

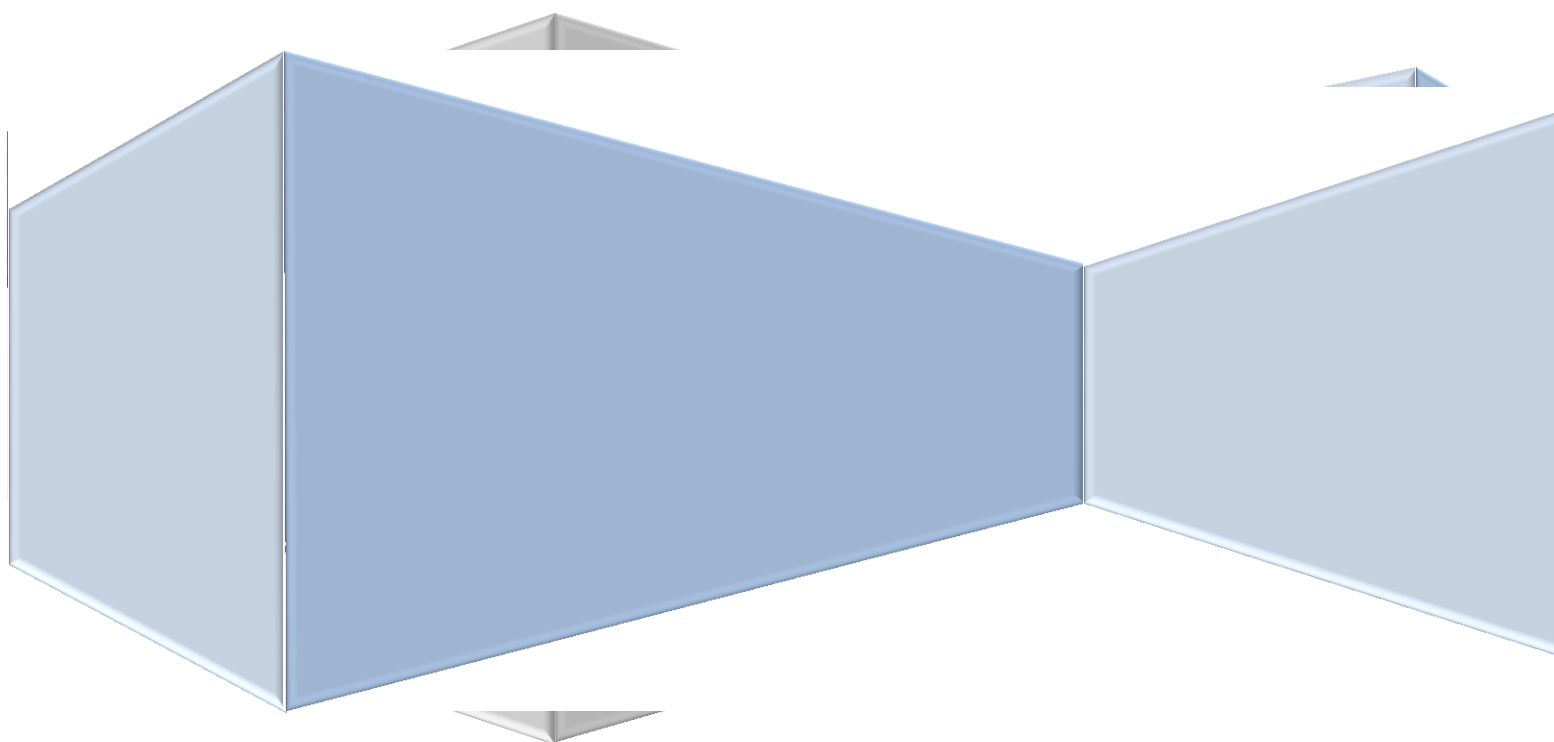
Adult Education Service

Adult Education Service

Self Assessment Report

2013-2014

summary version



Background

The Service's mission is to support the individuals and communities of the City, in particular those living in the City's priority neighbourhoods, to identify and achieve their learning aims, and thereby improve the quality of their lives through:

- working in partnership with other providers to ensure City-wide coverage
- developing collaborative planning processes
- deploying funding and resources in ways to maximise their effect
- sourcing and accessing additional funding and resources to meet specific needs
- using contracts and SLAs to set out clear operational arrangements
- adhering to a set of values which are underpinned by a commitment to equality and diversity

Our objectives are:

1. To provide Community Learning across the City and to evidence its benefit to students and their communities
2. To prepare students for access to Further Education and employment
3. To support access and progression to Higher Education and employment

The Adult Education Service secures funding from the Skills Funding Agency to provide training and education across the city to people living and working in Wolverhampton. Courses are delivered in over 45 community venues across the city to help residents access training. Courses are run at entry level to level 5 and focus on a wide range of learning including qualification courses, active citizenship, arts and crafts, digital and financial skills, volunteering, health and well-being, and family learning. For those wishing to get into work, to volunteer or progress to more advanced further and higher education, courses help residents improve English, maths, IT, vocational, personal and social skills.

The Service provides vocational, academic and community education for young people and adults in thirteen of the fifteen sector subject areas. Core business provides a broad range of education for students from non-regulated leisure and personal development programmes to regulated full Level 2 and Level 3 provision. A small but significant volume of level 4 and level 5 programmes are offered in education and training.

Curriculum is planned to ensure that the provision offers students a broad range of opportunities to gain personal development, receive information and support for health and wellbeing and to gain skills and qualifications for higher education and employment.

In the academic year 2013-14 the Service enrolled approximately 5,500 students on all programmes. During 2013/14 the number of external qualification bearing aims delivered outstripped those supported through the community learning stream for the first time and were 4394 and 4104 respectively. The core recruitment area remains Wolverhampton and the immediate environs in Dudley, Sandwell and Walsall. Some 51% of the Service's students reside in the 10 most deprived wards in Wolverhampton. 74% of students are female and 40% are from ethnic minority groups. We continue to increase engagement of students from priority neighbourhoods and minority ethnic communities.

Headline data

Participation data 2013/14

Total starts	9,431
Total qualification starts	4,394
Total community Learning funded starts	4,104
% women students	74%
% men students	26%
% students from 10 most deprived wards	51%
% students from minority ethnic backgrounds	40%
% students with a declared learning difficulty	12%
% students with a declared disability	19%

Success rates and teaching grades 2013/14:

	WAES data	National Benchmark
Qualification Success rate (19+)	91%	87.6%
Qualification Success rate (16-18)	96.9%	81.2%
Community Learning Success rate	95.5%	90.2%
Observation of Teaching and Learning – Grades 1&2	85%	Not known

Learner Satisfaction 2013/14

Question on Learner Survey	WAES score (maximum 10)	National Mean Score (maximum 10)
How good or bad is the help staff gave you in the first few weeks?	9.0	8.4
How good or bad is the teaching on your course?	9.3	8.5
How good or bad is the respect staff show you?	9.5	8.8
How good or bad is the support you get on the course?	9.1	8.5
How good or bad are staff at listening to your views?	8.8	8.2
How good or bad is the provider at acting on your views	8.6	8.0
Overall, how good or bad do you think the provider is?	8.9	8.4
How likely is it that you would recommend the provider to family and friends?	9.3	8.9

Overall grades

Overall Effectiveness	Grade 1
Outcomes for Learners	Grade 1
Quality of Teaching, Learning and Assessment	Grade 2
Effectiveness of Leadership and Management	Grade 1

Key judgements

Overall

Wolverhampton Adult Education Service is outstanding because:

- **High and mostly improving achievement for all groups of students**
- **Outstanding individualised support which contributes to good student progression within the provision and into further and higher education and employment**
- **Consistently good teaching and assessment results in significant improvements in students' academic and vocational skills**
- **Outstanding promotion of equality and diversity**
- **Good and highly effective quality improvement arrangements**
- **Good strategic vision focussed on student success and achievement**
- **Strong leadership and management which supports well the continuous improvement of the learning experience**
- **Outstanding curriculum management**

Details

Key outcomes for students are: Grade 1

- High success rates for qualification and community learning funded courses for all groups of students. Retention, achievement and success rates for 16-18 year old students are excellent. Success rates are outstanding for full level 2 provision and level 1 courses and good in most other areas.
- Many students increase their employability skills and progress into paid work, volunteering and higher education. There is good tracking of progression beyond the end of courses at departmental level. This requires formalising at Service level
- The standard of students work is very high as supported by external moderation reports across the Service.
- Students benefit from a range of planned and well promoted progression routes to other provision available within the Service and to other local providers
- Students develop good practical skills and technical knowledge in many lessons
- Students articulate significant improvements in their self-confidence and personal attributes
- Support for all students including those with disabilities and/or additional learning needs is excellent, thereby enabling them to succeed. Where students are at risk of withdrawing from their studies, staff intervene to assess the reason for possible drop-out and organise appropriate ways to support students to successfully complete their studies. These include one to one additional support, focused LDC support, the use of VLE and appropriate advice, guidance and action on financial support.

Key Quality of Teaching, Learning and Assessment judgements are:

Grade 2

- Tutors have high levels of skills and relevant qualifications and experiences to support student achievement.
- Attendance monitoring is excellent in most courses and a variety of innovative strategies are used to ensure students who have missed work have opportunities to catch up, remain on their programmes of study and succeed.
- Tutors plan effectively and deliver high quality programmes that are well matched to course and learner requirements.
- There is excellent use of peer support in the majority of classrooms.
- An outstanding commitment to equality and diversity is evident in all aspects of the provision. Equality and diversity is well promoted across the Service, with high proportions of students articulating that they are accorded respect and would recommend the Service to family and friends.
- The safety of students and learning resources is very effectively managed, monitored and reported in student surveys and course reviews. Staff receive regular updating in safeguarding and safety issues and deploy the knowledge to be alert to possible areas of concerns.
- Staff demonstrate high expectations of students and students achieve and often exceed their stated learning goals
- The development of skills in English is good. Mathematics is inconsistent and can be variable in some areas.

Key Effectiveness of Leadership and Management judgements are:

Grade 1

- Good strategic vision based on local and SFA priorities results in the setting of challenging targets and the deployment of effective management interventions to review performance and address areas of under-performance
- Good strategic leadership clearly focused on teaching, learning, assessment and quality improvement
- Effective management of staff performance has led to a significant improvement in the standard of teaching and learning across the Service.
- The observation of teaching and learning is extremely thorough with a strong focus on the quality of the student experience and student success. Development planning following lesson observations against the identified areas for improvement is inconsistent.
- Self-assessment is excellent and inclusive and results in the development of appropriate quality improvement plans which are regularly reviewed and updated.
- Equality and diversity is well promoted across the Service and its impact on a high quality student experience across all areas of provision is evident.
- There is a broad curriculum offer which is directly aligned to meet local needs. An extensive range of engagement programmes have been planned and delivered successfully across the Service resulting in the recruitment of a very high numbers of students from priority areas in Wolverhampton.
- Safeguarding for all students is good.
- Staff development and team working has a high profile across the Service and is used effectively to evaluate and improve Service practices.
- Financial management is highly effective, enabling the Service to ensure facilities are fit for purpose and regularly improved as required and this has resulted in a high standard of resources to promote learning.
- Use of robust data is well promoted as an essential management tool and is very effectively used in planning, monitoring, managing and evaluating delivery.
- The Service has a wide range of productive partnerships with statutory and voluntary organisations that benefit students and the local communities.

What we need to do to improve further:

- **Increase participation in Maths provision**
- **Share the good practice in the use of information technologies and the development of the virtual learning environment obvious in many departments and courses across the Service to ensure consistency**
- **Develop and implement an action plan to address the fall in retention for level 3 courses in British Sign Language and Art and Design**
- **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**