

SCRUTINY REPORT



MEETING: OVERVIEW AND SCRUTINY COMMITTEE

DATE: 30th January 2020

SUBJECT: Adult Learning Service Advisory Group Annual Report

REPORT FROM: Councillor Richard Gold and Julie Kenrick (Head of Service, Adult Learning)

CONTACT OFFICER: Julie Kenrick , Adult Learning Service

1.0 PURPOSE OF THE REPORT

- 1.1 To inform members of the Overview and Scrutiny Committee of the work of the Adult Learning Service Advisory Group over the past 12 months.

2.0 BACKGROUND

- 2.1 In January 2019 the Adult Learning Service Advisory Group presented its first report to the Overview and Scrutiny Committee, outlining the rationale behind the establishment of the group and its proposed key functions with the ultimate aim of strengthening the monitoring of performance and quality improvement of the Service. Key functions include:
- Annually review internal targets for retention, achievement and success.
 - Review the Self-Assessment report, including Governance, and ensure that it identifies strengths and areas for improvement against the relevant sections of the Common Inspection Framework.
 - Monitor progress against the quality improvement plan and gain assurance that it is being implemented in a timely manner.
 - Engage with learners using a range of approaches including learning walks, learner voice activities, and learner celebrations to gain feedback from learners and insight into the learning experience.
 - Maintain an overview of priorities for adult education within a local, regional and national context.
 - Make recommendations regarding the service's strategic aims and objectives.
 - Raise the profile of the Service with internal departments and external organisations.
- 2.2 The Adult Learning Advisory Group is made up of one elected member from each Township and also includes an additional elected member with specific knowledge and expertise in teaching and learning. The group is chaired by the Deputy portfolio holder for Communities and Safer Neighbourhoods with officers represented by four members of the Adult Learning Senior Leadership Team and the Quality and Marketing Officer.

- 2.3 Since the local elections in May 19, there has been a vacancy for an elected member from the Radcliffe Township and some Townships have not been represented at any meetings. It is hoped that this can be resolved in the near future.

3.0 KEY FUNCTIONS

3.1 Review internal targets

Targets are set in September and a range of performance data is reported on at each quarterly meeting or on an annual basis as appropriate. Data includes overall learner participation numbers and participation by Township; enrolment figures; retention, achievement, attendance and punctuality rates; percentage of learners progressing into further learning and work; observation of teaching and learning grades; learner survey feedback.

3.2 Review Self-Assessment Report (SAR)

The SAR is produced at the end of the academic year and is the method by which the Service assesses itself against the Education Inspection Framework (**EIF**). The Service makes judgements on the four strands within the EIF including Quality of Education (Grade 2) Behaviour and Attitudes (Grade 2), Personal Development (Grade 1) and Leadership and Management (Grade 2). The key findings, including strengths and areas for improvement, have been presented to the Advisory Group and discussed within the meeting. The Service has graded itself overall as a Good (Grade 2) provider in 18/19. A question was raised at Advisory Group regarding the external validation process of the SAR report and as a result Bury will be carrying out peer validation with Blackburn with Darwen Adult Learning Service, Lancashire Adult Learning and Blackpool Adult Learning Service.

The Advisory Group has been introduced to the new EIF to help understanding as the Service will be inspected by Ofsted under the new framework. Inspection is likely to take place in this current year.

3.3 Monitoring progress against the Quality Improvement Plan (QIP)

The Quality Improvement Plan addresses any areas for improvement identified in the Self-Assessment Report and detailed actions have been developed to be addressed throughout 19/20. There was not sufficient time in meetings to monitoring the previous QIP (18/19) effectively with the June meeting cancelled after May elections and the subsequent changes to elected member representation within the group. This will be addressed in 19/20.

3.4 Engaging with learners

Elected members have taken part in a number of learning walks, accompanied by an adult learning manager, over the past 18 months. Visits have been undertaken to ESOL, Maths, English, Family Learning, Creative Writing, ICT, Functional Skills IT and Community Living for learners with additional needs, Spanish and Childcare. A learning walk is a short, focussed visit to a class, followed by feedback, reflection and follow up. It helps elected members to gain a better understanding of the learners' experience and improve their own understanding of teaching, learning and assessment, to enable them to monitor

these more effectively and provide challenge to managers.

Advisory Group members also attended the Learner of the Year Awards where there were opportunities to speak to learners and discover more about their learning experiences.

3.5 **Maintain an overview of priorities for adult education and make recommendations regarding the Service's strategic aims and objectives**

At the September meeting, the Advisory Group were given an overview of the Adult Learning Service, the key areas of work and how these are influenced by local, regional and national priorities. The Service has produced its proposed new Adult Learning Strategy 2020-23 and with it a set of new priorities which have been introduced to the group. The strategy has been circulated to group members for further feedback.

4.0 **Decisions /Actions agreed by Advisory Group**

- Review safeguarding questions on learner survey - **completed**
- Investigate and address fall in participation of Radcliffe residents in adult learning provision -**ongoing**
- Refine performance data sheet to provide greater clarity of information – **to do**
- Continue with learning walks to provide rich evidence on the learner experience in the classroom- **ongoing**
- Develop partnership with Communic8te around the offer of BSL courses-**completed**
- Attend community event at Topping Fold to promote courses and continue to work closely with community organisations – **completed /ongoing**
- Work more closely with communities team to gather local intelligence data-**ongoing**
- Provide learners in all classes with the Bury 2030 'big conversation' cards so they can contribute to the consultation - **completed**
- Investigate delivery of the IT workshop to address attendance figure which is slightly down from previous year- **completed**
- Carry out SAR validation with other adult learning providers –**arranged late January**
- Agree in principle strategic objectives, Adult Learning Strategy 2020-23 - **ongoing**

Strategic Objectives

- Engage with adults and provide the skills and learning they need to equip them for work, further learning or career progression, supported by high quality information advice and guidance and reflecting employer needs.
- Ensure the effective delivery of adult learning provision that is flexible and accessible, promotes social inclusion and supports wellbeing and good mental health.
- Work with communities to build on the strengths that already exist to enhance residents' ability to participate in their local community, be socially and digitally connected, healthy and happy.
- Work effectively with key partners to ensure coherent provision and progression for learners to support people at differing stages of their learning journey.
- Promote a culture of quality improvement across the service to achieve high quality delivery and an outstanding learning experience for learners with successful outcomes.

- Provide strong leadership and management, which ensures that the service remains sustainable, supports the wider policy objectives of the Borough and Greater Manchester Combined Authority.
- Monitor Quality Improvement Plan more systematically

Issues in Quality Improvement Plan still to be addressed

- Check out learners' understanding of radicalisation and extremism using a variety of methods
- Further develop and refine reporting to the Advisory Group , to enable it to continue to effectively challenge the work of the service
- Establish a regular partnership meeting involving key partners to contribute to the evaluation of impact of provision and to support the further development of a curriculum which meets local needs
- Ensure consistency of monitoring/ recording of performance management reviews of tutors and ensure actions are followed up.
- Review processes to ensure that learners are given the appropriate support to complete their learner journey
- Participate in and learn from GMCA new audit and monitoring processes
- Improve learner attendance monitoring
- Improve learner referral system to support progression across the service

5.0 Conclusion

- 5.1 This report provides an overview of the work of the Advisory Group over the past 12 months and reflects the positive impact it has made in strengthening the monitoring of performance and quality improvement.
- 5.2 That an annual report be submitted to the Overview and Scrutiny Committee on the work of the Group.

List of Background Papers: or Appendix

Self Assessment Report Summary 18/19 Adult Learning Performance Data 18/19

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