



# Cabinet Meeting

11 March 2015

<b>Report title</b>	Adult Education Service Self-Assessment Report 2013-14 and Development Plan 2014-15	
<b>Decision designation</b>	AMBER	
<b>Cabinet member with lead responsibility</b>	Councillor Philip Page Schools, Skills and Learning	
<b>Key decision</b>	Yes	
<b>In forward plan</b>	Yes	
<b>Wards affected</b>	All	
<b>Accountable director</b>	Tim Johnson, Place	
<b>Originating service</b>	Adult Education Service	
<b>Accountable employee(s)</b>	Sue Knottenbelt	Interim Head of Service
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<b>Report to be/has been considered by</b>		

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## Recommendation for action or decision:

The Cabinet is recommended to:

Approve the Adult Education Service Development Plan 2014-15.

## Recommendation for noting:

The Cabinet is asked to note:

The Adult Education Service Self-Assessment Report 2013-14

## 1.0 Purpose

- 1.1 The report summarises the results of the Adult Education Service's recent self-assessment.
- 1.2 It also sets out the main areas for development, identified through the self-assessment process, in order to achieve continuous improvement.
- 1.3 Hard copies of the full Self-Assessment Report 2013-14 are available for reference in the Councillors' Rooms.

## 2.0 Background

- 2.1 The Self-Assessment process is conducted using Ofsted's (Office for Standards in Education, Children's Services and Skills) Common Inspection Framework as the national standard for learning and skills. The Service assesses its performance annually and produces a one-year development plan based on the findings of the assessment.
- 2.2 Assessments are graded in line with inspection grades i.e. on a four point scale; grade 1 outstanding, grade 2 good, grade 3 requires improvement and grade 4 inadequate.
- 2.3 The Development Plan for 2014-15 contributes to the aims of the Corporate Plan 2012-15 and the City Strategy 2011-2026 "Prosperity for All", especially Key Theme 1: Encouraging Enterprise and Business by improving adult skills and encouraging enterprise and Key Theme 2 Empowering People and Communities by closing the gap in educational outcomes for adults and improving their health and well-being.

## 3.0 Self-assessment grades

- 3.1 Summary of overall grades

<b>Overall Effectiveness</b>	<b>1</b>
Outcomes for Learners	1
Quality of Teaching, Learning and Assessment	2
Effectiveness of Leadership and Management	1

## 4.0 Key judgements to support the Grade 1 for Overall Effectiveness

- Outstanding outcomes for learners
- Outstanding quality of teaching, learning and assessment
- Outstanding effectiveness of leadership and management
- Senior Managers have a clear vision of the needs of the community which is shared with staff
- The inclusive nature of the provision ensures that it meets the needs of all groups in Wolverhampton very well, including those with learning difficulties and disabilities

- Exceptional learning support provides excellent learning experiences
- The curriculum offer reflects the Service's key role in meeting the priorities of the local authority and its partners, resulting in more of the community moving into work and contributing to the regeneration of the city
- Excellent management of staff performance supports the continuous improvement of the learning experience particularly well
- A very high standard of learners' work, and in most cases well above that expected for the level of course they are attending
- Resources are excellent and give learners a very good experience of learning
- Tutors provide each learner with very high levels of respect and encouragement
- Tutors and support staff's high expectations of learners enable them to reach their full potential and produce very high quality work
- Tutors use high standard resources skilfully and imaginatively to promote learning

## **5.0 The Development Plan**

5.1 The Development Plan sets out the main actions to bring about continuous improvement within the Service.

5.2 These actions are detailed within curriculum Quality Improvement Plans (QIPs) at the operational level.

5.3 QIPs are monitored and revised regularly at one to one meetings with the Senior Manager for Learning and Skills and the Development Plan is monitored and revised regularly at the Senior Management Team meetings.

5.4 Main actions for improvement:

- To increase the participation in mathematics further to meet the needs of the local community better, and to convince those with low levels of skills in mathematics to improve them in order to increase their employability and overall life chances
- To ensure that the good practice in the use of Information Learning Technologies (ILT) and the development of the Virtual Learning Environment (VLE) is consistent across all departments by setting clear expectations and encouraging tutors to share and learn from each other to enable them to further improve the learning experience
- Develop and implement an action plan to address the fall in retention for level 3 British Sign Language and Art and Design courses
- Develop and implement an action plan to improve success rates in English and Maths at all levels but particularly at levels where they are currently poor
- Develop and implement an action plan to ensure consistency in the development plans drawn up in response to teaching observations

## **6.0 Financial implications**

6.1 There are no direct financial implications arising from the report. Any costs associated with delivery of the Development Plan will be covered through approved Adult Education budgets. [ES/02032015/V]

## **7.0 Equal opportunities implications**

7.1 The Service aims to make learning opportunities available throughout the City and particularly in support of its mission to focus on citizens in priority neighbourhoods.

## **8.0 Environmental implications**

8.1 There are no direct environmental implications arising from this report.

## **9.0 Legal implications**

9.1 There are no direct legal implications arising from this report. [RB/02032015/H]

## **10.0 Corporate Landlord implications**

10.1 There are no corporate landlord implications arising from this report.

## **11.0 HR implications**

11.1 There are no HR implications arising from this report.

## **12.0 Schedule of background papers**

Adult Education Service:

Self-Assessment Report 2012-13 and Development Plan 2013-14

Self-Assessment Report 2011-12 and Development Plan 2012-13 Cabinet Paper

Self-Assessment Report 2010-11 and Development Plan 2011-12 Cabinet Paper

Self-Assessment Report 2009-10 and Development Plan 2010-11 Cabinet Paper

Self-Assessment Report 2008-09 and Development Plan 2009-10 Cabinet Paper