



ADULT EDUCATION
WOLVERHAMPTON

Self-Assessment Report

2017/2018

CITY OF
WOLVERHAMPTON
COUNCIL



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Self-Assessment Report 2017/2018

1.0 Introduction

The City of Wolverhampton Council receives just over £3m annually from the Department for Education via the Education and Skills Funding Agency to provide the Adult Education Service. Adult Education Wolverhampton (AEW) sits in the City Council's Education Directorate. The service was last inspected by Ofsted in December 2014, it was rated Ofsted Outstanding and continues to offer an excellent student experience to circa 2,500 Wolverhampton adult residents annually.

AEW is an Adult and Community Learning provider (ACL) and, therefore, has a mixed portfolio of skills, Advanced Learner Loans and community learning funding which positions it well to make a valuable contribution to agendas such as health and well-being, qualifications and skills, employment, reducing social isolation and community cohesion.

AEW's position as an ACL provider affords it the opportunity to attract adults who are returning to learning and seeking a safe, discrete learning environment with other adult learners. It caters specifically for the needs of adults rather than those of young people and focuses on ensuring adults are well supported, prepared and challenged towards their chosen next steps while often overcoming health and specific learning barriers that they have had since school or developed in early adulthood.

The AEW curriculum is designed to meet its mission and 'make a positive difference to the lives of individuals and communities through high quality learning that inspires, challenges and leads to further learning and employment'.

The curriculum targets residents from deprived communities, with low levels of skills and qualifications and high levels of unemployment. The curriculum is designed to widen participation in learning particularly for those furthest from the labour market; offer opportunities to improve health and well-being, putting people in a better position to move towards employment and provide people with the qualifications, skills and attitudes needed by employers today.

The service has strengths in areas such as English, maths and English for Speakers of Other Languages (ESOL) alongside vocational and technical provision at level 2 and below and provision specifically designed for those with mental health issues and learning disabilities. The service also provides opportunities for adults to enter higher education after following an Access to Higher Education programme or other Level 3 courses.

The service works hard and purposefully to provide an inclusive learning environment to support its impact on individuals and their communities. The service has well developed productive partnerships internally within the Council, and externally with a range of public, private and third sector organisations, including City of Wolverhampton College, Job Centre Plus, the Refugee and Migrant Centre and the Learning Platform. In 2017-18, the service delivered in 46 venues and 55% of its provision was delivered to residents from the 9 most deprived wards.

Governance of the service has been strengthened through the introduction of an advisory board. The Board's focus is on the responsiveness and quality of the curriculum offer. It is chaired by the Cabinet Member for Education and Skills and made up of a cross section of Council and external members.

1.1 Background Data

The service uses key demographic data along with information on the labour market trends to inform the planning and delivery of AEW's offer to residents.

Wolverhampton has significantly higher levels of its population with no qualifications: in 2016, 19.4% of the working age population had no qualifications compared to 7.8% in England. To bridge the gap a further 18,612 Wolverhampton residents would need to gain a recognised qualification.

In 2016, 23.3% of residents in Wolverhampton held a qualification at level 4 or above compared with 37.9% of people in England. A further 23,278 Wolverhampton residents would need to achieve a level 4 qualification to reach the England level.

In 2011, 19% of the Wolverhampton population had literacy skills below level 1, compared to 14.9% in England.

For numeracy the gap is wider with 58.6% of the population having numeracy skills below level 1 and 49.1% in England. Having numeracy skills below level 1 means a person may not be able to understand price labels or pay household bills.

One in three families live in poverty, which is 20% above the England average. The life expectancy gap between the richest and poorest wards in 2015 was 9.5 years for women and 11.3 years for men.

5.1% of the working age population claimed unemployment benefit in November 2017, which is 2% higher than the England average.

1.2 Planning for change

The service is preparing for two significant strategic developments:

The service is forming a good relationship with the West Midlands Combined Authority in readiness for the devolution of the Adult Education Budget. This includes working in close partnership with the third sector and the College to develop a 'Learning Community' that represents a well-understood learning delivery model for residents.

In addition, the City Learning Quarter (CLQ) will be created around the Old Hall Street area of the city centre. It will physically bring together the City of Wolverhampton College, the Adult Education Service, and the Central Library. The service will be working hard to ensure that there is collaborative planning with the College and that the CLQ, therefore, offers residents a joined-up, enhanced offer.

In this context, Adult Education Wolverhampton has a clear vision and sense of direction, supported by a clearly stated set of priorities to guide it through to 2020. These are to:

- Mobilise the Adult Education Service behind the Wolverhampton Skills & Employment Action Plan and WMCA Regional Skills Plan priorities
- Maintain Ofsted "Outstanding" status
- Continue to evolve the curriculum offer to meet needs of Wolverhampton residents and employers
- Restructure the service resources to ensure regional employment and skills priorities can be delivered
- Work collaboratively to ensure the CLQ is greater than the sum of its parts

2.0 Progress towards improvement areas identified in SAR 2016-17

Objective	Achieved/Not Achieved	Evidence
<ul style="list-style-type: none"> ▪ Improve achievement rates in relevant QCF units and Access to HE Diploma in Health Studies. 	Achieved	QCF unit achievement rate improved from 91% to 95% and Access to HE Health Studies achievement rate improved from 48% in 16/17 to 80% in 17/18
<ul style="list-style-type: none"> ▪ Improve retention rates in GCSE English 	Achieved	Improved from 75% to 81% in 17/18
<ul style="list-style-type: none"> ▪ Increased participation in full Level 2 and full Level 3 	Achieved	Increased from 168 in 16/17 to 223 in 17/18
<ul style="list-style-type: none"> ▪ Increase capture and accuracy of 'wider outcomes' from current 28% of students to 50% plus 	Achieved	71% of 1392 students in scope completed the survey
<ul style="list-style-type: none"> ▪ Extend external challenge with the implementation of the Advisory Board and further work with the Adult and Community Learning Alliance 	Achieved and Ongoing	Impact of Advisory Board has been: <ul style="list-style-type: none"> ➤ Strengthened student and employer voice for the Service ➤ Raised profile of AE's work internally and externally through board members ➤ Strengthened link between service priorities and regional, local priorities - Board meeting in July on strategic priorities ➤ Strengthened link between service priorities and public health priorities - board meeting July and presentation to Public Health Board September.
<ul style="list-style-type: none"> ▪ Increase relevant work-related activities for students as appropriate (work experience, work shadowing, employer talks and visits out) 	Increase Achieved	Students have volunteered during enrolment and open days, Business Studies students have experienced reception duties, student ambassadors, ALDD students have experienced enterprise activities, Erasmus student experience project continues.
<ul style="list-style-type: none"> ▪ ESOL (Speaking and Listening) assessment plan to ensure success for all students particularly those likely to undertake seasonal work 	Achieved	Retention rate on ESOL Speaking and Listening has increased to 96% as a consequence of the changes introduced in timetabling.

Objective	Achieved/Not Achieved	Evidence
<ul style="list-style-type: none"> ▪ Tools for recording and evidencing progression towards student ambition and long-term goals. 	Achieved	Course application form and process developed, promoted and implemented in technical areas - now forms part of relevant ILPs
<ul style="list-style-type: none"> ▪ Opportunities for students to access and develop digital literacy skills further in creative activities, maths and English 	Achieved	Additional digital equipment and resources available to staff and students. Significant investment at the Maltings to support students in creative subjects. Blend Space well used in maths for teaching and to monitor homework activities. Good sharing of technologies and related resources evidenced in language courses e.g. Socrative, Quizziz, Numbermatch, BSL, VLE area, Padlet and WhatsApp used to record developmental progress and peer observations.
<ul style="list-style-type: none"> ▪ Recording of lateness and monitoring of staff and student punctuality 	Achieved	Monitored through Learning Walks, QA checks and during management duty slots.
<ul style="list-style-type: none"> ▪ Development of the Retention, Pass and Achievement (RPA) tool to include the systematic monitoring of in-house student progression (three year trends) 	Achieved	The RPA tool was found to be unsuitable for this function but further work with Monterpoint has led to a new performance module being available which will give 3-year trend data for students moving into employment and moving from level to level.
<ul style="list-style-type: none"> ▪ Mapping for maths and English provision leading to a coordinated approach to delivery by key providers across Wolverhampton - using an approach similar to that used for the ESOL strategy 	Mapping Achieved	Information mapped and ready for uploading to workbox. Provider group not set up.
<ul style="list-style-type: none"> ▪ Evidence effectiveness of provision by systematic tracking of student progression and destination 	Partially Achieved	<ul style="list-style-type: none"> ➤ Information collated upon collection of certificates and as part of IAG reviews. ➤ Report commissioned by AEW to provide a comprehensive root and branch review of the student gateway for the service identifies: <ul style="list-style-type: none"> - Progression planning for employment in early stages. - Further work required to produce annual progression plan for employment and health and well-being across the service

Objective	Achieved/Not Achieved	Evidence
		<ul style="list-style-type: none"> ➤ Next Steps survey undertaken towards end of course but provides key information required to inform partner interventions
<ul style="list-style-type: none"> ▪ Collaboration with other providers to map and provide clear information, advice and guidance to students about external provision they can progress to (including adult apprenticeships) 	<p>Achieved</p>	<ul style="list-style-type: none"> ➤ AEW are represented at the City-wide CEIAG network meetings aimed at strengthening the quality and accessibility of IAG provision to residents ➤ Contributed to the development of Wolves Workbox website to map IAG support across the city ➤ Wolves Workbox is easily accessible and promoted through AEW prospectus, the student handbook, Jobs Board and via individual IAG sessions where the student encouraged to sign up for updates ➤ Progression Event held in June provided information to students about employment and further learning opportunities

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3.0 Overall Effectiveness

Proposed Grade 1

- 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 2017-18, 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 ESOL qualifications
 - high levels of physical and technical support to reduce barriers to learning
 - promotion of Learning Clubs to promote life-long 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 close 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 OTLAs 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 RARPAP and progression planning.
- Student progress and achievement is well promoted and celebrated across the Service. Annual events were organized to celebrate ALDD and BSL achievement, Level 2 and Level 3 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 FE 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.

4.0 Effectiveness of Leadership and Management

Proposed Grade 1

4.1 Key Strengths

- 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'
- Excellent communication between managers which delivers consistency in performance management of staff and delivery, consistency in application and implementation of agreed quality improvement initiatives such as: Course Application process and procedure; ILP developments; OTLA processes and paperwork; safeguarding developments; health and safety improvements; improved classroom standards; full delivery of ESFA and other contracts and full and effective utilisation of staff, rooms and other resources.
- Managers have, and are able to, draw on detailed knowledge of the whole service curriculum and student cohorts to plan and deliver their provision so that students have clear internal access and progression to their identified life and employment goals. In CELTA, Childcare, Health and Social Care and Pre-Access, external progression opportunities such as Apprenticeships are well promoted. Further work is needed to ensure external progression opportunities are equally and consistently well-defined and promoted in all areas.
- Comprehensive curriculum review and planning resulting in an offer directly aligned with local and national priorities examples include: Entry and Level 1 Health and Social Care and Practical Care Skills courses developed in response to the employer led Caring Careers Committee; increased core skills provision in response to local demand and ESOL strategy group information; increase in technical offer in response to Combined Authority Regional Skills findings; increase in level 3 offer in response to the need for residents with higher level skills; Learning Clubs in response to lifelong-learning and the health and wellbeing agenda. There has also been a 3% increase in participation from residents living in the 9 most deprived wards from 52% in 2016-17 to 55% in 2017-18. 29% of residents in 2017-18 were recruited from areas with the lowest Index of Multiple Deprivation as compared with 27% in 2016-17.
- Internal and external governance arrangements provide very good support and challenge to senior leaders – Advisory Board, scrutiny panels, Senior Executive Board, Education Leadership Team, Education, Skills & Employment Board, Adult and Community Learning Alliance.
- Inclusivity is at the heart of all planning and delivery. During 2017-18, 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 ESOL qualifications
 - high levels of physical and technical support to reduce barriers to learning
 - promotion of Learning Clubs to promote life-long 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.
- Team working is well developed and promoted ensuring strengths are shared. This has led to early identification of issues and concerns and swift planning and implementation of appropriate interventions. Learning Walks identified very good practice in language, number and digital skills delivery as well as small pockets where improvements were identified. Cross service CPD events, led by managers, teachers and subject leads in 'maths is everywhere', 'marking English', 'Using Padlet', 'Effective use of VLE' and 'ESOL awareness' were effective in improving practice.
- Robust management of course and student data identified and eradicated the areas of poor delivery identified in 2016-17.
 - Achievement rates in QCF units have improved by 4%

- Achievement rate in Access to HE Diploma in Health Studies has improved by 33%
- Retention rate in English GCSE has improved by 6%
- Retention rate in ESOL (Speaking and Listening) has improved by 20%
- Good and effective range of partnership developments has led to increased delivery in priority areas and to priority groups in support of Widening Participation and Health and Wellbeing agendas. External delivery venues have increased from 35 in 2016/17 to 46 in 2017/18
- Safeguarding and e-safety are key priorities. Procedures have been further tightened and there is close scrutiny and robust implementation of the strengthened procedures to ensure they go beyond the norm. Examples include: appointment of security staff, keypad entry classrooms and Centre's, panic buttons in classrooms and individualized time bound ICT logins. *Further work needed to ensure students are prepared for combatting extremism and radicalization.*

4.2 Areas for Improvement

- Development of resources to support teachers in promoting awareness of PREVENT and radicalization with confidence
- Develop and implement strategies to ensure external progression opportunities are equally and consistently well-defined and promoted in all areas

5.0 Quality of Teaching, Learning and Assessment

Proposed Grade 1

5.1 Key Strengths

- There is a shared ethos focused on student inclusion, success and progression. The organisation culture promotes sharing of good practice as evidenced by OTLAs 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 RARPAP and progression planning.
- Subject Leads in core areas are working well individually and jointly to deliver consistency in standardisation and assessment practice to teaching teams through coaching and mentoring. Those in English, maths and ESOL have supported the IQA process to improve understanding of assessors leading to good results in English and ESOL.
Review and evaluation of the effectiveness and efficiency of the subject lead role in raising quality and enhancing student progression is necessary to make firm decisions about continuation of commitment and resource.
- Mentoring of staff is effective in improving the quality of teaching, learning and assessment. 10 staff were mentored through the year resulting in 90% improving their OTLA grade.
- Robust OTLA and moderation process are well established and identify exceptional practice and areas for improvement. There is effective monitoring and standardisation of lesson observation practice through cross service and joint lesson observations. Joint lesson observations have increased from 9% of OTLAs in 2016/17 to 20% 2017/18.
- Effective standardisation activities across all curriculum areas, as evidenced in minutes of meetings and EQA reports, ensure good practice is shared and agreed quality improvement developments identified.
- The BSL team are particularly creative and technically strong and have produced well received innovative resources for the Service and the City.
- PGCE placements are well integrated and were an excellent additional resource for staff and students. All four PGCE students have been employed by AEW in 2018/19.
- Student progress and achievement is well promoted and celebrated across the Service. Annual events were organized to celebrate ALDD and BSL achievement, Level 2 and Level 3 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.
- Robust use of course application process with effective initial assessment supports the placement of students on the right course and on the right route towards their goal.
- Excellent lesson and classroom delivery as evidenced by Learning Walks, OTLA observations and peer observations ensures students succeed and progress. *Some teaching sessions could be more inspiring.*
- There is good focus on recording students starting point and progress towards their learning and life goals. Technically focused skills checks enable clear identification of English and maths skills and there is a thorough understanding of language needs to ensure students are appropriately supported and challenged to successful completion and progression towards their identified goals.
- AEB funding is skillfully deployed to ensure students achieve their learning targets and progress towards their goals.
- BSL level 3 VLE and initial assessment need further review and development to raise levels of achievement

5.2 Areas for Improvement

- Review effectiveness and efficiencies of Subject Lead role.

6.0 Personal Development, Behaviour and Welfare

Proposed Grade 1

6.1 Key Strengths

- Excellent development of students' ILT skills as evidenced in OTLA reports.
- Like Minds GP referral scheme has continued with a focus on the acquisition of skills. It remains an important tool in supporting students to manage their mental health and to develop their confidence to make choices and progress to further learning. 70% of students with diagnosed mental health following Like Minds courses reported improvements in their mental health, 51% reported an improvement in their personal confidence and 74% in the enjoyment of their life. *Raise service wide awareness of approaches to promote mental wellbeing of staff and students*
- Additional Learning Support for students is very good and that for students with learning difficulties and disabilities is excellent enabling students to progress towards independence and further study. *A review of ALS delivery to students at transition phases is necessary to ensure there is an appropriate balance between support and challenge to progress students as they become ready for their next steps. Implementation, review and evaluation of the updated Dyslexia support process and procedure needs to be embedded into the overall strategy for learning support*
- High quality learning opportunities and wider enrichment activities are offered to enable students to broaden their vocational experiences. There has been very good participation in wider enrichment activities such as Emergency Paediatric First Aid for students on teaching assistant and childcare courses; Emergency First Aid, Food Safety and Manual Handling for all students on Health and Social Care courses; Emergency First Aid for ESOL and Access to Health students; English and ESOL students completed project work by visiting local sites of historical interest; Life Skills students prepare for independence by planning and participating in trips to supermarkets, Art Galleries, Birmingham Christmas market and other places of interest. English, ESOL and Family Learning students explored the environment theme by completing appropriate learning tasks and visiting Birmingham Botanical Gardens and Dudley Zoo. Access to HE Art and Design students visited the Tate London; BSL students visited Deaf Fest Wolverhampton where local deaf friendly businesses and services are promoted
- Focused employability awareness sessions are held in all technical and core courses as well as in appropriate engagement provision to raise the awareness of opportunities available and the skills necessary to meet employer demand. 63% of students completing Teaching Assistant Level 2 and 3 courses reported positive employment outcomes. ALDD students experienced enterprise activities, Erasmus + project offered European work placements and 93% reported optimism about their future work prospects as a result of the programme, 96% reported that they had learnt better to value different cultures, feel more open minded and curious about new challenges. All students on the Level 2 Certificate in Skills for Further Study: Business Administration and Law participated in a work placement within customer service at AEW.
- ESOL students participated in Wolverhampton City walks, visiting local facilities and services as part of citizenship in ESOL. ALDD students regularly visit a range of places of worship to experience and learn about different faiths and cultures. Family Learning has been an effective tool in engaging and supporting 60 families of new arrivals at Goldthorn Primary School to integrate into the local community.
- In the annual 'Next Steps' survey, 70% of students overall reported an increase in their personal confidence. Students on core skills and technical courses reported 72% increased personal confidence. Those on technical and academic courses were also much more likely to encourage others to take up learning at 48%. 43% of students on Core courses reported they had become more involved in their child's education. 45% of students overall reported an improved social life and enjoyment of life, thereby contributing to reducing student isolation.
- Talk English project and Parent Champions courses have been effective in delivering volunteering support and experience to residents. Students have also been encouraged and recruited to volunteer during enrolment and open days and Access to Business Studies students have experienced reception duties.

- Good engagement with partnerships at strategic and operational level exist to safeguard students. This is evidenced through referrals to a broad range of appropriate organisations to provide ongoing support to individuals following any disclosure.

6.2 Areas for Improvement

- Raise service-wide awareness of approaches to mental well-being of staff and students.
- Review Additional Learning Support delivery to students at transition phases.
- Embed the dyslexia support process and procedure into the overall strategy for student support.

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7.0 Outcomes - 19+ Adult Provision

Proposed Grade 1

7.1 Key Strengths

- There is good development of relevant work-related opportunities within courses. Employer job fair events were hosted with good employer attendance e.g. Progress Care recruitment events led to 27 residents, including AEW students, being interviewed, 19 were offered a job and 5 were offered voluntary work. Work coaches visited Customer Service courses with details of hospitality jobs and employers from KASPAs, K Teas and Progress Care also visited classes to reinforce the messages about essential employability skills. *Partnerships with employers need to be developed further.*
- There is effective use of a range of learning support strategies that are individualised to ensure students succeed. Examples include timetabled tutorial slots at the start or end of teaching sessions or at times arranged individually with students, Learning Development sessions, Skills Builder sessions, use of VLE to promote individual study and homework tasks, level 6 communication support provided for maths for students who are deaf.
- There is excellent use of Skills Builder support for language and number development, which has enabled students to achieve and progress. 94% of students who attended Skills Builder sessions were supported to achieve their main learning aim and 56% progressed into further learning in 2018/19. It has also provided encouragement for students to self- identify the benefit of formal qualifications in English and maths and has resulted in students enrolling on discrete courses.
- There has been a 23% increase in students following programmes of study to support their quick progress towards being work ready. 42% of students on Education and Training courses were also attending a range of preparation for employment opportunities including English, maths, Food Safety, Emergency Paediatric First Aid and Skills Builder.
- There is improved student access to impartial careers guidance during and at the end of the course from work coaches and student services staff. Increased formal qualifications for IAG staff will further improve the service to students. IAG visits were carried out for identified technical courses. These sessions were course specific and linked to local labour market information. Student feedback confirmed that this support was well received, and the sessions led to a high percentage of students requesting and then receiving 1-2-1 sessions to confirm personal career plans for future employment and learning opportunities. Work coaches visited identified vocational learning courses to support individuals into employment opportunities.
- 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 FE rated their teaching support as excellent.
- There is clear information on routes to further learning and employment for students in all technical areas and ensure students have 'a line of sight to jobs'. Progression routes for students on core courses clearly identify routes to further learning.
 - 84% of students on Education and Training courses progressed to further study in their chosen technical pathway; 63% of students on full level 2 and level 3 courses in Education and Training reported a positive employment destination
 - 81% of students completing Level 2 Certificate in Skills for Further Study progressed to Level 3 Diplomas; 92% student on Level 3 Access to Higher Education Diplomas progressed to University; 75% of students on maths Entry Level 3 progressed to Level 1; 54% of students who achieved Level 1 Maths progressed to Level 2; 47% of those students completing Level 2 progressed to GCSE maths.
 - 47% of Wider Family Learning students progressed to Family English, maths and language courses
 - 90% of CELTA students progressed to job related outcomes; 82% of ERASMUS + students progressed to job related outcomes or further study

- Erasmus + mobility project funding has been highly successful in preparing and sending students on European work placements thereby raising aspirations and leading to better personal and employment outcomes.
- There has been further significant investment in buildings and technology to support teaching, learning and assessment. Networking upgrades, new and additional computer equipment has promoted digital inclusion across all sites and specialist music software supports the delivery of a new level 3 pathway in Music Technology.
- In the FE Choices survey 2017/18, students reported exceptionally high levels of satisfaction with the quality of Teaching, Learning and Assessment and with how well they are treated by staff.
- The nationally published Outcome Based Success measures for 2015-16 show AEW students have significantly higher rates for all measures as compared with all Community Learning providers.
 - Sustained Employment rate for AEW students is 61% as compared with 56% for all ACL providers
 - Sustained Learning rate for AEW students is 21% as compared with 15% for all ACL providers
 - Sustained Employment Rate for Benefit students is 44% as compared with 40% for all ACL providers
- Overall achievement rates for all courses and all groups of students across all equality indicators are high and often well above the relevant benchmarks. Outstanding rates were achieved in: Entry Level 2 Functional Skills Maths, Entry 3 Level Caring for a Child, Entry Level 3 Functional Skills in English, Entry 3 Award in Life and Living Skills, Business and Administration courses at Level 1 and Level 2, GCSE Maths, Level 3 Diplomas in all Access to Higher Education pathways, Level 2 Certificate in Children and Young People's Workforce, Level 2 Certificate in Skills for Further Study, Level 2 Certificate in BSL, Level 2 Functional Skills English, Entry 3 and Level 1 Award and Level 2 Certificate in Creative Craft, Level 3 Diploma in Supporting Teaching and Learning in Schools, Level 5 Certificate in English Language Teaching for Adults (CELTA).
- Targeted marketing resulted in increased recruitment from priority areas and participation in priority provision at Level 3, Maths and English, Administration and Supporting Teaching and Learning in Schools at Level 2.
- *Management of the 38 continuing students in English and maths was poor*
- *Management of the study programmes for 16-18-year-old students was poor*
- *Pass rates in ICT Functional Skills were poor*

7.2 Areas for Improvement

- Improve management of continuing students in English and Maths
- Improve pass rates in ICT Functional Skills
- Improve management of young people's study programmes

8.0 Summary Data

8.1 Participation Data

	2016/17	%	2017/18	%
Total leavers	7351		6193	
Students	2752		2471	
Men	743	27	543	22
Women	2009	73	1928	86
From white background	1529	56	1186	51
From minority ethnic background	1233	44	1285	52
Declared disability	389	14	267	11
Declared learning difficulty	271	10	276	11
Students from most deprived wards	1422	52	1356	55

- There has been a reduction in starts as a consequence of the planned strategy to offer larger, more intensive programmes to students to support their progress to further learning or employment within the ESFA allocation.
- Recruitment from priority areas and recruitment of priority groups remains high

8.2 Headline Achievement Rates

Funding Stream	2016/17				2017/18				Provider Benchmark Rate 16/17 %
	Leavers	Retention %	Pass %	Achievement %	Leavers	Retention %	Pass %	Achievement %	
16-18	50	88	93	82	17	65	82	53	72
19+ Skills	3248	95	95	90	2700	96	94	91	85
Community Learning	3221	99	100	99	2428	99	99	98	86

- Achievement rates for 19+ provision remain high and well above the provider group rates.
- Full achievement of study programmes for 16-18 year olds continuing from 2016-17 to complete in 2017-18 was poor

8.3 19+ Adult Skills Achievement Rates by Sector Subject Area (Tier1)

Sector Subject Area (Tier 1)	2016/17				2017/18				Provider Benchmark Rate 16/17 %	Difference %
	Leavers	Retention %	Pass %	Achievement %	Leavers	Retention %	Pass %	Achievement %		
01 Health, Public Serv. & Care	138	90	100	90	103	96	97	93	90	3
02 Science and Mathematics	27	96	100	96	41	95	100	95	80	15
03 Agric. Hort. & Animal Care	99	100	100	100	66	97	100	97	91	6
06 Information & Comm. Technology	102	97	97	94	37	100	100	100	88	12
07 Retail & Commercial Ent	71	99	100	99	73	100	100	100	92	8
08 Leisure, Travel & Tourism	28	100	100	100	23	100	100	100	90	10
09 Arts, Media & Publishing	354	98	100	98	322	97	99	97	90	7
11 Social Science	17	72	100	71	9	100	100	100	76	24
12 Languages Lit. & Culture	177	96	98	94	154	92	97	88	84	4
13 Education & Training	65	97	100	97	108	100	100	93	87	6
14 Preparation for Life & Work	2040	95	92	87	1653	97	92	89	84	5
15 Business, Admin. & Law	129	98	96	95	111	97	94	91	85	6
All 19+ ASB	3248	95	95	90	2700	96	94	91	85	6

- Achievement rate for all areas are higher than the relevant benchmarks

8.4 19+ Adult Skills Achievement Rates by Level

Level	2016/17				2017/18				Provider Benchmark Rate 16/17 %	Difference %
	Leavers	Retention %	Pass %	Achievement %	Leavers	Retention %	Pass %	Achievement %		
1 (including Entry)	2845	96	95	91	2160	97	96	93	87	6
2	835	95	91	85	477	94	88	83	81	2
3	83	66	100	66	50	88	98	86	71	5
5	2	100	100	100	13	92	100	92	70	22

8.5 19+ Adult Skills Achievement Rates by Qualification Type

Qualification Type	2016/17				2017/18						Provider Benchmark Rate 16/17 %	Difference %
	Leavers	Retention %	Pass %	Achievement %	Leavers	Retention %	Pass %	Achievement %	Min. standard	Diff. %		
Access to HE	38	58	100	58	30	90	96	87	70	17	72	15
Diploma	13	85	100	85	15	100	100	100	70	30	82	18
Certificate	93	96	92	86	137	93	95	89	80	9	86	3
GCSE English and Maths	52	92	100	92	81	89	100	89	75	14	79	10
Award	313	98	96	95	225	96	96	92	80	12	90	2
ESOL	719	93	93	86	712	97	96	94	70	24	86	8
Basic Skills, maths and English	256	93	83	76	411	93	79	73	63	10	75	2
QCF Units	950	97	94	91	435	99	98	98	85	13	88	9
Other Regulated	11	100	100	100	76	99	91	75	70	5	79	4
Other non-regulated	802	98	100	98	578	98	99	98	85	13	94	4
All qualification types	3238	95	95	90	2700	96	94	91			85	6

- Achievement rates for all qualification types are well above the relevant threshold so 0% of AEW provision is below Minimum Standards
- 38 continuing students in English and Maths Functional Skills impacted on the overall achievement rate for this course type
- ICT Functional Skills pass rates were poor leading to achievement rate for non-regulated provision being below benchmark

8.6 Impact on 'Basic Skills, Maths and English' Achievement Rate of excluding students continuing from 2016-17

Qualification Type	Leavers	Achievement %	Provider Benchmark Rate 16/17 %	Difference %
Basic Skills, Maths & English Achievement Rate excluding 38 Continuing Learners from 1617	373	78	75	3

8.7 Impact on 'Other Regulated' Achievement Rate of excluding ICT Functional Skills provision

Qualification Type	Leavers	Achievement %	Provider Benchmark Rate 16/17 %	Difference %
Other Regulated Achievement Rate excluding 52 FS ICT E3 & Level 1	24	96	79	17

8.8 Equality and Diversity

8.8.1 19+ Adult Skills Achievement Rates by Gender

Gender	2016/17				2017/18				Provider Benchmark Rate 16/17 %	Difference %
	Leavers	Retention %	Pass %	Achievement %	Leavers	Retention %	Pass %	Achievement %		
Male	811	95	95	90	632	95	93	89	86	3
Female	2437	96	94	90	2068	97	94	91	85	6
Achievement gap			0	0				2		

8.8.2 19+ Adult Skills Achievement Rates by Ethnicity

Ethnicity	2016/17				2017/18				Provider Benchmark Rate 16/17 %	Difference %
	Leavers	Retention %	Pass %	Achievement %	Leavers	Retention %	Pass %	Achievement %		
Asian - Indian	661	97	95	91	389	98	94	92	87	5
Asian - Other	113	94	93	85	184	98	94	92	84	8
Black - African	158	94	88	82	340	96	92	88	82	6
White - Other	120	95	95	91	340	97	96	93	86	7

8.8.3 19+ Adult Skills Achievement Rates by Disability/Learning Difficulty

Self-declared Disability/Learning Difficulty	2016/17				2017/18				Provider Benchmark Rate 16/17 %	Difference %
	Leavers	Retention %	Pass %	Achievement %	Leavers	Retention %	Pass %	Achievement %		
Disability	1025	97	96	92	781	97	96	93	85	8
No Disability	2090	95	94	89	1854	96	94	90	85	5
Achievement gap				3				3		

8.9 19+ Community Learning Achievement Rates (non- regulated)

Sector Subject Area	2016/17				2017/18				Provider Benchmark Rate 16/17 %	Difference %
	Leavers	Retention %	Pass %	Achievement %	Leavers	Retention %	Pass %	Achievement %		
01 Health, Public Serv. & Care	449	100	98	98	412	100	100	100	86	14
02 Science and Mathematics	0				160	98	99	98	86	12
03 Agric. Hort. & Animal Care	146	99	100	99	117	100	100	100	86	14
06 Information & Comm. Technology	16	100	100	100	110	99	100	99	86	13
07 Retail & Commercial Ent	148	99	100	99	102	99	100	99	86	13
08 Leisure, Travel & Tourism	433	100	100	100	231	99	100	99	86	13
09 Arts, Media & Publishing	590	100	100	100	353	100	100	100	86	14
11 Social Science	0				21	100	100	100	86	14
12 Languages Lit. & Culture	323	100	100	100	156	99	100	99	86	13
13 Education & Training	16	94	100	94	1	100	100	100	86	14
14 Preparation for Life & Work	1080	98	99	98	754	98	100	98	86	12
15 Business, Admin. & Law	20	90	100	90	11	100	100	100	86	14
Total	3221	99	100	99	2428	99	100	99	86	13

- Achievement rate for all areas are higher than the relevant benchmarks
 - Increased numbers of Preparation for Life and Work students are moving directly to regulated activity with appropriate support rather than completing an initial non-regulated preparation route
 - There has been a planned increase in recruitment to introductory Digital Skills provision

8.10 Wider Outcomes

8.10.1 Next Steps Survey 2017-18

This is a service wide survey, completed by 71% of in-scope students, during 2017-18. It is intended to provide measurable evidence of the impact of teaching learning and assessment on students’ employment, personal, family and community developments. The survey also captures progression intentions. Key reported outcomes were:

- 93% reported a positive employment related outcome
- 70% reported increased personal confidence at the end of the course
- 45% reported improved social life
- 30% became more involved in their child’s education
- 18% became more involved in their local community

Service Summary		MAIN DATA		SUMMARY		
Based on 993 responses as at 15/10/2018		Responses (993)		All responses		
Employment Related Outcomes	Got full-time employment	90	9%	324	33%	Actual employment outcome
	Got part-time employment	87	9%			
	Became self-employed	35	4%			
	Got a better job/promotion	112	11%			
	Got an interview for a job	125	13%	384	39%	Pre-employment outcome
	Started a traineeship	22	2%			
	Started an apprenticeship	8	1%			
	Got a work placement/internship	55	6%			
	Became a volunteer	174	18%			
	Get more job satisfaction	119	12%	206	21%	Employment related
	Stayed in active retirement	55	6%			
	Helped to cope with redundancy	32	3%			
	Other (not included in summary data)	91	9%			
	No response	79	8%			
Personal Development Outcomes	Increased personal confidence	693	70%			
	Increased enjoyment of life	449	45%			
	Improved social life	442	45%			
	More able to live independently	127	13%			
	Improved physical health	127	13%			
	Improved mental health	214	22%			
	Other (included in summary data)	96	10%			
	No response	35	4%			
Family & Community Outcomes	Became more involved in my child's education	297	30%			
	Became a governor or similar	28	3%			
	Became more involved in my local community	180	18%			
	Improved confidence in own parenting skills	224	23%			
	Encouraged others to take up learning	428	43%			
	Other (included in summary data)	482	49%			
	No response	174	18%			
	Stay unemployed - not ready to look for work	94	9%			
	Continue volunteering	88	9%			
	Stay retired / become retired	39	4%			
	Other (not included in summary data)	111	11%			
	No response	96	10%			

8.10.2 Next Steps - Intended Destinations

This is a service wide survey, completed by 71% of in-scope students, during 2017-18. It is intended to provide measurable evidence of the impact of teaching learning and assessment on students' employment, personal, family and community developments. The survey also captures progression intentions. Key reported outcomes were:

- 82% reported an intention to progress into further learning
- 32% reported an intention to continue in employment/self-employment
- 9% reported an intention to continue or start volunteering
- 26% said they would continue to look for employment

Future Learning	Enrol on a course with Adult Education Wolverhampton	630	63%	811	82%	Further learning
	Enrol on a part-time course at a different college	51	5%			
	Enrol on a full-time course at a different college	15	2%			
	Enrol on a Higher Education course	87	9%			
	Apply for an apprenticeship or traineeship	28	3%			
	Take a break from studying / learning	69	7%			
	Other (not included in summary data)	83	8%			
	No response	59	6%			
Future employment	Continue my current full-time employment	181	18%	327	33%	Continue employment
	Continue my current part-time employment	113	11%			
	Continue my current self-employment	33	3%			
	Look for employment /self-employment	271	27%			

8.10.3 Observation of Teaching, Learning and Assessment

- 86 teachers were employed within the service as at May 2017.
- 58 were salaried staff on full or fractional contracts
- 28 were employed through YOO recruitment agency

The planning of classroom observations for 17/18 was based on agreed guidelines using a risk assessed approach.

- All observations are planned jointly by managers. Observers carry out inter and intra departmental observations to ensure robustness and objectivity.
- Managers timetable approximately 70% of staff for observations with an expectation that at least 65% are carried out.
- All new staff to the service are observed in the earliest window.
- All staff awarded a Grade 3 or 4 are re-observed within three months and receive coaching and mentoring to improve their practice and thereby grade.
- A minimum of 10% of observations are joint lesson observations.

Grade	2016-17		2017-18		Change
	Number	%	Number	%	%
Outstanding	24	37	21	35	-2
Good	37	57	38	63	6
Requires Improvement	3	4	1	2	-2
Inadequate	1	2	0	0	-2
Total	65	100	60	100	
Good or better	61	94	59	98	

8.10.4 FE Choices - Student Satisfaction Data

FE Choices Survey - Adult Skills Ratings on a scale of 1-10s	2016-17 All	2017-18 All	Change
Quality of teaching/training	9.2%	9.5%	↑
How you are treated by staff	9.4%	9.6%	↑
Advice on what to do next	8.6%	9.0%	↑
Support you get	9.1%	9.4%	↑
AEW at responding to learners' views	8.7%	9.4%	↑
Does your course meet your expectations?	8.8%	9.2%	↑
Overall rating	8.9%	9.3%	↑
Would you recommend to family / friend?	96%	97%	↑
Number learners participating	597	506	
Eligible learners	1,632	1,249	
% Eligible learners	37%	41%	↑

9.0 Student Comments

I like the nice relaxed atmosphere, which helps me to improve my work friendly and enthusiastic teacher, very welcoming it has been a very good experience.

OLD HALL STREET IS AN OLD, OLD BUILDING. THE HEATING SHOULD BE ON EVERY DAY IN THE COLDER MONTHS, NOT JUST WHEN SOMEONE REMEMBERS TO TURN IT ON. SMOKING SHOULD BE DISCOURAGED OUTSIDE THE BUILDING AS THE SMOKE GETS INTO THE CLASSROOMS THROUGH THE OLD, WOODEN WINDOW FRAMES.

This course is wonderful, everyone helps and supports each other. Beth our course tutor is patient, understanding, extremely helpful and kind. This course has exceeded it self. Brilliant. Even my parents commented that I seem more confident, which I put down to my teacher Beth Matthews and the girls at the Wednesday class. Big Thank You.

After taking redundancy I feel enrolling on this course has given me a new sense of direction to help with future job prospects.

Due to the confidence gained from my current studies, I was able to gain full time employ ment,

since being made redundant from my last job 3 months ago, Business Admin course has helped me to overcome losing my last job. I will work towards level 1 computer course and then apply for job in admin work.

DS. 21/11/17.

I have encouraged friends to look at courses to enrol on at the Adult Education

I am working as a volunteer at Bilston Resource Centre as a Reception Assistant. As part of my role, I book people onto educational courses and training. I also deal with enquiries about courses and training available.

I AM LOOKING FOR OFFICE BASED WORK AND THE COURSE HAS GIVEN ME THE SKILLS AND KNOWLEDGE TO LOOK FOR JOBS IN THIS AREA OR JOBS THAT INVOLVE ADMIN.

I feel that while attending college it has help to increase my personal confidence & social life inter-acting with fellow students. Also information I have learned on course has increased my knowledge of customer service & helped me to be work ready.

The staff and tutors are very good and understanding 10 ~~out~~ out of 10. Thank you.

INTERVIEW WITH THE CIVIL SERVICE. AT THE CROWN COURT IN WOLVERHAMPTON. POSITION WAS FOR A COURT USHER. THERE WAS ONLY ONE POSITION.

Since starting this course, I have found confidence to apply for a business administration apprenticeship

June 4th / not until september.

Has helped me improve my confidence and if I am successful with my courses, it will improve my employment prospects

Studying at Adult Education has helped me to get more knowledge in caring for a child. I'm really satisfied by doing this course.

I have been volunteering at a primary school since starting my course.

I was looking to personally mentor ~~child~~ and this course has given me the skills I need to commence my career in this area.

I completed my level 2 in 2017, and have stayed at the same school where I am now employed full time. I have completed my level 3 whilst in

This course has been enjoyable despite the level of the course, as it has been difficult at times. I'm thankful for the support I've received from my tutor and interpreter.

The course has rekindled my enjoyment of - and desire to learn more - foreign languages.

I work part-time (32 hours per week) in a warehouse. I intend to apply for a better job maybe an administrative job to apply what I have learnt. At the moment I am a full time carer for my youngest son who has lots of medical appointments and I am unable to work because of this.

CAREER FOR MOTHER BUT INTEND TO OWN MY OWN BUSINESS

I have really enjoyed level 2 - and would like to do level 3.

These courses provide me with a sense of self purpose and confidence in my skills, and abilities to pass all assessments. The social interaction and nice staff both teachers and assistants, have all been very positive.

I have increased my reading skills

QUANTITY OF TEACHING + SUPPORT IS EXCELLENT IMPROVES QUALITY OF LIFE AND DEALING WITH DEPRESSION

The aim of this course was to get a grade 4 in GCSE Maths which I really hope I do. This will secure a place at University for me to complete a PGCE Primary Education course commencing Sept 2018.

The course has prepared me enough to take the exam, I HOPE!

My study at Adult E has helped me during my university interview and also I increased my communication skills

I want to do access to higher education to gain entry to university and study nursing.

I would recommend this path of learning to anyone wanting to improve their education and life