. The Service has identified how the weaknesses can be addressed. The additional requirement to satisfy the safeguarding standards have being recognised and acted upon.
- 6.2 The good performance in terms of learner numbers and income generation provide the Service with a sound basis for its sustainability.
- 6.3 The positive outlook for funding for the sector and the clear road map in terms of priorities provides the Service with the opportunity to increase adult educational outcomes for the residents of Surrey.

7.0 Recommendations:

- 7.1 The Service report on progress toward completion of the PREVENT training for all staff employed by the Service.
- 7.2 The Service identify and report on how it can further engage with the policy direction in the use of the Adult Education Budget.
- 7.3 The Service evaluate whether it can add value to the provision of Apprenticeships when the levy is introduced in April 2017.

8.0 Next steps:

Identify future actions and dates.

Report contact: Paul Hoffman, Principal, Community Learning Skills Service
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Sources/background papers:

Community Learning and Skills s 2014-15 Self Assessment Report; SCC ACL Ofsted Inspection Report December 2010; Letter from Nick Boles MP, Minister for Skills;

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15 December 2015

Dear Peter,

SKILLS FUNDING AGENCY (SFA) PRIORITIES AND FUNDING FOR THE 2016 TO 2017 FINANCIAL YEAR

I am writing to you with details of the budget for adult further education which is available to the SFA in 2016-17 and the funding that we expect to make available in the following years up to 2019-20. This letter sets out the total spending available for adult further education and how it is broken down; it also provides instructions for how that money should be spent. These instructions are valid through to 2020. It is my intention that future grant letters will confirm the funding available for the next year but not set new strategic direction. This will give you and the FE sector the ability to plan over the longer term.

Overall funding

In 2016-17 we are making available £1bn in grant funding to support the costs of apprenticeship training for adults. We are also making £1.5bn available to support adult further education outside of the costs of apprenticeship training. This second figure forms a new budget which we call the *adult education budget (AEB)*. The new AEB is a single funding line which replaces what had been three separate funding lines: funding for adult further education outside of apprenticeships (previously held within the adult skills budget); Community Learning; and Discretionary Learner Support.

The settlement is a good one for adult further education in the context of a spending review where the Government has again stressed its commitment to healthy public finances. Funding for non-apprenticeship core adult education has been protected in cash terms, in recognition of the contribution that adult further education can make both to improving productivity and creating opportunities for the most disadvantaged in our society. And this is only part of the story. The settlement means that there is a significant increase in the resources that government is making available for adult further education. Five years ago grant funding paid directly to providers was the only way in which government funded the provision of adult education. This has now diversified.

From 2017-18, the new apprenticeship levy will provide new funding to support apprenticeship training, bringing the total investment in adult apprenticeships to £1.485bn by 2019-20. This represents the most significant change in the funding of further education in a generation. It is a

reform which ensures that employers contribute to the costs of training the workforce on which they depend, and creates a reliable and expanded funding stream for apprenticeships. With the levy in place, employers, providers and government will be able to work together to deliver a greatly expanded apprenticeship programme which delivers the quality of training that the modern economy needs.

We are also extending the availability of Advanced Learner Loans to those aged 19-23 and to higher levels, to continue to give adult learners access to fees support to invest in their own learning. The combination of the levy, the protection of the AEB, the extension of loans, and the introduction of the youth obligation means that by the end of the Parliament, the cash value of core adult FE funding to support participation will be at its highest ever. The total spending power of the FE sector to support participation will be £3.41bn by 2019-20, which is a real terms increase of 36.5% compared with 2015-16.

This diversification of funding routes is important for three reasons. First, it leads to a fairer sharing of cost between government, employers, and individuals. Secondly, it leads to a significantly higher overall level of investment in adult education, as we open up the channels for non-government contributions. Thirdly, it puts funding decisions in the hands of those who benefit from the services which are funded. It will be for businesses to make decisions about where the apprentices they employ are trained. It will be for individuals taking out loans to decide which provider offers a course that is worth investing in. And in making these decisions, employers and individuals will be able to draw on an increasingly rich seam of data about the performance of programmes which allow them to make choices. In short, we are putting more power in the hands of service users, instead of service providers. This is exactly as it should be.

Above all else this is a funding settlement to enable profound change to our system of further education. It is a settlement to enable change, not to maintain the status quo. It allows employers, providers, and government to work together to achieve the growth we need in high quality apprenticeship programmes. It enables us to re-establish high level technical and professional education as a core part of the tertiary education offer. And through the area reviews it will lead to a new pattern of FE provision across England, with much greater specialisation of provision, and institutions that are financially resilient enough to invest in their future development.

The annex to this letter sets out in more detail the funding available for 2016-17 and indicative funding levels for 2017-18 to 2019-20.

Apprenticeships

2016-17 is a transitional year. It is the last year in which government funding for apprenticeship is solely grant, and not levy. In readiness for the transition, your funding for apprenticeships is allocated to you as a separate line, valued at £1bn.

The Government is committed to delivering three million apprenticeships by 2020 and to continuing to drive forward reforms to put employers in the driving seat of designing and delivering apprenticeships. We recently published our plan for growth and reform of apprenticeships over the course of this Parliament - <https://www.gov.uk/government/publications/apprenticeships-in-england-vision-for-2020>. You will play a key role in delivering this strategy over the next year.

Our vision is that, by 2020:

- Apprenticeships will be available across all sectors of the economy and at all levels, including degree level
- The design and delivery of high quality apprenticeships will be overseen by a new, independent and respected quality body, the Institute for Apprenticeships.
- All new apprentices will be trained to meet levels of professional competence set out in employer-designed standards
- Employers will be confident customers of apprenticeship training programmes, which will be developed by agile training providers to meet the evolving needs of business
- Employers will have the opportunity to choose between more high quality providers and it will be easier for employers to train their apprentices directly
- The funding system will support the commitment to increase the quality and quantity of apprenticeships
- Funding for apprenticeships will be placed on a sustainable footing through a levy on employers
- Employers will choose and pay for the apprenticeship they want through a Digital Apprenticeship Service including using levy funding.

The Government's reform and growth aims for apprenticeships offer significant opportunities for providers, positioning apprenticeships as the biggest part of the vocational market. Training providers need to be proactive in rising to the challenge of reforming apprenticeships and funding, at the same time as delivering growth. The introduction of the apprenticeships levy from April 2017 is likely to lead to significantly increased demand from employers wanting to engage with apprenticeships. It is crucial that providers are ready to respond to this new demand and use the coming months to prepare to develop and deliver the 'off-the-job' training needed for the new employer-designed standards. There are many exciting opportunities for agile providers to operate in this new, more market-style environment to respond to the needs of employers as the purchasers of apprenticeship training. Many providers will need to re-work their business model as the current allocations-based approach moves to the new funding system.

The apprenticeship levy represents a major step forward in putting control of the funding for apprenticeships with employers. Employers are already driving forward with the new standards, which are higher quality and better meet their needs than the frameworks they replace. The levy and the new Digital Apprenticeship Service (DAS) together will encourage employers to invest in their apprentices and take on more.

In England employers will be able to secure quality by directing funding using the DAS. We intend that all employers, whether they pay the levy or not, will have access to the DAS, which will help them to choose an apprenticeship, find a candidate and choose a training provider.

Moving to the new system will take time and need careful handling to minimise the disruption to providers and help employers take up the reins when the levy starts in April 2017. I therefore look to you to manage the delivery of the DAS, to ensure that processes and systems are in place to distribute the levy and to ensure that employers and providers are fully briefed on how the new systems will work.

The adult education budget

In 2016-17 and in subsequent years, I look to the SFA to allocate the adult education budget consistently with three core principles:

- effectiveness;
- simplicity; and
- localisation.

Effectiveness

Effectiveness must be a core principle underlying any allocation of public funds. In the context of your allocation of funds, the established principle has been that providers should be able to respond to the demands of the communities they serve, and your allocations process will support this. I look to the SFA to allocate the AEB in line with the Government's priorities and legal duties to support learning that cannot be funded from other sources, notably employers and learners. I also look to the SFA to use the detailed data available about the outcomes of individuals to inform its own investment decisions where this is appropriate and to promote vigorously the use of this data, so that learners can make good choices and providers can understand their strengths and weaknesses and respond accordingly.

Technical and Professional Education

The Government has set out its plans to reform technical and professional education, which will set England's system on a par with the best in the world. The reforms will focus on simplifying the currently over-complex system, working in direct partnership with employers to ensure the new system provides the skills most needed for the 21st-century economy. We will learn from the best systems around the world to put in place a small number of clear high quality technical and professional routes, which will be as easy to understand as academic routes. These new routes will lead young people from compulsory schooling into sustained employment with the highest levels of technical competence. I have asked Lord Sainsbury to chair a panel looking at how we design these new routes and you should take account of his findings in future funding decisions.

The Government has announced its intention to support the creation of five National Colleges. The Colleges will deliver higher level technical skills in industries and sectors that are key to economic growth and productivity. We are working with the College teams to implement their business and investment plans, with the aim of establishing a network from September 2017. You will be responsible for:

Managing the transfer of capital funding to the Colleges based on allocations agreed by BIS with the Colleges, following due diligence process jointly conducted by BIS and SFA.

Ensuring that the capital spend on the programme is managed in accordance with *Managing Public Money* and based on agreed working arrangements between BIS and SFA.

Managing and monitoring the drawdown and repayment of any working capital loans provided to the Colleges, based on a loan agreement between BIS and the College.

We have also announced our intention to create a network of prestigious Institutes of Technology, focussed on the higher level STEM skills employers' need. We intend to work with local partners on a number of pilot projects to test this concept and to ensure that it leads to the development of valuable and sustainable provision. We will be providing more detail on the way we will approach this early in 2016, including setting out your role in developing the programme.

Advanced Learner Loans

From 2016/17, loans will be available to those aged 19 and above studying technical and professional qualifications at levels 3 to 6. Those aged 19-23 still retain a legal entitlement to full funding for their first full level 3, with loans becoming an option for those seeking to re-skill. The expanded offer provides a source of fees support to help address the country's technical and professional skills gaps. We expect you to work with and encourage all colleges, training organisations and awarding organisations to explore how they will enhance the higher technical and professional offer through Advanced Learner Loans. You will be responsible for determining the qualifications eligible for financing with a loan and the associated maximum loan values as well as ensuring high quality providers are operating in the market and a sufficient offer is available to learners.

Traineeships

In August 2013 we introduced traineeships for young people who have left school and wish to get an apprenticeship or other employment but lack the basic skills and experience that employers are looking for. They have made an excellent start: almost 30,000 traineeships started in the first two years of the programme; around two-thirds of year-one trainees reached positive destinations following their traineeship, including apprenticeships; and 94% of employers consider traineeships an effective way of preparing young people for work. We want to see continued growth of traineeships. To support this, I ask you to continue to make traineeships a priority including when redeploying AEB funding in year.

When we introduced traineeships, we required that providers are graded 'good' or 'outstanding' by Ofsted in order to ensure quality from the outset, but said we would keep this under review as the programme develops. Now that traineeships are fully established and getting excellent results for young people, from August 2016 we will place them on a par with other provision by removing this requirement. This will enable more providers to deliver traineeships and ultimately more young people to benefit from them.

Youth obligation

We have announced the introduction of a new Youth Obligation (YO) that will support 18-21 year olds to gain the motivation, skills and experience to move into work. The policy will be introduced in April 2017 and will mean that the Jobcentre Plus network will support young people on the YO into sector based work academy places, traineeships and to apply for apprenticeships. We expect that the SFA will encourage providers to continue to work closely with the Jobcentre Plus network to enable these opportunities at no cost to the young person.

English and maths

Strong literacy and numeracy are closely associated with higher rates of earnings, employment and productivity, as well as civic participation, engagement in children's education and positive health and well-being. English and maths qualifications are essential for success in other, higher areas of learning and are often required by employers in recruitment. For that reason we will maintain the statutory entitlement to fully-funded English and maths in the AEB to enable adults to progress up to Level 2 and achieve a GCSE in these subjects if they have not already done so.

The English and maths qualifications you should support in 2016/17 are GCSE, Functional Skills qualifications and approved stepping stone qualifications. Please continue your work with the Department for Education to confirm, where appropriate, a single list of stepping stone qualifications. You should continue to support English for Speakers of Other Languages (ESOL) for those learners who need to develop their English language skills as well as their literacy. The current entitlements for full funding will continue to apply but jobseekers referred by jobcentres should be the priority for full funding. We expect ESOL learners to be able to progress to Functional Skills qualifications and GCSE.

Offender learning

Education in prisons remains a critically important part of the Government's drive to reduce re-offending and drive down the significant costs that imposes on society. We have taken the same approach to the Offender Learning and Skills Service budget as that taken for the AEB, protecting it in cash terms across the Spending Review period. Further decisions about prison education generally, and about commissioning arrangements from 2016/17 particularly, will be announced in early 2016. Those decisions will be based on the interim report from the independent review of prison education being undertaken now by Dame Sally Coates for the Secretary of State for Justice.

Careers Advice and Guidance

We have agreed that the National Careers Service should be re-focussed on the new priority groups, young people aged 19-23 not in touch with schools/colleges, lower skilled adults aged 24 plus and adults (25 plus) with learning difficulties and disabilities. The service should build on the digital first approach already in train, using a triage approach to help citizens make informed choices about learning and work and determine their career pathway and suitability for programmes including apprenticeships and traineeships as well as other learning and skills programmes intended to boost UK productivity. We ask that you work closely with BIS officials to develop a new blueprint for the service to be implemented once the current contractual arrangements expire.

Community Learning

We will no longer provide a separate "Community Learning" budget. As part of the move towards simplification and localisation, all learning providers will be able to offer non-accredited learning if providers and Local Commissioners (where they are in place) consider such activity to be relevant and effective.

The Pound Plus strategy, introduced in Community Learning in 2013, must be used to deliver value for money focus public support on disadvantage and ensure that all learners pay if they can afford to do so. In 2016/17, I ask that you consult with local commissioners and providers to agree how to get the most from the integration of the Community Learning budget, in order to best meet local adult education needs.

Simplicity

My clear view is that the current funding system has become too complicated. It is the product of consecutive decisions about what can be funded, each of which was intended to promote greater effectiveness and in its own right might well have been justified. I am grateful for the good start you have made on simplification, but I would be grateful if you would consider how you can make even more progress over this Parliament to remove disproportionate compliance costs, both in providers and in the SFA, and incentives which cancel each other out.

In particular, I look to the SFA to simplify further the funding system to support the AEB from 2016/17 through block grants. You should do so in a way which is consistent with the objective of moving towards devolution of the budget under wider devolution agreements in some areas,

from 2018. This means that you should move towards increased flexibility for providers funded under block grant, with increasing local input into how that flexibility is used; you may find the UKCES/AoC document, *Local Action, National Success*¹ helpful. In 2016/17 you will also support the development of local delivery agreements, in the context of devolution deals which make provision for local influence over funding in 2016/17. You should also be able to ensure a similar approach in the three LEP areas where you have run “local influence” pilots. I know that you are using the funding reform and localism steering group to develop your thinking, and I very much welcome that.

I am aware that you have already made progress by reviewing and updating the rules which set out who we fund on either a full or co-funded basis. Simplifying the ‘eligibility requirements’ will help providers and learners alike and will ensure that learners included in the statutory entitlements undertake and achieve qualifications to enable them to maximise their potential and secure sustained employment. The continuation of co-funding will further reinforce our commitment to public investment in skills and learning, with the exception of co-funding in the workplace which is to be removed from 2016/17. As part of the diversification of funding we consider that employers should fund learning that takes place in the workplace. The funding released by this change can be used by providers to deliver provision to more priority learners.

The statutory entitlements have not changed. Our policy remains that young adults up to the age of 23 should pay no fees if they study for a first full qualification at either level 2 or level 3 (an entitlement to free education which is anchored in statute). In the past, however, such learners have had access to a bewilderingly wide range of qualifications, quite different to the range of qualifications available to those aged 16-18. This is wrong: there is no reason why the programmes studied under entitlement rules by young adults to catch up with where they should have been on leaving compulsory education should be different. Therefore I expect you to continue your work with the Department for Education to put in place a single offer for ages 16 to 23 focussed on high quality technical and professional qualifications and ensure there is a single and effective process to identify these qualifications.

Independent Training Providers

The locally led area reviews of post-16 education and training are looking at how the current post-16 provision is delivering against the economic and educational needs of an area and takes that into account in reviewing how to ensure the long term sustainability of a high quality and responsive general FE and sixth form college sector. The reviews therefore also provide a good source of information to inform the SFA’s contracting of the independent provider base to ensure that the provision being contracted is tailored to meet the current and future needs of an area. This is especially timely given that the current contracts with independent training providers expire at the end of 2016/17 and I ask that you ensure that this part of the sector is also well placed to take into account the priorities of localities. In addition, devolution deals will provide specific localities with the power to make their own funding decisions and so it may become less appropriate to let large national contracts spanning multiple geographic areas. Please take this into account in any re-procurement strategy.

Sub-contracting

In last year’s funding letter, we noted concerns about how sub-contracting can divert the resources we provide away from the front line into the servicing of additional fees and charges; and we welcome the work the SFA has already done on this. In particular I welcome public transparency on the amount of fees and charges of lead providers and the new external audit assurance arrangements to ensure lead providers have the right capabilities to manage their sub-contracted delivery partners.

¹ <https://www.gov.uk/government/publications/local-action-national-success-how-outcome-agreements-can-improve-skills-delivery>

I would expect to see less sub-contracting as funding is put in the hands of users or allocated more locally. It will be for employers to choose their own provider of apprenticeship training when we move into the levy system, and I would expect providers to make their arrangements directly rather than via sub-contracting. As the AEB becomes devolved, it will be for local commissioners to take a view about the acceptability of sub-contracting for the money they allocate. Where sub-contracting forms a significant part of a local area's provision, area reviews will want to consider any specific recommendations in the configuration of this provision as part of future arrangements. For 2016/17 you will want to ensure that sub-contracting practices are consistent with the need to achieve value for money in the sector, and to continue to take action against providers who are either operating unacceptable practices, or failing to provide clear and timely information. I would like you to report to me the controls in place by the end of March 2016 to protect the interests of learners and employers.

Localisation

We have in recent years established the principle that while providers should respond to demand, there is a wider public interest in ensuring that provision is aligned with both current labour market conditions and future economic development. That is why, as a condition of receiving funding, we currently require colleges to provide evidence that they are using their best endeavours to meet the needs of those LEPs in which they deliver significant amounts of learning. In future, so far as possible and practical, delivery agreements with providers should reflect local priorities which might include, for example, job outcomes and English and maths achievements. The Government's view is that the AEB funds what is essentially a local service and that in the right circumstances it can be better for funding and responsibilities to be held at local level rather than national level. This view is reflected in recent devolution agreements for areas including Sheffield City Region, the North East, Tees Valley, the West Midlands, and Liverpool City Region which provide initially for local influence over what is to be delivered by providers receiving block grant; and subsequently, subject to readiness conditions being met, these devolution agreements will provide for the full devolution of the AEB. I am asking the SFA to support the progress of these devolution deals, and others as they arise in future.

Area Reviews

Localisation is not solely about financial allocations but also about how provision is structured to best meet the economic and educational needs of each part of the country. We announced in July the launch of a programme of area reviews of further education provision, taking in the whole of England^[1]. These reviews are locally led, with steering groups chaired by the FE or Sixth Form College Commissioner, or in areas taking devolution powers, by the Combined Authority. They involve colleges, LEPs, local authorities and regional schools commissioners. The aim is to create in each part of the country a more diverse and specialised network of colleges which is able to meet the post-16 vocational education needs of the area. We need to see much greater diversity of provision and move away from the current norm. We also need colleges which are financially sustainable and able to invest in their futures. It is important to emphasise that the spending review settlement does not obviate the need for the area reviews to restructure capacity across the country: rather, it provides the right platform for big decisions to be taken.

It is important to have in mind that in considering financial sustainability, the reviews should not think only of grant income: loan supported fee income, funding from the apprenticeship levy and wholly private funding are all also part of the picture. It must clearly be a core task for the SFA to support these reviews, and I ask that you continue to do this. There can be no devolution of the AEB to an area before successful completion of an area review. The "readiness conditions" in the devolution agreements² expand on this point. The Spending Review has allowed for the

^[1] <https://www.gov.uk/government/publications/post-16-education-and-training-institutions-review>

² Page 9 -

requirement of support for the area review process. Access to this support will be assessed on a case by case basis.

Other Matters

College financial health and exceptional financial support

Colleges continue to face significant challenges in their financial health. The SFA (working closely with the Education Funding Agency) has a key role to play in the prompt identification of colleges at risk or requiring intervention and in ensuring remedial action is timely and effective. We have recently revised the guidance on the exceptional financial support available to colleges [Further education colleges: financial intervention and exceptional support - Publications - GOV.UK](#). It is available strictly by exception and can only be considered once a college can provide evidence that they are unable to raise the money from their usual facilities or through other action and where it is necessary to protect learners' interests. Accessing exceptional financial support will trigger intervention action, including potentially an intervention by the FE Commissioner and early involvement in an area review.

European Social Fund

The SFA will continue to procure skills provision funded via the European Social Fund (ESF) under the "opt-in" arrangement until 2018, and provide a matching process with other AEB funding. ESF covers social inclusion, employment (including people in work and at risk of redundancy) and skills support, including higher level skills, but must not duplicate support that is currently covered by national grants or loans (with a very few possible exceptions). Looking further ahead, BIS and the SFA will work together with external stakeholders where appropriate in designing alternative arrangements to ensure ESF-provision can continue to be matched to provision funded through the AEB.

The Prevent duty

On 18 September the Prevent duty came into effect for all publicly-funded and regulated institutions and all non-publicly-funded and unregulated institutions. This includes all FE colleges including sixth form colleges, independent and private training providers and English language schools.

Ofsted will inspect on compliance with the duty in all of our publicly-funded and regulated institutions as part of safeguarding under the heading of governance, leadership and management. In complying with the duty we expect all staff including sub-contracted staff, leaders, managers and governors to be trained in the Prevent duty and in identifying extremist activity. We have agreed with Ofsted and set out to institutions that 2015/16 will be a year of working towards full compliance. However, specific incidents of radicalisation or extremism will be fully investigated and actions taken and reviewed. In addition, we have appointed a team of five advisers to monitor and inspect on a risk-based approach institutions in the non-publicly-funded and unregulated sector. Their approach will mirror closely that of Ofsted. I ask you as the owner of the register of publicly-funded training organisations and the primary contract holder with all publicly-funded FE institutions to fully co-operate with Ofsted and our team of advisers in undertaking background research on institutions and in supporting recommendations made after inspections.

In conclusion

Your instructions in this letter are pitched at a high level. It is for you and your staff to develop the detailed funding policies that are necessary to implement them, working with BIS officials and consulting with stakeholders as you do so. My officials will establish arrangements with you to monitor progress and to deal with issues as they arise. I take this opportunity to thank you and your team for all that you have done over the past year, and to express my confidence that we will continue to enjoy a productive partnership over the next four years.

A handwritten signature in black ink, appearing to read 'Nick Boles', written in a cursive style.

NICK BOLES MP

Annex – Funding table

The finance table shows the funding available for the 2016-17 financial year and indicative projections for 2017-18 to 2019-20 (actual budgets will be set out in each year's funding letter).

		Baseline	Funding	Indicative		
		2015-16 £000's	2016-17 £000's	2017-18 £000's	2018-19 £000's	2019-20 £000's
BIS Core Teaching & Learning						
1	19+ Apprenticeships	740,000	926,019	1,076,004	1,246,996	1,422,999
2	Adult Education Budget	1,494,000	1,494,000	1,503,000	1,511,000	1,512,000
TOTAL: Core Teaching & Learning		2,234,000	2,420,019	2,579,004	2,757,996	2,934,999
3	Advanced Learner Loans	202,000	260,000	325,000	440,000	480,000
TOTAL: Adult Teaching & Learning		2,436,000	2,680,019	2,904,004	3,197,996	3,414,999
4	Offender Learning & Skills Service	130,350	130,350	130,350	130,350	130,350
Funding to Support						
5	19+ Apprenticeships	30,000	79,000	80,000	74,000	62,000
6	Adult Education	343,113	311,324	259,921	192,809	177,427
TOTAL: Funding to Support		373,113	390,324	339,921	266,809	239,427
GRAND TOTAL		2,939,463	3,200,693	3,374,275	3,595,155	3,784,776

1 – 19+ Apprenticeships

This funding will support high quality apprenticeship training for individuals aged 19 and over. The baseline figure has been adjusted to reflect the inclusion of the funds for the Apprenticeship Grant for Employers in line 5.

2 – Adult Education Budget

Brings together the previous Adult Skills Budget, Community Learning and Discretionary Learner Support into a new single budget line. This figure also includes the budget for Youth Obligation. The baseline in 2015/16 has been constructed by combining the budgets spent on non-apprenticeship Adult Skills Budget participation, Community Learning, Discretionary Learner Support, Youth Obligation and funding for basic digital skills, it reflects reductions made in the summer budget in July 2015.

3 – Advanced Learner Loans

From 2016/17, loans will be available to those aged 19 and above studying technical and professional qualifications at levels 3 to 6. The 2015-16 baseline is based on modelled estimates of likely spend against this budget in that year. Budgets from 2016-17 onwards are forecasts.

4 – Offender Learning and Skills Service

This budget provides vocational and employability skills programmes and includes funding for the National Careers Service for those in custody. The 2015-16 baseline excludes a Ministry of Justice contribution of £17m. This budget has been maintained at flat cash.

5 – Funding to support 19+ Apprenticeships

This funding will support activities which help deliver our reform programme and the growth in apprenticeships. It includes funds for the Apprenticeship Grant for Employers.

6 – Funding to support the Adult Education Budget

Includes National Careers Service, quality improvement, data collection and management, financial support for learners and funding for community learning mental health pilots. It does not include the skills surcharge. We will provide information on this and greater clarity on the distribution of this budget in the New Year.

We will provide information on capital funding in the New Year.

SELF-ASSESSMENT REPORT 2014-15



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1. There was good evidence of ongoing quality improvement from Surrey County Council's Community Learning and Skills Service during the 2014-15 academic year. This continued the year on year progress made since the Ofsted Inspection in December 2010, where the inspectorate found that the overall effectiveness of SCC's provision, along with leadership, outcomes and teaching and learning, were good.
2. The overall success rates for the year were 91.7% on the Community Learning (CL) programme and 91.2% on the smaller Adult Skills Budget (ASB) programme. The Learner Feedback, carried out in the Spring term, was very positive with 93.1% of learners recording that their course had met or exceeded their expectations (Excellent: 64.9%, Good: 28.2%).
3. The Service is funded in the main by the Skills Funding Agency and fee income from learners. The SFA funding comes primarily from the Community Learning grant, with the balance, approximately 17% of the funding from an ASB contract. The year was the second in which the Service has had a notable ASB programme. The Service has been successful in building a strong contribution to its sustainability from its Pound Plus activity (See Para 59).
4. The Service has continued to deliver a balanced programme through its Community Learning offer, of both targeted courses and a broad universal offer. There are seven dedicated adult learning centres in North and South West Surrey. These are supplemented by a set of community venues to meet the needs of learners who otherwise would not engage with the programme. There are three teams focused on delivering targeted services - one to meet the learning needs of adults with disabilities and learning difficulties; a second that delivers a Family Learning programme across the whole of the county; and the third works in the areas of relative disadvantage providing Outreach learning opportunities to adults least likely to participate, including people on low incomes with low skills. Very effective partnerships with Children's Centres, targeted schools, voluntary organisations and other agencies are in existence to enable the Service to deliver its targeted programmes.
5. East Surrey College holds a direct contract with the SFA for Community Learning for the eastern third of the County. An exception is for Family Learning where the Service is contracted to deliver to priority families across the whole of the County. This has enabled the Service to work effectively across a wide-ranging network of schools and children's centres and make important linkages within the Children's Directorate of the County Council.
6. The majority of the centre based Community Learning programme was offered within SSA 12 (Languages, Literature and Culture), SSA 9 (Arts, Media and Publishing) and SSA 14.1e (Independent Living and Leisure Skills). A smaller programme was offered in other sector subject areas. In total there were 1,919 Community Learning courses.
7. The Adult Skills Budget programme included: Maths and English courses (both GCSEs and progression units for those not yet ready to study at that level), courses promoting independent living for adults with learning difficulties and a small number of computing courses. There were 76 viable ASB funded courses. These were delivered by 37 tutors.

	2012/13	2013/14	2014/15
Funding Stream	Learners	Learners	Learners
Community Learning	9273	8125	9057
ASB	133	697	661
First Steps	698	N/A	N/A
Total	9380	8570	9509

8. The management team have developed and implemented an ongoing strategy for improvement since the previous inspection when the judgement of Ofsted at the time, December 2015, was 'Good'. There has been a successful change management programme to improve the effectiveness of the organisation and to meet contractual changes with the Skills Funding Agency.

9. Communications with staff and learners are good. Strategic planning is articulated clearly through the Service Strategic Plan and the Quality Improvement Plan. These are framed within the overriding County Council objectives and policy requirements of the funding body. Staff have a good understanding of service priorities and long-term aims for improvement. Staff feel well informed and appreciate the ways that their views are gathered and taken seriously.
10. Good arrangements are in place to keep all learners safe. The Service has continued to see safeguarding as a priority. It has responded positively to the additional requirements of Prevent and a training programme has been rolled out to staff. There are relatively large cohorts of learners within the Supported Learning and Family Learning and Outreach provision. Staff and learners have the confidence to raise concerns with the Safeguarding Officer(s) and appropriate action is taken to address any issues by raising concerns with Surrey (ASC) Adult Social Care, Children's Services, the police or by liaising with parents/external organisations as necessary.
11. The Service has demonstrated a high level of commitment to improving equality of access and the promotion of diversity within its learning community. Resources are allocated to ensure learners from disadvantaged groups are provided quality learning opportunities and there are very good systems in place to support learners with additional needs. More in depth training in equalities is now mandatory for all staff and this has impacted in the improvement of equality and diversity in teaching and learning.
12. The Community Learning and Skills service sits within Cultural Services that resides in the Chief Executive's Directorate within the County Council. The Service's planning and review procedures are fully integrated into enhanced County Council processes. This promotes internal partnership working and alignment to local priorities.

Adult and Community Learning Staffing

	2013/14		2014/15	
	Number	FTE	Number	FTE
Senior Managers	4	4	4	4
Curriculum staff	24	17.3	24	17.3
Curriculum support	3	1.5	3	2
Other staff	66	36.3	66	36.3
Tutors	288	40.0*	281	38.9
Total	385	99.1	378	98.5

*Assumes a teaching FTE works 864 hours (i.e. 24 hrs x 36 weeks)

Surrey Population Profile

Surrey has a usual resident population of 1,161,256¹. Of those, 768,236 live in the seven² districts for which the County Council holds a Skills Funding Agency contract to deliver Community Learning and Adult Skills Budget learning programmes. Surrey's population is projected to rise to 1.37 million by 2037.

37.1% of the Surrey population are aged 50 or older. This compares to the same figure for the south east and to 36.0% for all of Great Britain.³ 18.4% of Surrey residents are aged 65 or older and this figure is expected to rise to 25% by 2037. In 2014/15, 53.8% of learners⁴ were aged 50 or over; 23.6% were aged 65 or older.

Life expectancy in Surrey is high at 84 years for women and 81 years for men, almost two years longer than the average for England. Life expectancy for people living in Surrey's most deprived areas, however, is 5.9 years lower for males and 3.7 years lower for females compared with that in its least deprived areas.

Surrey's population is projected to rise over the coming decade, with notable increases in the number of older people. Projections suggest that the population aged 85 and over in Surrey will almost double from 30,000 people in 2010, to 59,000 by 2030. 83% of Surrey's population lives in urban areas⁵ and relies heavily on car-based transport. For those without a car, transport is costly and not always accessible.

16.5% of Surrey residents are from Black and minority ethnic groups. This compares to 14.8% for the South East and 20.2% for England⁶. 77.8% of Surrey residents have an NVQ level 2 qualification or above. This compares to 77.1% in the south East and 73.3% across Great Britain⁷. Pupils at the end of key stage 4 generally get better qualifications than the national average, with 63.6% achieving five or more A*–C grades at GCSE (including English and maths) in Surrey, compared to 56.3% for England as a whole⁸. Surrey has a high level of economic activity. 82.5% of men and 72.1% of women aged between 16 and 64 are in employment, compared with 81.6% and 71.2% for Great Britain. 3.6% of economically active Surrey residents are unemployed compared to 4.4% the South East and 5.7% across Great Britain⁹.

Surrey is a county of considerable affluence with a very successful commercial sector, high levels of employment and generally low levels of disadvantage. It is one of the least deprived counties in the country, but there are pockets of relative deprivation, especially in parts of Spelthorne, Woking, Guildford, Reigate & Banstead and Surrey Heath.

¹ Office of National Statistics (ONS) mid year population estimates 2014 (26 June 2014)

² Elmbridge, Guildford, Runnymede, Spelthorne, Surrey Heath, Waverley and Woking.

³ Office of National Statistics (ONS) mid year population estimates 2014 (26 June 2014)

⁴ Excluding those whose programmes were delivered under subcontract by Tribal Education Ltd.

⁵ Surrey Joint Strategic Needs Assessment (JSNA). Further info. at www.surreyi.gov.uk

⁶ Office of National Statistics (ONS) 2011 Census

(KS201EW Key Statistics for local authorities in England and Wales | Published 11 December 2012)

⁷ Nomis Labour Market Profile (Employment and unemployment Jul 2014 – Jun 2015)

⁸ Department for Communities and Local Government (DCLG) GCSE Results and KS4 2014

⁹ Nomis Labour Market Profile (Employment and unemployment Jul 2014 – Jun 2015)

SUMMARY OF GRADES AWARDED

Overall Effectiveness	Grade 2
Effectiveness of leadership and management	Grade 2
A1: Ambition, expectations and standards	
A2: Performance management and professional development	
A3: Self-assessment	
A4: Curriculum relevance	
A5: Curriculum planning and management; preparation for next stage	
A6: Promote equality and diversity	
A7: Promote British Values	
A8: Safeguarding arrangements	
Quality of teaching, learning and assessment	Grade 2
B1: High expectations of learner achievement	
B2: Staff understanding of age group and subject knowledge	
B3: Assessment information from what learners already know	
B4: Assessment information to plan teaching learning strategies/addl support	
B5: How to improve as a result of feedback following assessment	
B6: Engagement with parents/carers if relevant	
B7: Equality and diversity promoted through teaching and learning	
B8: Promotion of English, maths, functional skills and other skills	
B7: Equality and diversity promoted through teaching & learning	
Personal development, behaviour and welfare	Grade 2
C1: Pride in achievement and commitment to learning	
C2: Self-confidence, self-awareness and how to be successful learner	
C3: Employability skills where relevant so that prepared for next stage	
C4: Prompt and regular attendance	
C5: Guidelines for behaviour and conduct	
C6: How to keep safe from relevant risks	
C7: How to keep safe from relevant risks	
C8: How to keep safe from relevant risks	
C9: How to keep safe from relevant risks	
Outcomes for learners	Grade 2
D1: How to keep safe from relevant risks	
D2: How to keep safe from relevant risks	
SECTOR SUBJECT AREA	Grade
Arts and Crafts	Grade 2
Hospitality, Catering and Food Hygiene	Grade 2
English and mathematics	Grade 2
ICT (Work Skills and IT)	Grade 2
Sport, Leisure & Recreation (Movement & Well Being)	Grade 2
Languages/Literature/Culture (MFL and EFL)	Grade 2
Counselling, Psychology, History of Architecture, Family History, History (Humanities)	Grade 2
Outreach	Grade 2
Family Programmes	Grade 2
Supported Learning	Grade 2

KEY STRENGTHS AND AREAS FOR IMPROVEMENT

Strengths:

- Learner participation and outcomes are good with high levels of enrolment, achievement and learner satisfaction (Para. 2, 58, 192).
- Teaching and learning is good across all curriculum areas (Para. 99).
- There is strong, experienced leadership and management of the service, which is committed to seeing sustained improvement (Para. 14, 17, 51).
- A rigorous and thorough self-assessment process leads to continuous quality improvement (Para. 14, 42)
- Learners take great pride in their achievements on the programme and there is strong recognition that their engagement contributes to their well being (Para. 151).
- The high level of support for learners is particularly effective in Supported Learning and Family Programmes (Para. 64, 106, 122).

Weaknesses:

- The use of modern technology needs further development, both in teaching and learning and as a communication tool (Para. 23, 107).
- Further widening participation for disadvantaged learners to access learning on the community learning programme continues to be an area for development (Para. 59).
- Course progression and signposting information not sufficiently wide ranging on community learning courses (Para. 163).

SUMMARY OF IMPROVEMENTS SINCE THE LAST SAR

- During 2014/15, 9057 learners enrolled on Community Learning courses, which represents an 11.4% increase year on year from 2013-14 to 2014-15. Many learners enrolled on more than one course, giving a total of 17331 enrolments over the same period.
- Significant improvements were recorded in overall cancellations - down from 22.5% in 2013-14 to 16% in 2014-15 for the Community Learning programme (just over the 15% Service target) and down from 18.3% in the ASB programme to 10.6% (exceeded target).
- Continuous improvement in the quality of teaching, learning and assessment was demonstrated. The grade profile of sessions observed for tutors employed by the service as of 31st July 2015 is 88.5% Good or Outstanding. This profile is based on the last grade given to all tutors employed during 2014-15 and demonstrates an improvement on 82.9% from the previous year. Our journey has been one of significant and continuous improvement.
- Performance management of Supported Learning Assistants (SLAs) was introduced.
- The Service developed and delivered a very successful programme of accredited learning (Adult Skills Budget) to a cohort of 661 learners, reporting an overall success rate of 91.2% compared to 85.8% the year before. This compares very favourably with the available national benchmarking comparison of 84.4% (Source: 2013/14 Education and Training National Success Rates Tables | Headline Overall Success Rates | Other Public funded | 19+ | All levels). 66% of English learners achieved a grade C or above compared to 54% the previous year. A new ESOL provision was set up. Detailed planning for the programme was based on meeting local needs, contributing to national priorities, increasing engagement of underrepresented groups and developing employability skills for learners.
- Further identification and dissemination of good practice sharing across subject areas has continued to improve with sharing information at cross curricula curriculum meetings, moderation events and service wide events.
- Learners' achievements were further celebrated through award ceremonies, newsletters and the End of Year Learner Exhibition for Arts and Crafts learners at the Harvey Gallery in Guildford.
- Improved LDD brochure was produced following feedback from parents and partners.
- Recruitment of more tutors continued, leading to capacity for a wider programme of courses and increased number of viable classes.
- English and maths IAG in the core programme now includes a more rigorous assessment to test the level of English and there has been some cross-curricular involvement in standardisation meetings.
- There was significant increase in the number of courses (+27%), and very significant increase in learner numbers in the targeted work of the Outreach team. Subcontracting arrangements with SCT (Surrey Care Trust), a local charity and experienced voluntary organisation, assisted us to further extend our work with disadvantaged adults.
- Measures taken to improve the promotion of equality and diversity continue to be effective and class observations demonstrate this improvement as do examples cited in monthly reports and newsletters. There are good systems for learners to disclose additional needs and gain support as required to ensure equality of access to learning.

WHAT NEEDS TO BE DONE TO IMPROVE FURTHER

- Support tutors to achieve excellence in teaching and learning
- Provide wifi access across the 7 adult learning centres and promote wider use of the VLE to enhance the learning experience, encourage independent research and study.
- Provide more opportunities in Community Learning courses for economically disadvantaged members of the community to participate, particularly those with mental health needs
- Review staffing needs to build capacity for an expanding accredited programme
- Provide more effective and wide ranging course progression and signposting material for learners on the Community Learning programme
- Develop improved processes to capture learner destination data on the accredited programme
- Reduce cancellations in a few identified curriculum areas

OVERALL EFFECTIVENESS

GRADE 2

13. Overall effectiveness has been judged as Good, Grade 2. This is evidenced through continued and sustained improvement in learner outcomes, capacity to improve and quality improvement since the last Ofsted inspection (December 2010). Leadership and management is good. Safeguarding and Equality and Diversity are good.
14. **There is strong, experienced leadership and management of the service, which is committed to seeing sustained improvement.** Managers communicate very effectively with staff, and have prioritised strategies for improvement. The participation rate for BME groups has continued to be in excess of the Surrey population. Further engaging male learners and learners under 50 years of age remains a priority for Service development. **A rigorous and thorough self-assessment process leads to continuous quality improvement.** The report is self-critical, inclusive and evaluative and involves input from staff, tutors and learners as well as partner organisations.
15. Retention and achievement rates are good in all subject areas, with an overall success rate of 91.7% on the Community Learning programme. Benchmarking is problematic on non-qualification based programmes; however, our work with the Lincolnshire based benchmarking project (39 providers) gives us confidence that the Service's success rate compares favourably with the Lincolnshire benchmarking average of 90.2% success rate. The very successful programme of accredited learning to a cohort of 661 learners reported an overall success rate of 91.2%. This compares very favourably with the available national benchmarking comparison of 84.4%.
16. There is sound evidence that we have a forward looking Leadership team, robust Strategic and Quality Improvement Plans and that resource decisions and management will continue to support plans for improvement. Performance is regularly reviewed at fortnightly senior management team meetings and action taken to address shortfalls on performance and to build on emerging strengths.

A: Effectiveness of Leadership and Management

Grade 2

A1: Demonstrate an ambitious vision, have high expectations for what all learners can achieve, and attain high standards of provision and care for learners

17. **There is strong, experienced leadership and management of the service, which is committed to seeing sustained improvement.** The Service vision was clearly outlined by the Senior Management team, who set high expectations for the development of a responsive programme. Managers communicate clear measures for improvement across the Service very effectively. Good strategic planning and prioritisation contributes towards the raising of standards of provision and care, the promotion of our overall objectives and our ambitious vision to support the service to excellence, which is where we aspire to be. Service priorities have clear linkages to both the wider County Council objectives and the policy documents on the use of funds described by the Skills Funding Agency.
18. There is a matrix of governance, planning, reporting and reviewing mechanisms in place that ensure rigorous overview and scrutiny of performance. The committee structure at Surrey County Council was realigned in May 2015. The Adult Learning Service is now scrutinised by the Education and Skills Board. This will strengthen the governance arrangements for the Service. Within Adult Learning, performance is regularly reviewed at its fortnightly senior management team meetings and action taken to address shortfalls on performance and to build on emerging strengths. Managers lead by example to create a culture of organisational improvement, respect and tolerance and receive good support and challenge from senior council officers and from the portfolio-holding member. Staff have a good understanding of service direction and share the broad aims for improvement.
19. An internal audit was undertaken on the Community Learning and Skills Service as part of the governance arrangements for the Service as agreed by the Head of Cultural Services. The overall audit opinion following this audit was 'Some Improvement Needed' (second highest of the 4 grades that can be allocated). A few specific control weaknesses were noted; generally, however, controls evaluated are adequate, appropriate and effective to provide reasonable assurance that risks are being managed and objectives met.
20. There has been good identification of key resources required, coupled with sound financial management to support both current and future service improvements. A three-year breakdown analysis of income and expenditure shows an increase in total income between 2012 and 2014 from £4m to £4.2m. The main driver of this increase is course fee income.
21. Curriculum management is good and curriculum managers are successful in explicitly communicating service aims and priorities for improvement. Tutors feel well informed and supported by managers. Annual Tutor Meetings and curriculum specific tutor meetings provide a forum for sharing the Service's vision and direction and generating discussion for quality improvement. Successes and achievements are regularly communicated through the Staff Newsletter and learner achievement celebrated through events throughout the year. There is good use of data to provide clear information about trends in retention, attendance, and progression.
22. The introduction of online enrolment in May 2015 has had excellent impact in the participation of potential learners and priority groups accessing the Adult Learning offer. As of 26th August 2015, 42% of 2015/16 enrolments were taken online via coursefinder. This development is expected to both protect and increase enrolment and income generation, and attract a higher number of younger learners on to the programme. The use of electronic communication to

communicate with staff and learners shows continued improvement with email and text messaging systems in use.

23. Tutors continue to develop the use of ICT with learners, but access to Wifi remains limited. An open network that will enable tutors and learners to use their own devices within classrooms has been formerly approved by the Council's investment panel, but implementation is still to be rolled out. Lesson observations confirm that tutors use other internet file sharing facilities with their learners e.g. DropBox. The VLE has been upgraded and Safeguarding Refresher training has been set up in Moodle for all staff to access. The CLS Service and E and D pages and other resources are being continually refreshed with an ongoing menu of staff development for tutors. Tutor engagement with Moodle remains patchy. However, increasing numbers are utilising the rich resource base on the web, and we anticipate this will accelerate once the WiFi solution has been implemented. Significantly, 82% of learners rated the use of technology on their course as either 'Excellent' or 'Good' during March 2015. **The use of modern technology needs to be developed further, both in teaching and learning and as a communication tool.**
24. Quality improvement measures continue to raise standards, with clear evidence of ongoing progress in the quality of teaching and learning. Lesson observation processes have contributed strongly to the raising of standards and Mentor Tutors have added to the service's capacity to improve teaching and learning. In addition, paired observations and moderation sessions demonstrated that more rigour was placed on scrutinising assessment practices at OTLAs. Over the summer term, course quality documentation was reviewed for 2014-15 to ensure awareness of the new CIF standards for September 2015.
25. Very good working relationships continue to be maintained with external organisations and learners' wider support networks. This is particularly true for the Service's targeted provision, where partnerships with children's centres, targeted schools, voluntary organisations and other agencies are in existence and have been crucial in enabling us to extend the reach of the programmes and drive up outcomes for learners. There is a very good and active approach to working together both across the Service and also with the Family Learning Local Authority Group (FLLAG). The Family Learning team have developed further very successful sub-contracting arrangements with 'Boogie Mites' and the 'The Organic Cookery School'. Below is an example of partner feedback that demonstrates good evidence of planning:
'The tutor tailored the course to meet a very diverse group of needs.' and *'as always, a high quality service adapted to meet the needs of the family'* Riverview CC.
26. The effectiveness of the Outreach team had been reduced during 2013-14 due to high staff turnover during that year. This was addressed through a number of strategies including:
1. Reorganisation of the team
 2. The recruitment of a sector expert who has established several links in the community and set up and delivered new courses (autumn and spring terms)
 3. The appointment of a full time Assistant Curriculum Manager who set up further links with Job Centre Plus and voluntary and community organisations during the spring and summer terms).
 4. New Curriculum Manager for the Outreach department appointed (August 2015) and 2 new Assistant Curriculum Managers being appointed during autumn 2015, to increase the capacity of the team to engage with a higher number of disadvantaged adults in the community.

This continues to be work in progress, but there was significant increase in learner engagement. A variety of responsive courses were delivered to 337 learners in the community. A small developmental ESOL accredited provision, (non-regulated aims) engaged with 63 learners. This included 24 Nepalese learners progressed from a funded (Rushmoor Council) Community Learning Languages course.

27. Within the Outreach team, sustained successful partnership working with 'Surrey Care Trust' (SCT) through a sub-contracting arrangement enabled CLS to engage 'hard to reach' adults with low levels of educational achievement, living in areas of multiple deprivation and job seekers. This registered charity has excellent links with other community organisations that enables it to engage 'hard to reach' learners (with low levels of educational achievement, living in areas of multiple deprivation or job seekers). The types of venues included community halls, schools, housing trusts and SCTs Swingbridge boats. SCT enabled people to overcome the disadvantage of low skills, poor educational achievement, limited opportunities and tough financial circumstances. Setbacks in life such as illness, addiction, family breakdown and unemployment can also leave people facing hardship. By offering courses such as 'Budgeting' 'Personal Safety', 'Interview Skills' and 'First Aid' they gave the learners additional skills to add to CVs and also to build confidence to move forward into employment. The 158 learner enrolment target was exceeded.
28. The Supported Learning team engages with the Surrey Adult Social Care teams and the Curriculum Manager attends the Surrey Learning Disability Partnership Board meetings to align the LDD courses with local priorities and need and identify the future needs of local residents. New partnership working with the Hear Here! Project has provided Lip Reading courses for the hearing impaired across as much of the county as possible for the benefit of Surrey residents.
29. The senior management team fully engage with sector colleagues through LEAFA, Halex as well as the Peer Review and Development Group, SEQIN (South East Quality Improvement Network) to keep abreast of and cascade current good practice to the various teams in order to ensure high standards of care and provision for learners.
30. Volunteers offered care, support and guidance in a number of classes. For example, four volunteers helped on GCSE Maths courses, one on Pre-GCSE English and two on Pre-GCSE Maths courses in 2014-15. Two of these volunteers were themselves previous learners on the GCSE Maths. The volunteers' help was particularly valuable with individual learners when struggling with particular concepts. One English tutor puts the success of one of her EAL learners in an OCR unit down to the work the volunteer did with her on alphabetical order, which doesn't exist in the learner's native language.

A2: Improve staff practice and teaching, learning and assessment through rigorous performance management and appropriate professional development

31. There is a well-established, thorough and rigorous process for supporting quality improvements in teaching and learning through informal and formal observations, learning walks as well as staff training and development. Curriculum staff and managers have been ambitious in their drive to raise standards and their commitment to what learners should expect is disseminated through tutor training and monthly Staff Newsletters. All permanent staff have annual appraisals and regular 1 to 1 meetings to identify and monitor targets.
32. For part time sessional tutors, a highly effective tutor performance management process, coupled with our robust observation scheme, has resulted in 88.6% of observed sessions being graded good or outstanding (grade profile of sessions observed for tutors employed by the service as of 31st July). Performance management guidelines are in place to support tutors whose lessons are graded 3 or 4. These include timescales for support and improvement before the situation becomes a capability issue. Reference to this is included in the Tutor Job Profile and was disseminated with the roll out of the new Bank and annualised Hours contracts for tutors (effective August 2014). The 'Tutor Development Review' is used by curriculum managers as and when required to provide tutors with an additional performance review and support platform. It is part of the process when tutors receive a Grade 4 or repeated Grade 3, but can also be used to discuss tutor professional development and progress, or address any concerns raised.

33. Robust performance data is well used to swiftly identify where interventions are necessary, to monitor progress against targets and inform curriculum planning. Very effective training and supportive OTLA action plans resulted in improvements in the quality of teaching and learning. Some tutors did not improve substantially and have left the service. Comprehensive tutor action plans and mentoring support are in place to support the remaining tutors. There is a service decision in place to not offer new work to underperforming tutors to whom constant support has been provided. 15 Mentor Tutors supported the curriculum team during 2014-15 with class visits as well as additional support for tutors. This has extended the capacity of the curriculum team and also facilitated the dissemination of good practice. Informal class visits supplement the formal observation process. A number of tutors have visited each other's classes on an informal basis to learn from each other and share best practice.
34. High standards and improvements in the quality of teaching and learning can also be attributed to a rigorous recruitment and induction process for new tutors with a micro teach at interview. Performance management of SLAs was introduced supporting 25% of SLAs to reflect on and improve their classroom practice.
35. Subject specific OTLA (Observation of teaching, Learning and Assessment) moderation at team level in addition to the annual cross curricula OTLA and RARPA moderations successfully supported on-going improvements. (See Paras 49 and 50).
36. There are monthly Curriculum Team meetings which review targets, progress, share good practice and up-dates. They include action taken to address shortfalls on performance and to build on emerging strengths. Regular one to one meetings check progress, monitor outputs, encourage discussion and consider the well-being of staff. Appraisals set targets towards meeting overall team and service objectives. Performance review meetings are held with subcontractors once each term to monitor progress on learner numbers, the wider outcomes for learners on their programmes and to ensure quality improvement is a priority for their organisations.
37. Professional development opportunities are extensive and varied for all staff and strongly encouraged with financial assistance available for both internal and external training. There has been a good range of cross-service training to enhance teaching and learning within areas including Health and Safety, IT, curriculum development and leadership and management. Training opportunities were available within the County Council's own training programme (including e-learning), within SAL by the curriculum team (course quality documentation clinics and support sessions) and from external training providers (conferences, exhibitions, workshops, professional bodies). There has been a full programme of training for all staff during the year with a total of 555 attendances at training events from tutors, Supported Learning Assistants, volunteers, curriculum and centre staff. Senior Managers have attended 55 external training events including Hoxex, LEA FEA, Sequin, Ofsted, updating and networking opportunities as well as leading on internal staff training (Leading with Confidence Training).
38. The curriculum team undertook a wide range of training - requirements of the new CIF, Leading with Confidence, delivering outstanding sessions, hearing loss awareness, Dementia Awareness, 'Dyslexia and Dyspraxia Classroom Strategies' Powerpoint, Safer Recruitment Training, Talentlink training (on the new recruitment system), Moodle and Excel. Management skills of the curriculum management team were enhanced during the autumn term through a tailored training session - 'Performance Management - Improving Technical and Personal Skills', personalised to the needs of the team and delivered by a sector expert, giving them more confidence in handling difficult performance issues. The curriculum team and tutors also keep up to date with developments in their field by visiting exhibitions and craft fairs, carrying out online research and reading and subscribing to specialist societies and associations.
39. Training for all staff has included sessions for Supported Learning, Outreach and Family Learning staff and specific SSA related sessions for tutors in Languages, Art and Craft, Exercise/Dance and Bridge. Quality improvement training has included differentiation training for tutors and 'How to deliver an outstanding lesson' training. Sharing good practice and quality improvements are part of development opportunities at the Annual Tutor Meetings attended by 151 tutors in

September 2014. Training on delivering accredited courses continues following its implementation last year and included LASER training on implementing internal quality assurance and attendance at an AQA event on new GCSE Maths. Training on the use of Moodle and I-Pads has been a feature of IT training this year with 57 training sessions attended in total. Two members of staff gained the ECDL Level 1 qualification and three achieved ECDL Extra. Staff and tutors have been encouraged to undertake external training related to their own curriculum areas to enhance or update their skills, with appropriate financial support. This has included three tutors supported on teacher training (including one DTTLs) training on techniques for Tai-Chi and Qi Gong, 'Next Generation Text' training for lip-readers, Photoshop Elements, Thai cooking and Hearing Loss Awareness training that was then disseminated to the Curriculum Team. The service also provides First Aid training when required to tutors, SLAs, volunteers, curriculum and centre staff. A total of 69 courses were attended in 2014-15.

40. Equality and Diversity training continues to be included in team sessions and an on-line training module is available via the Moodle. Safeguarding training is provided both as distance learning and as face-to-face sessions. Initial training packs on both E & D and Safeguarding are completed by all new staff before they start work. The Virtual Learning Environment (VLE) continues to be improved and training is provided (Moodle) throughout the year to improve access to on-line training for tutors. From 1st July 2015 Surrey CLS has a legal duty to prevent any of our learners from being drawn into terrorism and the service is rolling out Prevent training and the first wave of training took place at the End of Year Review meeting in July 2015.
41. Career progression is encouraged, for example, a tutor was successful in securing a position as an Assistant Curriculum Manager and a Centre Assistant was promoted to Centre Co-ordinator. There is an on-going need to continually improve access to staff training, as teaching staff are mostly on hourly paid contracts. Tutor training and meetings served as a platform for tutors' professional development, contributed to improvements in teaching and learning and served as a forum for developing new ideas, sharing good practice and discussing curriculum issues.

A3: Evaluate the quality of the provision and outcomes through robust self assessment, taking account of users' views, and use the findings to develop capacity for sustainable improvement

42. **A rigorous and thorough self-assessment process leads to continuous quality improvement.** The service's aspiration to manage an outstanding provision is underpinned by a self-critical, inclusive and evaluative process that involves input from staff, tutors, learners as well as partner organisations. Evidence for the SAR is collected throughout the year via monthly reports from staff, End of Year Reviews from the various teams and subcontracting organisations, self-assessment reviews from tutors (Tutor SARs), learner evaluation sheets and Learner Focus Groups and Learner Feedback, meeting notes, Learner comments, compliments and complaints and individual learning plans. Each of the annual SSA reports are reviewed and moderated by a panel consisting of the Principal, the Deputy Principal and a senior manager from the SEQIN Peer Review and Development (PRD) Group. The information from all these sources are included in this self assessment report.
43. In addition to the annual SAR, performance is regularly reviewed at fortnightly senior management meetings. Managers constantly review the curriculum and the success of programmes through the development of action plans which are regularly updated. Business planning meetings were held during January and February to discuss the planning of the programme for 2015-16.
44. Data from the Management Information System and Surrey County Council's financial systems is used in strategic management and curriculum planning. Rigorous analysis of data at management and team level is used to improve service performance and consider and develop capacity for sustainable improvement. Team meetings identify areas for concern or improvement and promote the sharing of best practice. Regular reviews against the service Quality Improvement Plan are undertaken to continually assess and improve performance. Curriculum staff draw up and monitor quality improvement plans for their curriculum areas. Issues that

impact on both curriculum and centre operations are raised at termly Quality Operations Group meetings and improvements and solutions are implemented. The accredited programme is shaped and monitored through Qualification, Skills and Work group meetings.

45. Learners' views were sought through feedback forms during the autumn and spring terms and also sought during the Learner Focus Groups held in the summer term. They demonstrated that learner enjoyment and satisfaction is very high. Surrey CLS has introduced a revised online option for obtaining course related feedback from learners. As a result, a much higher number of responses (1575 responses compared to 753 the previous year) were received during March 2015. A very high proportion of learners confirmed that their course met their expectations (65% Excellent; 28.3% Good) and offered value for money (50.2 % Excellent; 40% Good). All LDD learners' views were sought through the adapted Learner Feedback process. Where possible, suggestions have been put into practice and all centres displayed the 'You Said We Did' responses.
46. During the Learner Focus Groups, Learners demonstrated very high levels of satisfaction and commented on the gains in social, health/well-being and work related benefits from attending their courses and offered feedback on the enrolment process, advice and guidance, their progress, achievement and intended destinations, safeguarding arrangements, respect and diversity as well as CLS's commitment to equality. In the Ofsted survey carried out in the autumn term (151 responses up to 19th January 2015), 96% of respondents 'Strongly Agreed/Agreed' that 'my course/programme meets my needs' and 100% 'Strongly agreed/Agreed' that they would recommend Surrey CLS to a friend. The low rate of response on this survey indicates that many learners had opted out of being sent surveys on their Learning Agreement forms. An accessible version was requested for LDD learners, but this was not available.
47. In Family Learning, there was very good systematic collection and communication of learner, partner, subcontractor and tutor views which supported ongoing improvements. There was effective communication throughout the year with Surrey Care Trust, a local charity that supports the work of the Outreach team. An end of year partner survey was undertaken with a sample of partners and parent/carers by the Supported Learning department. Information from all these sources are included in the Service and SSA specific self assessment reports.
48. The Peer Review and Development group (SEQIN) continues to provide supportive, challenging and professional dialogue between colleagues, enabling each organisation to rigorously assess provision and improve quality. During 2014-15, partners agreed the work plan and joint training opportunities for staff, which included some excellent professional development opportunities including a session on 'Governance of Quality and Performance'.
49. An effective process exists to standardise observation of teaching and learning lesson grades and to share understanding of strengths and areas for improvement across curriculum areas. Subject specific OTLA moderation at team level took place in addition to the cross curricula OTLA moderation on 10th July, where a 38% sample of completed and graded observation reports formed the basis of the moderation exercise during the summer term. Members of the curriculum team and three Teaching and Learning Observers attended the session. The moderation noted that paired observations have contributed well to the sharing of good practice both across and within curriculum and subject areas. This has also contributed significantly to consistent procedure by observers across the service. There was very little variance between predicted and actual grades.
50. RARPA moderation successfully supports on-going improvements. A cross curricula event was held on 5th August where a representative sample of Tutor Course Files across the curriculum areas were effectively scrutinised. In November 2014, a mid term ILP moderation was held. A SEQIN RARPA Moderation workshop was led by the Deputy Principal in August 2015 with SEQIN partner organisations. Moderations ensured the correct assessment standards are being observed and provided good opportunities to share standards, good practice and improvements.

A4: Provide learning programmes or a curriculum that have suitable breadth, depth and relevance so that they meet any relevant statutory requirements, as well as the needs and interests of learners and employers, nationally and in the local community

51. **There is strong, experienced leadership and management of the service, which is committed to seeing sustained improvement.** There is a wide and responsive curriculum offer of programmes and activities, which effectively meets the needs and interests of learners and the local and national community. The curriculum is planned in accordance with the Community Learning & Skills Strategic Priorities. Annual Business Planning meetings are held, where the previous year's programme is scrutinised and plans taken forward for the next academic year. The curriculum team plan carefully across the wide geographical areas in liaison with centre staff to ensure, where possible, a relevant spread of courses. User views and requests and the consideration of new trends are taken into account along with venue suitability and progression opportunities. A number of classes reach further into the community. 115 external sites (community venues including village halls and schools) were utilised during 2014-15. These venues are carefully selected by the teams targeting groups in areas of disadvantage to meet the needs of the community (See Para 4).
52. The accredited learning programme (Adult Skills provision) delivered good outcomes to a cohort of 661 learners following the introduction of this programme in 2012-13. Detailed planning for the programme was based on meeting local needs, contributing to national priorities, increasing engagement of under-represented groups and developing employability skills for learners.
53. Surrey Adult Learning is committed to improving the employment prospects and life chances of adults in the community by providing Maths and English courses to adults without these foundation skills. Core programme Maths & English courses were planned in line with the Service Strategic Plan and after careful consideration at Business Planning meetings where learner need and demand and the success of the previous year's courses were discussed. Learners on these core Maths and English courses took a range of qualifications from Entry 2 to Level 2, with the pre-GCSE courses designed to develop learners' skills in specific areas to enable them to progress to the GCSE courses. The number of learners coming forward to attend these courses shows the real need for learners to improve their skills and gain a qualification. There were many EAL learners on English and maths courses, and tutors effectively adapted material/methods on occasions to meet the needs of this group of learners.
54. This commitment is further evidenced in the provision of Family Learning and Outreach which enables many with low skills and dysfunctional lives to take the first step back into learning and experience success. Access to accreditation through Family Learning is very effective and completely relevant to partners, parents and our funders. The Family Learning team offered valuable and supported opportunities for parents to access accreditation. Partnership working is very good and helps the team to engage with and ensure the needs of the learners are met. All courses involve parents and are held in children centres and schools; they provide crèche support if required and opportunities for inter-generational learning. Some of these parents had very dysfunctional lives, low self-esteem and confidence. All learning opportunities are aligned with national priorities which include 'narrowing children's achievement gaps' and preparing parents for employment.
55. In the Outreach programme, courses were very well designed and informed by partner/learner surveys specifically via Job Centre Plus and Vaughan House (Homeless Shelter). Other successful work took place with the Probation Service and at a high risk probation centre. The surveys were part of a newly developed approach which was introduced to ensure that they were directly meeting local needs. In response to demand an ESOL programme was set up at the start of the year in partnership with Rushmoor Borough Council for the Nepalese Community. Surrey

Care Trust extended the reach of the programme further, offering some unique learning opportunities which used their 'Swingbridge boats.

56. In the IT programme, improvements to curriculum planning resulted in more viable courses running and consequently reduction of the cancellation rates. Several additional courses were started in response to learners' requests, and a number of courses also extended, for example the iPad courses were changed from a series of one day workshops to a new four week course. In 2014 – 2015 the COBs ceased to attract ASB funding, but the service has continued to offer them in order to provide a certificated progression route for learners. The ECDL Essentials attracted very few learners in 13/14, so the decision was taken to replace the Level 1 qualification with the Award in IT User Skills from the Summer term. Overall feedback on this course has been excellent:

"Microsoft programs were completely new to me and I now feel very confident to apply for a job requiring proficiency in Word, Excel & PowerPoint"

57. The Supported Learning programme offer provided wide ranging choice and opportunity that included community learning as well as accredited courses. The offer was developed balancing Learner needs, national priorities and funding changes and designed to develop independent living skills and improving well being. In-year new courses were also programmed to meet learner demand and in response to specific request following new collaborative working with a care organisation. Collaborative partnership working enabled young learners with LDD to access courses from local special schools as part of transition planning on a full cost recovery basis. Research is needed to identify the future needs of local residents to avoid duplication of provision as well as knowledge of local job opportunities for adults with LDD to target improved employment prospects.

58. **Learner participation and outcomes are good with high levels of enrolment, achievement and learner satisfaction.** In the non accredited Community Learning programme, courses are designed to meet learners' needs and interests, maintain or improve health and fitness, promote learning for personal development, enhance new learning and skill development, enhance work related opportunities and to keep active mentally. There is growing demand for Languages courses. The team continue to offer an impressive range of languages and levels with daytime, twilight and evening options. These are non-accredited and in 2014-5 included 12 modern foreign languages (MFL) and English as a Foreign Language (EFL) at various levels. The total number of MFL learners increased by 6.2% and EFL by 17.8% on the previous year. During 2014–15, Arts & Crafts reported an increase in learner numbers of 10.6% (from 1,438 in 2013/14 to 1,591 in 2014/15). New learners increased from 37.1% to 40%. Improvements to curriculum planning resulted in more viable courses running. Several additional courses were started in response to learners' requests, and a number of courses also extended, for example, additional Upholstery classes and either the class time or number of weeks increased in other classes. Recruitment of suitably qualified and experienced tutors continues to be challenging following the retirement of some long standing and experienced tutors, but the team was successful in sourcing new tutors as a result of approaching local colleges or other providers for recommendations. (For achievements and outcomes, see sections D1 and D2).

59. *'There has been increasing pressure for providers to deliver value for money by aligning publicly funded adult learning to some demonstrable community benefit'* (*The Annual Report of Her Majesty's Chief Inspector 2014-15*). Surrey CLS has adapted well to the reform agenda outlined in the BIS *New Challenges, New Chances* policy document and commenced a process of challenging itself on which of its courses should no longer be subsidised via Community Learning funding. This was to ensure the funding is used more effectively and adults who gain benefits from an ongoing course, particularly their health and well-being, are not denied access. Accordingly, a decision was taken to remove the Dance and Pilates provision from SFA funding over a two year period. These courses and other self financing courses run as 'Summer for You' contribute to the financial sustainability of the Service. Surrey CLS has sought ways to increase alternative income streams and generate added value in kind and is committed to the generation of Pound Plus income to offset the falling real values of grant income, the cross subsidy from

those who have the means to pay to those with little or no means to do so. The Service calculations show a total pound plus value of in excess of £1.8 million against a Community Learning grant of £2.1 million. Learner Feedback recorded that a very high proportion of learners (90.2%) felt that their course delivered 'value for money'. Very good working relationships continue to be maintained with external organisations and learners' wider support networks for the Service's targeted provision, where partnerships with children's centres, targeted schools, voluntary organisations and other agencies are in existence and have been crucial in enabling us to extend the reach of the programmes, widen participation for disadvantaged learners and drive up outcomes. However, records demonstrate that the opportunity to apply to the Discretionary Learner Support Fund for assistance was not widely taken up by learners in the Community Learning programme. Teams are now ambitious to improve this balance and are working with Outreach colleagues to enable some partner organisations to direct learners to participate in subsidised classes, particularly those with mental health needs. **Further widening participation for more disadvantaged learners to access learning on the Community Learning programme continues to be an area for development.**

60. There is a comprehensive approach to involve and consult learners to improve the provision on all aspects of the organisation. The Learner Involvement Strategy is reviewed and updated. There is very good engagement of learners from disadvantaged groups annually. Learner Feedback was effective in eliciting views about the quality of the service from a diversity of groupings and was undertaken in the spring term. The pace of courses throughout the service was *Just right* for the great majority (93.8%) of Learners and 93.2% felt that their course had met their expectations. 'You Said – We Did' comments were displayed on all Centre notice boards. Rooms were changed where possible for learners with mobility issues and suggested courses scheduled at a number of venues. Easels have been replaced in some Drawing and Painting classes, heating problems resolved at the Guildford centre and on-line enrolment now available.
61. Learner Focus Groups were facilitated at each of the seven centres with questions and discussions centred around enrolment, information and advice, teaching, learning and assessment, personal development, behaviour and welfare, safeguarding and equality and diversity. These learner groups provided an excellent platform for discussion, providing responses to queries, emphasising the importance of 'Protect' legislation and the need for us all to watch out for each other, as well updating on progress with matters like on-line enrolment. Learner suggestions about website improvement have been taken on board.
62. Curriculum staff monitored all courses, and depending on learner uptake, comments from course evaluation forms and learner feedback, decided whether courses should be revised, re-planned or cancelled. This resulted in a much improved cancellation rate, down from 22.5% in 2013-14 to 16% in 2014-15 for the CL programme (just over the 15% Service target) and down from 18.3% in the ASB programme to 10.6% (exceeded target). Notwithstanding these significant improvements in overall course cancellation, it remains too high in some identified curriculum areas. Cancellation rates in IT were down from 60.2% to 34.4%, Humanities down from 36.2% to 25.3%, Fine Art down from 30% to 21.2% and Hospitality and Catering went up from 28% to 32.1%. Where there are high cancellation rates, this reflects a need for the Service to better understand potential learner preferences. The Business Development team are working with assisting the curriculum managers to better research and understand the demographics of their potential markets and improve course promotion.

A5: Successfully plan and manage learning programmes, the curriculum and careers advice so that all learners get a good start and are well prepared for the next stage in their education, training or employment

63. The move to a centralised Customer Service Team prior to 2014-15 and the more recent launch of on-line enrolments in June 2015 has ensured a consistent and very high standard of information and advice to learners. The Curriculum Team worked very hard to ensure that the Course Descriptions available on-line were accurate, informative and professional. This has led to good improvement in the quality of the information available on the enrolment database (Aqua) and the SAL website. In 2014-15, 54.7% of learners who were asked, confirmed that they enrolled by telephoning the Customer Services Team. The Service has good systems to support learners with additional needs and ensure equality of access to learning. (Para 143).
64. EFL and Supported Learning learners and all learners on accredited courses benefited from dedicated information, advice and guidance sessions. These ensured that learners were placed on the right course and provided an excellent opportunity to meet the tutor and other learners prior to the first class. Very good pre-course IAG for all learners wishing to enrol on an LDD or MHWB course was given by the Assistant Curriculum Managers to ensure the course met learner expectations and that their needs could be met. Family Learning forms a crucial part of the whole adult learning provision and offers outstanding opportunities to 'access to learning and accreditation' for those who would not otherwise engage in learning. Programmes are planned to be very responsive to learners' needs and maximise opportunities for learners to achieve. Information and advice was good and timely and advice through the National Careers Service is well embedded in longer FEML courses. All other courses, depending on length, receive signposting materials. Learner information sheets and an initial information session have been used very effectively to ensure information advice and guidance was given at the start of all longer (10 hours+) programmes. **The high level of support for learners is particularly effective in Supported Learning and Family Programmes.**
65. Tutors gave effective inductions at the beginning of each course to ensure that learners got a good start and a checklist held in their course file provided evidence that this was carried out. Course induction for LDD learners (Learners with Learning difficulties and Disabilities) is differentiated to ensure they get a good start to their learning. Tutors are proficient in modifying their courses and individual lessons to respond to learners' needs and interests. These are identified during the initial assessment carried out by learners and tutors.
66. At the end of all courses tutors gave recommendations for progression and advised learners to book their IAG appointments with the curriculum team for the following year. The LDD Progression Leaflet was developed for use at the end of the academic year to signpost learners. 91% of LDD learners reported in the Learner Feedback that the help to choose their next courses was good. If applicable learners were signposted to the National Careers Service for further advice.
67. All Maths and English groups had visits from the National Careers Service to provide them with next steps information and advice. Some learners found these useful, but sessions often took longer than planned and proved quite intrusive to an already crammed schedule. Ways to improve imparting this advice need to be considered for next year. Several GCSE learners had identified career moves or further and higher education courses they wished to pursue, for which they needed the GCSE qualification. Tutors were happy to supply references to support these applications. One Pre-GCSE learner achieved promotion in-year at work, as a result of attending the course. Pre-GCSE English tutors noted a significant improvement in the writing skills of learners as a result of the Pre-GCSE courses.
68. On Outreach courses, careers advice is embedded. A National Careers Service advisor attends a session at the end of the course. At some IAG and enrolment sessions the National Careers Service are also in attendance. Progression and signposting information is insufficiently broad and could be improved. This is identified as an area for development.
69. Progression information was given to learners by tutors towards the end of each term's course on non accredited Community Learning courses, but this would benefit from more details and signposting. Learner responses from ILPs indicated that intended destinations for most adults on the programmes were 'Continuing existing programme of learning' (68.6%). In feedback provided

during March 2015, 92% rated the quality of information given at enrolments as Good (36.1%) or Excellent (57.1%). 81.28% of learners rated the 'information and advice provided on next steps in learning' as 'Excellent' (36.13%) and 'Good' (45.15%). However, management is of the view that **course progression and signposting information is not sufficiently wide ranging on Community Learning courses.** As such curriculum teams are working on producing progression leaflets for each curriculum area which can then be shared with learners.

A6: Actively promote equality and diversity, tackle bullying and discrimination, and narrow any gaps in achievement between different groups of learners

70. The promotion of Equality & Diversity is good. The Strategic Plan provides clear direction for all parts of the Service and sets targets which are monitored and regularly reported on at Directorate level. At Curriculum level, targets are set, linked to self assessment and are monitored on a regular basis by the curriculum teams and through the Service Equality & Diversity Group. Examples of good classroom practice in E & D are cascaded from the E & D Lead through curriculum teams and in the Staff Newsletter.
71. A Service target was set to re-balance and reshape the Outreach team and extend its capacity to engage more adults from disadvantaged communities. To ensure that the curriculum offer was appropriate and responsive and to increase learner numbers, research took place to identify demographics, trends/gaps. In addition to other new programmes, a small developmental ESOL accredited provision, (non-regulated aims) engaged with 63 learners. This included 24 Nepalese learners, progressed from a funded (Rushmoor Council) Community Learning Languages course. The Outreach offer will be developed further in 2015-16 and will involve all the curriculum areas.
72. The accredited programmes in Maths & English were increased from the previous year to meet current demand. A small accredited offer in Maths & English was also delivered as Outreach in Family Learning, taking place in schools and children's centres. These courses have helped to prepare learners to access further training and employment. Good examples of impact are available in the individual sector SARs. Success rates on Maths & English courses for the 18% of learners who declared a learning difficulty or disability or a health problem were very good at 94.2% (above the 89.7% success rate of all learners).
73. The Service's firm commitment to Equality & Diversity was very well communicated to learners through the Learning Agreement, course brochure and classroom posters. The Ofsted Survey carried out in the Autumn term identified that 99% of respondents felt that they 'Strongly Agree' or 'Agree' that 'I am treated fairly'. The Learner Feedback carried out in the Spring term demonstrated very high levels of satisfaction and demonstrated that 96.8% of responses to being 'treated fairly with respect to equality and diversity' were 'Excellent' (80.5%) or 'Good' (16.3%). Examples in the individual curriculum areas reinforced this with 99.7% of Modern Foreign Languages (MFL) learners identifying that they had been treated fairly with respect to E&D. 83% gave an "Excellent" rating. In Work skills & IT, 100% of the learners for 2014-2015 felt that they were treated fairly with respect to E&D.
74. Compliments and Complaints have been recorded and dealt with immediately, responsively and positively. They are shared with the Service's E&D Group where necessary. For example, the E&D Lead and the Principal met with a male learner who complained about inclusion in pottery, where a female learner had made a sexist comment. This was followed up with the Arts & Craft team and the situation was used very positively with the whole group. The learner was also able to give his views about the proportion of males to females in the group.
75. Across the provision, assessment is fair and learners are treated with respect as individuals. They have opportunities to set their own targets and self assessment and reflection is encouraged.

76. The Service fee concession policy offers significant discounts to promote inclusion of older learners and those on benefits. There is good provision of support by providing adaptive equipment and negotiated support plans e.g. for a learner on oxygen attending a universal programme Clock Repair and Horology course.
77. There are good and effective safeguarding policies and procedures in place to safeguard learners, and these now effectively reflect the Prevent strategy.
78. Equality & Diversity training is mandatory for all tutors and staff. This training is good and 100% appropriate to underpinning good teaching and learning. The training is monitored and reviewed regularly. It is delivered through the Service Moodle and there are also hard copy versions. The training is differentiated for staff. Tutors have undergone training in E&D and received regular updates throughout the year on E&D matters from the Equalities Lead.
79. All Informal class visits, 1-1 support, tutor development reviews and formal visits check E&D promotion and practice. This area is continually changing and we are aware that it needs constant reviewing, updating and monitoring. Differentiation and classroom activity management is good. Evidence in Observation of Teaching Learning and Assessment (OTLA) identify very good practices. For example, in Family Learning a very competent tutor managed a vocal group extremely well, enabling all learners to fully participate. Diversity was embedded very effectively through the use of language, images & resources. Handouts and examples promoted equality and work was displayed to encourage and celebrate all learners' abilities. Some tutors on English courses used a range of strategies for EAL learners such as pre-teaching vocabulary/key words, rehearsal and allowing them to plan in their native language to help them achieve.
80. In Arts & Crafts, comments on observation reports and tutor evaluation forms include:
"Handouts and examples promoted equality and work was displayed to encourage and celebrate all learners' abilities"
"A varied and extended mixture of set topics and work on personal goals to cover a range of abilities, cultures and experience"
"One learner required assistance with tasks due to eyesight and another received help with spelling corrections...(Italian learner)"
81. In Supported Learning OTLA sessions, staff awareness of planning for individual needs was very clear. This included requesting and using specialist equipment where appropriate. However, some informal visits highlighted the need for further development of differentiated resources. Other examples include:
Special arrangements were made for a learner to have a buddy to shadow outside visits, but the learner attended classroom learning unsupported. The learner's mother reports on "his growing confidence, developing independence and greater willingness to try new learning since starting courses a year ago."
82. The Learner Charter clearly outlines expectations of learners and all course documentation promoted the inclusion of E&D in lessons. At SSA level, curriculum staff examined variations in achievement gaps. Male achievement in Outreach was down by 11.1% however, the work with the Probation Service caused unavoidable absences when men were returned to prison for example. In EFL, achievement rates for different groups improved from the previous year in all cases except for learners with LDD, where they dropped 16.7% from the previous year. Closer scrutiny shows that this was caused by one learner failing to achieve. In MFL, there are no significant achievement gaps and achievement rates for different groups of learners were broadly similar to the previous year. In Arts and Crafts there was a varied and extended mixture of set topics and work on personal goals to cover a range of abilities, cultures and experiences. In Supported Learning, achievement rates demonstrate clearly that there were no statistically significant in achievements by either different groups of learners or by learners across subjects and centres.

The Learner Profile

	2012/13	2013/14	2014/15 ¹⁰	Change	Census 2011
BME group	18.8%	19.6%	20.6%	1.0	16.5%
Non-White ethnic group	8.1%	8.0%	8.7%	0.7	9.6%
Under 50 years old	46.8%	44.0%	46.6%	2.6	64.1%
Males	24.8%	23.7%	23.9%	0.2	49.0%

83. There are no significant differences in the learner profile

A7: Actively promote British Values

84. Tutors were briefed on the new British values expectations at the September 2015 Annual Tutor Meetings. Although this is a new area, there are a few good examples from 2014-15: For example in MFL, learners on higher level French courses at Farnham discussed the issues of tolerance, respect for religious beliefs, free speech and racism in the context of the Charlie Hebdo shootings in France'. Learners on an Advanced EFL course at Esher compared different political parties and systems in the run-up to the UK general election. This was to practise using comparative grammatical structures. Their work was displayed on the classroom wall.
85. In Maths & English, when roles were allocated for the GCSE Speaking and Listening Role Play activities, tutors allowed learners to draw these from a box to ensure there was no bias in the procedure. If a controversial character was drawn, tutors checked to ensure the learners were happy to play that role. In addition, 'During Ramadan learners were respectful of those who were fasting and the effect this had on them in the lessons at that time i.e. the need to drink more water and possibly take some air during the lesson.
86. Many MFL and EFL tutors have a democratic style of classroom management, giving learners a voice and encouraging them to participate and contribute to the class.
87. In Movement & Well Being, tutors have confidently challenge unacceptable remarks and behaviours and referred to the curriculum team and/or the E&D Lead for support.
88. Learner Induction forms a very good basis for the promotion of British values. The Induction checklist provides a suitable structure and supports the tutor. For example: Tutors used an induction checklist included in their course evidence books to help them draw learners' attention to important signs and procedures. These included the Learner Charter that outlined expectations, rights and responsibilities for both Surrey CLS and learners themselves. Discussions also took place at the start of each course to set ground rules.

A8: Make sure that safeguarding arrangements to protect learners meet all statutory and other government requirements, promote their welfare and prevent radicalisation and extremism

89. The safeguarding of learners is good. Thorough safeguarding arrangements are in place to keep all learners safe and are reviewed regularly to meet government requirements. Safeguarding is conscientiously promoted so all staff and volunteers are clear about their responsibilities to keep learners safe and learners feel safe.
90. Very appropriate staff and volunteer recruitment follows defined safer recruitment practices to minimise the risk of unsuitable applicants from being employed. Tutor recruitment is standardised across the Service and well developed staff and volunteer training is in place to ensure all staff and volunteers are aware of possible indications that a vulnerable learner is suffering or at risk of suffering abuse or neglect and the procedures to follow in the event of a concern or disclosure. Mandatory Safeguarding Initial Awareness training is embedded into the recruitment process

¹⁰ Includes CLS and Tribal delivery.

which is updated by differentiated refresher training. Staff working in the Supported Learning, Family Learning and Outreach programmes are DBS checked and are also required to attend face to face Safeguarding training within six months of appointment or starting to teach, whichever is later.

91. Safeguarding updates and reminders are cascaded to all staff and volunteers via the Staff Newsletters; this included awareness raising on radicalisation and extremism in the December 2014 edition and whistle blowing in the July 2015 copy. Tutor Safeguarding guidance leaflets are available in all centres on Moodle and will be updated prior to the start of next academic year to include Prevent. In the Spring term the Safeguarding Officer together with the Equality and Diversity Lead held well advertised Safeguarding/Equality and Diversity 'Drop In' in surgeries at all centres. It is recommended as a standard agenda item on all team meetings. All staff and volunteers are therefore aware of the Service's Safeguarding Policy (including the Safeguarding Code of Conduct) and of their obligation to report any concerns or disclosures in accordance with Service procedures.
92. The Prevent Duty risk assessment and action plan is in place. The rollout of Prevent awareness training to staff began in the summer term and will continue next academic year, including training for governors/identified councillors to ensure they understand their responsibilities with respect to the safeguarding of all learners and the implementation of the Prevent duty.
93. External Subcontractors are required to provide the Principal with their Safeguarding and Safer Recruitment policies for scrutiny and to only use staff who have been recruited following a safer recruitment process. This is to be reviewed next academic year.
94. The learners' awareness of the right to be and feel safe is conscientiously promoted. Safeguarding is explained by course tutors as part of the induction process for learners on all courses; this is differentiated for learners on the discrete Learning Disabilities and/or Difficulties courses. A range of Safeguarding posters is displayed in all centres and posters in other languages from the Surrey Safeguarding Adults Board are made available to centre staff to display as appropriate. Articles are included in the 'Learner Voice' publication. Learner Feedback captured in the Spring term informs that 79% of learners who gave feedback considered the explanation of safeguarding by the course tutor to be good or excellent. The differentiated feedback captured from LDD learners shows that 98% of learners feel safe when they come to their class and that 99% know what they need to do if they are worried about the way someone is treating them.
95. At the Summer term universal programme Learner Focus Groups most learners were aware of Safeguarding or knew information was available on the posters: *'It does get pointed out at the start of the term'*. The risk of radicalisation and the Prevent Duty was specifically discussed with learners and learner suggestions on how to improve the effectiveness of explaining Safeguarding at course induction was sought. One suggestion will be adopted for the start of the 2015-16 academic year.
96. All staff are required to challenge unacceptable learner behaviour including bullying or expressing extremist views; British Values are implicitly encouraged and have been actively promoted from September 2015 – see A7 above.
97. The designated Safeguarding Lead keeps good records of all concerns and disclosures raised and shares anonymised details with the Safeguarding Review Group once a term. This group also reviews and monitors the Safeguarding action plan and going forward will review and monitor the Prevent Duty risk assessment and action plan. The Safeguarding Lead is a member of the internal Cultural Services Safeguarding Group which meets regularly to share good practice and the external multi agency NW Surrey Safeguarding Adults Group to keep abreast of local and Surrey wide issues and procedures.
98. In 2014-15 there were 35 reported concerns or disclosures from staff or learners to the Safeguarding Officers. One concern was referred to the Police; five concerns were raised with Adult Social Care and two concerns were passed to external organisation's own Safeguarding lead. The remaining concerns were monitored within the Service and/or lead to liaison with parents or other partner agencies.

B: QUALITY OF TEACHING, LEARNING AND ASSESSMENT - GRADE 2

B1: Teachers, practitioners and other staff have consistently high expectations of what each learner can achieve, including the most able and the most disadvantaged

99. Teaching and learning is good across all curriculum areas and continues to improve.

Effective and well established lesson observation processes for the formal and informal observation of lessons in line with the service Quality Assurance Framework and Observation Guidelines have contributed to very good progress in teaching and learning. Cross-curricula moderation of a 38% sample of all observations took place on 10th July. In addition, SSA teams carried out moderation meetings within their own curriculum areas, reviewed performance and grades and identified action. The Deputy Principal and members of the curriculum management team undertook paired observations as part of an on-going process of quality improvement and continuous professional development.

100. **Grade Distribution of Observations of Teaching, Learning & Assessment: 2014-15:**

The grade profile of sessions observed for tutors employed by the service as of 31st July 2015 is set out in the table below (88.5% Good or Outstanding against the service target of 80%). This profile is based on the last grade given to all tutors employed during 2014-15 and demonstrates an improvement on 82.9% from the previous year. We have set high expectations year on year and our journey has been one of significant and continuous improvement. Observation reports provide a good and detailed evaluation of the quality of teaching, learning and assessment.

OTLA Snapshot showing aggregated grades:

OTLA Grades	Grade 1	Grade 2	Grade 1 & 2	Grade 3	Grade 4	Not graded
2014-15						
Number	30	178	208	26		1
%	12.76%	75.74%	88.51%	11.06%		0.42%
2013-14						
Number	35	170	205	41		1
%	14.17%	68.82%	82.99%	16.59%		0.40%

NB: Any tutors graded 4 were supported, re-observed and subsequently graded 3, or are no longer teaching for the service. The same is applicable for new tutors who were 'not graded' if their lesson was deemed to be below the standard.

101. During 2014-15, differentiated samples of observations of teaching, learning and assessment were planned and carried out in several curriculum areas, focussing initially on new tutors, and tutors who were not observed in the previous academic year. Observations of new tutors accounted for 25.7% of the total number of observations carried out. Support was given to new tutors in the form of informal class visits (ICVs), mentor support, one to one meetings, sharing of course documentation and peer visits during their first term of teaching. Priority was also given to improving the performance of tutors receiving a 'grade 3', as per guidelines for the performance management of tutors. The focus for the curriculum team has been on support and re-observation to raise standards. Mentor Tutors have assisted in supporting tutors and provided additional informal assistance with course documentation to support the RARPA process. Examples of support provided and the impact on performance are evident across curriculum areas. Below is an example from the Languages team:

At the beginning of the academic year, there were 8 tutors whose lessons had been graded "Requires Improvement" the previous year. Due to the policy not to offer additional work to tutors in this category, the number of courses affected was less than 3% of the provision. One AsCM (Assistant Curriculum Manager) was assigned to each tutor to provide intensive support in the form of 1:1 coaching and class visits. Three of these tutors left at the end of the Autumn or Spring terms (1 to retire, 1 to move abroad and the third due to low enrolments on their Term 3 course). During the year, 4 tutors improved and their lessons were graded Good. One of these

observations was a joint observation with the Deputy Principal for quality control purposes. By the end of the year, there was one under-performing tutor still teaching who, unfortunately has some health problems.

102. Tutors use subject specific initial assessments to establish learners' starting points and together with the use of individual learning plans, specific individual needs are identified. In addition to general course goals, learners are strongly encouraged to set individual goals and the majority do so, although these goals are not always measurable. Many tutors set homework or encourage home practice to support learners to meet their goals and also to encourage and develop independent learning as well as learning through technology.
103. Learner Feedback responses in the Spring term identified a high level of satisfaction (see below). 96% of those responding to the Ofsted Survey, Strongly Agreed/Agreed that 'My lessons are well taught'.

Learner Feedback 2015	
Teaching/learning methods used (good and excellent)	94.5%
Tutor preparation for each class (good and excellent)	95.5%
Individual attention/discussion of progress (good and excellent)	92.4%

104. 341 informal visits/contacts were recorded (at least 20 minutes) from the curriculum team and mentor tutors. In addition, tutor meetings, support via e-mail or day to day telephone conversations continued to prove an invaluable way to support our part time sessional tutors and facilitate the invaluable sharing of good practice. Quality assurance processes for moderating observations of teaching and learning continue to be thorough and meticulous. Paired observations and moderations of OTLAs were carried out to ensure consistency of grading standards. OTLA moderation highlighted that on the majority of reports moderated, the average of predicted grades was the same as the original grade given, and there was little variance between predicted and actual grades. Many reports had good written judgements, evaluative comments and consistent performance notes, but judgements on some need to be clearer and less descriptive and qualitative words need to reflect the grade. Further identification and dissemination of good practice sharing across subject areas has continued to improve with sharing of information at cross curricula curriculum meetings.
105. Tutors plan effectively to meet individual needs, applying their skills and knowledge to create and use varied and interesting resources and methods to enhance learning and track progress. EAL learners on Pre-GCSE courses were given additional explanations and grammar exercises to enable them to complete the course to a high standard where tutors had experience in teaching ESOL and EAL learners. In Arts and Crafts, comments on differentiation, observation reports, handouts and teaching methods used from Monthly Reports included:
- Courses were well planned and challenging due to the tutor's wide and secure knowledge of the subject (OTLA report).*
- A varied and extended mixture of set topics and work on personal topics to cover a range of abilities and experience (OTLA report)*
106. Good processes are in place to support learners who disclose an additional need. In addition to the provision of the discrete programme, the SL curriculum team also work with staff in the adult learning centres and other curriculum areas to offer practical support, information and advice to assist learners with additional needs to access all areas of the Service. On the universal programme 10 applications were made to awarding bodies for Access Arrangements for reasonable adjustments. The 2011 Census informs that 13.54% of the Surrey population has a long-term illness or disability limiting day to day activity. This year across the Service the percentage of learners declaring learning difficulties, disabilities and/or health problems was 12.5% in CL funded courses and 36.5% in ASB funded courses. **The high level of support for learners is particularly effective in Supported Learning and Family Programmes.**

107. In Language classes, most tutors used ILT very effectively to deliver teaching and learning, including extensive use of Smartboards and laptop/projectors for the presentation of new material. Some tutors used language learning websites or authentic materials from the internet and CDs were widely used for listening activities. The majority of MFL learners rated teaching methods and resources as “Excellent”. In supported Learning, most tutors use technology to promote and support learning where it is available but greater access to the internet in general and specialist teaching rooms would improve the learner experience. The Learner Feedback identified that 82% of learners regarded the use of technology as Good or Excellent. However, the use of technology in lessons overall remains variable and is still seen as work in progress. **The use of modern technology needs to be developed further, both in teaching and learning and as a communication tool.** (See Para 23).

B2: Teachers, practitioners and other staff have a secure understanding of the age group they are working with and have relevant subject knowledge that is detailed and communicated well to learners

108. Tutors are skilled and knowledgeable, suitably qualified and often have a wide range of experience working in relevant occupations. The service supports them to update their skills with in-service training as well as updating skills in their own area of expertise through external training. The fractional Maths, English and Language tutors hold adult teaching qualifications and level 5 subject specialism or PGCE. Early Years tutors have relevant qualifications at level 3 & 4.

109. Family Learning Tutors also have a great deal of experience in teaching both in college environments and schools. Some Tutors are former school teachers, hold QTS, are current or former school governors and also worked for colleges or for other adult learning providers. Arts and Crafts tutors continued their own practice as artists, writers, photographers and sculptors with their own websites available to staff and learners that brought a real practical value and quality to the courses. Tutors exhibited work with the Surrey Sculpture Society, Pastel Society and the Surrey Open studios events. A Tutor Showcase Exhibition was held at the Harvey Gallery where a number of Fine Art, Craft and Design tutors exhibited a wide range of work. Tutors have very good subject knowledge and learners benefit from their expertise. Most MFL and all EFL tutors teaching in 2014-15 were native speakers and their in-depth knowledge of the taught language, and countries where spoken, was greatly appreciated by learners, particularly at the higher levels.

110. Tutors in English and maths courses were experienced at working with adults and sensitive to the fact that many of the English and Maths learners were returning to learning after a long time without studying or having had a bad experience of education in the past. Tutors complemented their classroom teaching with resources relevant to the age group - mobile phones were used for spelling and referencing resources where relevant, DVDs and Podcasts were used and BBC and other websites recommended.

111. In Supported Learning, course content and teaching and learning is tailored to the learners and any use of non-age appropriate resources and materials is challenged at observation or IQA visits. One awarding body External Moderator’s report commented: “Tutors have developed their own effective practices to evidence the units and there has clearly been extensive investment in preparation time to make evidencing appropriate and attractive to the learners. The practice and evidence seen was of a high standard”.

112. The focus on recruiting well-qualified teaching staff has contributed to the rapid improvement in teaching and learning over the past few years. Tutors continued to update their skills and developed their planning through Schemes of Work, Lesson plans and final assessments, adapting schemes of work and learning materials as required. Comments from learners included:

“The Tutor is excellent. She is well prepared, well-attuned to the learning needs of the class, uses a nice variety of teaching and learning methods, patient, supportive and personable. German 2 has been both useful and enjoyable.”

“The course instructor is fantastic. Excellent preparation, exercises and interaction with the class. Very privileged to have her as an instructor. Thank you.” (German – Stage 2)

*“Tutor is excellent and her enthusiasm and interest provide a superb learning environment.”
(French – Stage 6).*

“Each area has been explained well and put in a way I can remember”. (GCSE English)

B3: Assessment information is gathered from looking at what learners already know, understand and can do and is informed by their previous providers as appropriate

113. Subject specific initial assessment is used successfully to establish a base-line for individual learning. Learners on courses over 8 hours maintain ILPs and tutors monitor the learning journey from start to finish and monitor progress effectively. Tutors use the Class Profile form to record their own observations of learner needs based on initial assessment. In good and outstanding lessons, very good use is made of these observations to inform subsequent lesson planning. In addition to general course goals, learners are strongly encouraged to set individual goals and the majority do so, although not all these goals are measurable.
114. At enrolment all learners are asked to disclose whether they have any additional needs and/or disabilities and this ensures that appropriate support is organised quickly. Effective initial assessment further identifies additional needs early in the programme leading to appropriate planning and very good targeted support. On both discrete and main programme provision, where learner need is identified, additional staff are provided for classroom support – either paid Supported Learning Assistants or Volunteers, following an established volunteer policy and recruitment process. A fluctuating pool of volunteers were deployed across the Service. This included 23 volunteers for Supported Learning and 7 who supported GCSE Maths and English learners.
115. For English and Maths classes, an initial, diagnostic assessment was carried out on all learners to ascertain their suitability for the course. Each question related to particular skills so the tutors could map this on their Initial Assessment Record. The results of this were then used to inform learners of areas they particularly needed to work on and to set targets on their ILPs or LPRs (Learner Progress Record), to enable them to improve. On a weekly basis, tutors planned their lessons, noting learners who needed to focus particularly on that week’s topic and, if available, allocating the volunteer to help them as necessary.
116. On accredited IT courses, learners were required to attend a pre-enrolment session, where they found out information about the course, completed an IT mini assessment, and a Literacy mini test to ascertain their level and suitability for the course. Where learners were identified as suitable, but may struggle with one specific area e.g. File Management, which forms an integral part of the course, then they were encouraged to do a pre-course File Management workshop in preparation for the accredited course. At the start of each unit module, a more detailed initial assessment was carried out, using the diagnostic tests in the CIA Training workbooks. This gave the tutors a more accurate level of the individual learner’s IT skills.
117. In Family Learning, all initial assessments focused on the parent’s Literacy, Language and, or Numeracy skills as well as their skills to competently support their children. Other support needs were identified quickly and accurately. Appropriate initial, formative and summative assessments support outstanding achievement. All Outreach courses are in partnership, and some of the time the partner identifies the need and sometimes surveys are used - one example of this is:
We organised for a survey of various courses to go on the back of Sheerwaters Estate newsletter in partnership with the Mascot Hub, this ended up with us running 4 courses, with 2 of the learners progressing into a Learning Centre, one to do a Pre GCSE English and one doing Photography.
118. There are effective processes in place for new MFL learners to check their level prior to the start of the course. They did this by completing a self-assessment and/or by speaking to staff or the course tutor by telephone for advice. On course, MFL learners completed the standard initial assessment, normally supplemented by a taught language activity specific to their course enabling tutors to develop a very good understanding of their learners’ needs. EFL learners took

a grammar test and had an interview with the course tutor before enrolment, enabling the tutor to assess their oral language skills and motivation. In Movement and Well-Being, tutors' initial assessment of learners' starting points is good. All physical activity tutors ensure that learners complete a pre-exercise checklist.

119. All LDD (Learners with Learning Difficulties and Disabilities) learners have very effective 1:1 information, advice and guidance (IAG) prior to enrolment, at which time information about previous learning including qualifications, courses and levels is requested from new learners. Good pre-course initial assessment of maths and English levels for LDD learners establishes learner starting points, but needs to be consistently used to inform all maths and English target setting. Subject knowledge initial assessment is generally good to enable tutors to identify learners' starting points and establish the correct qualification level in ASB courses, but there is scope for improvement in observed sessions in the setting (and reviewing) of challenging targets for learners. Explanation of learning targets is delivered at the appropriate level for the learners using suitable language and/or pictures, but learners' understanding of their learning goals is not consistently good across the provision.

B4: Assessment information is used to plan appropriate teaching and learning strategies, including to identify learners who are falling behind in their learning or who need additional support, enabling learners to make good progress and achieve well

120. On accredited courses with dedicated IAG sessions, any learners identified at the pre-enrolment session, as possibly having additional needs, or who might require access arrangements to be made for assessments, were monitored closely, and action taken appropriately, if the need arose. This involved a very close working relationship with the Supported Learning Curriculum Manager and the Exams Officer, who dealt with reasonable adjustments and access arrangements. It also involved dealing with the examining board to look at options available, on an individual case by case basis.
121. For Maths and English, it was sometimes difficult to get arrangements in place for the first Controlled Assessment for GCSE English or for the first Pre-GCSE external assessment, due to the timescales involved. The volume of learners now on the programme means that this is an area which needs review. However, tutors were able to use strategies to help these learners in lessons. Ongoing assessment in the form of marked homework, class tests and past paper practice all helped tutors to monitor their learners' performance and adjust the teaching and learning as necessary. Individual feedback, both orally in class, and on the LPRs and ILPs, was invaluable to learners. GCSE English tutors used peer assessment, particularly for the speaking assessments and for spelling.
122. **The high level of support for learners is particularly effective in Supported Learning and Family Programmes.** Flexible and timely 1:1 IAG sessions provided all LDD learners with very effective advice on their next step. In the LDD Learner Feedback, 90.5%% of learners considered the information and advice received to choose courses or decide what to do next was 'Good'. Curriculum team offer guided tours of adult learning centres for organisations, support networks and potential new learners which is of particular benefit to learners with low confidence levels and/or autism. A clear induction is provided in an accessible format for LDD learners and revisited at the start of each term. Where courses do not meet a need, the learner is signposted to other organisations including the National Careers Service (NCS). In Family Learning, there is good evidence that tutors extend learning and stretch and challenge learners according to their assessment of skills and their capacity to improve. When considering capacity to improve, they take into account a number of factors such as their domestic situation and family commitments. There is a very good planned approach and individualised support by tutors to meeting learners' needs directly, and carefully negotiating targets that align to aspirations linked to child support as well as increasing functionality.
123. On non accredited courses, with regard to formative and summative assessment, tutors continually monitored progress (RARPA process) and learners were encouraged to assess their

own progress through ILP feedback and a range of informal and formal activities to practise and test skills - photographic evidence, discussion, group review, peer group assessment during lessons, gap-fills, matching exercises, quizzes, role-plays, targeted questioning and homework. Tutors planned revision and consolidation opportunities effectively for learners to build up their skills and knowledge during the course. Most tutors differentiated learning with extension tasks to challenge the most able and used strategies to support weaker learners. In physical activity lessons, for example, most tutors are very adept in adapting postures and exercises in response to learners' individual needs, particularly with respect to their health needs. In the best physical activity lessons, the health benefits of practices are made explicit.

124. During the Learner Focus Groups held in May, all learners were asked if their course provided support for any additional needs and disabilities (if relevant,) to ensure that they could complete their learning successfully. Learners were all emphatic that their tutors were aware of people's different learning needs and worked accordingly, that tutors were not only aware of the learners' physical needs, but also their mental well-being and emotional needs. Comments from learners included:
- *'I am deaf in one ear – I feel totally supported'*
 - *'We did have someone who was very severely deaf. Our tutor was very helpful and he was able to move on to level 2. The tutor was magnificent in supporting him'*
 - *Yes, well supported (learner with additional needs)*
 - *There is an issue with hearing and the tutor is aware and takes steps to make sure the learners are able to understand*
 - *Hasn't arisen so far, but quite small groups and the tutor knows everyone*

B5: Learners understand how to improve as a result of useful feedback from staff and, where relevant, parents, carers and employers understand how learners should improve and how they can contribute to this

125. As identified in the preceding section, a wide and varied range of assessment strategies are used by tutors to gauge learner progress and this is effectively demonstrated through class observations. 92% of learners in the Ofsted Survey 'Strongly Agreed/Agreed' that 'My Work is assessed regularly' and 95% 'Strongly Agreed/Agreed' that 'I am given feedback that helps me to improve'. The Service Learner Feedback demonstrated that 92.4% of respondents felt that 'Individual Attention/discussion of progress and how to improve' was 'Excellent' and 'Good'. ILPs are regularly reviewed with learners and tutors have demonstrated improvements in learner reflection as well as constructive feedback on how to improve. This will continue to be prioritised during 2015-16.
126. In Family Learning and Pre-GCSE groups English and maths classes, learners all received thorough and constructive feedback on what to do to improve. This took the form of ILPs completed regularly, enabling learners to reflect on their own progress and to be advised by their tutor what else they needed to do to improve. The GCSE learners used Learner Progress Records (LPRs) with Half Termly targets and reviews, completed by learners and tutors. This was in addition to comments by tutors on marked homework and assessments and copious verbal feedback. One GCSE English tutor commented: *'I provided learners with an assessment framework for work in advance so that they knew what to aim for and then how they were measured against it.'*
127. Learning was well monitored at all stages within Language classes. Tutors scrutinised work effectively during the lessons, correcting errors and giving oral praise and constructive feedback. Learners were encouraged to self-correct and peer correction was used in a supportive way. Most tutors also took in written homework to mark and gave oral and/or written feedback on this. Tutors have been asked to include written comments on homework and ILPs outlining what learners needed to do to improve. This is improving.
128. Very appropriate verbal feedback is given to learners on how to improve further for classes in Supported Learning, although in the weaker sessions motivational feedback is still overused. Of

the sessions formally observed, 81.25% were graded good or better for learners understanding their progress and what they need to do improve further. This is a 6% increase on the previous year. In the LDD Learner Feedback, 94.52% of learners considered the way their tutor told them about progress and what to do to improve was 'Good'. The partner survey demonstrates that 97% consider they and the learner they support have been given sufficient information about the learner's progress this year, but there is not the staffing capacity to respond to requests from parents for termly feedback. In Family Learning, evidence of written tutor feedback to learners has greatly improved but continues to be monitored.

129. In Arts and Crafts classes, there was consistent and constructive use of visual and verbal feedback given in predominately practical lessons. While written feedback was often used, this was not always sufficiently critical, often only serving to support and encourage learners rather than offer means to improve. While ILP's and the RARPA process are being used consistently across the Arts and Crafts areas, improvement could be made in the attention paid to making both course and learner objectives more specific and measurable, thus enabling feedback and assessment to be more effective. Tutors encouraged learners to share their experiences and progress through show and tell sessions, peer discussions, ILP feedback, photographic evidence, and group review.
130. In physical activity lessons, most tutors are effective in giving oral feedback to learners on how to improve. In the best lessons tutors give sensitive and effective hands on corrections enabling learners to improve their performance immediately and learners were clear about what they need to do to improve. For example, a learner on a T'ai Chi course reported on her Individual Learning Plan: *"Feel that posture has improved. I am aware of how I stand and how I can improve"*. However, not enough tutors give useful written feedback to learners to help them understand how to improve.
131. Some examples of "self evaluation mid course review" comments made by learners on ILPs used in non accredited courses include:
"Progressing well, learnt a lot about Word, never used before".
"Have gained some confidence. Still struggling with typing. A very patient teacher".
"I have learnt a lot of new skills and refreshed my mind with a few more. The tutor is excellent and has endless patience with all of us and I am really enjoying the course".

B6: Where relevant, engagement with parents, carers and employers helps them to understand how learners are doing in relation to the standards expected and what they need to do to improve

132. There was very little involvement with parents, carers or employers. One notable exception was an instance where a tutor asked for help with a learner whose health had deteriorated to the extent that he was unable to follow instructions, retain information or record meaningful comments on his individual learning plan to indicate that he was making progress. A volunteer was engaged to help in the class and the Curriculum Manager and Supported Learning Manager then worked with the learner's partner to find more suitable provision in a local day centre which was better equipped to support his needs.
133. Several learners in English classes commented that they had received comments from their boss that their English had improved. The Curriculum Manager also gave feedback on an email sent to her by one of the Pre-GCSE learners which showed great improvement in written English skills.
134. For LDD learners, very appropriate feedback on learner progress is given at IAG sessions to the learner and parent, carer, advocate or support staff who attend by completing 'Monitoring of Learners Progress and Achievement' forms. Where applicable parents/carers/agencies forming part of the learner's support network are involved in support plans to ensure a consistent approach is followed by all interacting with the learner.
135. Family Learning has a positive impact on the whole family. All learning links to the child. Partner feedback: *'All learners achieved increased confidence and ability to interact better with the teachers and their children. One learner in particular improved immensely, she has started*

volunteering in school to keep in the classroom and is also registering on an advanced coaching course'

Family First Aid: *'Home activities involved children. Partners/husbands , wives, mums and dads – one learner reported that through practice at home 'she was no longer scared'.*

B7: Equality of opportunity and recognition of diversity are promoted through teaching and learning

136. The promotion of equality and recognition of diversity is good. The E&D group meets termly to promote continual improvements in the Service. The group celebrates good practice, scrutinises data, take up of training and monitors progress towards E&D targets. The membership is representative of the whole service. In February 2015 a psychology tutor, a very knowledgeable and keen promoter of LGBTQ awareness within SAL, raised awareness of IDAHOT. As a result the Service was an important sponsor for the IDAHOT event, and worked with 'Outline', a leading County charity for LGBTQ.
137. Tutors are regularly advised of the importance of promoting E&D in teaching and learning through the Staff Newsletter and are expected to record evidence of E&D promotion in their sessions. This is monitored during lesson observations, internal moderation of course documentation and 1-1 meetings with tutors. Monthly reports from the various teams encouraged reflection and identified good practice which was shared across the Service.
138. E&D messages are continually refreshed and support mandatory formal training through quizzes, quotes and celebrations of national events in the centres. References to E&D are clearly visible in the classroom, the brochure and the website. Tutor resources are available for tutors on the Moodle (VLE) and the benefits of using Moodle have been actively promoted alongside a developing training programme. The Service E&D lead gave regular updates to SAL staff on events relating to different cultures, religions, any relevant new legislation challenging stereotypes. Examples of good classroom practice, problem solving, teaching strategies e.g. direct questioning pose, pause and pounce were consistently cascaded from the E&D Lead through curriculum teams and in the Staff Newsletter.
139. Several examples are available in the individual sector SARs. For example, in Outreach, Nepalese learners were encouraged to use the centre cafeteria and went to the local Library as part of the lesson to open an account. This supported integration into the community proved very positive.
140. In Supported Learning, the excellent feedback from the Partner Survey is that 100% of all those who took part either 'Agreed' or 'Strongly Agreed' that the learner they support is treated in a fair manner regardless of age, ability, cultural or religious background and is supported to respect others from different backgrounds. Examples include:
- Special arrangements were made for a learner so he had a buddy to shadow outside visits, but he attended classroom learning unsupported. The learner's mother reports on *"his growing confidence, developing independence and greater willingness to try new learning since starting courses a year ago."*
 - Permission was obtained from the British Deaf Association to install their finger spelling font on teaching computers.
 - A learner who was fasting during Ramadan separated herself from other learners at break because they were eating. When the learner rejoined the group, the tutor used the opportunity to talk about the hardships of fasting and the learner advised sharing this with her class helped her.
141. In Work Skills & IT, tutors respond to naturally occurring opportunities by acknowledging differences and providing opportunities to discuss and share cultural differences as part of a lesson. Some activities have included producing favourite menus and recipes from around the world and favourite holiday destinations.

142. Tutors use the 'Class Profile' form to record details of individual learners and their needs. Course documentation includes E&D prompts and there is good evidence of E&D practice in lessons. The first of a set of Equality and Safeguarding surgeries took place in the Spring term to cascade information and support staff with queries. Staff were helped to access training - for example two caretakers, who did not have English as their first language, completed the E&D assessment with support from the E&D Lead. These surgeries will be repeated in 2015-16.
143. Different learning styles are accommodated and differentiated activities are encouraged and provided. In Arts and Crafts, a Tutor was pleased to report that a learner who suffers with anxiety was able to stand in front of the class and complete a drawing (Monthly Report, Guildford) and another successfully arranged additional support for a learner who needs extra help due to mental health issues (Drawing & Painting course at Molesey). A maths tutor asked learners to explain the Maths terminology they use in their native languages where relevant. Movement and Well Being Tutors strive to be inclusive and support all learners to participate fully in lessons and make progress towards their goals. For example, a T'ai Chi Tutor gave exemplary care and support to a blind learner. The tutor discussed her needs with her at a taster session and permission was given for hands on guidance as necessary. This proved to be an exceptionally effective teaching and learning strategy.
144. Learners with additional needs are sensitively encouraged to identify those needs to centre staff and/or tutors. The needs are assessed and actions are put in place to support learning. Many needs are met with simple adjustments by centre staff or tutors, but the Supported Learning Team's expertise is used for more complex issues. Examples of adjustments are discretely recorded and support plans developed to suit individual needs. Activities are inclusive and well supported. For example in MFL (Modern Foreign Languages), the percentage of learners declaring additional needs has increased slightly to 6.9% (MFL) and 2.4% (EFL) (English as a Foreign Language), possibly because learners are given more encouragement to disclose additional needs at enrolment. Tutors and centre staff provide a wide range of support, depending on the needs of the learner. A learner with mental health problems on a French Stage 3 course at Esher was supported by the tutor (with advice from the SL team) to integrate better into the group and make progress. The strategies adopted worked well and the learner enjoyed the course.

B8: Where relevant, English, mathematics and other skills necessary to function as an economically active member of British society and globally are promoted through teaching and learning.

145. This was a fundamental aim of the English and Maths courses. In addition to the obvious skills practised and improved on these courses, Maths tutors focused on the English required for the longer questions on Maths papers and on the terminology and spelling of key words. Both Maths and English tutors encouraged learners to practise IT skills when completing homework and preparing presentations.
146. All Family Learning programmes are mapped to Maths English and IT outcomes and these outcomes are identified on the lesson plans. These were broad outcomes around 'team working', 'independent learning' 'independent research', 'behaviours' in addition to maths and English, which is integral to all programmes in FEML and WFL - all increase skills vital for successful employment. Tutors developed very well the learners' broader skills. They planned and individualised learning and provided good constructive feedback to the learner about how to improve. Softer outcomes are well embedded in terms of confidence, well-being, community cohesion and a respectful learning environment is created.
147. Formal observations confirm that English and maths skills are partially embedded into all courses in Supported Learning where appropriate for the subject with teaching and learning contextualised to make situations familiar to the learner. Support to develop skills such as word recognition, making choices and speaking and listening is good. In the better sessions tutors skilfully maximise naturally occurring opportunities to extend learning. However, tutor knowledge

on English and maths skills including level descriptors can be improved and training needs to be arranged to enable tutors and SLAs to set appropriate challenging maths and English targets.

148. On non non accredited CL courses, the use of English and maths skills were developed relevant to the skills learnt for each discipline and for learners for whom it was appropriate in order to meet their main learning goals. While some skills are being developed they are not always recognised and evidenced on lesson planning. Improving English skills relevant for living and working in English-speaking countries and workplaces is at the heart of the EFL programme and EFL learners developed their English across all four skill areas. In MFL classes, tutors provided additional support to non-native English speakers and addressed difficulties with English grammar and spelling as they arose for all learners. However, the focus is naturally on use of the language being taught, particularly at the higher levels. Mathematics skills were occasionally put to the test where learners calculated prices in the taught language or worked with the 24 hour clock. Learners also developed skills such as teamwork, researching and giving presentations and building confidence.
149. In Arts and Crafts, planning for English, Maths and IT continues to improve on Schemes of Work and Lesson plans with some good examples of how tutors integrate the use of numbers, measuring and correct English terms and nomenclature, but this is an area for further improvement. Whilst promoting these skills was recognised and developed as part of Arts and Crafts courses, this was not always sufficiently evidenced in lesson planning or suitable handouts and information given to learners. More consistent and informed help needs to be identified in order to improve support and develop life skills and employability. English, Mathematics and Computer skills are promoted in Movement and Well Being classes even when no skills needs have been disclosed by learners. A new prompt on the scheme of work for 2013-14 to facilitate the recording of when these skills will be addressed, is beginning to show results. Best practice of how to embed these skills in exercise classes (e.g .talking about angles in Yoga, giving a glossary of key terms,) has been discussed at past tutor meetings.
150. Course induction checklists and course specific initial assessments for courses signposted learners to a number to call if they would like further information about where they could get help to improve their reading, writing and number skills as well as basic computer skills. However very few learners indicate that they would like any formal help.

C: PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE

C1: Pride in achievement and commitment to learning, supported by a positive culture across the whole provider

151. **Learners take great pride in their achievements on the programme and there is strong recognition that their engagement contributes to their well being.** The Service Strategic Plan and the Learner Charter are effective in promoting an ethos of commitment to learning and encouraged engagement with ‘individuals from all parts of the community’ and pledged to ‘improve employment prospects and life chances’ of residents as well as ‘making a positive contribution to and enriching’ their lives. Staff, tutor and learner achievements are celebrated through a variety of means e.g. the End of Year Staff Meeting and Annual Tutor Meetings, newsletters and end of term celebrations. The service is proud to celebrate learners’ achievements and has a well established End of Year Learner Exhibition for Arts and Crafts Learners in the Summer term at the Harvey Gallery in Guildford. A new Photography competition on the theme of “Unexpected Surrey” was introduced this year, with prize-winners being announced at the preview event. In addition the Service provides display areas for learners’ work at its dedicated centres, and includes examples of learners’ work in the Staff Newsletter and the ‘Learner Voice’ publication. Many Learners use their ILPs to reflect on their achievements at the end of the course and are clearly proud of their achievements.

152. In English and maths classes, learners pride in their achievement is evident, both on-course when completing presentations, controlled assessments and homework and through their happiness at their positive exam results. A very well attended Award Ceremony in November celebrated learners' achievement in the external exams, where Councillor David Ivison presented the certificates. Several learners were able to progress to a further or higher education course as a result of their English and Maths achievements. Two learners returned last year to volunteer in



Maths classes, having previously completed their GCSE with Surrey CLS. Previous successful Family Learning parents became Surrey volunteers and participated in a successful pilot called *Learning Ambassadors*. This pilot was designed to engage with and prepare previous learners to recruit others onto adult learning programmes. Some very good results are emerging as we continue the project for another year. Opportunities have been funded for the Ambassadors to experience learning in mainstream classes and to provide further development for their communication skills and knowledge of community development work and the most effective ways of approaching this.

153. The Supported Learning team considers it has good working partnerships internally across curriculum and support staff teams and with other organisations and this ensures consistent approaches are adopted in dealing with learner behaviours; support plans are negotiated and agreed where necessary. There is good recognition and celebration of learner achievements, end of term celebrations and productions take place and articles are contained in the Staff and Learner newsletters.

C2: Self-confidence, self-awareness and understanding of how to be a successful learner

154. Both in the accredited and non accredited programmes, many learners set and assessed personal goals for themselves relating to improving their confidence through their Individual Learning Plans and, where appropriate, were encouraged to keep sketchbooks, diaries, notes and samples to ensure that they develop study skills and successful learning habits. In many Arts Crafts classes the opportunity for group critiques and show-and-tell gave learners the opportunity to present, explain and articulate ideas, and to learn from each other. T'ai Chi and Yoga learners in particular developed their self awareness. For example a Yoga – For Well-Being learner recorded on her ILP that she is now: “very aware of tension in (her) body and how to relax it”. Lip Reading learners fed back on improvements to confidence and improvements to daily living: *“Lipreading classes have given me confidence to relate to social events which previously were excluded”* and from another learner *“Before I attended classes I did not have enough confidence to inform people that I was hard of hearing. Now I am telling people.”*

155. A GCSE Maths learner at Camberley commented: *‘I have gained more confidence and enjoyment in each topic and with working with fellow students.’* A Pre-GCSE Maths learner from Molesey declared: *‘I’m old, but I can feel my brain coming to life in Pre-GCSE Maths’* while a Pre-GCSE English learner commented on her ILP: *‘I feel much more confident after completing this course,’* and another: *‘I’m becoming more confident in my Maths and for the first time am enjoying learning.’* One English tutor commented of her GCSE learners *‘All learners reported a growth in confidence, most in skills as well.’*

One learner who, having suffered for years with depression after being bullied and under-achieving at school and who had faced homelessness, won an Adult Learners' Week Regional Award after completing Pre-GCSE English and Maths courses with SAL in 2013-14 and GCSEs in both subjects in 2014-15.

156. Many learners comment that their course has given them greater confidence in their own abilities. In Cookery classes, the confidence to be more adventurous in their choice of ingredients

and techniques when cooking for themselves and their families reiterates their understanding of being a successful learner:

"Have tried new techniques in class and at home (after seeing them demonstrated in class)"

ILP of WM - Cooking for Friends & Family

"Enjoying my cooking & using ingredients I normally wouldn't cook with, eg, cardamom with roast fruit."

ILP of SW - Entertaining for the Weekend

157. Family Learning also very effectively raises learners' self confidence' in a variety of ways:
'After a trip to Woking library with the New Monument Family Learning Language group, a learner was so inspired that she joined the library and booked out two books, one by Tolstoy and the other Virginia Woolf.' Tutor

One learner had the confidence to write to the Leader of the Council to thank him for providing her learning activities that have had impact on the whole of her family.

158. At the annual Learner Focus Groups held across the 7 adult learning centres during the spring term, there was overwhelming agreement about the benefits that transformed people's lives and raised their confidence, enabling them to become successful learners. Below are some of the outcomes detailed in response the question: *"Over and above achieving the learning outcomes for your course, do you feel that by attending your classes, you gain additional social, health and work related benefits?"*

Social benefits

- *Learners felt that the social benefits gained from attending courses were very good. e.g. a Christmas outing, camaraderie in the class, Italian food to share.*
- *Lots of social interaction*
- *Meeting new people*
- *One learner commented at Woking on how Julie in the café not only makes really good coffee, but was very friendly!*
- *Learners felt that the camaraderie was wonderful. Outcomes such as friendship, raised self confidence, sometimes overrides the learning(!)*
- *Comments included:*
 - o *'I'm a carer for my husband so it's an outing for me as I can leave him for a couple of hours; he has Alzheimer's so I can't have a conversation with him, but feel I can talk to others in my class'.*
 - o *I bring in a 90 year old to a class who can't get out much on her own*
 - o *We are terribly supportive of each other*
 - o *We all have each other's email addresses*

Health and well being

- *One learner said that Art was a therapy, really helpful following the death of disabled son after caring for him for 29 years – left huge vacuum. Really enjoying class.*
- *Felt like an escape from everything else for that hour.*
- *Moving from work to retirement - bridges the gap. Good for self-esteem.*
- *Helps with mental health issues and confidence.*
- *Get to know the group and they take an interest in each other's work. This builds confidence then can go on to do other courses*
- *Coming to courses is a complete break from work and family*
- *Courses are empowering*
- *Consensus was that learning keeps learners healthy and out of the doctors' surgeries – saving money for NHS.*
- *Engaging in learning promotes healthy minds – and keeps dementia at bay. It's stimulating.*
- *Healthy to participate and use the brain avoiding onset of Dementia, for example*
- *Health benefits for Yoga learners*

- *Comments included:*
 - *'It's MY day, helps stress management, when the rest of my time involves caring for grandchildren and parents/older relatives with dementia – a lot of pressure'*
 - *'Staving off dementia! Keeps my brain going. Exercises your mind'*

C3: Choices about the next stage of their education, employment, self-employment or training, where relevant, from impartial careers advice and guidance

159. Many learners on Maths and English courses embarked on these courses of study as they had a particular goal in mind, whether it was career progression or further study. All Pre-GCSE and GCSE and Family Learning learners had a visit to the classroom, by a National Careers Service (NCS) representative. NCS procedures were explained and some learners registered to receive 1:1 careers guidance. There was good support by tutors for individual learners who acted as referees to support applications to further and higher education.
160. LDD learners benefited from comprehensive individual 1:1 IAG sessions. At these sessions learners are signposted to the National Careers Service (NCS) where applicable, using a simplified leaflet produced in conjunction with the NCS. Every learner wanting to re-enrol is guided to courses that will progress their learning. In the LDD Learner Feedback, 91% rated the information and advice provided on their next steps in learning as 'Good'. Meetings were held to plan dedicated careers advice sessions from the NCS for learners on LDD and MHWB (Mental Health and Well Being) courses but the NCS were unable to staff sessions.
161. Careers advice is embedded into all Outreach courses and close working with the National Careers Service enables impartial advice and guidance at the end of each course. Surrey Care Trust staff (subcontracting arrangement in place with this local charity) are specialists in their fields and have many years' experience in community and outreach adult teaching and learning. They liaise with venues to identify learners' needs in advance of the course start. An outline of the programme of courses, together with a brief description of the course content, is available for all venues and the Co-ordinator's telephone number is shown clearly to assist with further advice and guidance.
162. All learners in Family Learning courses were given skills and information to enable them to progress to further learning or employment and job ready skills were embedded in all courses. Examples are found in newsletters and monthly reports.
'Mrs GA attended a five-week FEML Language course at Furzefield in Nov/Dec 2011 and is now on an Entry 2 ESOL course at East Surrey College.'
Links with the National Careers service is good and NCS group advice sessions are organised for FEML courses where appropriate that are longer than 10 hrs. 7 Group advice sessions were held.
163. Course information for courses was published in the Surrey CLS course directory and on the website. More detailed information and helpful advice was available to prospective learners from very knowledgeable and experienced Customer Service Team members or by speaking to tutors in person. Tutors are well qualified and experienced, often with industry experience or are practising artists and crafts people, who are able to give good advice and suggestions to learners for their next stage. Of those who sought information prior to enrolment, 90.4% of learners provided feedback that the quality of information given was 'Excellent' or 'Good' and 93.3% considered that 'quality of support offered during the enrolment process' was 'Excellent' or 'Good'. 81.2% of learners rated 'information and advice provided on your next steps in learning as 'Excellent' or 'Good' and 83% of those responding to the Ofsted Survey said that they 'Strongly Agreed/Agreed' that 'My course is preparing me for my chosen next steps'. Considerable efforts have been made by the Curriculum Team to improve the quality of course information forms and a comprehensive system to check these is in place. Learners receive signposting materials and notice of local initiatives through the tutor at the end of their course or as and when it is appropriate. However, further information to help signpost learners to useful websites and other specialist providers or qualifications is work in progress and will need to be developed further. **Course progression and signposting information is insufficiently wide ranging on community learning courses.**

C4: Where relevant, employability skills so that they are well prepared for the next stage of their education, employment, self-employment or training

164. There are several examples where learners have developed skills on their programme that have enabled them to engage in new employment or given them increased confidence, inspiration and stimulation. Employability training in Outreach remains a priority with the recruitment of specialist employability tutors and bespoke employability courses aimed at targeted groups. An example of one is 'Digital Job Market for the over 50's'.
165. Although many learners on non accredited programmes do not attend to make a career of their chosen subject, and are often learning for personal well being and interest, a significant number do go on to display work in galleries and exhibitions, and may start to sell their own work or take on commissions, and have their own websites or social media pages. The service supports this natural progression by providing an environment where learners with common interests can display work, and encourages those who wish to. The personal and social benefits of learning and developing employability skills are also important for EFL learners who are often living a long way from their homes, families and traditional support networks.
166. At the annual Learner Focus Groups (universal programme), several learners detailed work related outcomes as below:
- *Had manual employment before heart attack. Looking to getting back into work.*
 - *Was in management role but told needed computer skills. Now inspired to learn more.*
 - *Courses are great value for money, and provide benefits for people from different walks of life*
 - *'My tutor is great at letting you try and speak (Spanish), she gives you the confidence to try, even if it is not completely right'.*
 - *'Makes you feel better about yourself if you feel you're improving'.*
 - *'One of our group does have to use French at work, so benefits for him are work-related'*
 - *Some use the language when travelling*
 - *Opportunities to learn from other learners*
167. By attending the Maths and English courses, learners increased in confidence and felt able to apply for positions. One Pre-GCSE Maths learner, for example, felt more confident in her abilities and applied for voluntary work at the British Heart Foundation. Two GCSE Maths learners on one course gained jobs during the course of the year, while a further 10 were planning to go on to further study and one was considering volunteering. One Pre-GCSE English learner at Woking commented: *'I improved my writing skills and am now able to write an official letter.'*
168. In Supported Learning, a wide variety of generic transferable employability skills are embedded by tutors such as team work, time management and problem solving to prepare learners for the next stage in their education or employment. It is recognised that research is needed to clarify the areas where most LDD learners find paid or voluntary jobs to enable programme development to target courses that support skills in these areas. Learners on ASB courses achieve or are working towards nationally recognised qualifications which demonstrate commitment to learning as well as evidencing levels of skills and knowledge to employers or education providers. Skills needed for everyday life are embedded into sessions to enable learners to become as independent as they can: *"She feels fulfilled and is becoming increasingly independent."* (Parent)

C5: Prompt and regular attendance

169. The attendance rate was 82.8% and 87% on community learning courses and ASB courses respectively. Learners are expected to attend regularly and to notify their tutor or the Customer Service Team of any absence. Centre Staff adhered to the Managing Learner Attendance procedure and checked registers and followed up unexplained absences. Overall, very few

instances of concerns were received. Good retention, success and achievement rates for the year reflected this.

170. Average attendance on English and Maths courses in 2014-15 was 87%. Attendance was closely monitored, with emails sent by tutors to the Customer Service Team after each session, requesting individual learner absence be followed up. This was in turn monitored by the Curriculum Manager and learners supported where possible. Those with persistently poor attendance were subsequently withdrawn from the course.
171. Attendance can be an issue with some of our partners, and is carefully monitored. The tutor who works with Probation has reported that some of the learners have to attend mandatory meetings with the Police and Probation and are also rehoused. Also working with the Job Centre the learners have to attend mandatory appointments and job interviews, this affects the attendance rate; where possible, course durations and timings have been adapted. Attendance rates for MFL were affected by learners travelling abroad to use the language they were studying. However, effective support to catch up on the lessons they missed ensured that their achievement was not adversely affected.
172. Attendance has increased this year by 10.1% in FEML to 84.3% and 4.3% in WFL to 91%. The impact of Partnership Agreements, which emphasise the requirement for full attendance along with the reinforcement of ground rules and tutor messages have made a difference. In addition to the Service wide Managing Learner Attendance policy, LDD course tutors complete an Attendance and Punctuality Monitoring form to highlight any concerns to the curriculum team. Effective following up by the curriculum team supports the good retention and attendance data but there is a recognised need for consistency in how often these forms are monitored.

C6: Following of any guidelines for behaviour and conduct, including management of their own feelings and behaviour, and how they relate to others

173. At induction tutors encouraged learners to follow the guidelines for behaviour and conduct contained in the Learner Charter and all are asked to encourage their learners to respect the ideas of others and be tolerant of all, particularly when working in pairs and small groups. Tutors on physical activity courses are good at ensuring that learners exercise safely within their own limits, providing modifications and alternatives to support this.
174. In addition to these expectations, learners were able to raise any issues or concerns with their tutors, centre staff or the Customer Service Team, who referred issues to the curriculum team either formally or informally. Often issues could be resolved informally through prompt intervention, but more serious allegations were dealt with through the formal complaints procedure. The Arts and Crafts team dealt with a few issues where learners raised concerns about other learners' or their own behaviour successfully and made recommendations to prevent recurrences where appropriate. For example, a learner who felt she had made herself unpopular by emailing another learner late at night was advised to apologise, offer an assurance that it wouldn't happen again, and delete the other learner's email address from her records.
175. In the past there have been a few instances where new learners have felt excluded when joining groups of learners continuing from a previous course. Tutors are now expected to take an active role managing the integration of new learners and this is checked at OTLAs by asking new learners how they feel, as this extract from an OTLA report shows:
"Learners supported each other and two told the observer that they had made new friends. The two learners who'd joined in Term 2 had been integrated into the group." (Spanish Stage 1, Guildford.).
176. Learners came from a variety of different backgrounds and educational experiences in Maths and English classes. A small number had mental health issues which made settling into a classroom environment quite difficult. With one exception, where a learner challenged the tutor who asked her to keep her mobile phone turned off as had been agreed when the ground rules were negotiated, all learners were well-mannered and respectful of their peers and the tutor.

Many worked particularly well to support their peers both within the classroom environment and beyond.

177. The importance of good behaviour and conduct for Family Learning parents is very well embedded in learning. Tutors reinforce, as part of the learning, the importance of parents as role models and the impact that has on the child's development. It is also emphasised as part of Equality & Diversity practice and reinforced in ground rules which are negotiated on every course.

178. In the Partner Survey for Supported Learning, 51% of respondents 'Agreed' or 'Strongly Agreed' that learner behavioural or welfare difficulties were dealt with appropriately and effectively with a further 48% informing this question was not applicable.

"The course has had a really positive impact on B and (her) knowledge of self discipline and following meeting requests." (Partner Survey).

C7: Understanding of how to keep themselves safe from relevant risks such as abuse, sexual exploitation and extremism, including when using the internet and social media

179. Learner understanding of safeguarding is good and is being extended to specifically include extremism from the start of the autumn term.

180. Safeguarding is covered during induction to courses (see Para 94). Course tutors explain the safe use of computers and the internet to learners where use of computers is part of the course by referring to guidelines for learners on e-Safety and e-Responsibility. For 2015-16, universal programme learners on all courses will be required to acknowledge, as part of the learning agreement, that they have been made aware of e-safety and safe use of computers, tablets and mobile devices. Newly updated Internet Safety posters are displayed in all teaching rooms and referred to when appropriate. Currently explanations on safe use of ICT are differentiated for EAL and LDD learners and reported e-Safety concerns are followed up. Online safety was disseminated to learners in the summer term 'Learner Voice' publication.

181. There is a recognised need to ensure all staff have the skills and knowledge to be able to explain to learners about safeguarding risks when using the internet and social media. All teaching computers display a message at the 'log-in' stage outlining internet safety and the Service's expectations on the use of the internet.

182. With regard to learner feedback on their understanding of how to keep themselves safe – (see Para 93). Course tutors are provided with comprehensive pre-populated class activity risk assessments which they are required to amend with any identified additional risks.

C8: Knowledge of how to keep themselves healthy, both emotionally and physically, including through exercising and healthy eating

183. Learners gain significant health and fitness benefits from attending courses. For example a learner on an Exercise course noted on her Individual Learning Plan: *"I feel more mobile and full of energy"*. A learner on a T'ai Chi course commented that by the end of the course: *"balance and concentration had improved"*. Physical activity courses are effective in improving learners' knowledge about how to keep themselves healthy both emotionally and physically. For example, a learner on a 'Yoga – For Well-Being' course reported on her Individual Learning Plan: *"I know how mindfulness and breathing affect all parts of the body and well-being"*.

Learner Feedback 2015	
New friends / improved social life	36.13%
Improved confidence / self-esteem	28.62%
Reduced stress	18.24%
Improvement in health / well-being	12.16%

184. Comments from Learner Focus Groups included:

1. *Coming to courses is a complete break from work and family*
2. *Courses are empowering*
3. *Consensus was that learning keeps learners healthy and out of the doctors' surgeries – saving money for NHS.*
4. *“Art as therapy, really helpful following the death of disabled son after caring for him for 29 years – left huge vacuum. Really enjoying class.”*

185. Learners in English classes benefited indirectly in this area. One English tutor commented: *‘For many, learning was helping to minimise symptoms of depression.’* In the older retired age group particularly, many MFL learners cited keeping mentally active and socialising as benefits of learning a foreign language. Additional benefits were even more pronounced for EFL learners, who sometimes arrived feeling quite isolated, living a long way from their homes and traditional support networks.

186. Supported Learning Tutors conscientiously support learners to keep mentally and physically healthy. Tutors advise that learners were supported to make improvements to their health and wellbeing. One learner in the class room based ‘Community Matters’ course who bought large numbers of chocolate bars at the start of her course, was encouraged to substitute healthier snacks and by the end of the year was bringing chopped fruit and vegetables instead. Some courses focussed on health and wellbeing topics in directed discussion during the break.

187. The Food Hygiene courses provide essential knowledge, at a professional level, on maintaining personal hygiene and health for oneself, and for the general public, in connection with the safe preparation, storage and handling of food. In the majority of Cookery courses, learners are developing their cookery life skills and becoming more aware of the food they prepare and eat.

“Prepared and cooked my first hot meal in 40 years! Tasted good.”

ILP of CT - Cookery For Men HDR4115G

Tutors always provide instruction and guidance as to the safe storage of the food prepared in class, and the appropriate way to reheat and serve the food later. They will also often provide “Healthy Options” advice, on nutrition, cooking techniques or alternative ingredients, to reduce the sugar or fat content of dishes. With an improved understanding of the implications of what they are eating, learners can make better choices for a healthier lifestyle.

C9: Personal development, so that they are well prepared to respect others and contribute to wider society and life in Britain.

188. Learners went beyond the classroom to use their new skills in the local community. Many learners regard personal development as an important learning goal, whether they attend classes for relaxation, the therapeutic benefits of engaging in creative activities, or to be able to socialise with like-minded people. A comparatively high proportion of learners in Arts and Crafts are retired or not in paid employment, and want to develop skills that they can contribute to the community. For example, learners attending Upholstery classes take on re-upholstery projects for other people, and learners attending bookbinding courses re-bind books for sale by local charities. An IT tutor commented:

“most of the learners expressed a desire to go and use their new skills in either a new job or other opportunity...”

189. Learners improved their personal development in several ways. The fact that they were encouraged to support each other on the courses helped them develop a team ethos. One English tutor commented specifically: *‘Many parents/grandparents felt more able not only to support school age children with their education, but to be positive learning role models for them.’*

190. In Supported Learning, 97% of partners ‘Agreed’ or ‘Strongly Agreed’ that their courses have a positive impact on the learner’s personal development outside the classroom.

“The courses have helped the learners with their confidence at home and when out. It has also helped with their daily living skills.” (Partner Survey).

Tutors develop very effectively the confidence, self-esteem and communication skills of their learners and many learners have used these skills to make a positive contribution within their

local communities. One learner is now sufficiently confident to volunteer on a stall each Sunday at her local church and several learners from a gardening course have become involved in a local community gardening project.

D: OUTCOMES FOR LEARNERS

GRADE 2

D1: Learners progress well from their starting points and achieve or exceed standards expected for their age

191. During 2014/15, 9057 learners enrolled on Community Learning courses, which represents an 11.4% increase year on year from 2013-14 to 2014-15 (Table 1). Many learners enrolled on more than one course, giving a total of 17331 enrolments over the same period.

192. Course achievement and learner enjoyment has been maintained to a high level. **Learner participation and outcomes are good with high levels of enrolment, achievement and learner satisfaction** across the service. Class visits, course reviews and evaluations demonstrate that learners are set challenging targets, they are motivated to complete their learning goals successfully and that they enjoy learning. Through negotiation, tutors and learners agree course and individually planned learning goals that stretch learners and raise their aspirations. Evidence of achievement against goals and progress relative to starting points from ILPs support this data, as do numerous comments from learners and tutors.

“Although I feel I had some basic knowledge, the course really helped reveal a lot of the important details, and it opened up my range of ideas, and my ability has expanded.”

ILP - Cake Decorating

“Excellent tutor who has been very helpful. Really learned a great deal, in a good atmosphere. (Japanese Stage 1)

“The tutor is a fantastic teacher and I have improved hugely since she took over. Organised, fun, good use of resources for different learning styles and very well delivered class. Can’t thank her enough!” (Spanish Stage 1)

“Have always had an interest in carpentry and sewing and decided to try upholstery. I enrolled on an adult learning course in Guildford and enjoyed it so much I decided to take further courses to rapidly gain the skills I needed to set up my own reupholstery and interiors business. (Taken from Learner Voice publication)

193. A very high proportion of learners confirmed that their course met their expectations (65% Excellent; 28.3% Good). In the Ofsted Survey, 96% of respondents ‘Strongly Agreed/Agreed’ that ‘my course/programme meets my needs’. All LDD learners’ views were sought through the adapted Learner Feedback process and also recorded a high level of satisfaction.

194. Learners attending programmes that do not lead to a qualification on the **Community Learning** provision made up the great majority of enrolments. On these courses, learners have achieved very well against an appropriate proportion of course core and personal objectives, relevant to their circumstances, starting points and aspirations. The overall success rate for the Community Learning provision is 91.7% and the overall achievement rate is 97.4% (Table 1). Attendance and retention remains much the same over a 3 year period (Appendix1: 2014-15 Key statistics). Learners clearly state their starting points on ILPs and progress is regularly reviewed.

Table 1 Community Learning Success, Retention and Achievement

	2012/13	2013/14	2014/15	Change (YoY*)
Learners	9273	8125	9057	11.4%
Enrolments	18977	16740	17731	5.9%
Success rate (%)	90.1	90.4	91.7	1.3
Retention rate (%)	92.8	93.1	94.1	1.0
Achievement Rate (%)	97.1	97.1	97.4	0.3
Attendance rate (%)	82.6	83.2	82.8	-0.4

*Year on year change from 2013/14 to 2014/15.

195. Learners develop particularly good practical, creative and technical skills across the Community Learning provision, often exceeding standards expected. There is good celebration of learner achievement with a section on Adult Learning Testimonials on the website as well as Awards' Ceremonies, certificate presentations, displays and exhibitions taking place in the learning centres (see section C1)

196. Opportunities to extend and consolidate learning beyond the classroom are good, as evidenced by learners having work published, visiting and participating in exhibitions and displays, language learners participating in trips and visits. There is a well-established End of Year Learner Exhibition at the Harvey Gallery on site at the Guildford Centre to which all Arts & Crafts learners are invited to contribute work for show. In July 2015, the exhibition was opened by Richard Walsh, Surrey Cabinet member for Localities and Community Wellbeing. The exhibits included work from our Supported Learning programme.



197. The Outreach programme has been enhanced by the sub-contracting arrangements with Surrey Care Trust, who have established networks to engage the most disadvantaged adults, ex-offenders, those with a history of drug or alcohol addiction, and others trying to rebuild their lives. Further expansion of the Outreach programme is a key priority for 2015-16.

198. Surrey Adult Learning is committed to improving the employment prospects and life chances of adults in the community by providing Maths and English courses to adults without these foundation skills. This commitment is further evidenced in the provision of Family Learning and Outreach which enables many with low skills and dysfunctional lives to take the first step back into learning and experience success.

199. The Service developed and delivered a very successful programme of accredited learning (**Adult Skills Budget**) to a cohort of 661 learners, reporting an overall success rate of 91.2% compared to 85.8% the year before. (Table 2) (Appendix 2: Retention, Achievement and Success Rates by Course Length and Qualification Type 2014-15). This compares very favourably with the available national benchmarking comparison of 84.4%.

Table 2 Adult Skills Success, Retention and Achievement

	2012/13	2013/14	2014/15	Change (YoY*)	National QSR 2013/14 ¹¹
Learners	164	697	661	-5.2%	N/A
Starts	162	955	951	-0.4%	N/A
Leavers (2014/15 only)	N/A	N/A	888	N/A	324,300
Success rate (%)	76.5	85.8	91.2	5.4	84.4
Retention rate (%)	88.3	91.3	94.5	3.2	92.5
Achievement rate (%)	86.7	93.9	96.5	2.6	91.3

*Year on year change from 2013/14 to 2014/15

200. Learners on Maths and English programmes made very good progress and all who completed the GCSE courses achieved a GCSE qualification. The tables below (Tables 3 and 4) show achievement and success rates for all courses offered and some comparison with national rates where this is possible. As can be seen from the two tables, the success rates on all

¹¹ Source: 2013/14 Education and Training National Success Rates Tables | Headline Overall Success Rates | Other Public funded | 19+ | All levels

courses, except GCSE Maths have improved from the previous year. The 2013-14 success rate on GCSE Maths courses was quite exceptional. There has been a particularly pleasing improvement on the GCSE English success rate and that for the OCR units in Maths.

201. 88% of Maths learners and 66% of English learners achieved a grade C or above. These figures were 89% and 54% respectively the previous year. These results allowed learners to progress to courses in higher and further education or to pursue chosen careers. Success rates on Maths & English courses for the 18% of learners who declared a learning difficulty or disability or a health problem were very good at 94.2%, above the 89.7% success rate of all learners.

Table 3 and 4 Adult Skills English and Maths Success, Retention and Achievement

2014/15

Aim type	Subject	Learners	Starts	Retention Rate (%)	Achievement Rate (%)	Success Rate (%)	NSRT All ¹² Institution
GCSE	GCSE English	55	55	83.6	100	83.6	75
	GCSE Mathematics	71	71	85.9	100	85.9	78.9
	Total	110	126	84.9	100	84.9	80.0
OCR Cambridge Single Unit Awards	English	126	247	95.5	93.2	89.1	*
	Mathematics	74	171	99.4	95.9	95.3	*
	Total	175	418	97.1	94.3	91.6	*

2013/14

Aim type	Subject	Learners	Starts	Retention Rate (%)	Achievement Success Rate (%)	Rate (%)
GCSE	GCSE English	48	47	74.5	100	74.5
	GCSE Mathematics	61	61	93.4	98.2	91.8
	Total	96	108	85.2	98.9	84.3
OCR Cambridge Single Unit Awards	English	120	171	93.6	88.1	82.5
	Mathematics	87	186	89.8	89.2	80.1
	Total	186	357	91.6	88.7	81.2

*N.B. In 2013-14 the OCR Cambridge Progression units were split into Awards and Units. In 2014-15 they were all classed as Units. The Awards and Units have been reported on together in the above table.

202. Family Learning demonstrated clearly that the outstanding skills of tutors have moved learners with no qualifications to achieve and that they have the ability to increase confidence of parents and their skills while supporting their children. Accredited courses were preceded by a Family Learning course, which was tailored to provide a contextualised experience, where tutors set learning targets, some of which included achieving an accreditation. 50 Learners accessed accreditation directly through and were supported and managed by Family Learning.

203. The Supported Learning programme offered a mix of accredited provision that enabled adults with learning difficulties develop independent living skills as well as community learning courses that provided a wide range of opportunities for learning and improving well being. On the ASB courses, the success rate at 91.3% exceeds the selected national benchmarking comparison at 86.7%. There is no statistically significant variation in the achievement by different groups of learners or by geographical areas.

¹² Source: 2013-14 NSRT All Institution

204. Learners on the small provision of accredited BCS IT courses (106 learners) made good progress and achieved well, demonstrating an improvement in success rates from 76.6% in 2013-14 to 98% in 2014-15. The number of learners completing and achieving the ECDL Extra has increased significantly.

205. In March 2015 the Skills Funding Agency increased the Service's ASB allocation from £238,020 to £421,132 for the 2014-15 academic year. To make effective use of this substantial increase in funding, the Service, in part, sub-contracted work in the Care sector to a value of £65,184 to Tribal Education Limited. There were 89 starts who completed prior to 31 July 2015. The overall success rate was 95.5%. A further 63 learners who started their course in 2014-15 completed at the beginning of 2015-16.

D2: Attain relevant qualifications so that they can and do progress to the next stage of their education into courses that lead to higher-level qualifications and into jobs that meet local and national needs

206. Many learners on ASB accredited courses showed good improvement in their skill set, gained qualifications and are using their learning to further their career and personal development. As can be seen from Tables 3 and 4 above, Maths and English learners achieved very well and these results allowed them to progress to courses in higher and further education or employment and to pursue chosen careers. For some, the achievement was a very personal one – to have succeeded where they hadn't before in life. Successes on Pre-GCSE courses gave a number of learners the confidence to apply for GCSE courses in 2015-16. Other learners were better equipped for the workplace – as one English tutor commented:

'(Learners) were more familiar with how to write grammatically correct sentences and how to plan and sequence texts which will support all with further studies and some in their workplaces where they have to write reports, letters and daily notes.'

Many learners grew so much in confidence that this helped them take on new roles, including employment, volunteering and friendship groups.

207. The Wider Family Learning programme was used very effectively to introduce and nurture learners to access opportunities for further learning. English and maths tutors have been highly effective in encouraging learners to develop resilience, achieve awards and take their first steps to success. Of the 50 learners who progressed to accreditation, 40 were from BME groups and 10 were White British, there was 100% achievement. Two previous winners of regional Adult Learning Awards (ALW) continued their success as learners. Family Learning raises aspirations of learners, embeds the skills they need to support their child, gain new skills and gain employment.

'One of the learners at the New Monument in Woking has started volunteering in her son's class at school. She reads with children. The tutor told her about the Preparing for Helping in Schools course and she's going to contact WEA to find out when they are running the next one.'

'We invited a school speaker to tell us how maths is taught at school and the NCS also visited. Both were useful and much appreciated by the learners. Two learners booked a follow up appointment with the advisor'

We visited East Surrey College where learners were given a guided tour and a number of brochures for next year's courses'

208. In Supported Learning, good learner progress is evidenced by wider outcomes than qualification success. Learners are supported very effectively to gain the skills needed to become as independent as possible in their everyday lives. On the ASB programme learners were either working towards their first qualification with Surrey CLS, or had progressed so they were able to work towards a higher level qualification. Three out of five learners on the CL Computing course for learners with MHWB (Mental Health and Well Being) needs achieved a nationally recognised Entry Level 3 qualification. This discrete course enabled the learners to cover the qualification

content at a slower pace within a smaller group to reduce stress. Very appropriate course content supports learners to learn skills to become independent in their everyday lives. 78% of learners completing the LDD Learner Feedback consider their course is helping them either to take up or find a job, take part in their local community or volunteer.

- *“C achieved computing skills and increased confidence to support the move into work.”* [Tutor SAR]
- *“Learner volunteered as a marshall [in local community] on Armed Forces Day.”* [Tutor SAR]
- *“Several learners explained how the course was helping them become more independent such as R who reported about [being] confident to take photos of her artwork in an exhibition at the River Barn Gallery.”* [OTLA report]

Learners are encouraged to progress to universal programme courses with support if necessary. 22 learners who attended a discrete SL course this year and/or in the previous two years enrolled on a least one universal programme course this year. The LDD Learner Feedback informs that 97% of learners want to continue part-time learning next year.

209. The Food Hygiene courses on offer provide learners with an industry-recognised accredited qualification relevant to their jobs in the food industry. SSA 4.2a (Food Hygiene) offered three Level 2 Food Safety in Catering one day courses at the Guildford centre with 29 learners achieving the Food Safety Award. The majority of learners attending food safety courses are employed in or volunteering within the catering industry and this qualification enables learners to progress into better paid jobs and provide a service to meet local and national needs. In the IT programme, accredited IT courses continue to improve computer skills and increase employability skills, particularly the European Computer Driving Licence (ECDL) Extra.

210. Learner Feedback from the Spring term confirms that 80% of learners were interested in *‘another course in the same subject*, 12.2% were interested in progressing to a *‘higher level or accredited course’* and 12.16% felt that they would like to take on *‘another course in a different subject’*. Collection of learners’ progression and destination outcomes from ASB programmes was a work in progress and incomplete at the time of writing. Of those learners from whom we have thus far collated responses: 94% percent entered part time FE; 3% were in paid employment for 16 hours or more per week; 2% were in paid employment for less than 16 hours per week; and 1% were not in paid employment, looking for and available to start work.

211. Progression to/from other courses within Surrey CLS is detailed within the individual SSA SARs. Most learners in the Community Learning programme of non-accredited courses are particularly interested in personal development and furthering their skills for their own benefit and the high achievement rates provide good evidence of this. Intended destinations of learners on the CL programme were collected on Individual Learning plans and demonstrated that 68.62% of learners were *‘Continuing existing programme of learning’*. Many learners in Arts & Crafts classes went on to exhibit and / or sell their work, or take on commissions. Many learners are members of local art groups and display work with the group, including Molesey Art Society and Sunbury Art Group, amongst many others. Other learners have taken part in competitions such as Patching’s Art Festival and Landmark Art Shows and the Royal Academy Summer Exhibition. Some of the Sculpture learners are members of The Surrey Sculptors Society.

212. Progression in MFL (Modern Foreign Languages) is good and progression routes are clear. Initial assessment forms indicate that few MFL learners are seeking qualifications or jobs. Destination data indicated that 82% of SSA12 learners intended to continue studying with Surrey CLS. Many progressed through the stages with progression opportunities available in 10 languages. French, Italian and Spanish was offered up to Stage 6 / 6+ at two or more centres to meet demand from learners moving up from lower levels. The introduction of additional stages from September 2014, to split stages 3 and above into two-year programmes (e.g. 3 & 3+, 4 & 4+, etc) has proved very successful, giving learners an appropriate number of GLH to achieve each stage. This has resulted in more learners who completed courses in 2013-2014 progressing to a new stage in 2014-15. As is to be expected, the largest number progressed from Stage 1 to Stage 2. Many EFL learners are learning English to improve their communication at

work and some were supported by their tutors to sit the Cambridge First or Advanced certificate externally.

Surrey County Council ACL

Inspection report

Unique reference number: 54684

Name of lead inspector: Richard Beynon HMI

Last day of inspection: 3 December 2010

Type of provider: Local authority

Address: Surrey County Council
Woking Centre
Bonsey Lane
Westfield
Woking
GU22 9PR

Telephone number: 01483 519 459

Information about the provider

1. The adult learning service (the service) sits within cultural services in the customers and communities directorate of Surrey County Council (SCC). Under a contract with the Skills Funding Agency, the service delivers personal and community development learning (PCDL) provision from its seven centres in north and south-west Surrey. Provision of learning in four districts and boroughs is separately contracted to East Surrey College. PCDL provision is supplemented by three teams delivering targeted services: one that focuses on meeting the learning needs of adults with disabilities and learning difficulties; a second that delivers family learning programmes across the county; and, the third providing first-step learning opportunities in areas of disadvantage. The family and community learning teams work from children centres, schools and community venues. Learner numbers grew by 8.5% in 2009/10, and by 24% over the past two years.
2. The subject areas inspected were sport, leisure and recreation; visual arts; classical and modern foreign languages; and family learning. The service's independent living and leisure skills provision was inspected, but not graded; comments on this area are included in the report.
3. Surrey has a high level of economic activity, with 82% of men and 68% of women in employment, compared with 75.2% and 65.5% nationally. Unemployment is relatively low, at 4.8% compared to 6% in the South East and 8% nationally. There are 16% of residents from minority ethnic groups, compared with 13% for the South East and 16% for England.

Type of provision	Number of enrolled learners in 2009/10
Provision for adult learners: Learning for social and personal development Family learning and community learning	8,921 part-time learners 1,723
Employer provision: Train to Gain	71 learners

Summary report

Grades: 1 is outstanding; 2 is good; 3 is satisfactory; 4 is inadequate

Overall effectiveness of provision	Grade 2
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Capacity to improve	Grade 2
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	Grade
Outcomes for learners	2
Quality of provision	2
Leadership and management	2
Safeguarding	2
Equality and diversity	3

Subject Areas	
Sport, leisure and recreation	2
Visual arts	2
Classical and modern foreign languages	2
Family learning	2

Overall effectiveness

4. The overall effectiveness of SCC’s provision is good. Managers provide good leadership and have communicated successfully to staff the need for continuous improvements in teaching and learning and in outcomes. The service has maintained steady improvements in provision and outcomes since the previous inspection, despite considerable growth in enrolments across the past two years. Retention and achievement rates in all subject areas are good.
5. Teaching, learning and assessment are good overall. Learners make good progress in most lessons and gain good practical skills. Many classes enable learners to develop confidence and health benefits that help sustain their independence. Safeguarding of learners is good. Learners feel safe and have a good understanding of safe working in practical classes and studios. Measures to promote equality and diversity have improved since the previous inspection and are now satisfactory. Partnerships are very well developed in family learning, supported learning and in community development areas, and are

satisfactory elsewhere. Tutors are well supported by their managers and receive good continuing professional development opportunities. Arrangements for quality improvement are good overall. The service self-assessment process is inclusive and leads to a broadly accurate self-assessment report.

Main findings

- Outcomes for learners are good in all subject areas, with good achievement, good retention and good skills development in practical subjects. Achievement and retention rates have risen against a background of sharply increasing enrolments over the past two years. Across the service as a whole, achievement rates were 98% in 2008/09, and 97% in 2009/10.
- Learners feel safe in centres and in classes. Induction and course introductions give good information about the service's health and safety policy and procedures, and learners understand these well. In practical and studio-based classes, tutors carefully apply safe working practices. Risk assessment is robust and thorough.
- Learners enjoy their classes and value the benefits derived from courses. Many learners have experienced positive benefits to their physical and mental health as a result of attendance on courses. Many learners on practical art courses have exhibited, and some have sold, their work. Language learners have been able to use their skills on holidays or in business. In supported learning, learners enjoy their learning and have good opportunities to express their views and develop their abilities by making choices about their learning.
- Teaching and learning are good overall. However, there remains a significant number of satisfactory lessons. Successful classes are well planned, take good account of learners' personal goals, and offer learners a good level of challenge through a range of interesting activities. In a significant minority of classes, tutors are not making effective use of initial assessment and individual learning plans to meet individual needs.
- Care, guidance and support for learners are good. Tutors generally give good personal support in classes across all subject areas, especially for learners who have additional needs, or who lack confidence. Care and support for supported learners are outstanding.
- The range of provision effectively meets the needs of users, and the service has been successful in developing outreach provision in areas of disadvantage, and in areas where need is identified among particular communities. However, there is insufficient progression from outreach to mainstream provision, or to provision run by partners. Currently, the service makes insufficient use of virtual learning opportunities to broaden learners' experience and access to provision.
- Leadership and management of the service are good, with good strategic planning and prioritisation. Senior service managers have effectively communicated a clear strategy for improvement across the service. Managers receive good support from senior council officers and from the portfolio-holding

member. Centre staff and tutors have a good understanding of service direction and share the broad aims for improvement.

- Curriculum management is good in most subject areas. Supported learning is very well managed and curriculum planning is highly responsive to the changing needs of learners. Curriculum managers are successful in communicating service aims and priorities for improvement. Tutors feel well informed and supported by managers. However, there is insufficient sharing of good practice across subject areas and, in some areas, cohort and aggregated data are used insufficiently to provide clear information about trends in retention, attendance and progression.
- Professional development opportunities are good for centre staff and tutors. There has been a good range of cross-service training over the past two years, including safeguarding training. However, only around one half of tutors have attended formal training in equality and diversity during the past two years.
- Quality improvement measures have raised standards across provision since the previous re-inspection. Good progress has been made in establishing reliable systems for recognising and recording progress and achievement in informal learning. Lesson observation processes have contributed to the raising of standards.
- Promotion and maintenance of equality and diversity have improved and are now satisfactory. Safeguarding is good; learners feel safe and work safely.

What does Surrey County Council need to do to improve further?

- Continue to increase the proportion of good or better teaching across the provision.
- Further develop the identification and dissemination of good practice sharing across subject areas.
- Develop an effective and accessible virtual learning environment.
- Improve the progress and monitoring of learners from outreach and first steps courses to provision delivered in main centres or by partners.
- Further develop the understanding and promotion of equality and diversity across the service.
- Ensure that cohort and trend data are used more effectively in all subject areas to bring about improvement and widen participation.

Summary of the views of users as confirmed by inspectors

What learners like:

- the supportive, patient and encouraging tutors
- the helpful and welcoming centre staff
- the many personal, health and social benefits brought about by attending courses

- the opportunities to share ideas and practise skills with other learners during classes
- the welcoming ambience and atmosphere of learning centres
- the range, levels and timing of courses available.

What learners would like to see improved:

- the provision of computers and electronic learning materials
- the clarity and accessibility of service information from electronic sources
- the length of some classes that is too short.

Main inspection report

Capacity to make and sustain improvement

Grade 2

6. Surrey County Council demonstrates good capacity to make and sustain improvements. Since the previous re-inspection in 2007, achievement and retention rates in all subject areas have risen, and are now good. Managers communicate very effectively with staff, and have prioritised strategies for improvement very well. Senior officers in the county council provide good support for the service and its managers. Quality assurance arrangements are good overall. Among managers and staff, there is a good, shared understanding of the need to improve standards. However, the good practice identified in some areas is not shared effectively across the provision. The current self-assessment report is accurate in its identification of strengths and most areas for improvement, and provides a generally useful tool for improvement planning. Self-assessment processes in subject areas are inclusive, and managers have good access to, and understanding of, data on quality and standards in the subject areas.

Outcomes for learners

Grade 2

7. Outcomes for learners are good across the service. The overall achievement rate was 98% in 2008/09, and was 97% in 2009/10. Measures for recognising and recording progress and achievement have been strengthened during the past two years and now offer a reliable starting point for the measurement of learners' achievements. Learners' practical and other work is generally good. Learners are very well motivated and enjoy their learning. Retention is good in all subject areas and has averaged 93% across the past two years.
8. Many learners derive significant social and health benefits from their participation in classes. For many, the classes are a focal point of the week. Among the benefits identified by learners are increases in mobility, general health and fitness, confidence, social integration and, for some, increased economic and employment opportunity. Learner surveys conducted during autumn and summer terms report very high levels of satisfaction with provision, at around 97%.
9. Learners feel safe in classes and are familiar with the service's health and safety policy and procedures. Induction effectively covers all aspects of health and safety. Tutors apply safe working practices during learning sessions, and there is a robust risk assessment of all venues, programmes and classes.

The quality of provision

Grade 2

10. Quality of provision is good with good teaching and learning overall. Aspects of good teaching were seen in each of the graded subject areas, with outstanding aspects in a few. Tutors plan effectively to meet individual learners' needs. They set clear and progressive targets. Early in the course learners discuss the

areas they want to improve with their tutor and set appropriate individual learning targets. There is effective monitoring of individual progress in most classes and a satisfactory process is used to monitor and record individual learners' progress. However, in some modern foreign languages classes the individual learning plan is used more as a tutor evidence document rather than as a tool for learners. The recording of learner information is incomplete in some sport, leisure and recreation classes, with tutors not signing off the relevant sections related to the achievement of learning goals. Also, for some entry level learners in family learning this process has become an overly complex one.

11. Observations of teaching and learning provide a good and detailed assessment of the quality of teaching and learning. Feedback to tutors is useful and constructive; it provides a helpful tool to improve practice. Inspectors agreed with SCC's self-assessment which identified a high number of good or better lessons. However, the lesson observation reporting process, in some areas, does not include a sufficient range of evidence about the quality of learning. Moderation of the process includes peer reviews and recognises that there is much to do to identify and promote some of the best practice that already exists.
12. Generally, tutors plan sessions that are dynamic and interactive. They use technology creatively to provide a range of stimulating activities that actively engage learners. Skilled and knowledgeable tutors often have a wide range of experience working in relevant occupations which they use effectively to develop learners' ability and proficiency. Tutors support the development of high standards in practical and technical work in subject areas such as languages and arts and crafts.
13. SCC has responded well to the changing priorities of adult and community learning. For example, it has considerably increased its provision aimed at those in the most disadvantaged areas of the county and has focused its community and family learning provision to meet their needs and interests. A much wider range of programmes and activities has been designed with partners to engage those learners previously disengaged from training or education. Almost all of these programmes are delivered through outreach centres, providing good and easy access. However, a geographic and physical separation exists between outreach provision and the majority of other programmes delivered within the main centres. There is insufficient natural progression from one set of programmes to the other.
14. There are strong partnerships with schools, children centres and other public sector organisations. SCC has developed practical and productive links with partners to extend the range of courses available in family and community learning, and particularly in supported learning. These provide good access for those learners from the priority groups the service seeks to attract. There is limited partnership development in subject areas beyond family and community programmes.

15. There is a wide range of programmes and activities which effectively meets the needs and interest of all learners. The provision is broad and responsive, as identified within SCC's own self-assessment report. There is good advice and guidance with extremely effective initial assessment for those learners with supported learning needs. For learners with moderate to profound learning support needs there is additional effective discrete provision. This is exceptionally well managed, planned, and delivered, with each individual learner's needs being thoughtfully considered, assessed and met.

Leadership and management

Grade 2

16. Leadership and management are good. Senior managers have developed and implemented a successful strategy for improvement since the previous inspection. Strategic planning is articulated clearly through the service delivery plan and the service training plan. Communications with staff and learners are good. Staff have a good understanding of service priorities and long-term aims for improvement. Tutors and centre staff feel well informed and appreciate the ways that their views are gathered and taken seriously.
17. Measures to ensure equality of opportunity have improved since the previous inspection and are now satisfactory. Learners appreciate the welcoming centres and the friendly staff who encourage attendance, active engagement and participation. Centre staff offer advice, guidance and support to learners specifically at enrolment, but also during courses. Displays in centres offer a colourful account of learners' skills and achievements. There are many effective displays centred on cultural diversity in centres which raise awareness of equality and diversity.
18. Promotion of equality and diversity within lessons is broadly satisfactory, but there is insufficient exploration of cultural diversity and equalities within some subject areas, particularly in fine art and crafts. In a significant minority of lessons there is only limited promotion of equality and diversity, with little incorporation of equality-related materials or discussions. All centre and curriculum staff have received some training either through SCC or using the 'Grass Roots' diversity booklet, but only 46% of tutors have completed this training. Not all tutors have received training in equality and diversity in the past two years.
19. Initiatives to promote inclusion and widen participation are successful. Participation in learning for those from disadvantaged communities has risen significantly over the past two years. The service has effectively used partners' venues and community facilities to successfully engage under-represented groups in learning. However, there is insufficient progression from outreach and first-steps provision in community venues to mainstream provision in the main centres or to further learning in partner institutions. Plans are in place to develop a more accessible and useful virtual learning environment but, at present, learners and staff have insufficient access to remote and virtual learning opportunities.

20. Analysis of data is comprehensive, and managers explore achievement, retention, success and satisfaction rates by different groups of learners. However, in some areas, data are used insufficiently to evaluate the effectiveness of programmes or interventions. In these cases, too much single-case or anecdotal information is recorded, rather than focusing on broad outcomes and impact using objective analysis of data and trends.
21. Measures to safeguard learners are good. Over the past eighteen months a clear priority has been given to safeguarding. Comprehensive arrangements are in place and a clear policy has been established with appropriate training for all staff. SCC has ensured that its policy includes an appropriate section outlining the safeguarding of vulnerable learners under the age of 19. A safeguarding working group exists to review the implementation of the policy and monitor all reported incidents. There is frequent and effective promotion of safeguarding and safe working either in newsletters or on posters displayed prominently within centres.
22. Curriculum management is generally good. Tutors make frequent contributions to improvement planning and the self-assessment process is inclusive. However, there is insufficient sharing of good practice between subject teams and between tutors in cognate disciplines.
23. Centre staff and tutors receive good professional development opportunities. Staff are encouraged to train and frequently receive financial or other support to engage in development activity. Clear plans are in place for service-wide training on key areas for improvement.
24. Quality improvement measures are effective and have raised standards since the previous re-inspection. Reliable measures are now in place for recognising and recording progress and achievement in informal learning. Target setting has improved across all subject areas. Lesson observation processes have contributed to the raising of standards.

Subject areas

Sport, leisure and recreation

Grade 2

Context

25. Some 866 learners were enrolled on 99 courses at the time of inspection. Of these, 86% are female, 11% from minority ethnic groups and 70% are aged over 55. This compares with 2,105 enrolments for the whole of 2009/10. None of the courses leads to formal accreditation. Courses include bridge, yoga, tai chi and Pilates and are offered in 14 venues. Courses last from one to two hours and enrolments are generally for a period of ten to twelve weeks. The area is managed by one full-time curriculum manager and two part-time assistant curriculum managers.

Key findings

- Outcomes for learners are good. Retention on all courses is good, and improving, at 91% in 2009/10. Learners' achievement, based on learner outcomes and course achievement of their learning goals, is also good at 93%. Attendance for 2009/10 is satisfactory at 78% and has remained satisfactory to date in 2010/11.
- Learners gain significant health and fitness benefits from attending courses. Learners in yoga, Pilates and gentle exercise classes achieve a wide range of physical and mental benefits, particularly for older learners. They improve suppleness, mobility, breathing, posture and find relief from arthritis and sciatica as well as benefits in terms of stress relief and relaxation. Learners in bridge classes improve their mental agility and develop the capacity for logical thinking.
- Learners make good improvements to their social well-being. In particular, older learners appreciate the opportunity to learn and socialise with others. They point to the valuable community service adult learning provides for older people to keep them mentally active and engaged with other people.
- Learners feel safe. Detailed attention is given to health and safety in most lessons allowing learners to develop safe working practices. However, some tutors do not sufficiently enforce appropriate dress for exercise. Essential information is collected by most tutors through pre-course health screening, but this is not always used effectively to plan to meet the individual needs of learners.
- Teaching and learning are satisfactory. In the better lessons teachers manage learners well, giving clear instructions, demonstrations and corrections of poor technique where required. Tutors monitor learners' exercising closely and promote the use of safe practices. In the weaker lessons tutors do not sufficiently reinforce or check learners' knowledge and understanding of the effects and benefits of exercise. Some tutors fail to plan explicitly to meet the needs of learners with medical conditions.

- Tutors use individual learning plans well to set targets. Group learning goals are generally realistic and challenging. Learners are then encouraged to identify meaningful individual goals related to their physical and mental progress. However, some tutors fail to monitor and record progress against these targets effectively. Where plans are used less well, learners fail to reflect on, and record, their progress regularly.
- The range of provision to meet the needs and interests of learners is satisfactory. There remains a good choice and geographical spread of courses. The needs of older learners in particular have been identified and targeted. However, the number of courses and number of enrolments decreased in 2009/10.
- Support for learners is satisfactory. Some learners are well supported by tutors during sessions, but others receive little or no individual support while participating. Learners receive sufficient information about courses to make informed judgements about their suitability, although courses are poorly promoted.
- Curriculum management is good. Communications with tutors are much improved and tutors are well supported. Sharing of best practice is improving, with specific meetings scheduled for particular groups of tutors, such as bridge and yoga. Tutors are able to access valued training opportunities.
- Arrangements for safeguarding are satisfactory. Activities are adequately risk assessed overall. Learner health is screened adequately prior to participation in exercise. However, some tutors fail to ensure all health screening forms are completed. Some equipment used in class has not been electrically tested for safety.
- The promotion of equality and diversity is satisfactory. Managers monitor the progress of different groups and there are no significant differences in success for minority ethnic learners. A significant proportion of courses are based on styles of exercise inspired by different cultures. However, most learners are women and over 55 years of age and there do not appear to be clear strategies to address this imbalance.
- The self-assessment report is thorough and focuses on improvement within the provision. Data are used effectively to inform self-assessment and to identify planning priorities. Observations of teaching and learning are detailed and judgements are largely in line with inspection findings.

What does Surrey County Council need to do to improve further?

- Improve the completion and quality assurance of individual learning plans by both learners and tutors.
- Encourage more interaction between tutors and learners and the effective reinforcing and checking of learning.
- Ensure that all learners receive an initial assessment, especially of their health, so that all tutors can both plan for, and meet, the individual needs of learners.

Visual arts

Grade 2

Context

26. The visual arts area offers PCDL courses across seven dedicated centres and five external venues in north and south-west Surrey. No courses are accredited. In fine arts and design, 409 courses were offered and in craft, 429 courses were offered. In the fine art area courses cover painting and drawing, sculpture, book art, interior design and digital photography. In crafts, the courses offered were stained glass, pottery, beadwork, lace making, jewellery, upholstery, furniture restoration, calligraphy, soft furnishing, creative embroidery and creative writing. There was a substantial increase in enrolments in 2009/10, amounting to 12% in craft and 9% in fine art. The area is managed by a curriculum manager supported by two assistant curriculum managers. Courses are delivered by 102 part-time tutors.

Key findings

- Retention and achievement are good at 95% and 96% respectively in 2009/10. In 2009/10 retention improved on craft courses alongside a substantial increase in recruitment across the area.
- Learners develop good practical skills and the majority are able to work on individual projects independently within and outside of their classes. Most craft learners have not developed their own visual language sufficiently well to express themselves on paper, but many have increased their aesthetic awareness through the use of visual diaries and are able to produce high-quality, attractive artefacts. Some learners participate in external exhibitions and sell their work.
- Learners enjoy their studies and those with mental health problems particularly value the opportunity to socialise, develop new skills and rebuild their confidence. The flexible approach in craft subjects enables learners to work on artefacts in ways appropriate to their skills, abilities and interests. Small group sizes and positive relationships enable tutors to have good knowledge of the individual needs of learners and of any circumstances which may affect learner progress or attendance.
- Learners feel safe and tutors respond well to the considerable needs of those with health problems. There is good liaison with external agencies to ensure that the care needs of vulnerable adults are met. Learners develop a good awareness of health and safety and conform to the safe practices in workshops.
- Teaching and learning are good. Tutors, many of whom are professional practitioners, set high standards and use demonstration techniques effectively to help learners build on their individual skills.
- The monitoring of learners' progress by tutors is effective. In craft sessions, tutors update records after each session to log the activities completed and how successful they were. There is excellent recording of learners' progress in pottery including the use of thumbnail images of the artefacts produced. In fine

art some excellent synopses of course outcomes, illustrated with learner work, are used to measure course outcomes.

- Craft tutors make very good use of initial assessment to differentiate activities and develop skills. They manage the wide range of abilities, interests and motivation well through a flexible approach to tasks and good one-to-one support for practical work. Fine art tutors do not always complete course documentation fully, and frequently fail to adequately assess learners' achievements against starting points. The progress made is therefore difficult to measure.
- The range of provision is good and meets the needs and interests of enrolled learners. Courses run in attractive, welcoming and well-equipped community venues. However, the availability of places for new learners on the more popular courses is sometimes restricted.
- Curriculum management is satisfactory. The area employs a substantial number of hourly-paid, geographically-dispersed staff. Managers have made successful efforts to improve communication through the use of newsletters, email and a virtual learning environment pilot project, backed up by one-to-one meetings. However, attendance at meetings by part-time tutors remains poor.
- Arrangements to promote equality and diversity are satisfactory overall. The curriculum area supports vulnerable learners well, particularly those with disabilities or learning difficulties. However, the promotion of equality and diversity in the curriculum is insufficiently developed, and some tutors fail to make use of naturally-occurring opportunities to deal with equality and diversity matters. Measures to provide for learners' health and safety are good.
- Lesson observation reports have insufficient focus on evaluative commentary to inform improvements in teaching and learning. Much of the comment on observation reports is descriptive, with limited information on the impact of the observed activities on the quality of teaching, learning and progress.

What does Surrey County Council need to do to improve further?

- Establish a systematic approach to initial assessment across the subject area, using learners' starting points and the already established progress monitoring techniques, to provide a more accurate view of the skills and knowledge acquired during the courses.
- Ensure new learners are able to access the more popular courses alongside the high number of repeat learners.
- Increase the involvement of tutors in meetings and training activities to help establish minimum standards for teaching and learning, and improve course management.
- Improve the evaluative content of lesson observation reports to better inform improvement strategies, ensuring that observations report more fully on the impact of teaching and assessment activities on learning.

Classical and modern foreign languages

Grade 2

Context

27. Currently 1,473 learners follow languages courses for social and personal development. Non-accredited courses in Chinese, Japanese, Norwegian, Polish, Spanish, Italian, Greek, German, French, Russian and Portuguese are offered at six different centres and five venues across the county, in the day and evening, and at a variety of levels. Taster courses, short intensive, holiday and culture programmes are also available to learners. An expanding English as a foreign language programme is offered in four venues. The provision is managed by a curriculum manager, supported by three assistant curriculum managers and is delivered by 52 sessional tutors.

Key findings

- Outcomes for learners are good. The achievement rates are good across the provision. Learners achieve their learning goals successfully. Retention rates and attendance are good. Learner numbers are increasing year on year. Learners enjoy their courses. They are well motivated, gain much confidence and make good progress.
- Learners acquire language skills which help them in their current employment, but also increase their opportunities for promotion. The lessons and the additional extra-curricular activities provide good opportunities for personal and social development. Learners make friends, gain knowledge of other cultures and maintain their health and well-being.
- Teaching and learning are good. Tutors make good use of the target language to give instructions and clear explanations on grammar. Many tutors make good use of information learning technology and the better tutors produce stimulating and colourful learning materials. However, many rely heavily on paper-based learning materials, some poorly photocopied.
- Schemes of work are well developed and most tutors use very effective strategies to encourage language practice. However, some tutors pay insufficient attention to pronunciation, including intonation.
- Initial assessment is good. Learners contribute effectively to the process by completing a self-assessment form and are placed in classes at appropriate levels. Assessment processes are flexible, inclusive and meet learners' needs. The processes for measuring the progress and achievement are satisfactory. However, these are heavily reliant on the quality of individual learning plans, which is sometimes variable.
- The provision meets the needs and interests of learners well. Classes take place in a range of locations across the county at times which suit learners. The subject area offers good progression opportunities. Centres are responsive in planning a programme which takes into account the needs and interests of learners in specific languages and levels.

- Care, guidance and support for learners are good. Learners receive good initial advice about courses and possible progression routes. Tutors provide much individual attention and support in class and also help learners catch up when they miss lessons by emailing work to their home.
- Leadership and management are good. Internal communication is good and staff work well as a team. Managers are responsive and provide good support to a large staff team. The induction processes are informative. The observation of teaching and learning is rigorous with detailed reports. Managers effectively monitor the action points through timely meetings and informal observations of classes.
- Tutors have good access to professional development. However, there is insufficient focus on subject-specific teaching and learning methods and approaches. Recent initiatives have been developed among tutor groups to share resources and learning materials, but it is too early to judge their impact.
- The promotion of safeguarding is good. In lessons, teachers pay good attention to safeguarding and health and safety. The promotion of equality and diversity is satisfactory. Tutors make adequate use of inclusive practices in the classroom. They acknowledge and promote cultural diversity well in lessons. Managers collect data and set targets to ensure they take the necessary action to recruit under-represented groups.
- The self-assessment process is inclusive. Tutors contribute very detailed course reviews. Inspectors found many of the strengths and areas for improvement identified in the self-assessment report.

What does Surrey County Council need to do to improve further?

- Through professional development activity, ensure tutors use detailed learning objectives and a range of activities to improve learners' speaking and listening skills and pronunciation.
- Further monitor the quality of individual learning plans to ensure accurate recording of learners' achievements.

Family learning

Grade 2

Context

28. In 2009/10, 1,479 learners attended a range of family learning programmes across the whole county. Currently 306 learners are enrolled on 45 wider family learning (WFL) courses including 'magic maths' and understanding children's behaviour. There are 123 learners attending 18 family literacy, language and numeracy courses. An additional 55 learners attend 10 family learning initiative funded (FLIF) courses. Most courses are based in schools or children's centres, with a small minority in community venues. Thirteen per cent of learners are male and thirty per cent are from Black and minority ethnic groups.

Key findings

- Outcomes for learners are good. Learners enjoy their learning and value the opportunities for social interaction and opportunities to share their parenting experiences with others. They gain increased confidence and skills in managing their children's behaviour and supporting their children's learning at school. Headteachers and children's centre managers value highly the work of family learning with the increased engagement of parents and progress of children.
- Many adult learners make good progress in improving their own literacy, numeracy and written language skills. Seventy learners gained entry level accreditation for their language learning. Many attend further family learning courses, volunteer in schools or gain employment. Others gain confidence to attend school meetings and events, often for the first time.
- Attendance is satisfactory overall, but is very sporadic on a significant minority of courses. The service has developed a rigorous strategy to monitor attendance and raise awareness of the importance of regular attendance. However, this has had little impact on attendance in entry level groups, particularly with those with language needs.
- Teaching and learning are good overall. Tutors are generally well qualified and knowledgeable in supporting learners to develop greater understanding of their children's needs. Learners enjoy practical activities, making resources to use with their children at home. Learners are challenged to try new ideas and methods with their children and evaluate the effectiveness of these in their next session. In some lessons tutors do not sufficiently check learners' understanding.
- Initial assessment is satisfactory. Tutors use a good range of methods to identify learners' skill levels which informs programme planning. However, not all tutors have sufficient experience or skills in identifying and meeting the needs of language learners. Some tutors are unable to plan effectively to develop speaking and listening skills of entry level learners. Often, language used for activities is overly complex and learners have insufficient opportunities to practise their speaking skills.
- The process of recording and monitoring learners' progress and achievement is well established. Tutors work alongside learners to set learning goals based on

initial assessment and learners' aspirations. However, the process is overly complex for entry level learners and becomes a tutor record rather than an effective tool or record for the learners.

- The range of courses is good. Courses are well designed to encourage first steps into learning in non-threatening, interesting environments. Courses effectively focus on the development needs of specific age groups as well as the basic skills needs of parents in supporting their children more effectively. Managers improve programmes in response to learner feedback.
- Partnership working is highly effective. Family learning staff target specific areas of deprivation and work very closely with children's centres, schools and community link workers to successfully identify and engage learners who would benefit from family programmes. Many learners are effectively supported into first-time learning situations by personal contact with partner workers rather than through impersonal publicity.
- Support and guidance for learners is good. Learners benefit from good opportunities to initially meet staff from agencies, such as nextstep and the Citizens' Advice Bureau, in the relaxed, familiar classroom setting. Learners are well supported in engaging with schools over their concerns about the behaviour and progress of their children.
- The service has a clear strategy to engage disadvantaged learners with low levels of educational experience and widen participation and involvement in the community. Family learning has over exceeded its recruitment targets over the last two years. Tutors have good access to high-quality training sessions to support improvements in delivery of learning.
- Equality and diversity are satisfactory. Learners are encouraged to set ground rules in lessons in terms of valuing others' views and working constructively with others from differing backgrounds. However, only 13% of learners are male and plans to increase participation have not yet been effective. Safeguarding of learners is good.
- The self-assessment process is satisfactory and the report is broadly accurate. Tutors are thoroughly involved in the process and use learner feedback to inform self-assessment. Observations of teaching and learning identify appropriate areas for development. However, the self-assessment report is insufficiently analytical and use of data is underdeveloped to inform quality improvement in some areas.

What does Surrey County Council need to do to improve further?

- Engage in more comprehensive negotiation with target learners as to times and modes of delivery to suit their lifestyles, aspirations and needs in order to improve attendance.
- Develop tutors' abilities to promote speaking and listening skills in all lessons, but particularly in those lessons involving learners with language needs.
- Simplify and illustrate the learner records of progress and achievement to make the process more accessible to learners and to better support learning.

- Aggregate data in order to identify trends and set clearer targets for improvements in attendance, male participation, accreditation uptake and achievement and progression.

Information about the inspection

29. Two of Her Majesty's Inspectors (HMI) and four additional inspectors, assisted by the provider's quality and curriculum manager, as nominee, carried out the inspection. Inspectors also took account of the provider's most recent self-assessment report and development plans, comments from the local Skills Funding Agency or other funding bodies, the previous inspection report, reports from the inspectorate's quality monitoring inspection, and data on learners and their achievement over the period since the previous inspection.
30. Inspectors used group and individual interviews, telephone calls and emails. They looked at questionnaires learners and employers had recently completed on behalf of the provider. They also observed learning sessions, assessments and progress reviews. Inspectors collected evidence from programmes in each of the subject areas the provider offers.

Record of Main Findings (RMF)
Surrey County Council ACL

Learning types: 14 – 16: Young apprenticeships; Diplomas; **16-18 Leamer responsive:** FE full- and part-time courses, Foundation learning tier, including Entry to Employment; **19+ responsive:** FE full- and part-time courses; **Employer responsive:** Train to Gain, apprenticeships

Grades using the 4 point scale 1: Outstanding; 2: Good; 3: Satisfactory; 4: Inadequate	Overall	Adult safeguarded learning
Approximate number of enrolled learners		
Full-time learners	10,715	10,715
Part-time learners		
Overall effectiveness	2	2
Capacity to improve	2	
Outcomes for learners	2	2
How well do learners achieve and enjoy their learning?	2	
How well do learners attain their learning goals?	2	
How well do learners progress?	2	
How well do learners improve their economic and social well-being through learning and development?	2	
How safe do learners feel?	2	
<i>Are learners able to make informed choices about their own health and well being?*</i>	-	
<i>How well do learners make a positive contribution to the community?*</i>	-	
Quality of provision	2	2
How effectively do teaching, training and assessment support learning and development?	2	
How effectively does the provision meet the needs and interests of users?	2	
How well partnerships with schools, employers, community groups and others lead to benefits for learners?	3	
How effective are the care, guidance and support learners receive in helping them to achieve?	2	
Leadership and management	2	2
How effectively do leaders and managers raise expectations and promote ambition throughout the organisation?	2	
<i>How effectively do governors and supervisory bodies provide leadership, direction and challenge?*</i>	2	
How effectively does the provider promote the safeguarding of learners?	2	
How effectively does the provider actively promote equality and diversity, tackle discrimination and narrow the achievement gap?	3	
How effectively does the provider engage with users to support and promote improvement?	2	
How effectively does self-assessment improve the quality of the provision and outcomes for learners?	2	
How efficiently and effectively does the provider use its available resources to secure value for money?	2	

*where applicable to the type of provision

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The Education and Skills Board
14 January 2016

Henrietta Parker Trust Update

Purpose of the report: To update the Board on the progress of the recommendations made from the Education and Skills Board meeting of 22 October 2015 in response to the Henrietta Parker Trust internal audit report. The minutes of that meeting and the recommendations can be found here:

<http://mycouncil.surreycc.gov.uk/documents/g4537/Printed%20minutes%20Thursday%2022-Oct-2015%2010.00%20Education%20and%20Skills%20Board.pdf?T=1>

1.0 Introduction:

- 1.1 This is an interim progress report; a further report will be presented to the Education and Skills Board meeting of 24 March 2016.

2.0 Steps taken:

The service has taken the following steps in response to the recommendations from the Education and Skills Board:-

- 2.1 Worked with Legal to establish the County Councils position with regard to the Ray Road property, both under the circumstances whereby the County Council remain Trustee of the Charity or if the Charity became established as an independent body.
- 2.2 Consulted Legal Services, on the option of having the Surrey Community Foundation involved in the Henrietta Parker Trust.
- 2.3 Met with the Chief Executive of the Surrey Community Foundation to explore possible options for their potential involvement in the future of the Henrietta Parker Trust.
- 2.4 Developed a set of draft options for the future of the Henrietta Parker Trust.
- 2.5 Established Cllr Linda Kemeny as Chair of the new management board for the Henrietta Parker Trust, in agreement with the Leader of Surrey County Council.

- 2.6 Met and briefed Cllr Linda Kemeny on the background of the Henrietta Parker Trust and agreed a provisional membership board with her.

3.0 Options to be evaluated:

- 3.1 The following options will be evaluated to establish the future legal status, for the Trust and its operational framework:

- A. **Current position** - A more robust and accountable variation on the current position - with the charitable trust being held within the County Council with a Management Board established to agree and review the planned use of the charitable funds
- B. **Separate Charitable Trust** – establish a separate charitable trust

There are also two options for working with the Community Foundation for Surrey:

- C. **Establish a Flow-through Fund** – The Trust remains within the County Council but a Community Fund is established within the Community Foundation
- D. **Trust Transfer** – transfer the charitable trust to the Community Foundation to establish a permanent and bespoke community fund in Henrietta Parker's name with the specific criteria that reflects her original intentions

4.0 Next Steps:

- 4.1 The Service plans to:

- a) Confirm the composition of the management board on behalf of the Chair
- b) Schedule the first management board meeting
- c) Ask the management board to review the use of funds in the current academic year
- d) Ask the management board to review to evaluate the options outlined in 3.0 above and to make recommendations to Cllr Linda Kemeny
- e) Ask Cllr Lindy Kemeny in her capacity in acting as Trustee on behalf of the County Council to establish the ongoing legal status and operating framework for the Henrietta Parker Trust

5.0 Conclusion & Recommendation:

- 5.0 There has been good progress since the Education and Skills Board meeting of 22 October 2015, and we can be confident that a future for the Trust can be agreed and put into operation in the near future.

- 5.1 A full report to be submitted to the Education and Skills Board meeting of 24 March 2016.

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Sources/background papers: Henrietta Parker Trust SCC Internal Audit Report 2015