

Bury Adult Learning Service

Self-Assessment Report 2018-19

Key Strengths and Areas for Improvement

The Quality of Education - Grade 2

Key strengths

- The curriculum offer is planned to meet the needs and interests of learners, and to respond to local, regional and national priorities. Individual courses are planned within this context.
- Good or better teaching, learning and assessment, as shown from the grade profile of graded observations.
- 100% of learners returning surveys agreed or strongly agreed that the teaching on their course was high quality, and 100% agreed or strongly agreed that the feedback given to them by tutors gave them a clear understanding of how to improve.
- Assessment is used effectively to inform planning to meet individual needs.
- English, maths, ICT and employability skills are effectively embedded, with tutor support from the Quality Improvement Officer (English and maths across the curriculum).
- Good to outstanding retention, achievement and pass rates. On community learning, provision overall retention was 98.9%, achievement was 96.9% and pass was 97.9%. On skills(qualifications) provision, overall retention was 94.3%, achievement was 91.6% and pass was 97.1%. This is against Provider group achievement at 86.2% and National achievement at 88.3%.
- The promotion of Equality, Diversity and Inclusion, and British Values was good to outstanding, with no significant differences in achievement and pass rates across equality groups.
- Effective follow-up of non-returning learners to ascertain destinations, using an external company (Welfare Call in the first half of the year, followed by J2 Research).
- Destination data from J2 Research showed that 46.7% of learners who did not return to learning with the service were in work, further learning or volunteering.
- Very high standards of work, which were at least the standard expected.

Key areas for improvement

- Review all course documentation to streamline the recording of the learner journey, and implement regular moderation of the learner journey.
- Continue to support all tutors in fully embedding English, maths, ICT and employability skills into teaching, learning and assessment.

Behaviour and Attitudes - Grade 1

Key strengths

- Very high standards of behaviour, with almost all learners developing appropriate attitudes to learning and with a positive and respectful culture throughout. Learners support the service's strict no-tolerance attitude to bullying.
- Attendance and punctuality were good to outstanding across all programme areas. On skills provision attendance was 85.6% and punctuality 99%. On community provision, attendance was 87.2% and punctuality 98.2%. On other non-accredited provision, attendance was 84.6% and punctuality 99.8%.

- Safeguarding was effective, with 99.8% of learners indicating that they felt safe and knew what to do in the event of an incident. The small number who disagreed have been investigated through the tutor, and it was felt that they had misunderstood the question as no negative comments had been made in class.

Key areas for improvement

- Safeguarding question on the learner survey to be amended to ensure that all learners understand what they are being asked.

Personal Development - Grade 2

Key strengths

- Outstanding development of confidence and self-esteem across all programme areas. Most learners valued their increased skills and took great pride in their work.
- Good development of the understanding of British Values and equality of opportunity.
- Highly inclusive environment, in which learners feel valued and respected.
- The provision of information and advice to learners was good, both internally through tutors, managers and the Learner Services Officer, and in partnership with external organisations, particularly the National Careers Service.
- Progression is good. On qualification provision, 44% of learners progressed to a higher level in-year, 34% of learners from 2017/18 returned to other provision in 2018/19, and 65% of learners returned to higher levels of provision over a three year period. On community (mental health) provision, 25% of learners from 2017/18 returned to other provision in 2018/19 and 54% of learners attended other provision over a three year period. On other community provision, 27% of learners from 2017/18 returned to other provision in 2018/19 and 39.6% returned to other provision in-year (59% of whom progressed onto qualifications). On other non-accredited provision, 80% of learners attended two or more courses over the year, and 25% of learners from 2017/18 returned to other provision in 2018/19.

Key areas for improvement

- Continue to support tutors in fully embedding the promotion of British Values into teaching.

Leadership & Management - Grade 2

Key strengths

- Commitment from leaders and managers throughout the Service to continue to improve the quality of education and training. This is clear from the range of highly effective quality improvement activities, including effective use of data to monitor provision.
- Good use of resources to develop flexible and targeted provision to meet the needs and aspirations of local residents. This included the deployment of two full-time managers to support the development of community provision, and the allocation of community targets to other managers within the curriculum team.
- Very strong partnership working to support community learning, including partnerships within the Council intended to make a positive contribution to the Council's aspirations for the Borough. Increased recognition within the Council of the Service's contribution.
- The Prevent risk assessment and strategy was updated, informed by the Council's Prevent lead. A security assessment of the main adult learning centre was carried out by Greater Manchester Police and this will be used in 2019/20 to develop a comprehensive emergency plan for the building.

- Governance was improved through the operation of the newly established Advisory Group, and the inclusion of the Head of Service in portfolio meetings and attendance annually at the Overview and Scrutiny committee.
- 89% of courses returned end of course surveys, compared to 74.7% last year, through more rigorous monitoring. This will remain a priority in 2019/20.

Key areas for improvement

- Publish emergency plan for Bury Adult Learning Service, incorporating clear plans for lockdown in the case of unfolding incidents either within the town centre or the building.
- Continue to develop strategies to increase participation by learners from priority areas and groups, including unemployed learners or those in low-paid work.
- Continue to develop strategies for gathering feedback about impact from partners.
- Continue to develop strategies to ensure that all learners have the opportunity to give feedback.