

Notice of Meeting

Education and Skills Board

**Date & time**

Thursday, 15
September 2016 at
10.00 am

Place

Ashcombe, County
Hall, Penrhyn Road,
Kingston upon
Thames, KT1 2DN

Contact

Dominic Mackie or Richard
Plummer
Room 122, County Hall
Tel 020 8213 2814 or 020
8213 2782
dominic.mackie@surreycc.gov.uk or
richard.plummer@surreycc.gov.uk

Chief Executive

David McNulty



We're on Twitter:
@SCCdemocracy

If you would like a copy of this agenda or the attached papers in another format, eg large print or braille, or another language please either call 020 8541 9122, write to Democratic Services, Room 122, County Hall, Penrhyn Road, Kingston upon Thames, Surrey KT1 2DN, Minicom 020 8541 8914, fax 020 8541 9009, or email dominic.mackie@surreycc.gov.uk or richard.plummer@surreycc.gov.uk.

This meeting will be held in public. If you would like to attend and you have any special requirements, please contact Dominic Mackie or Richard Plummer on 020 8213 2814 or 020 8213 2782.

Elected Members

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

Independent Representatives:

Peter Corns (Surrey Governors' Association) and Simon Parr (Diocesan Representative for the Catholic Church)

TERMS OF REFERENCE

The Committee is responsible for the following areas:

Performance, finance and risk monitoring for education services

Schools and Learning

Services for Young People (including Surrey Youth Support Service)

Special Education Needs and Disability

Further Education

Early Years Education

Services to improve achievements for those children in Surrey's care

Virtual school

School places

School transport

Participation of young people not currently in employment, education or training

Apprentices and skills for employment

Adult and Community Learning

AGENDA

1 APOLOGIES FOR ABSENCE AND SUBSTITUTIONS

2 MINUTES OF THE PREVIOUS MEETING: WEDNESDAY 8 JUNE 2016

(Pages 1
- 10)

To agree the minutes of the previous meeting as a true and accurate record.

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 9 September 2016).
2. The deadline for public questions is seven days before the meeting (Thursday 8 September 2016)
3. The deadline for petitions was 14 days before the meeting, and no petitions have been received.

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

There are no responses to report.

6 RECOMMENDATION TRACKER AND FORWARD WORK PROGRAMME

(Pages
11 - 20)

The Board is asked to monitor progress on the implementation of recommendations from previous meetings, and to review its Forward Work Programme.

7 THE COMMUNITY LEARNING AND SKILLS SERVICE 2015/16 PERFORMANCE

(Pages 21 - 54)

Purpose of the report:

To provide an opportunity for scrutiny of the Community Learning and Skills performance for the 2015/16 academic year. The report will also set out the direction of travel for the Service, the national policy considerations, and the opportunities and threats facing the Service.

8 SURREY EDUCATION IN PARTNERSHIP

(Pages 55 - 58)

Purpose of the report: Policy Development

To share plans to work in partnership with schools to develop a new education and skills offer for Surrey, and to identify opportunities for the Education & Skills Board to support this work.

9 DATE OF NEXT MEETING

The next public meeting of the Board will be held at Thursday 24 November 2016, 10.00am at County Hall.

**David McNulty
Chief Executive**

Published: Wednesday 7 September 2016

MOBILE TECHNOLOGY AND FILMING – ACCEPTABLE USE

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Thank you for your co-operation

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MINUTES of the meeting of the **EDUCATION AND SKILLS BOARD** held at 10.00 am on 8 June 2016 at County Hall, Kingston upon Thames, Surrey KT1 2DN.

These minutes are subject to confirmation by the Board at its meeting on Thursday, 7 July 2016.

Elected Members:

- Mrs Liz Bowes
- * Mr Mark Brett-Warburton (Chairman)
- * Mr Ben Carasco
- Mrs Carol Coleman
- Mr Robert Evans
- Mr Denis Fuller
- Mr David Goodwin
- * Mrs Margaret Hicks
- * Mr Colin Kemp
- Mrs Marsha Moseley (Vice-Chairman)
- * Mr Chris Norman
- * Mr Chris Townsend

Ex officio Members:

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

Co-opted Members:

- * Peter Corns, Surrey Governors' Association
- * Derek Holbird, Diocesan Representative for the Anglican Church
- Simon Parr, Diocesan Representative for the Catholic Church

In attendance

Mrs Linda Kemeny, Cabinet Member for Schools, Skills and Educational Achievement
Mrs Mary Lewis, Cabinet Associate for Children, Schools and Families Wellbeing

36/16 APOLOGIES FOR ABSENCE AND SUBSTITUTIONS [Item 1]

Apologies were received from Liz Bowes, Carol Coleman, Robert Evans, Denis Fuller, Marsha Mosley and Simon Parr.

37/16 MINUTES OF THE PREVIOUS MEETING: 19 APRIL 2016 [Item 2]

The minutes of the previous meeting were approved as a true and accurate record of proceedings.

38/16 DECLARATIONS OF INTEREST [Item 3]

There were no Declarations of Interest to report.

39/16 QUESTIONS AND PETITIONS [Item 4]

There were no questions or petitions received.

40/16 RESPONSES FROM THE CABINET TO ISSUES REFERRED BY THE SCRUTINY BOARD [Item 5]

There were no responses to report.

41/16 RECOMMENDATION TRACKER AND FORWARD WORK PROGRAMME [Item 6]

The Board noted and agreed with the proposed Recommendations Tracker and Forward Work Programme.

42/16 SURREY AREA REVIEW [Item 7]

Witnesses:

Frank Offer, Head of Commissioning and Development
Ron Searle, Secondary Phase Council Chair

Key points raised during discussion:

1. The Officer explained to the Board the purpose of the Surrey Area Review, highlighting its nature as a central government led scheme focussing on post-16 education in dedicated Sixth Form colleges and general Further Education (FE) colleges. It primarily focussed on FE for young people, but that some attention was given to adult FE. The terms of reference of the review aimed to scrutinise the sustainability and financial resilience of these institutions. The Board expressed concerns with regards to the limitations of the review, noting that schools with internal Sixth Forms were not included, nor were academised schools, suggesting that the review may not provide a comprehensive view of FE in the Surrey area. It was also noted that any recommendations made by the review were not binding on schools.

2. The review suggested that, while Surrey was ahead nationally on Level Three performance, it had a lower level of attainment with regard to pupils supported by free school meals, and that there was room for improvement with this.
3. The Officer informed Members that the Employment and Skills Board had identified that, to meet local business demands, there was a need for increasing and developing FE provision in high growth, significant employments such as finance, IT, construction and new high-tech industries with particular focus on Science, Technology, Engineering and Maths (STEM) skills. The Employment and Skills Board also proposed a more comprehensive collaboration between employers and schools to help ascertain employer skill requirements whilst improving and informing school curriculum planning. It was suggested by Members that it may be beneficial for the Board to work with schools and local enterprise partners more closely to ascertain required skills and suggested that a more localised view was key to supporting this.
4. It was queried by the Board why STEM subjects were less popular among FE students in Surrey, and whether the relative affluence of the county lead to a focus on arts teaching. The Chairman invited the Secondary Phase Council Chair to speak on the matter, who commented that, while Science and Mathematics were compulsory subjects in Surrey schools, it was their opinion that the reduction of vocational courses has had an impact on the prevalence of employable skills.
5. It was highlighted that that there had been an increase in pupils with Special Educational Needs and Disabilities (SEND) requiring transport services to FE providers outside of county, and it was suggested that this may be a result of the provisions of Children and Families Act (2014), but that more research would have to be undertaken to identify this trend.
6. The Board praised the proposals made in the Information Advice and Guidance (IAG), suggesting that they were effective in their role of influencing the curriculum.
7. The Board queried the reasons for the higher numbers of children with SEND requiring Education, Health and Care Plans in comparison with other Local Authorities. Officers responded that a comprehensive review would be undertaken in Summer 2016 with regard to this, however a specific example was given with regard to Hertfordshire County Council's use of Health and Care Plans; how the authority, schools and the health care system worked in "clusters" to determine whether support outside of the statutory framework could have been achieved. It was implied that a similar scheme in Surrey may work to

reduce the numbers in a similar way, but that a review would be undertaken to ascertain this.

8. The Cabinet Member for Schools, Skills and Educational Achievement commented that the issue of children with SEND was being considered the SEND 2020 Partnership Board with particular focus on the identification of children at an early age, providing better Early Years support and aiming to reduce the probability that the child will require a Health and Care Plan. It was suggested that this was the optimal outcome for the child, as well as being the optimal financial course. The Cabinet Associate for Children, Schools and Families also commented that this proposal was favoured by the parents of children with SEND within the Family Voice group.

Margaret Hicks left the meeting at 10.28

9. The Board questioned whether preparation for adulthood, particularly in the form of work experience and apprenticeships, were sufficient for young people. The Officer intimated that national policy had moved away from the focus on work experience in schools, leaving such schemes at the discretion of individual schools. The Board suggested that Officers do further work with local businesses and schools to encourage work experience and apprenticeship programmes for young people, citing the Enterprise Ambition Scheme as a good example of this.
10. The Board expressed the opinion that it would be worthwhile to seek out student input on the subject of the Surrey Area Review.
11. The Officer commented on the improvements made in the provision of apprenticeships in Surrey, but acknowledged that the region still fell below the national average of providing apprenticeships. The Board questioned why the level of apprenticeships was below average, and whether any steps could be taken to rectify it. The Officer suggested that regions with high levels of heavy industry were the most prolific at providing apprenticeships. It was noted that the Surrey region is not heavily industrialised, most employers being small to medium scale business, which limited the commercial viability of apprenticeships in this business demographic. However it was noted that the proposed Apprenticeship Levy policy may do some work to alleviate this problem.
12. The Board also put forward a question relating to the length and quality of apprenticeships, and whether these were guaranteed by Surrey County Council. The Officer responded that central government announced, in February 2016, the establishment of the Institute for Apprenticeships as an independent body to support employer-led reforms and to monitor and regulate the quality of apprenticeships,

and ensure that young people receive value from them.

13. The Board commented on the impact of staff morale in the Surrey area and that this may have been overlooked in the Surrey Area Review. The Officer agreed that staff morale was a key factor in maintaining educational excellence and agreed that better staff engagement with similar area reviews was something to consider for the future.
14. The Board offered their support to FE colleges and praised the work that they were doing to support aspiration and opportunity creation for young people in Surrey.

Recommendations

The Board recommends that:

1. Officers circulate the Employment and Skills Board initial submission document from March 2016 for the Board's reference.
2. Officers circulate the final Area Review report to the Board, upon publication in Summer 2016.
3. That the Board, or a sub-group of the Board, works in conjunction with officers to gather additional information, post-review, to contribute to a comprehensive understanding of what skills the local employment market requires and how this can be matched by Surrey schools.
4. Officers encourage schools and Local Enterprise Partnerships to develop extensive, high quality work experience and apprenticeship programmes throughout Surrey that encourage flexibility, communication and teamwork skills. It was also suggested that officers report to the Board on what programmes are currently available, and details on uptake across the county.
5. That Officers consider the how the development of work experience and apprenticeship programmes for pupils with SEND can help create a higher quality way of life for these students.

43/16 PROCUREMENT FOR SPECIAL EDUCATIONAL NEEDS AND DISABILITIES TRANSPORT SERVICES [Item 8]

Witnessess:

Shona Snow, Senior Category Specialist
Tracey Coventry, Transport Coordination Specialist
Dierdre Linehan, Senior Principal Accountant
Sarah Bryan, Contract and Performance Officer

Key points raised during discussion:

1. Finance, Transport and Procurement officers gave the Board presentations on SEND Transport.
2. Officers explained that there had been consistent budget overspends in SEND transport provision from the financial years 2012/13 to 2015/16. It was suggested that this was, in part, due to an increase in the demand of SEND transport in Surrey. It was also explained in the presentation that the per pupil cost of SEND transport had consistently risen in conjunction with a reduction in the number of children carried per route, highlighting the statistic of the number of solo routes has increasing by 8%.
3. The Board queried whether combining more transport routes would increase efficiency and reduce costs incurred by transport provision. Officers agreed that shared routes would bring down transport costs, however, they warned that there was a balance required to meet the needs of some SEND students.
4. Members asked if there was a possibility of combining SEND transport with regular school transport. Officers responded that this was already a practice in some cases, but that any conjunction of service would need to be implemented by the SEND team. Members suggested that better linkage between services would be beneficial to the aim of solving such logistical issues.
5. The Board raised concerns with projected savings in this services and questioned how, with the consistent history of overspend and the numbers of eligible pupils rising, the service can feasibly to deliver the projected £7 million cost reduction.
The Cabinet Member for Schools, Skills and Educational Achievement suggested that a key contributor to savings would be transforming the county provision of SEND support. The Cabinet Member went on to suggest that appropriate provision was already available, but not necessarily in the right places; and by transforming the Council's SEND provision, including appropriate targeted funding, it was

believed that savings could be found.

6. The Board questioned the major increase in SEND transport routes between April 2013 and October 2013 and asked why these figures were anomalous in comparison with the trend. Officers commented that this was indeed out of place and that investigation into these statistics would need to take place in order to identify this anomaly.
7. Officers identified that the number of required medical and behavioural escorts had increased; indicating a changing trend in SEND requirements. The Board questioned whether escorts were more prevalent on solo routes and whether this served to increase costs. Officers informed Members that the requirement for escorts depended on a child's Education, Health and Care Plan and, although would directly affect overall costs, could not be negotiated. Officers explained that more information on escorts and how they were deployed was required to analyse any possible cost reduction in the service.
8. Officers highlighted the changes made to the transport procurement system, praising the new system's flexibility and ability to increase competition, offering the best opportunity for cost reduction. Officers also extolled the benefits of opening routes up to "mini-competitions," suggesting that these have had a positive effect on cost reductions in transport procurement.
9. Members commented that parents of children with SEND frequently had high expectations for service provision for their child, which could have lead to increasing demand on the service. Members were also concerned by the potential exploitation of the system by some parents, and how exposed officers may be to this risk. Officers accepted that there was much room for improvement in this regard but also highlighted the importance of transforming the local offer further.
10. Officers highlighted the risks and the risk avoidance strategies employed in future SEND transport procurement strategy proposals going forward:
 - a. That the team ensures that operators are made fully aware of their responsibilities in ensuring that children with SEND requirements are effectively safeguarded,
 - b. That the team ensures operators are made fully aware of any complex medical needs and their requirements with regard to these, and;
 - c. The increase in labour costs for SEND transport and escort services for the Service.

It was concluded that, while this would take time to implement, the team would work with the SEND transport team to set in motion procedures to minimise these risks.

11. The Cabinet Member for Schools, Skills and Educational Achievement informed the Board that the work being undertaken with regard to procurement improvements was supported by the parents of children with SEND requirements, citing the group Family Voice as a key proponent of the strategy put forward. The Board suggested that it should be ensured that this group is representative of the wider community of parents of children with SEND requirements and suggested that a wider consultation might be considered.
12. The Board suggested that a scheme should be implemented to explore increasing the attractiveness of parental transport. Officers responded that, within the consultation, there is a recommendation to encourage parental transport as a positive option going forward.
13. It was asked by Members what the breakdown of costs were in relation to transport procurement, particularly identifying the percentage costs of taxi hire and escorts, and if there was a feasible means of quantifying this. Officers responded that an annual review of escort services was being implemented to ascertain this outlay, and that planned better linkage between procurement systems will serve to create a more comprehensive dataset with regard to these figures.

Recommendations

The Board recommends that:

1. The Procurement team report back to the Board in collaboration with the SEND team, in November 2016, in order to monitor progress made, as part of the proposed Parent Guide consultation review.
2. That the Procurement team provide, a more detailed breakdown of costs, including: comparison data for solo routes vs group routes, with and without escorts; duplicate route information; and, with input from the SEND team, investigate other potential local transport options.
3. That the Board's Performance & Finance Sub Group regularly request to review and address future generated savings.

44/16 EXCLUSION OF THE PUBLIC [Item 9]

1. The Chairman informed the Board that should any Member had wished to raise any matter relating to the Part 2 Annex [Item 8], that the meeting needed to be taken into a Part 2 session. The Board agreed for the item to be taken into Part 2, by virtue of paragraph(s) 3, Part 1 of Schedule 12A of the Local Government Act 1972 (information relating to the financial or business affairs of any particular person including the authority holding that information).

45/16 PROCUREMENT FOR SPECIAL EDUCATIONAL NEEDS AND DISABILITIES TRANSPORT SERVICES - ANNEX B [Item 10]

1. The Board requested clarity on the statistics published relating to procurement. The figures were clarified by officers.

46/16 PUBLICITY FOR PART TWO ITEMS [Item 11]

The Board concluded that the items referred to in the Part Two annex should not be made available to the public at this time.

47/16 ANY OTHER BUSINESS [Item 12]

1. Henrietta Parker Trust

The Cabinet Associate for Children, Schools and Families requested that the Board considered the status of the Henrietta Parker Trust (HPT), and that the Board supports keeping the HPT as an independent trust fund for Elmbridge. The Board agreed that the trust should remain independent, under the caveat that the trust can show, after a biannual review, that the trust has effectively utilised its funds.

48/16 DATE OF NEXT MEETING [Item 13]

The next meeting of the Board will be a private meeting held at County Hall on 7 July 2016 at 10.00am.

The next public meeting of the Board will be held at County Hall on 15 September 2016 at 10.00am

Meeting ended at: 12.15 pm

Chairman

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Education and Skills Board
15 September 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, Scrutiny Officer, Democratic Services

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

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**EDUCATION AND SKILLS BOARD 2016/17
ACTIONS AND RECOMMENDATIONS TRACKER – 15 September 2016**

The recommendations tracker allows Board Members to monitor responses, actions and outcomes against their recommendations or requests for further action. The tracker is updated following each Board. Once an action has been achieved and reported to the Board it will be removed from the tracker.

Date of meeting	Item	Ref:	Recommendations/Actions	Achieved/Outstanding?	Deadline/Progress Check	Responsible Cabinet Member/Member/Officer
22 October 2015	SEND Transport	N/a	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.	Achieved Update 01/09/2016: The terms of reference for a new cross-Board joint scrutiny task group focussed on scrutinising the delivery of the SEND 2020 Development Plan will be submitted to Council Overview Board for their September meeting.	July 2016	SEND Task Group
22 October 2015	SEND Transport	N/a	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.	Achieved Update 14/06/2016: A review of the SEND Customer Service Excellence accreditation programme has been added to the Resident Experience Board's Forward Work Programme and a report will be returned to ESB in due course.	July 2016	The Chairman of the Resident Experience Board

Date of meeting	Item	Ref:	Recommendations/Actions	Achieved/Outstanding?	Deadline/Progress Check	Responsible Cabinet Member/Member/Officer
17 September 2015	Funding Schools for Deprivation [Item 5]	N/a	That officers proactively explore options with schools about how to best develop a collaborative alternative mechanism for targeting deprivation.	<p>N/A</p> <p>Update: The new proposed National Funding Formula (which will be implemented in 2017) removes the right of the Local Authority control over deprivation funding.</p> <p>The Education & Skills Board will receive a report outlining the impacts of the National Funding Formula when further information is available.</p>	July 2016	Assistant Director for Schools and Learning
17 September 2015 14	Funding Schools for Deprivation [Item 5]	N/a	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.	<p>Achieved:</p> <p>A new automatic FSM checking service has been introduced and is provided by Babcock 4S has been agreed with Schools Forum. This will be funded by a portion of Schools budget.</p>	July 2016	Assistant Director for Schools and Learning
14 January 2016	The Impact On The Local Education Authority Of The Academy Agenda [Item 7]	ESB 01/2016	<p>The Board requests a further report from the council's school commissioners, with input from schools, on the results and outcomes of the 'academisation' process.</p> <p>The Board recommends that Officers compile a comparison of school results against the types and profiles of institution (i.e. Local Authority Maintained School, Academy, part of a Multi-Academy Trust).</p>	<p>Achieved</p> <p>Update 08/06/2016: Officers have given the Board a workshop covering the topic of the future landscape of Surrey's schools.</p> <p>A further update on the future of education in Surrey is included in this agenda.</p>	July 2016	<p>Nicholas Smith, Schools Commissioning Officer</p> <p>Julie Stockdale, Head of School Commissioning</p>

Date of meeting	Item	Ref:	Recommendations/Actions	Achieved/Outstanding?	Deadline/Progress Check	Responsible Cabinet Member/Member/Officer
14 January 2016	The Impact On The Local Education Authority Of The Academy Agenda [Item 7]	ESB 02/2016	The Board also recommends that it receive a report on the council's ongoing strategy to maintain proactive involvement with education in Surrey in light of the shift towards 'academisation', including business plans for the provision of services, development of good governance, and consideration of how to develop Teaching Schools to maintain supply of high quality teachers to Academies in Surrey.	Achieved Update 08/06/2016: Officers have given the Board a workshop covering the topic of the future landscape of Surrey's schools. A further update on the future of education in Surrey is included in this agenda.	July 2016	Nicholas Smith, Schools Commissioning Officer Julie Stockdale, Head of School Commissioning
14 January 2016 Page 15	Henrietta Parker Trust Fund - Interim Report [Item 9]	ESB 04/2016	The Board recommends to the Council Overview Board that it considers a request for Officers to: <ul style="list-style-type: none"> • Collect details of the various local Trusts operating in Surrey into a single register indicating the level of council involvement in each one • Provide the details of relevant Trusts by area to the Chairmen of the Local Committees. 	Achieved Update 14/06/2016: The Council Overview Board set up a Trust Fund Task Group on the back of this recommendation. The Task Group published it's findings report at the Council Overview Board meeting on 1 June 2016.	July 2016	The Council Overview Board

Date of meeting	Item	Ref:	Recommendations/Actions	Achieved/Outstanding?	Deadline/Progress Check	Responsible Cabinet Member/Member/Officer
19 April	Henrietta Parker Trust – Update [Item 8]	ESB 06/2016	For the Board to receive a progress report covering: <ul style="list-style-type: none"> • further detail of the constitutional makeup of the Henrietta Parker Trust Management Board and any management structures created, and • results and activities of the Board since 19 April 2016. 	Outstanding Update: A report is scheduled for the next meeting.	November 2016	Paul Hoffman, Principal, Community Learning and Skills
19 April	SEND Transport Consultation Review [Item 9]	ESB 07/2016	The Board requests to review the Parent Guide for SEND Transport.	Outstanding	September 2016	Sue Roch, Area Education Officer (South East) Liz Mills, SEND Strategic Programme Lead
19 April	SEND Transport Consultation Review [Item 9]	ESB 08/2016	The Board requests a review of the methods and results of the consultation of the Parent Guide with parents and customers of SEND Transport.	Outstanding	September 2016	Sue Roch, Area Education Officer (South East) Liz Mills, SEND Strategic Programme Lead
19 April	SEND Transport Consultation Review [Item 9]	ESB 09/2016	The Board also requests to review: <ul style="list-style-type: none"> • SOS SEN's response to Surrey County Council's Pre & Post 16 SEND Transport Policies; • Officers' responses to SOS SEN, and • Details on amendments to the Policies accordingly. 	Outstanding	September 2016	Sue Roch, Area Education Officer (South East) Liz Mills, SEND Strategic Programme Lead

Date of meeting	Item	Ref:	Recommendations/Actions	Achieved/Outstanding?	Deadline/Progress Check	Responsible Cabinet Member/Member/Officer
8 June	Surrey Area Review [Item 7]	ESB 10/2016	Officers circulate the Employment and Skills Board initial submission document from March 2016 for the Board's reference.	Achieved Update: The initial submission document was circulated to the Board on Friday 2 September 2016.	September 2016	Frank Offer Marcus Robinson
8 June	Surrey Area Review [Item 7]	ESB 11/2016	Officers circulate the final Area Review report to the Board, upon publication in Summer 2016.	Outstanding Update: The publication of the Surrey Area Review report has been delayed until Autumn 2016. It will be circulated to the Education and Skills Board on publication.	November 2016	Frank Offer Marcus Robinson
8 June Page 17	Surrey Area Review [Item 7]	ESB 12/2016	That the Board, or a sub-group of the Board, works in conjunction with officers to gather additional information, post-review, to contribute to a comprehensive understanding of what skills the local employment market requires and how this can be matched by Surrey schools.	Achieved Update: An response was circulated to the Board on Friday 2 September	September 2016	Frank Offer Marcus Robinson
8 June	Surrey Area Review [Item 7]	ESB 13/2016	Officers encourage schools and Local Enterprise Partnerships to develop extensive, high quality work experience and apprenticeship programmes throughout Surrey that encourage flexibility, communication and teamwork skills. It was also suggested that officers report to the Board on what programmes are currently available, and details on uptake across the county.	Achieved Update: An response was circulated to the Board on Friday 2 September	September 2016	Frank Offer Marcus Robinson

Date of meeting	Item	Ref:	Recommendations/Actions	Achieved/Outstanding?	Deadline/Progress Check	Responsible Cabinet Member/Member/Officer
8 June	Surrey Area Review [Item 7]	ESB 14/2016	That Officers consider the how the development of work experience and apprenticeship programmes for pupils with SEND can help create a higher quality way of life for these students.	Achieved Update: An response was circulated to the Board on Friday 2 September	September 2016	Frank Offer Marcus Robinson
8 June	Procurement For Special Educational Needs And Disabilities Transport Services [Item 8]	ESB 15/2016	The Procurement team report back to the Board in collaboration with the SEND team, in November 2016, in order to monitor progress made, as part of the proposed Parent Guide consultation review.	Outstanding Update: A report is schedules for the next meeting.	November 2016	Procurement and SEND Teams
8 June Page 18	Procurement For Special Educational Needs And Disabilities Transport Services [Item 8]	ESB 16/2016	That the Procurement team provide, a more detailed breakdown of costs, including: comparison data for solo routes vs group routes, with and without escorts; duplicate route information; and, with input from the SEND team, investigate other potential local transport options.	Outstanding Update: A report is schedules for the next meeting.	November 2016	Procurement and SEND Teams

Education and Skills Board Forward Work Programme 2016/17

15 September 2016

Ashcombe

- Adult Learning Mid-Year Report
- Plan of Engagement with Schools on White Paper

24 November 2016

Ashcombe

- Henrietta Parker Trust - Progress on 2016
- Progress on Engagement with Schools on White Paper
- Surrey Area Review Final Report and Further Education
- SEND Engagement Review for 2016
- Procurement & SEND Transport Savings

8 March 2017

Committee Room C

- Children's Safeguarding
- Surrey Youth Support Services
- Millie's Mark in Surrey
- Early Years (30hrs) Childcare Review

15 June 2017

Ashcombe

- Business Meeting*

10 July 2017

Ashcombe

11 October 2017

Ashcombe

22 November 2017

Ashcombe

Potential topics for future scrutiny:

- Recruitment of headteachers, specialised teachers and school governors
- Vision for “Education in the future”
- Services for Young People
- SEND Social Impact Bond
- Surrey County Council’s work with and for disadvantaged children
- Assets – Using land to help support school staff
- SEND Programme
- School Admissions – Admissions Code
- Free Schools Programme & Special Schools
- Disadvantaged Children in Surrey
- Transforming Adult Learning Service
- Further Education Improvement
- Early Years - The Impact of "30 Hours" Provision
- Safeguarding



Education and Skills Board
September 2016

The Community Learning and Skills Service 2015-16 performance

Purpose of the report:

Provide an opportunity for scrutiny of the Community Learning and Skills performance for the 2015-16 academic year. The report will also set out the direction of travel for the Service, the national policy considerations, and the opportunities and threats facing the Service.

1.0 Introduction:

- 1.1 The Community Learning and Skills Service (CLS) is funded by a Skills Funding Agency (SFA) 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 also 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 a smaller programme of ESOL.

3.0 Profile of the Service:

- 3.1 There are a set of important indicators that highlight the strength of the Service performance in the 2015-16 academic year: an Ofsted inspection, a Matrix assessment, growth in learner numbers, and key data comparisons with sector norms.

Ofsted

The Service was inspected by Ofsted in May 2016. The report states that “Surrey County Council Adult Learning continues to provide a good service for the county and offers a wide variety of good-quality educational experiences. Provision for learners with specific learning needs is particularly good.” The report captures the continuous improvement that has been achieved since the last inspection in December 2010. You will find a copy of the report attached.

The report concludes with the inspection teams proposed next steps for the Service. It reads:

Leaders and those responsible for governance should ensure that:

- adequate wi-fi cover is available at all venues and they further develop the virtual learning environment
- they explore provision for apprenticeships and for those learners with mental health issues
- tutors check learners’ understanding in classes.

Matrix Standards

An assessment by **matrix** to test the effectiveness of the information, advice and guidance (IAG) provided by the Service to those who make enquiries about learning, as well as learners both at initial assessment at the start of their course and again at the end of their course, was conducted in February 2016. The assessment report (attached) states that “this Initial Assessment showcased an organisation that is passionate about making a difference to each and every learner. IAG practices are entrenched in principles of impartiality, empowerment and enabling social inclusion and motivation. Importantly IAG is well understood by all staff and valued as a golden thread embedded within the SAL learner journey. Managers and delivery staff inspire, raise aspirations and are firmly focused upon playing their part in contributing to wider Council priorities of wellbeing, sustaining economic prosperity and providing a responsive value for money resident experience.”

Learner numbers

The number of adults supported on the programme continues to remain strong. The Service’s community learner numbers grew by 7.4% in 2015-16 and 11.5% in the previous year. During the last 8 years period the CL funding has been maintained in cash terms. The number of learners on the programme that receives no government subsidy continues to rise, while those on the Adult Skills Budget have been maintained on a falling budget allocation. In total there were 11,424 adults generating 21,705 enrolments.

Income

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. The Service generated a 7.2% growth in fee income to £1,799,000.

Finances

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

Table B			
Income	£,000	Expenditure	£,000
SFA Contract	2,624	Staffing	3,124
Fee Income	1,799	Other Operating Costs	532
Other Income	89	Contribution to SCC Overheads	856
Total	4,512		4,512

4.0 Quality Improvement:

A commitment to continuous improvement is embedded within the Service. The Ofsted report notes:

Leaders and managers have taken action to improve the quality of the provision and have moved the provision forward. The impact is clear:

- The proportion of good or better teaching has increased significantly.
- The identification and dissemination of good practice is now good with improved communication between teams and frequent meetings.
- Work is in progress to develop an effective and accessible virtual learning environment.
- Managers monitor learners' progress more effectively and there is good recording of learners' destinations.
- Tutors promote learners' understanding of equality and diversity much better.
- The use of data to manage the provision is much improved.

Achievement, retention, pass, and attendance rates at Service level continue to be good, and compare favourably to national benchmarks. More detailed analysis of this performance data will be undertaken at subject level and course level if required, as part of the management teams' considerations in completing their Self Assessment reports. Of particular note are the GCSE results which are again very positive, with all of those who sat the examination gaining a pass grade. Many of those who have achieved these good results have previously had poor educational experiences at school and college. Full year end reported performance details can found in the KPI dashboard attached.

4.4 Safeguarding

4.4.1 The Service has a strong commitment to ensuring Safeguarding measures are robust. Managers ensure that learners and staff benefit from a safe and supportive environment. There is high level of engagement of staff with both Safeguarding and Prevent training. The latter was flagged as a potential challenge in the Service's previous report to the Education and Skills Board. Current details of engagement with the training are detailed in the table below:

Completed an agreed form of Prevent training	%
Permanent Staff	98.92
Tutors	99.58
SLAs, models, technicians, invigilators	91.56
Volunteers	85.0

4.4.2 The Service's Safeguarding Officer reports to the Safeguarding group once per term. There is a review of concerns raised and action taken. The Report is shared with relevant Cabinet members and Senior SCC management.

A summary of the Safeguarding activity for the year is attached.

5.0 Opportunities and Threats:

- 5.1 We have entered a period of uncertainty about future funding, being in the early period of a new government. The responsibility for Adult Learning has been transferred from DBIS to the DfE, and there are new ministers in place. The early signs are that the commitment to apprenticeships is the overriding priority for the available resources. There is some likelihood that there will be some adjustment to the wider policy, although nothing has been flagged to date.
- 5.2 There is a real opportunity for the Service to broaden its impact and the contribution it can make to the local economy and the skills of its workforce. The changes that are in train regarding apprenticeships and how they will be funded from April 2017 will result in a capacity issue in Surrey, as it will elsewhere. All organisations with payrolls greater than £3,000,000 per annum will be required to contribute 0.05% of the value of their payroll into the Apprenticeship Levy. The employers will then be able to access the levy funding to pay for the training of apprentices within their organisation. The employer will choose their provider from a new register of Apprenticeship providers.
- 5.3 Another important factor in apprenticeship policy development is the introduction of targets for the percentage of staff on public sector organisations payrolls. This will be 2.3% by 2020. This will require a substantial increase in the number of apprentices on the SCC payroll. CLS is in dialogue with HR to be part of the solution to this pressure.
- 5.4 CLS has set itself an objective to provide a coherent offer of targeted courses for learners with mild to moderate mental health needs. A 'Passport to Wellbeing' model is being developed in conjunction with partner organisations, including the Recovery College being set up by Surrey and Borders NHS Trust. CLS is also working with specialist partners to ensure our staff have underlying training to work effectively with adults with mental health issues.
- 5.5 There is also the prospect of local commissioning of Adult Learning (excluding apprenticeships) on the horizon. Local commissioning of adult learning services

is starting to emerge from a number of local authority devolution settlements. However, it is somewhat uncertain how this will play out now that responsibility for adult learning now sits with the DfE.

6.0 Conclusions:

- 6.1 The Service has had a very successful year in 2015-16. This places it in a strong position to continue to meet the Adult Learning needs of the community.
- 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 diversification into apprenticeships will represent a real challenge to the Service, one that it is confident it can meet.

7.0 Recommendations:

- 7.1 The Service engages with the next Steps set out in the Ofsted report regarding apprenticeships, working with adults with mental health needs, and further improving teaching practice.
- 7.2 Given the level of uncertainty on the horizon. The Education and Skills Board should be updated as these matters become clear.

8.0 Next steps:

Identify future actions and dates.

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Sources/background papers:

Ofsted Report May 2016; Matrix report February 2016; Performance Dashboard against KPIs; Report on the summary of Safeguarding activity for the academic year.

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SURREY ADULT LEARNING

ASSESSMENT SERVICES
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1. Organisation – Information, Introduction and Overview

Surrey Adult Learning (SAL) offers a broad range of learning opportunities to meet both local needs and government priorities. The organisation provides a wide portfolio of targeted courses alongside a broad universal Community Learning Service offer via the seven dedicated adult learning centres in North and South West Surrey as well as over 100 community venues.

The organisation is funded in the main by the Skills Funding Agency as well as through income generation from learner fees.

Broadly speaking the SAL curriculum is centred upon four key areas:

- Universal Programme - incorporating languages, movement and wellbeing, cookery, humanities, arts, craft and ICT. Additionally, the Universal programme includes accredited English and Maths courses with pre GCSE and GCSE accredited provision
- Supported Learning - delivered across the 7 adult learning centres and 2 external venues. Here provision is centred upon inspiring and enabling clients with learning difficulties and/or disabilities
- Outreach Learning - a small team targeting disadvantaged individuals. This provision is part of a growth area for SAL, with current activities including providing support and learning for homeless adults and Nepalese learners
- Family Learning - provision here aims to encourage family learners to learn together. Programmes include a suite of opportunities for intergenerational learning including Family English, Maths and Language (FEML). Crucial to successful delivery of Family Learning is effective partnerships with schools and children's centres.

At the core of SAL is an information, advice and guidance (IAG) service that supports adult learners to embrace learning and development and to develop plans to enable the achievement of learning, work, career and life goals.

Having previously met the **matrix** Standard for discreet curriculum areas, the senior leadership team reached a decision in 2015 to return to the **matrix** Standard and this time via a whole organisation Initial Assessment. In the words of one manager *'IAG is everywhere in SAL. It is broader than just, say, the customer service team. We recognise that all staff play some part in supporting, motivating and inspiring individuals and for this reason we want a whole organisation accreditation'*.

Throughout the Initial Assessment it was clear that there are two distinct levels of IAG:

Foundation level IAG - here highly competent front line staff across all centres provide bespoke face to face information and advice support to the public. The learning centres benefit from a central Customer Service Team based in Woking. Here advisers continually displayed excellent customer service skills in supporting clients by 'phone and email to explore whether SAL is the most appropriate learning provider to help them achieve their goals.

Customised IAG - enhanced IAG is a core competence of Curriculum Managers and Assistant Curriculum Managers. Their IAG provision builds upon the foundation support and includes initial assessment. This level of IAG explores in some detail the potential learner's goals and explains how a learning solution can help the individual to realise their potential. Following this diagnostic IAG, on programme tutor support is then clearly implemented throughout the learner journey. Here IAG is most explicit at induction, ILP reviews and at the progression and exit stages of the learner journey.

Overall, this Initial Assessment showcased an organisation that is passionate about making a difference to each and every learner. IAG practices are entrenched in principles of impartiality, empowerment and enabling social inclusion and motivation. Importantly IAG is well understood by all staff and valued as a golden thread embedded within the SAL learner journey. Managers and delivery staff inspire, raise aspirations and are firmly focused upon playing their part in contributing to wider Council priorities of wellbeing, sustaining economic prosperity and providing a responsive value for money resident experience.

2. Areas of Particular Strength

A number of strengths were identified during the assessment. These are detailed below. The numbers in brackets refer to the element and criteria of the **matrix** Standard.

- SAL is passionate about embedding adult learner centred ethics and values of dignity, respect and embracing second chances. Equality and diversity is truly embraced and celebrated across the whole organisation. Supported learning is absolutely bespoke, with impartial IAG informing the look and feel of each individual's learning and learner support experience. Family learning and outreach provision reaches out to the more vulnerable groups in and around Surrey. By reaching out to designated deprivation wards in the county, SAL is making a difference to people's wellbeing, economic prosperity and resident experience. (1.3)
- Information resources that sit at the core of the wider IAG approaches are written in accessible language with rigorous reviewing in place to ensure that all in house produced materials are current, accurate and inclusive. Feedback from tutors and students highlighted that the suite of progression information resources makes a real difference in helping to ensure that learners are basing their informed decision making upon quality information. (2.2)
- The breadth of the IAG service provided by SAL is truly holistic and spans learning, work and career centred goals but is also focused upon helping the individual plan life goals. The latter is particularly the case for the delivery of family learning with IAG supporting parents and carers with aspects of child development. The IAG service is truly whole organisational. It is joined up and well coordinated with the full range of staff (including general office, catering and caretaker colleagues) playing some part in information and signposting. Staff inspire students to set aspirational targets and then provide bespoke support to help them overcome challenges and barriers. The service is targeted at particularly high need cohorts and is making a difference to achievement and success key performance indicators. (3.2)
- Partnership approaches include structured review practices with the full range of outreach and family networks across the County. A process of termly or annual reflection combines qualitative and quantitative approaches. The partnership evaluation leads to action with many examples of how SAL responds with new learner and IAG provision. Across the organisation, it is Family Learning partnership evaluation practices that are leading the way. However, there is much cross fertilisation with other curriculum areas to ensure consistency of approach and impact. (4.4)
- Quality assurance practices are particularly robust and well managed by the Deputy Principal. Importantly, self assessment and quality improvement plan activities have very clear reference to IAG practices and how these link to the wider strategic priorities of the organisation. Observation of teaching, learning and assessment explicitly captures learner support IAG provision, with all tutors receiving feedback on their performance. The quality assurance 'plan, do, review' cycle leads to improvements, with service wide training days and CPD customised to strengthen all aspects of service delivery. (4.5)

3. Areas for Continuous Improvement

A number of areas for continuous improvement were identified during the assessment which may develop or enhance the service delivered. These are detailed below and for the organisation to consider as part of its ongoing continuous quality improvement actions. The numbers in brackets refer to the element and criteria of the **matrix** Standard. These will form the basis for discussion at the Continuous Improvement Checks (CIC) conducted twelve and twenty-four months from the date of this Assessment, along with any other notable developments.

- There is no question that each curriculum area has in recent months made progress in defining and then monitoring IAG client outcomes. This however remains a work in progress with some provision (for instance the Outreach IAG service) likely to benefit from reflecting upon existing practice. Across such a diverse portfolio of provision it is appropriate that IAG outcomes slightly differ to account for funders', clients' and partners' needs. Impressively, Family Learning is piloting attitudinal outcomes approaches. A similar approach could be applied across the recently refreshed Outreach service. Here, as part of the outcome based planning developments, it is suggested that clarity on softer outcomes (for example increased self awareness, improved decision making skills and the confidence to compete for employment and training) is explored to help ensure Outreach staff have a more consistent understanding. These expected outcomes will then inform delivery approaches and, crucially, evaluation practices. By strengthening outcome evaluation (via a blended quantitative and qualitative approach), staff delivering these services will have an outcome rich evidence base of impact to demonstrate to senior managers, students and partners. (1.5, 4.2)
- Promotion of IAG within the centres and across the Moodle platform would benefit from a review. Enhanced visibility of pre entry, on course and progression support should help to remind learners of their entitlement to impartial support to help them achieve and explore future options. In strengthening IAG marketing and promotion there may be merits in mirroring the highly effective Safeguarding and Equality and Diversity approaches. (1.6)
- Throughout the assessment a number of tutors and front line staff expressed a desire to access continued CPD on effective IAG delivery. Investing in IAG training will help to continue to raise standards and sustain consistency of delivery. Certainly, any revision to the service definition and outcome based approaches will need to be effectively communicated across the whole organisation to enable continued consistency of delivery. Any injection of CPD is likely to be of most benefit to staff if it is customised to their job role. The imminent coaching course being rolled out to some colleagues is likely to include some generic IAG skills training. This training may well help trigger ideas for a similar course for front line staff. Additionally, there may be merits in training up IAG champions to act as internal experts. Training for these colleagues could include training to realise full or part IAG qualifications. (2.4)

- Whilst staff were able to clearly define their IAG service, this differed somewhat from the written definition promoted across staff and learner handbooks. Over the coming weeks the organisation may benefit from revisiting the written definition to ensure it accurately reflects the service that is so well delivered by the workforce. In so doing it may be helpful to explore the revised draft definition with a focus group of learners to help with accessibility of language. Any new definition should be well promoted with staff awareness sessions to ensure continued consistency of implementation. (3.1)
- SAL may wish to reflect on the business benefits of a colleague from the management team undertaking the Internal **matrix** Standard Champions programme. There is no question that the organisation is benefitting from the **matrix** standard and the suggested training opportunity would ensure that SAL has an internal manager to continue to deeply apply the framework across all aspects of the organisation. (4.8)

The annual **matrix** Continuous Improvement Check will allow the organisation to demonstrate on an ongoing basis the developments they are continuing to make in order to support individuals <http://matrixstandard.com/continuous-improvement-checks/>. These may include the Areas for Continuous Improvement above.

Please note that annual Continuous Improvement Checks are mandatory and non-completion within the required timescale will impact on your organisation's accreditation.

4. Methodology

The following methods were used to gather evidence against the **matrix** Standard during the assessment process.

- One-to-one interviews with the senior leadership and management team (15)
- One-to-one and small group interviews with key managers and staff delivering the service (22)
- One-to-one interviews with external partners (4)
- Small group interviews with a diverse and representative sample of clientele (29)
- Visits to delivery centres (3)
- A review of planning and evaluation documentation which staff used to help illustrate examples of business planning, monitoring and impact.

5. Findings Against the matrix Standard

Organisation, Direction and Achievements

Leadership and management of IAG is impressive, with the senior leadership team and Curriculum Managers consistently explaining the importance of this service to SAL. In recent years energies have been centred upon ensuring a one service approach to delivery and throughout this Initial Assessment it was clear that communication approaches are working well. Sharing good practices across the curriculum teams is positively encouraged and this brings with it silo busting approaches.

The Principal, Deputy Principal and Curriculum Managers were able to explain the crucial role and function to be played by the IAG service in contributing to the wider SAL Strategic Priorities as well as those of the County Council. IAG is seen as being a priority service to achieve recruitment, retention, achievement and success targets. Additionally, progression and exit IAG links to positive destinations.

Examples of measurable objectives for 2014/15 that specifically link to the IAG service include: delivering IAG to over 9,000 students; supporting adults throughout their SAL learner journey and so contribute to Community Learning retention (94%), attendance (82.8%), achievement (97%) and success (91.2%) targets.

Monitoring and evaluation of datasets is robust and well managed by the Information Technology and Funding Manager. 2014/15 data confirmed that Community Learning achieved all the above measures with highly impressive 94.1% retention, 97.4% achievement and 91.7% success.

Monitoring and evaluation of measurable key performance indicators (KPIs) lead to improvements in an organisation that reviews, reflects and improves. A particularly impressive example relates to English and Maths provision and IAG. Challenging datasets for these two GCSE courses confirmed the need for pre GCSE progression units for students not yet GCSE ready. Alongside the broadening of the English and Maths offer came enhanced pre entry IAG delivered by Curriculum Managers with more effective initial assessment practices to help students make informed English and Maths course decisions.

Delivery of the IAG service is aligned to KPIs, with the Customer Services team and front line staff at centres providing very high levels of customer service to help potential and future students explore their options. Curriculum Managers and their teams of tutors then progress IAG delivery with a well structured learner journey incorporating IAG 'checks and balances'. These approaches vary slightly across the curriculum teams to reflect the client types. Importantly, the learner reviews motivate learners to overcome adversity and challenges and thus enjoy the SAL environment as one that is safe and conducive to learning and achievement.

Resources are of a good standard and premises are friendly, welcoming and particularly well managed by Centre Coordinators. Interview rooms are available to ensure confidentiality, and training rooms have up to date technology to support e-based advice, guidance and job hunting. External resources include visits from the National Careers Service. This service is deployed appropriately to enhance internal provision with an emphasis placed upon progression opportunities and options.

Over recent months, colleagues leading the **matrix** Standard journey have placed an increased emphasis on outcome based practices. These practices remain 'work in progress' with a need to strengthen their visibility in some areas of SAL (such as the Outreach programme) to more fully capture the full impact of such strong IAG delivery.

Staff were able to cite numerous examples of intended IAG outcomes. These varied across curriculum areas but cross cutting expected IAG outcomes included: improved motivation and confidence to participate and achieve; students feeling safe and healthy; increased understanding of options available; informed decision making skills and the ability to implement a plan of action. Family Learning and Supported Learning practices are both piloting IAG outcome activities to more fully capture skills, attitudes and behaviours and showcase independence, resilience, reflection and communication.

The expected outcomes highlighted above are then captured through a blend of monitoring and evaluation activities. Managed and implemented by the Deputy Principal, a series of focus groups is scheduled into the academic year. These always include key questions around welfare support and IAG. Focus groups lead to a 'you said, we did' response which is well promoted across centres. Case studies also capture impact and outcomes as does the Learning Ambassador approach. One recent Family Learning development is the piloting of Wider Outcomes in Family Learning methodology. This questionnaire based approach is monitoring the extent to which the curriculum and IAG support has enhanced: family communication; parent/carers skills; confidence; motivation and volunteering/employment readiness.

Evaluation of outcomes is more than simply capturing a measure. Rather, the evaluation activity informs service development and design. This was particularly well projected across Supported Learning. Here, skilful tutors reflect upon the learner feedback about life skills sessions. This feedback then informs future IAG activities to further enhance life skill developments.

SAL is highly responsive and listens to the voice of staff and students. The customer complaints process is the same as that of the County Council. Complaints in recent years have been effectively actioned. Client satisfaction feedback and evaluation practices are working well. Questionnaires at key stages of the learner journey include IAG questions to capture perceptions of the IAG delivery, its strengths and improvement areas.

All monitoring and evaluation activities highlighted above are brought together to ensure that staff voice and learner voice findings inform future planning and take the form of the tutor evaluations, self assessment reporting and finally the Quality Improvement Plan. End of course evaluations are impressive and are centred around taking action to achieve impact. The 2015/16 QIP is well managed by the senior leadership team, with 'plan, do, review' approaches ensuring the whole organisation continues to grow and develop.

Service Delivery

Marketing of the IAG service combines internal and external approaches. Externally the organisation maximises technology with a website (that has recently been upgraded) and both Facebook and Twitter accounts to reach out to current and potential learners. Two main prospectuses are produced with the generic learning offer guide promoted across community venues and supermarkets. A Supported Learning prospectus is made available to SEND organisations. Both prospectuses are produced to a high quality and clearly promote IAG.

One of the most successful modes of marketing for the service is community engagement activities with Family Learning and Outreach colleagues proactively targeting Surrey's priority wards to encourage social inclusion and participation in lifelong learning.

Information resources are of a very high standard and include Newsletters, course information sheets and progression leaflets for all courses. Customer Service staff are diligent in ensuring that all course information and progression information is reviewed termly to ensure currency and accuracy. The team listens to learner feedback and survey responses and acts upon these when refreshing content for future learners. The highly accessible Learner Handbook is well utilised and understood amongst students, with IAG definitions promoted.

The full range of staff make good use of the National Careers Service resources and sector specific websites, with research activities that include seeking out job profiles and labour market information.

Staff across the whole organisation provided a clear explanation of their IAG service and at every opportunity highlighted that service delivery is absolutely impartial and objective. The level of understanding of IAG and its importance to SAL's key priorities was consistently well described with comments such as, *'IAG is the glue that joins up our learner journey'* and *'information and advice is the focus of our job to ensure the student is on the right programme and at the right level to set them up to succeed'*.

Verbal IAG explanations are enhanced with the friendly and widely promoted Learner Charter and the more detailed IAG description in learner handbooks.

Feedback from a diverse sample of learners across three centres consistently confirmed that they know how to access IAG support and why it may be of benefit to them.

Colleagues provided many examples of how they present potential and current learners with options and opportunities. Throughout the Assessment staff continually showcased how approaches to decision making are factored in to IAG delivery. For instance at centre receptions, staff use excellent interpersonal skills to encourage clients to explain their query. Elsewhere Customer Service telephone support encourages learners to explore a range of courses and empowers the caller to review options before meeting with Curriculum Managers.

Detailed IAG sessions with Curriculum Managers can often last 45 minutes with person centred approaches focused upon enabling informed decision making and inspiring adults to commence their learning.

The Individual Learning Plan is a document that is truly owned by learners. Staff skilfully build the ILP review into teaching and learning sessions to review achievement and present further goal and options. The ILP template has been customised for Supported Learning and Family Learning and in so doing has been modified to keep the document a meaningful and relevant one.

The range of clients interviewed confirmed that they had received detailed explanations of the options open to them, and that they felt in total control of the decision making process.

When asked about their IAG experience, SAL IAG clients were overwhelmingly positive:

'SAL has not only helped me with my GCSE English, it has boosted my confidence immensely. Living in a hostel I was struggling with severe anxiety. Today I am much more at ease and have the life skills needed to succeed in my new flat';

'My tutor has been inspirational. Not only has she helped me to understand the UKs education system, she has changed my outlook on life and what I can achieve in the years ahead';

'I love learning here. My tutor cares about the individual goals of each and every learner';

'I'm so thankful that I saw the adult education leaflet in my supermarket. The whole experience has helped me to move from being institutionalised to one where I have the confidence to express myself to the wider world'.

The delivery of IAG is further enhanced through making more effective use of technology. Customer Service staff and Centre Administrators encourage and support potential learners to complete the on line e-registration. Elsewhere tutors have all been trained to support their learner cohort to open up email and Moodle accounts. Technology impact is monitored to review the extent to which it improves service delivery. For instance the on line enrolment evaluation reviewed the extent to which this new development had helped learners to more swiftly enrol from the comfort of their home. The reduction in telephone enrolment by 50% at key peaks of the year is impressive.

A rich IAG offer requires effective signposting and referral to help ensure the provision is joined up. Supported Learning and Family Learning tutors continually signpost and refer their learners to a wider Surrey network. Client follow up activities, particularly during ILP reviews, help monitor how students benefit from signposting and referral services.

Staff Competency

SAL is firmly committed to developing its workforce, with staff very positive about how they are inducted, trained and developed to realise their own potential.

For all posts there are job descriptions with key accountabilities that include the delivery of learner support, help and, explicitly, the provision of IAG. The roles and functions for posts are mapped to the service wide aims and objectives.

All newly recruited staff are expected to successfully complete an induction into the organisation. The induction combines a wider Surrey County Council corporate introduction with bespoke SAL and job specific support. Feedback from staff recruited in the last 12 months was very positive:

'My induction was very well structured and surpassed even my last large corporate induction in terms of quality. The induction book and probationary reviews were really helpful enabling me to complete my probationary period on time. I am very clear on how our role links to IAG targets around recruitment and retention'.

Support from the SAL leadership team continues beyond the induction phase and includes on the job training and a particularly rigorous observation approach to maintain quality and consistency. Tutor mentoring is very much part of wider staff support and received very positive feedback from mentors and mentees.

Sessional tutors also receive a support package which includes observation of teaching, learning and assessment and on line training modules. A tutor handbook clearly describes the IAG service with all additional policies (including the IAG policy) and procedures readily available on the SAL shared staff drive. Tutor feedback was very positive indeed.

Staff continuous professional development remains a high priority for the organisation, with staff effusive about the CPD support they receive from SAL. Examples of training which has particularly informed staff competencies and the internal skill set include: Safeguarding; Equality and Diversity; Prevent; leadership and management; updates on the refreshed Common Inspection Framework and applying the **matrix** Standard across curriculum areas. Staff also benefit from the Surrey County Council training offer with managers particularly looking forward to coaching techniques scheduled for spring 2016.

SAL is keen to grow its own workforce and internal progression is encouraged. Throughout the Initial Assessment there were numerous examples of staff who have progressed internally. In all cases staff have felt very well supported by their manager with bespoke support determined by the needs of the role and those of the recently promoted colleague.

In looking ahead, some staff were keen to highlight that advice and guidance training would be welcomed to continue to ensure consistency of approach and ensure that IAG services are developed in line with the wider sector's professional developments. As well as advice and guidance qualifications, colleagues are likely to benefit from shorter CPD courses on themes such as motivational interviewing techniques and capturing IAG outcomes within the Individual Learning Plan.

Quality Assurance and Infrastructure

SAL is firmly focused upon maintaining quality assurance practices. Led by the Deputy Principal the whole organisation implementation of quality assurance practices is a key strength. At the core of the quality review cycle is the implementation of the Learner Involvement Strategy, curriculum area/whole SAL self assessment reporting and Quality Improvement Plan activities. These processes have been revised in recent months to reflect the refreshed Common Inspection Framework.

Equality and diversity, impartiality and professional integrity are highly visible across all aspects of service delivery. Customer Service officers and centre based front line staff are firmly focused upon outstanding customer care and the team provides information in accessible, user friendly and upbeat formats. Individual Learning Plans are truly bespoke, with learner support packages designed to help learners with additional needs to benefit from the SAL learning portfolio. Supported Learning tutors provide quality person centred support to their learners with diversity truly celebrated across each and every centre. Proactive approaches to enable social inclusion include Family Learning and Outreach tutors seeking out those residents in greatest need and residing in wards with the highest deprivation.

Legislation is complied with and staff were able to clearly outline how they are updated in Safeguarding, Prevent and health and safety. Staff keep abreast of changes across the education and skills landscape and were able to explain how they respond to changes internally and externally with highly accessible guides and e-based resources produced to support colleagues across all curriculum teams.

The importance of staff performance reviews to SAL's infrastructure was demonstrated throughout the Initial Assessment. Staff described how these performance reviews, and continual one to one supervision, provide opportunities to discuss strengths and areas for development. The reviews are a key platform to set objectives in line with their relevant curriculum area and in turn link to the Surrey County Council strategic priorities. Sessional tutors explained how their performance is reviewed and the rigour of their teaching, learning and assessment (that includes some IAG) observations.

SAL absolutely recognises the importance of networking to their infrastructural development. The organisation proactively works with children's centres, schools, hostels and a network of SEND agencies. The emphasis here is true partnership to add value and minimise duplication and thus ensure value for money to the community of Surrey. Evaluation of partnerships is ongoing and a key strength, with the Curriculum Managers and Assistant Curriculum Managers reflecting upon networking activities to help shape future delivery approaches for the coming year.

Partners were effusive in confirming how SAL embraces feedback as well as highlighting their contribution to networking. One organisation explained:

'It is a pleasure to work with Surrey Adult Learning. Their approaches are so client centred and they make a huge difference to our adults. They are a listening organisation that embraces partnership working and always delivers quality programmes!'

6. Conclusion

Surrey Adult Learning's whole organisation Initial Assessment against the **matrix** Standard showcased that high quality IAG support permeates all aspects of the learner experience. Through effective leadership and an inspirational workforce, IAG is championed and embedded as a key feature of the learner entitlement.

The organisation is firmly focused upon strengthening the suggested areas for continuous improvement and welcomes the opportunity to benefit from the annual Continuous Improvement Checks provided by Assessment Services.

NB: Continued accreditation is subject to annual Continuous Improvement Checks at twelve and twenty-four months following assessment and three-yearly on-site accreditation reviews. If checks/reviews are not undertaken in a timely way this will have an impact upon the organisation's accreditation.

Assessment Type	INITIAL ASSESSMENT
Assessor's Decision	STANDARD MET
Assessor's Name	STUART MCRILL
Visit Date	02/02/2016 - 05/02/2016 (3.5 days)
Client ID	C18917
Assessment Reference	PN101508

7. The matrix Standard Evidence Grid

Element 1 Criteria		Met	Not Met	Strength	AfCI
1.1	The service has clearly defined measurable aims and objectives which link to any wider organisational strategic aims.	✓			
1.2	The service is provided with clear leadership and direction	✓			
1.3	The organisation implements policies to promote equality and diversity, impartiality, confidentiality and professional integrity in all aspects of service delivery	✓		✓	
1.4	The organisation complies with existing and new legislation which might impact upon the service	✓			
1.5	The organisation defines client outcomes and uses them as a measure of success for the service	✓			✓
1.6	The organisation promotes the service in ways which are accessible to all those eligible to use it	✓			✓
1.7	Clients and staff influence the design and development of the service	✓			
1.8	The organisation establishes effective links with other appropriate partnerships and networks to enhance the service	✓			

Element 2 Criteria		Met	Not Met	Strength	AfCI
2.1	The organisation uses its resources effectively to deliver the service	✓			
2.2	Clients are provided with current, accurate and quality assured information which is inclusive	✓		✓	
2.3	The organisation defines the skills, knowledge, competencies and qualifications, in line with current national recognised professional qualifications and frameworks, for individual staff roles, linked to the aims and objectives of the service	✓			
2.4	Staff are supported in undertaking continuous professional development and provided with opportunities for career progression	✓			✓
2.5	Effective induction processes are in place for all staff	✓			

Element 3 Criteria		Met	Not Met	Strength	AfCI
3.1	The service is defined so that clients are clear about what they might expect	✓			✓
3.2	The service is delivered effectively to meet its aims and objectives	✓		✓	
3.3	The service provided is impartial and objective	✓			
3.4	Clients are given appropriate options to explore and understand that they are responsible for making their own decisions	✓			
3.5	When exploring options, clients are provided with and supported to use appropriate resources including access to technology	✓			
3.6	Clients benefit from signposting and referral to other appropriate agencies or organisations	✓			

Element 4 - Criteria		Met	Not Met	Strength	AfCI
4.1	The organisation measures and evaluates the service against its stated aims and objectives and identifies improvements	✓			
4.2	The organisation monitors and evaluates client outcomes to support and improve service delivery	✓			✓
4.3	The organisation evaluates feedback on the service to build upon its strengths and addresses any areas for improvement	✓			
4.4	The organisation evaluates the effectiveness of its partnerships and networks to improve the service	✓		✓	
4.5	The organisation defines quality assurance approaches which are used to improve the service	✓		✓	
4.6	Staff performance, linked to their role within the aims and objectives of the service, are reviewed and evaluated to improve the service	✓			
4.7	Effective use is made of technology to improve the service	✓			
4.8	The organisation continually reviews improvements to help inform the future aims and objectives of the service	✓			✓

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25 May 2016

Mr Paul Hoffman
Principal
Surrey Adult Learning
Woking Centre
Bonsey Lane
Westfield
Woking
GU22 9PE

Dear Mr Hoffman

Short inspection of Surrey County Council

Following the short inspection on 10–11 May 2016, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. The inspection was the first short inspection carried out since the provider was judged to be good in December 2010.

This provider continues to be good.

The strengths observed at the previous inspection have been maintained and there has been good progress to address the identified areas for improvement. The council has good oversight of the provision and provides appropriate support and challenge to all proposed initiatives.

Outcomes for learners have remained good and learners make good progress on all courses. Success rates for accredited courses are high and learners on courses which do not lead to qualifications achieve their learning goals. Teaching, learning and assessment are good. Managers have continued to extend the outreach provision to disadvantaged areas within the county, and are exploring initiatives to introduce apprenticeships and programmes for people with mental health issues.

Surrey County Council Adult Learning continues to provide a good service for the county and offers a wide variety of good-quality educational experiences. Provision for learners with specific learning needs is particularly good.

Safeguarding is effective.

Leaders and managers continue to keep learners safe. All staff have had the appropriate security checks and managers check the records of all staff to ensure that they are up to date. Learners feel safe and know what to do if they have any issues relating to safeguarding. Staff have a good understanding of safeguarding and they monitor any potential safeguarding issues closely. The few safeguarding actualities identified from a large number of potential issues were dealt with appropriately. Nearly all staff have completed the 'Prevent' duty training and the one related potential issue was managed effectively.

Inspection findings

- Outcomes for learners are good. Success rates on accredited courses are high. Nearly all learners on courses which do not lead to qualifications achieve their learning aims. Learners take pride in their work which is of a high standard. Learners gain confidence and acquire new practical, creative and technical skills.
- Staff deliver good-quality teaching, learning and assessment. The management of observations of teaching and learning is very thorough and the provision of opportunities for continuing professional development are very good. Managers give good support for tutors to attain a good standard of teaching.
- Staff go out of their way to ensure that they meet the specific needs of learners with a wide variety of different barriers to learning. There is not always sufficient access to, and use of, information technology, and some tutors do not always check learners' understanding sufficiently well.
- The promotion of safeguarding is effective, as is tutors' good promotion of learners' awareness of equality and diversity and British values. Tutors and learners have a good understanding of these issues.
- Support, care and guidance for learners are very good. Initial assessment is very thorough and learners have ample opportunity to disclose any particular learning needs discreetly. Support for learning needs is available from the council as well as from external specialist help. Information, advice and guidance are good with effective signposting to other providers if courses are not available or not in the right location.
- At the previous inspection, inspectors judged that leadership and management were good and they remain so. The senior management team has a clear strategic vision which matches the priorities of the council's community needs effectively. Work is beginning to explore the expansion of provision to include apprenticeships and courses for learners with mental health issues.
- Governance is robust with a council member who is actively involved in the management of the provision and exercises appropriate challenge to any strategic initiatives. Strategic management is good and ensures that the provision meets the needs of the community. Communication is good and all staff have performance targets derived from the strategic management plan.

- Partnership working with local schools, colleges and charities is very good and provides good support and choice for learners. Provision across the county is well planned with no unnecessary duplication.

Leaders and managers have taken action to improve the quality of the provision and have moved the provision forward. The impact is clear:

- The proportion of good or better teaching has increased significantly.
- The identification and dissemination of good practice is now good with improved communication between teams and frequent meetings.
- Work is in progress to develop an effective and accessible virtual learning environment.
- Managers monitor learners' progress more effectively and there is good recording of learners' destinations.
- Tutors promote learners' understanding of equality and diversity much better.
- The use of data to manage the provision is much improved.

Next steps for the provider

Leaders and those responsible for governance should ensure that:

- adequate wi-fi cover is available at all venues and they further develop the virtual learning environment
- they explore provision for apprenticeships and for those learners with mental health issues
- tutors check learners' understanding in classes.

I am copying this letter to the Skills Funding Agency and the Education Funding Agency. This letter will be published on the Ofsted website.

Yours sincerely

Charles Clark
Her Majesty's Inspector

Information about the inspection

During the inspection we were assisted by the deputy principal as nominee. We met you, senior leaders and members of your staff. We visited four of your main venues to meet with staff and learners, observe teaching, learning and assessment, and look at learners' work. We reviewed key documents including those relating to self-assessment, performance and safeguarding. We considered the views of learners and tutors by seeking the views of learners and partners during on-site inspection activity.

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Surrey Adult Learning

Safeguarding Annual Summary Report 2016-2017

Ofsted

At Inspection 10-11.5.16 Safeguarding was judged to be effective:

“Leaders and managers continue to keep learners safe. All staff have had the appropriate security checks and managers check the records of all staff to ensure that they are up to date. Learners feel safe and know what to do if they have any issues relating to safeguarding. Staff have a good understanding of safeguarding and they monitor any potential safeguarding issues closely. The few safeguarding actualities identified from a large number of potential issues were dealt with appropriately. Nearly all staff have completed the ‘Prevent’ duty training and the one related potential issue was managed effectively.”

Safeguarding Concerns raised

2015-16: Total of 32 concerns raised with SAL Safeguarding Officers of which 19 were escalated to an Adult Social Care or other external organisation

2014-15: Total of 35 concerns raised of which 11 were escalated.

Training Activity

Well developed and differentiated staff and volunteer training is in place to ensure all staff and volunteers are aware of possible indicators that an adult is being, or is at risk of being, abused, neglected or radicalised and the procedures to follow in the event of a concern or disclosure.

As at 31.7.16, of all active staff and volunteers

Safeguarding training recorded	%
Permanent Staff	100.0
Tutors	100.0
SLAs, models, technicians, invigilators	91.56
Volunteers	100.0

Completed an agreed form of Prevent training	%
Permanent Staff	98.92
Tutors	99.58
SLAs, models, technicians, invigilators	91.56
Volunteers	85.0

Overdue Safeguarding refresher training	%
Permanent Staff	0
Tutors	3.31
SLAs, models, technicians, invigilators	1.2
Volunteers	10.0

Governance

Reports including anonymised details of concerns raised and the outcomes are presented to the SAL Safeguarding Review Group three times a year. This year SAL introduced sending these reports to Head of Cultural Services and nominated member of the Education and Skills Board for scrutiny.

Other matters

1. Safeguarding Officer is a member of:
 - a. cross Cultural Services Safeguarding group which meets twice a year to share good practice and resources
 - b. SCC Prevent Group
 - c. NW Surrey Safeguarding Group
2. Prevent Risk Assessment and Action Plan in place and reviewed three times a year at the SAL Safeguarding Review Group
3. Staff and volunteer recruitment follows defined safer recruitment practice including DBS check for those working in four specified programmes.
4. Staff and volunteers working in the specific areas of the Service where learners are considered more vulnerable to abuse or neglect are DBS checked and completed further Safeguarding training.
5. External subcontractors are required to work to SAL Safeguarding framework and to only use staff who have been recruited following a safer recruitment process.
6. Learners' awareness about Safeguarding (including Prevent) is actively promoted.
7. All staff are now required to actively promote British Values and tutors were briefed on this in September 2015 with further tutor training planned for September 2016.

Community Learning and Skills (CLS)

Key Performance Indicators

2015/16

CLS Strategic Priorities

Table 1 Performance against CLS Strategic Priorities

	2014/15 Actual	2015/16 Actual	Change (%)	Target
Community Learning (CL) learners [1.1]	9,043	9,711 ●	7.4	(+3%) 9,314
Family Learning (WFL & FEML ¹) learners [1.2]	1,147	1,171 ●	2.1	(0%) 1,147
Outreach and ESOL learners [1.3]	329	423 ●	28.6	(+25%) 411
Passport to Wellbeing [1.4]	-	29 ○	-	
Supported Learning learners [1.5]	372	358 ●	-3.8	(0%) 372

Learners

Table 2 Learners and Targets by Funding Model and Curriculum Area

Funding Model	Curriculum Area	2014/15 Actual	2015/16 Actual	Change Actual (%)	Target
Community Learning (CL)	Universal	7,357	7,906 ●	7.5	-
	Supported Learning	308	286 ●	-7.1	308
	WFL	957	1,003 ●	4.8	957
	FEML	300	311 ●	3.7	300
	Passport to Wellbeing	-	29	-	-
	Outreach and ESOL	284	384 ●	35.2	355
	Total		9,043	9,711 ●	7.4
Adult Skills Budget (ASB)	English & maths	276	315 ●	14.1	305
	Supported Learning	123	126 ●	2.4	123
	Outreach and ESOL	63	38 ●	-39.7	79
	Work Skills & IT	54	36 ●	-33.3	40
	Total	509	511 ●	0.4	-
Total (SFA Funded)²		9,358	10,066 ●	7.6	-
Full Cost	Other	1076	1188 ●	10.4	1130
	Supported Learning	8	14	75.0	-
	Total	1,084	1,201 ●	10.8	1138
No SFA Funding ³		95	57	-40.0	-
Total⁴		10,086	10,879 ●	7.9	-

¹ Incorporates Wider Family Learning (WFL) and Family English, Maths and Language (FEML) programmes.

² SFA funded activity comprises Community Learning (CL) and Adult Skills Budget (ASB) programmes.

³ Learners on SFA funded programmes who are not eligible for SFA funding (e.g. EFL learners not resident in EEA for 3 years before start of their course).

⁴ The sum of subtotals may not equal the grand total because learners typically attend courses in more than one funding stream and/or subject area. Such learners count more than once in the subtotals, but only once in the grand totals.

Fee Income

Table 3 Fee Income by Funding Model

	2014/15 Actual (£)	2015/16 Actual (£)	Change Actual (%)	Target
Adult Skills Budget (ASB)	19,638	41,008	108.8	-
Community Learning (CL)	1,619,747	1,819,040	12.3	-
Full Cost	75,908	89,827	18.3	-
Total	1,715,293	1,949,875	13.7	1,766,752

Note: Figures in the above table sum fees paid by learners at enrolment. They do not include SFA funding.

Observations of Teaching Learning and Assessment (OTLAs)

Table 4 OTLAs and Learner Feedback

OTLAs	2014/15	2015/16	Target ⁵
Number of observed learning sessions	99	116	105
Number of Informal Class Visits and 1-2-1s	334	331	330
Observed learning sessions graded at good or outstanding (%)	88.5%	92.2%	85.0%

Learner Feedback

Table 5 Learner Feedback

	2014/15	2015/16	Target
Learner Feedback on the effectiveness of the pace of the course (%)	93.8	90.8	90.0
Learner Feedback on how far the course met expectations (%)	93.2	90.3	92.0

Safeguarding

Table 6 Safeguarding

	2014/15	Aut 15 & Spr 16	Target ⁶
Completed Prevent awareness training (%)	Staff (%)	-	100.0
	Tutors (%)	-	100.0
	SLAs (%)	-	100.0
Safeguarding concerns raised	Total	35	-
	Of which escalated	11	-

⁵ OTLA targets are for whole academic year.

⁶ By 31 March 2016.

Qualification Achievement Rates (QAR)

Community Learning (CL)

Table 7 QAR Community Learning (CL)

	2014/15 Actual	2015/16 Actual	Change (pp) Actual	Target
Achievement rate (%)	91.6	90.4	● -1.2	91.2
Retention rate (%)	94.0	92.2	● -1.8	94.0
Pass Rate (%)	97.4	98.0	● 0.6	97.0
Attendance rate (%)	82.8	82.9	● 0.1	82.8

Adult Skills Budget (ASB)

Table 8 QAR Adult Skills Budget (ASB)

	2014/15 Actual	2015/16 Actual	Change (pp) Actual	Target	NART ⁷ 2014/15
Learners	509	511	-	-	-
Starts	799	859	-	-	258,750
Achievement rate⁸ (%)	90.7	86.3	● -4.4	91.2	84.7
Retention rate (%)	94.4	93.7	● -0.7	94.5	92.0
Pass rate ⁹ (%)	96.2	92.0	● -4.2	96.5	92.1
Attendance rate (%)	87.0	87.2	● 0.2	87.0	-

⁷ Source: [National Achievement Rate Tables \(NART\)](#) | Education and Training 2014/15 | Overall Headline | Other Public funded | Age 19+ | All levels.

⁸ Formerly known as 'Success rate'.

⁹ Formerly known as 'Achievement rate'.

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Education & Skills Board
Thursday 15 September 2016

Surrey Education in Partnership

Purpose of the report: Policy Development

To share plans to work in partnership with schools to develop a new education and skills offer for Surrey.

To identify opportunities for the Education & Skills Board to support this work.

Introduction

1. The Government's future education policy and proposed changes to education funding are seeking to transform the education system and, with it, roles and responsibilities.
2. It is vital that Surrey's education community understands the changes ahead and their likely impact in order to co-design a sustainable system.
3. The council is proposing to work in partnership with schools to develop a new, sustainable education and skills offer for Surrey that will raise the achievement of vulnerable children and young people and ensure all children and young people are safe, secure and able to learn.
4. As part of this process, the council will be refreshing its vision and re-defining its role and responsibilities within Surrey's education and skills system.

Working in partnership

5. With 93% of its schools rated good or outstanding by Ofsted, Surrey has a strong foundation. It is important to build on this foundation and to continue working in partnership to improve outcomes for children and young people.

6. The support this partnership approach, the council is planning an engagement programme through the autumn school term, in which partners will be able to discuss key system-wide issues together.
7. Through this engagement programme, the council will also seek to support local conversations and, in the context of proposed changes, to help schools to find the right local solutions for them and their pupils.
8. The Education & Skills Board is invited to discuss the planned engagement and the wider Education in Partnership programme, and to consider how its members could contribute to the success of both.
9. To support this discussion, a presentation will be made to the Board at its meeting on 15 September 2016, providing information on the programme and the planned engagement.

Suggested recommendations:

10. That the Education & Skills Board:
 - a) note and comment on plans to engage with schools and other partners;
 - b) identify areas in which its members can support engagement and contribute to the success of the Education in Partnership programme.

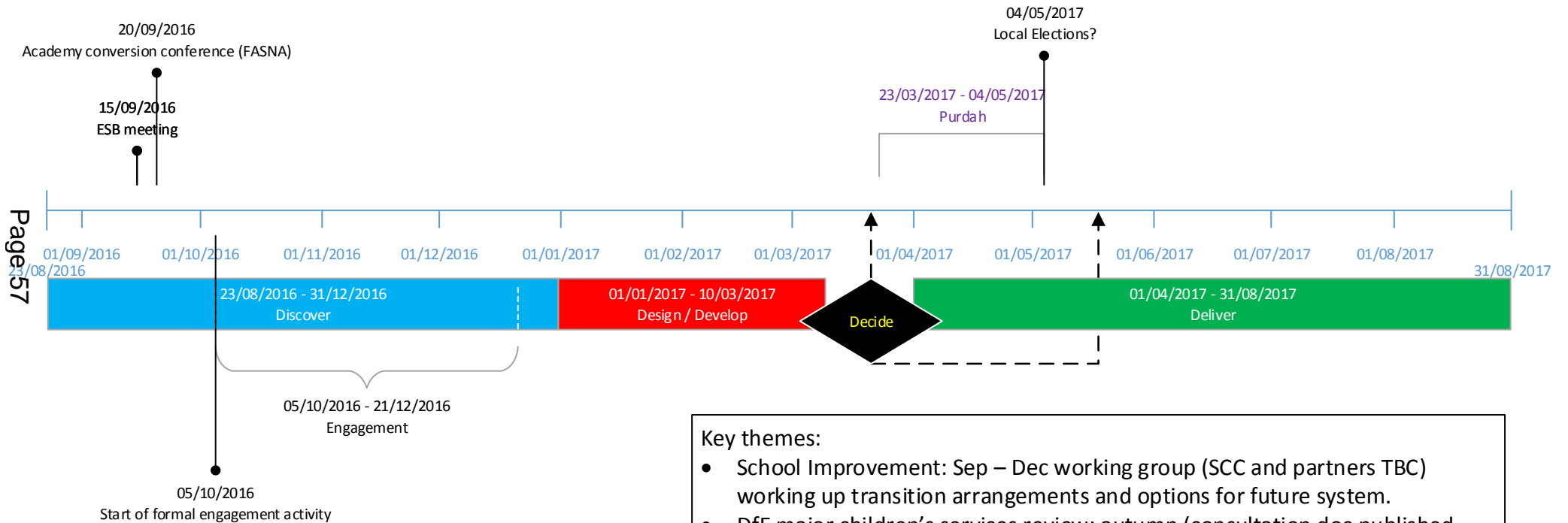
Report contact: Simon Griffin, Programme Manager, Future Education & Skills

Contact details: 020 8541 9332 / simon.griffin@surreycc.gov.uk

Sources/background papers:

- [Educational Excellence Everywhere](#) (DfE white paper)
- [Schools National Funding Formula: Government consultation – stage one](#)
- [High needs funding formula and other reforms: Government consultation – stage one](#)

Future Education & Skills timeline



Key themes:

- School Improvement: Sep – Dec working group (SCC and partners TBC) working up transition arrangements and options for future system.
- DfE major children's services review: autumn (consultation doc published Sep?) – places for children, SEND/AP, quality of schools provision (i.e. school improvement), early years role of LA.
- Role of LA/Members in Education – scrutiny role (working with RSC on overall standards in education), champion for children and families.
- Education Funding: autumn – second phase of NFF and High Needs funding proposals, which will provide figures for individual schools

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