

Report title	Adult Education: Quality of Provision 2017-2018	
Decision designation	AMBER	
Cabinet member with lead responsibility	Councillor Lynne Moran Education and Skills	
Key decision	No	
In forward plan	Yes	
Wards affected	All Wards	
Accountable Director	Meredith Teasdale, Director of Education	
Originating service	Adult Education	
Accountable employee	Joanne Keatley	Head of Adult Education
	Tel	01902 558173
	Email	joanne.keatley@wolverhampton.gov.uk
Report to be/has been considered by	Education Leadership Team	17 December 2018

Recommendation for decision:

The Cabinet is recommended to:

Endorse Adult Education's Self-Assessment Report for 2017-2018 and the Quality Improvement Plan for 2018-2019.

1.0 Purpose

- 1.1 The Annual Self-Assessment Report (SAR) and Quality Improvement Plan (QIP) are key documents produced by the Adult Education Service to evaluate and improve the quality of education provided to Wolverhampton residents.
- 1.2 The reports are used by Ofsted when planning and conducting an inspection with a provider.
- 1.3 The SAR and QIP need to be endorsed by Cabinet to ensure effective governance for the Adult Learning Service.

2.0 Background

- 2.1 It is a requirement of Ofsted, and good practice, for the service to continually evaluate the quality of the provision it is providing. The production of an annual Self-Assessment Report is the outcome of this process and a Quality Improvement Plan is then produced for the service to use to implement, resource and monitor improvements.
- 2.2 The Ofsted Common Inspection Framework (CIF) is used to guide the self-assessment process and the report is written using the key headings of the CIF. The completed report is uploaded to Ofsted once it has been through a validation process. The validation process ensures that the grades in the report are appropriate given the evidence and data provided.
- 2.3 The validation process includes support and challenge from the Adult Education Advisory Board, the Education Leadership Team, a member of the School Improvement Team and Derby Adult Education Service.
- 2.4 Finally, the Cabinet report is provided. It summarises the quality judgements and main areas for improvement contained in the full SAR and QIP which are available at Appendix 1 and Appendix 2 to this report respectively.

3.0 Progress

- 3.1 The grading system used by the service is the same as that used by Ofsted:
 - grade 1 (outstanding)
 - grade 2 (good)
 - grade 3 (requires improvement)
 - grade 4 (inadequate)
- 3.2 The self-assessment grading judgement, for the academic year 2017-2018, made by the service is:
 - Overall Effectiveness Grade 1
 - Effectiveness of Leadership and Management Grade 1

- Quality of Teaching, Learning and Assessment Grade 1
- Personal Development, Behaviour and Welfare Grade 1
- Outcomes for Learners Grade 1

3.3 A summary of the main judgements and key strengths that led to the overall grade are contained in the first section of the SAR and detailed below:

- Adult Education Wolverhampton ambitions and strategic priorities are clearly communicated and well promoted to governors, staff, students and other stakeholders through whole staff events, staff and student induction, weekly Catch-Up, Thumbnail Sketch and 'Plan on a page'.
- Inclusivity is at the heart of all planning and delivery. During 2017-2018, teachers used the service wide themes of remembrance, world book day and world environment day as the hook to embed new themes into their delivery. Other examples include:
 - flexible assessment timetables to enable seasonal and shift workers to achieve English for Speakers of Other Languages (ESOL) qualifications
 - high levels of physical and technical support to reduce barriers to learning
 - promotion of Learning Clubs to promote lifelong learning to adults
 - proactive partnership building to engage with priority groups such as those with low and no formal qualifications and experiencing mental ill health and social and economic deprivation. Effective strategies, such as Family Learning, bespoke Syrian Refugee Resettlement Programme and Like Minds to engage with priority groups.
- Safeguarding and e-safety are key priorities. Procedures have been further tightened and there is scrutiny and robust implementation of the strengthened procedures to ensure they go beyond the norm.
- There is a shared ethos focused on student inclusion, success and progression. The organisation culture promotes sharing of good practice as evidenced by Observations of Teaching Learning and Assessments (OTLA) and cross service learning walks in agreed priority areas such as delivery of safeguarding and British Values; integration of English and maths; development of digital skills; application of Recognising and Recording Progress, Achievement and Progression (RARPAP) and progression planning.
- Student progress and achievement is well promoted and celebrated across the Service. Annual events were organized to celebrate Adults with Learning Difficulties and Disabilities and British Sign Language achievement, level two and level three showcase of student work and success on ERASMUS + work

placements. A specific event was organised with the Lord Mayor's office to celebrate the Festival of Learning national winner and finalists.

- Excellent lesson and classroom delivery as evidenced by Learning Walks, OTLA observations and peer observations ensures students succeed and progress.
- Student feedback from mid-course reviews is excellent; more than 93% of students in Access and Further Education, Education and Training and Continuing Education completing the mid-course reviews believed that their course prepared them for their chosen next step; 100% of students completing surveys in Continuing Education confirmed that they felt safe; 100% of students completing surveys in Education and Training reported that the provision offer was excellent; 96% of students completing surveys in Access to Further Education rated their teaching support as excellent.
- Overall achievement rates for all courses and all groups of students across all equality indicators are high and often well above the relevant benchmarks.

3.4 The areas for improvement identified following self-assessment were:

- Development of resources to support teachers in promoting awareness of PREVENT and radicalisation with confidence
- Development and implementation of strategies to ensure external progression opportunities are equally and consistently well-defined and promoted in all areas
- Raise service-wide awareness of approaches to mental well-being of staff and students
- Improve Additional Learning Support delivery to students at transitional phases
- Improve management of students in English and maths continuing their study from one academic year to the next
- Improve pass rates in Information Communication Technology (ICT) Functional Skills
- Improve management of young people's programmes
- Devise, agree and promote OTLA process and procedure for non-graded observations for 2019-2020
- Agree, promote and implement the Informal Learning Plan for 2018-2019 to achieve a 30% increase in community learning enrolments
- Agree, promote and implement a digital skills plan for 2018-2019 for staff and measure impact on student satisfaction
- Agree, promote and implement English, maths and ESOL plan for 2018-2019

- Implement and support the delivery of staff led Continuous Professional Development (CPD) programme

3.5 To achieve these improvements the actions, outcome measures and required impact are detailed in the QIP, Appendix 2.

4.0 Evaluation of alternative options

4.1 One option would be for the service not to critically evaluate its provision on an annual basis or produce the SAR and QIP against the Ofsted Common Inspection Framework. However, the process of self-assessment and improvement planning is a systematic method of checking quality and ensuring resources are focused on the right quality improvements. Reporting against the Common Inspection Framework means Ofsted have a familiar reporting style from which to begin their dialogue with the service at inspection.

5.0 Reasons for decision

5.1 The decision to judge the service as outstanding is formed on sound evidence and made by experienced professionals in the service. The judgement has been scrutinised and challenged by the Advisory Board, the Education Leadership Team, a member of the School Improvement Team and a Head of Service from another Local Authority Adult Education Provider.

6.0 Financial implications

6.1 There are no known financial implications arising from this report.
[DB/11122018/W]

7.0 Legal implications

7.1 There are no known legal implications arising from this report.
[JSM/10122018/AE]

8.0 Equalities implications

8.1 There are no known equalities implications arising from this report.

9.0 Environmental implications

9.1 There are no known environmental implications arising from this report.

10.0 Human resources implications

10.1 There are no known human resource implications arising from this report.

11.0 Corporate landlord implications

11.1 There are no known property portfolio implications arising from this report.

12.0 Health and Wellbeing Implications

12.1 There are no known health and wellbeing implications arising from this report.

13.0 Appendices

Appendix 1 – Self-Assessment Report 2017-2018

Appendix 2 – Quality Improvement Plan 2018-2019