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Rutland County Council

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Meeting: **ADULTS AND HEALTH SCRUTINY PANEL**

Date and Time: **Thursday, 30 November 2017 at 7.00 pm**

Venue: **COUNCIL CHAMBER, CATMOSE, OAKHAM, RUTLAND, LE15 6HP**

Clerk to the Panel: **Corporate Support 01572 720922**
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Helen Briggs
Chief Executive

A G E N D A

APOLOGIES FOR ABSENCE

1) RECORD OF MEETING

To confirm the record of the meeting of the People (Adults & Health) Scrutiny Panel held on 14 September 2017 (previously circulated).

2) DECLARATIONS OF INTEREST

In accordance with the Regulations, Members are invited to declare any personal or prejudicial interests they may have and the nature of those interests in respect of items on this Agenda and/or indicate if Section 106 of the Local Government Finance Act 1992 applies to them.

3) PETITIONS, DEPUTATIONS AND QUESTIONS

To receive any petitions, deputations and questions received from Members of the Public in accordance with the provisions of Procedure Rule 217.

The total time allowed for this item shall be 30 minutes. Petitions, declarations and questions shall be dealt with in the order in which they are received.

Questions may also be submitted at short notice by giving a written copy to the Committee Administrator 15 minutes before the start of the meeting.

The total time allowed for questions at short notice is 15 minutes out of the total time of 30 minutes. Any petitions, deputations and questions that have been submitted with prior formal notice will take precedence over questions submitted at short notice. Any questions that are not considered within the time limit shall receive a written response after the meeting and be the subject of a report to the next meeting.

4) QUESTIONS WITH NOTICE FROM MEMBERS

To consider any questions with notice from Members received in accordance with the provisions of Procedure Rule No 219 and No 219A.

5) NOTICES OF MOTION FROM MEMBERS

To consider any Notices of Motion from Members submitted in accordance with the provisions of Procedure Rule No 220.

6) CONSIDERATION OF ANY MATTER REFERRED TO THE PANEL FOR A DECISIONS IN RELATION TO CALL IN OF A DECISION

To consider any matter referred to the Panel for a decision in relation to call in of a decision in accordance with Procedure Rule 206.

SCRUTINY

Scrutiny provides the appropriate mechanism and forum for members to ask any questions which relate to this Scrutiny Panel's remit and items on this Agenda.

7) QUARTER 2 PERFORMANCE MANAGEMENT REPORT 2017/2018 5 Mins

To receive Report No. 193/2017 from the Chief Executive
(Report circulated under separate cover)

8) QUARTER 2 FINANCIAL MANAGEMENT REPORT 2017/2018 5 Mins

To receive Report No. 191/2017 from the Director for Resources
(Report circulated under separate cover)

9) FEES AND CHARGES - 2018-2019 5 Mins

To receive Report No. 213/2017 from the Director for Resources.
(Report circulated under separate cover)

- The above report is due to be presented at Cabinet on 19 December 2017.

- Scrutiny has requested this report so that it can review and comment on proposals before the Cabinet meeting so as to inform the decision-making process.

- Scrutiny is asked to consider the report and provide feedback to the Portfolio Holder and Director.

10) JOINT CARERS STRATEGY 2018-2021 30 Mins

To receive Report No. 212/2017 from the Director for People.
(Pages 5 - 38)

ITEM FOR INFORMATION ONLY

The following item is for information only and will not be discussed in the meeting.

Feedback for the following report can be sent to Robert Shore, Team Manager, Learning and Skills (rshore@rutland.gov.uk).

11) RALSS SELF ASSESSMENT REPORT

To receive Report No. 209/2017 from the Director for People.
(Pages 39 - 74)

12) PROGRAMME OF MEETINGS AND TOPICS

a) SCRUTINY PROGRAMME 2017/18 & REVIEW OF FORWARD PLAN

To consider Scrutiny issues to review.

Copies of the Forward Plan will be available at the meeting.

13) ANY OTHER URGENT BUSINESS

To receive any other items of urgent business which have been previously notified to the person presiding.

14) DATE AND PREVIEW OF NEXT MEETING

Budget Meeting (date to be confirmed)
Wednesday 24 January 2018 *or*
Thursday 25 January 2018

Ordinary Meeting
Thursday 8 February 2018 at 7.00 pm

Agenda items:

- Sustainability and Transformation Partnership: Update
- Sustainability and Transformation Partnership Business: Leicester, Leicestershire and Rutland Dementia Strategy
- Director of Public Health Annual Report
- Adult Social Care Performance Framework

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TO: ELECTED MEMBERS OF THE ADULTS AND HEALTH SCRUTINY PANEL

Mrs L Stephenson (Chairman)

Miss R Burkitt	Mr G Conde
Mr W Cross	Mrs J Fox
Mr C Parsons	Miss G Waller

OTHER MEMBERS FOR INFORMATION

REPORT NO: 212/2017
PUBLIC REPORT

ADULTS AND HEALTH SCRUTINY PANEL

30 November 2017

JOINT CARERS STRATEGY 2018 - 2021

Report of the Director for People

Strategic Aim:	Reaching our Full Potential	
Exempt Information	No	
Cabinet Member(s) Responsible:	Mr Tony Mathias, Council Leader	
Contact Officer(s):	John Morley, Head of Adult Services	01572 758442 jnmorley@rutland.gov.uk
Ward Councillors	All	

DECISION RECOMMENDATIONS
That the Panel: 1. Endorses the Joint Carers Strategy 2018 – 2021 draft as a Rutland County Council, East Leicestershire and Rutland CCG and Leicestershire County joint strategy. 2. Notes this strategy may be amended as appropriate following a consultation with the public in January 2018

1 PURPOSE OF THE REPORT

1.1 To seek comment on whether this draft strategy recognises, values and supports Carers in Rutland and Leicestershire.

2 BACKGROUND AND MAIN CONSIDERATIONS

2.1 The previous Carers Strategy has expired (the previous strategy was valid until 2016).Legislation and national guidance with regards to the role and duties of Local Authorities and NHS bodies towards carers has changed, therefore our carers offer and support needs to be adapted to incorporate these changes.

2.2 The Strategy seeks to respond to the issues related to caring that have been highlighted locally and set out how the partners signed up to this strategy will work together to address these.

2.3 The draft Joint Carers Strategy 2018-2021 has been developed using analysis of survey and performance data, and updates from the National Carers Policy Network, but with a clear focus on local carer views and experiences expressed through the significant engagement undertaken during the summer of 2017.

2.4 The strategy recognises that, working alongside partners, much can be achieved in terms of better supporting carers through increased awareness, greater appreciation of the role, and simplification of systems and processes.

2.5 Key priorities have been identified to support Carers to continue in their caring role and to maintain their own health and wellbeing.

2.6 The draft Carers Strategy has eight "key priorities", and for each priority high level partnership actions have been determined.

a) Carers are identified early and recognised

b) Carers are valued and Involved

c) Carers Are Informed

d) Carer Friendly Communities

e) Carers have a life alongside caring

f) Carers and the impact of Technology Products and the living space

g) Carers can access the right support at the right time

h) Supporting young Carers

2.7 Following the planned consultation due to take place in January 2018, the feedback received will be used to develop detailed action plans to support the Carers Strategy

3 CONCLUSION AND SUMMARY OF REASONS FOR THE RECOMMENDATIONS

3.1 Across Leicestershire, Leicester City and Rutland carers contribute around £2 billion worth of support every year which has a significant positive impact on demand experienced across the health and social care sector, this strategy sets out clear priorities for supporting carers to undertake their caring role

4 APPENDICES

A. Draft LLR Carers Strategy 2018-2021 – to be amended to reflect that Leicester City Council will no longer be a partner to this strategy

B. Draft consultation document

A Large Print or Braille Version of this Report is available upon request – Contact 01572 722577.

JOINT CARERS STRATEGY 2018 – 2021

Recognising, Valuing and Supporting Carers in Leicester, Leicestershire and Rutland

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Leicestershire County Council

NHS East Leicestershire and Rutland Clinical Commissioning Group

Rutland County Council

NHS West Leicestershire Clinical Commissioning Group

Leicester City Council

NHS Leicester City Clinical Commissioning Group

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1. Our Local Vision for Carers

This Carers Strategy has been developed in partnership with carers across Leicester, Leicestershire and Rutland (LLR) and with the support of a number of local voluntary sector organisations, Healthwatch and local health providers. The organisations signed up to this strategy have committed to work together to deliver our local vision for carers:

'Unpaid carers across Leicester City, Leicestershire and Rutland will be identified early, feel valued, respected and supported.

We will achieve this by working together across the many statutory and voluntary sector organisations in Leicester, Leicestershire & Rutland that come into contact with carers. These organisations will raise awareness of carers, involve carers in decision making processes and promote the benefits of early help across the area. Communities will be encouraged to support carers through awareness raising within existing community groups.

Carers will be supported effectively; they will receive accurate and relevant information, and staff will be well trained and knowledgeable about support that may prevent carers from reaching crisis. We will be clear about how carers can navigate the health and social care system and what support they can expect.

Carers will have the option to access relevant and suitable support at all points of contact, and where needed, will receive an appropriate assessment. The carers' experience will be considered during the assessment and review processes. Carers will be enabled to care safely, maintain their own physical and mental health and well-being and have a life outside of caring.'

The strategy recognises that, working alongside partners, much can be achieved in terms of better supporting carers through increased awareness, greater appreciation of the role, and simplification of systems and processes. Although funding in relation to carers is not directly addressed within this strategy, partners have committed to deliver change for the benefit of unpaid carers across Leicester, Leicestershire and Rutland.

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2. Who is the Strategy for?

This strategy is aimed towards all unpaid carers who are caring for someone that lives in Leicester, Leicestershire and Rutland (LLR) including but not limited to:

- Working Carers
- Older Carers
- Parent/ Family Carers
- Multiple Carers
- Young Carers
- Sandwich carers (those with caring responsibilities for different generations, such as children and parents)

It seeks to understand and respond to the issues related to caring that have been highlighted locally and inform carers how the partners signed up to this Strategy will work together to ensure the role of carers is recognised, valued and supported.

The Strategy also aims to highlight to a broad range of organisations, local communities and individuals the prevalence of caring, the significant impact it can have on carers lives, and what we can all do to support carers more effectively.

Who is a carer?

A carer is anyone who cares, unpaid, for a friend or family member who due to illness, disability, substance misuse or a mental health need cannot cope without their support.

A young carer is someone under 18 who cares, unpaid, for a friend or family member who due to illness, disability, substance misuse or a mental health need or an addiction cannot cope without their support.
Carers are sometimes referred to as unpaid carers, or family carers.

It is recognised that individuals often do not relate to the term ‘carer’ and see the caring responsibilities they carry out as part of another relationship or role i.e. as a wife, daughter, friend etc. However for the purpose of this strategy all those providing unpaid additional support to individuals who could not cope without their support will be referred to as Carers.

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3. Impact of caring

"When the person we care for really struggles to do things works really hard and is then able to do something it can make us feel really happy." Local Carer

Over six and a half million people in the UK are carers.[1] Looking after a person that you care about is something that many of us want to do. Caring can be very rewarding, helping a person develop or re-learn skills, or simply helping to make sure your loved one is as well supported as they can be.

Across LLR carers contribute around £2 billion worth of support every year[2] which has a significant positive impact on demand experienced across the health and social care sector. However carers can be affected physically by caring through the night, repeatedly lifting, poor diet and lack of sleep. Stress, tiredness and mental ill-health are common issues for carers. In addition, carers can often be juggling and adapting to many changes in circumstances such as, in the condition of the cared for person or the impact of a new diagnosis.

Carers often lead on arranging care provision for the person they care for, which can include communicating with a range of departments and services. Challenges that carers face include knowing which service or department to contact, which can be especially difficult when the individual they care for is transitioning through a change in service/ organisational boundaries. It is widely recognised that carer identification is an issue as carers either do not identify themselves as carers or have a reluctance to identify due to stigma, potential bullying or pressure from the cared for person not to disclose.

"We have grab rails and a slope put in has made life so much easier" Local Carer

The home environment can have an influence on carer stress and their ability to continue in their role. The key issues that have been recognised nationally have included: Where to go for help, Housing lettings policies involving carers, Inheritance issues for carers living in rented property, equipment, adaptations, repairs and improvements, housing support and technology to help carers and families stay in the home, options for moving home, funding and affordability. [3]

Older Carers

- The 2011 Census (UK Census, 2011) revealed that there are over 1.8m carers aged 60 and over in England[4].

[1] Carers UK Policy Briefing | August 2015 | Facts about carers

[2] VALUING CARERS 2015 The rising value of carers' support

[3] Carers and housing: addressing their needs

[4] Carers Trust Retirement on Hold Supporting Older Carers

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- Current data trends suggest that by 2035 there will be an increase of over 30% in the number of carers aged between 60-79, a 50% rise for carers aged 80-84 and carers over 85 will increase by 100%.[5] (Appendix 5) Older adult carers may experience health issues themselves, and in some cases experience loss of strength and mobility, and tire more quickly.

Working Carers

- **3 million people in the UK juggle paid work with unpaid caring responsibilities**[6]. Caring can affect the type of work which carers are able to take on, aiming to find local, flexible work which can fit around caring.
- Research[7] has indicated that over 2.3 million people have given up work at some point to care for loved ones and nearly 3 million have reduced working hours.

"We need flexibility and understanding in the workforce" Local Carer

Parent/ Family Carers

- One in three parents report that their child outliving them and not being able to care for themselves, or oversee their professional care, are their biggest concerns.[8]
- (78%) of those providing care to a child with a disability said they have suffered mental ill health such as stress or depression as a result of caring.[9]
- Over 1,500 parents with disabled children took part in a 2014 online survey for Scope. Two thirds (69%) of respondents had problems accessing the local services for their children, with eight in ten parents admitting to feeling frustrated (80%), stressed (78%) or exhausted (70%) as a result.[10]

"I constantly worry about the future" – Local Parent Carer

Multiple/Sandwich Carers

- Most carers (76%) care for one person, although 18% care for two, 4% for three and 2% care for four or more people[11]. Sandwich carers find themselves caring for both younger and older generations.
- Carers with multiple caring roles report feeling exhausted and sometimes guilty that they have insufficient time to devote to their children or other close relatives in need of support.

[5] www.poppi.org.uk version 10.0

[6] EFC Briefing | Jan 2015 | The business case for supporting working carers

[7] Carers UK and YouGov (2013) as part of Caring & Family Finances Inquiry UK Report (2014) Carers UK

[8] "Who will care after I'm gone?" An insight into the pressures facing parents of people with learning disabilities Fitzroy transforming lives

[9] CUK- State of Caring 2017

[10] https://www.scope.org.uk/media/press-releases/sept-2014/parents-disabled-children-battle-support

[11] CUK- State of Caring 2017

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Young Carers

- Data from the 2011 Census, reveals that **166,363 children in England are caring for their parents, siblings and family members**, an increase of 20% since 2001.
- A quarter of young carers in the UK said they were bullied at school because of their caring role (Carers Trust, 2013).
- One in 12 young carers is caring for more than 15 hours per week. Around one in 20 misses school because of their caring responsibilities.[12]
- Young adult carers aged between 16 and 18 years are twice as likely not to be in education, employment, or training (NEET)[13]

"They might be scared to admit it in case they get bullied. Social workers and schools should help them understand they are a young carer." Local Young Carer

Top worries about becoming a carer are being able to cope financially e.g. afford the care services or equipment and home adaptations required (46%) and coping with the stress of caring (43%).[14] Although finances are cited as a concern many carers do not claim benefits that they are entitled to, £1.1 billion of Carer's Allowance goes unclaimed every year in the UK[15].

The 2016 national GP patient survey found that 3 in 5 carers have a long term health condition, this compares with half of non-carers. This pattern is even more pronounced for younger adults providing care – 40% of carers aged 18-24 have a long term health condition compared with 29% of non-carers in the same age group. [16] Carers report 'feeling tired' and experiencing 'disturbed sleep' as a result of their caring role, only 10% of carers have no effect on health as a result of their caring role (Appendix 2).

"Feeling that we can't rest because we are on call to look after the person we care for all of the time can make us tired and unhappy." Local Carer

When a person becomes a carer they give up many of the opportunities that non-carers take for granted. Carers' can find their caring role limits the opportunities they have for a life outside their caring role. It is important we recognise the impact of caring in order to support carers to allow them to maintain caring relationships, and enjoy good mental and physical health**.**

[12] Hidden from view: The experiences of young carers in England

[13] Supporting Young Carers in School: An Introduction for Primary and Secondary School Staff

[14] Research summary for Carers Week 2017

[15] Need to know | Transitions in and out of caring: the information challenge

[16] CUK- State of Caring 2017

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4. Relevant policy and legislation

Although much has been achieved in relation to the previous Leicester, Leicestershire and Rutland Strategy (2012 – 2015), there have been significant changes in government policy, including the creation of Clinical Commissioning Groups, the Care Act 2014 and the Children and Families act 2014. Whilst the new National Strategy is expected soon, a new local strategy is necessary to reflect on these changes and to ensure new local priorities can be identified and addressed that are fit for now and the future.

Care Act 2014

The Care Act 2014 came into effect from April 2015 and replaced most previous law regarding carers and people being cared for. Under the Care Act, local authorities have new functions. The Act gives local authorities a responsibility to assess a carer's needs for support, where the carer appears to have such needs. Local authorities must consider the impact of the caring role on the health and wellbeing of carers. If the impact is significant then the eligibility criteria are likely to be met. Local authorities should work with other partners, like the NHS, to think about what types of service local people may need now and in the future.

The Care Act 2014 also places a duty on local authorities to conduct transition assessments for children, children's carers and young carers where there is a likely need for care and support after the child in question turns 18. The assessment should also support the young people and their families to plan for the future, by providing them with information about what they can expect.

The Children and Families Act 2014

The Act gives young carers more rights to ask for help. Councils must check what help any young carer needs as soon as they know they might need help, or if the young carer asks them to. In the past, young carers always had to ask first if they wanted their council to check what help they needed. Local authorities, carrying out a young carer's needs assessment must consider the extent to which the young carer is participating in or wishes to participate in education, training or recreation or employment.

The Act also says that councils must assess whether a parent carer within their area has needs for support and, if so, what those needs are. This check is called a 'Parent Carer's Needs Assessment'. In the past, parents always had to ask first if they wanted their council to check what help they needed to look after a disabled child.

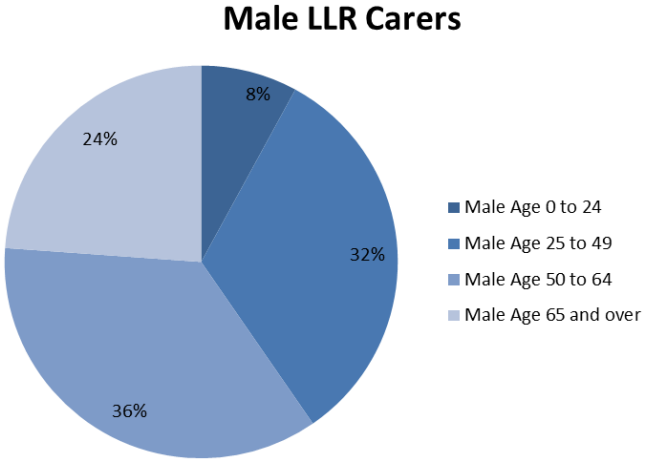
NHS England's Commitment for Carers

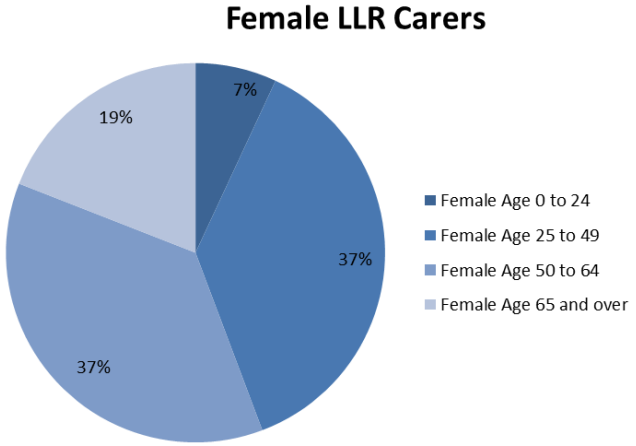
The Department of Health set out in its mandate to NHS England 'that the NHS becomes dramatically better at involving carers as well as patients in its care'. In May 2014 they published NHS England's Commitment for Carers, based on consultation with carers. Based on the emerging themes NHS England has developed 37 commitments around eight priorities, which include raising the profile of carers, education, training and information, person centred well co-ordinated care and partnership working.

Care Act 2014 - http://www.legislation.gov.uk/ukpga/2014/23/contents
The Children and Families Act 2014 - http://www.legislation.gov.uk/ukpga/2014/6/contents/enacted
https://www.england.nhs.uk/wp-content/uploads/2014/05/commitment-to-carers-may14.pdf
https://www.england.nhs.uk/wp-content/uploads/2014/05/comm-carers.pdf

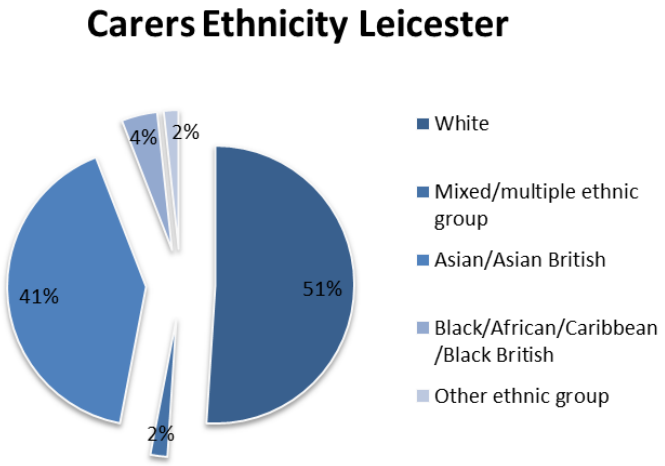
5. Profile of carers in LLR

Census data tells us that there are over 105,000 carers across Leicester Leicestershire and Rutland. Nearly 2000 of the 105,000 (2%) LLR carers are aged between 0-15 years, and worryingly 203 of these young carers provide 50 or more hours of unpaid care per week (Appendix 3). Overall, 67% of carers provide care for 1-19hrs a week. 57% of LLR carers are female, the highest provision of care for both sexes is provided by those aged 25-64.





Across Leicestershire over 90% of carers are from a white ethnic background and in Rutland it is 99%, however in Leicester City this figure is just over 50% with the remaining majority of carers coming from an Asian/Asian British background.



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A further source to help us understand the local carer population is the number of people in the area claiming carers' allowance.

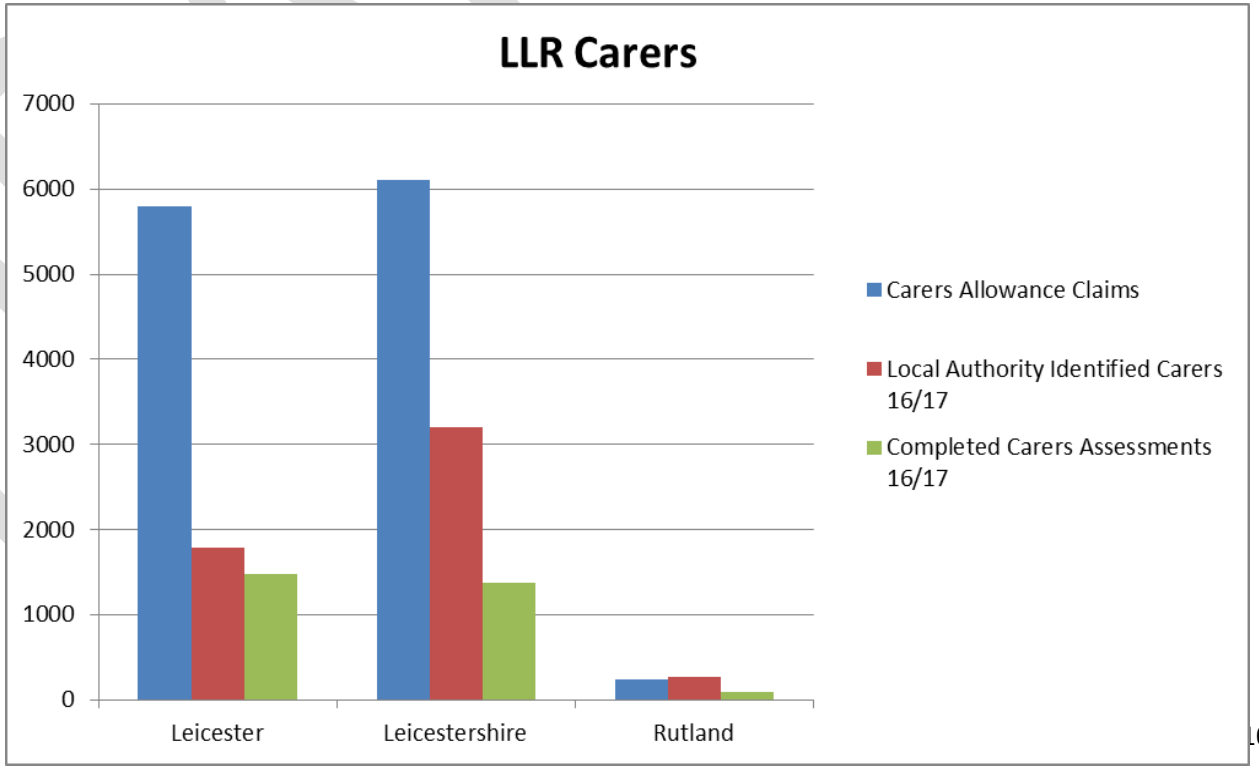
	Carers in receipt of Carer's Allowance	Total value of Carer's Allowance received (p/a) (£)	Total estimated number eligible	Total estimated value of benefit eligibility (p/a) (£)	Total estimated number of carers missing out	Total estimated value of unclaimed benefit (p/a) (£)
Leicester	4,750	14,758,250	7,308	22,705,000	2,558	7,946,750
Leicestershire	4,990	15,503,930	7,677	23,852,200	2,687	8,348,270
Rutland	180	559,260	277	860,400	97	301,140

Source: Carers UK (2013)

There are a variety of reasons people do not claim carers allowance – not identifying as a carer can be an issue alongside not having appropriate information or advice regarding the claim process and general benefit entitlements.
Local figures are in line with national claim rates with an average of 35% of carers missing out on claiming carers' allowance.

Although a higher proportion of carers are identified on Leicestershire systems, a smaller proportion are accessing carers assessments in comparison to Leicester City.

When compared to the number of carers receiving carers allowance locally it is clear that a high proportion are not known to their Local Authority.



The Adult Social Care Outcomes Framework (ASCOF) uses data from a number of national sources including the Survey of Adult Carers in England (SACE) to measure how well care and support services achieve the outcomes that matter most to people. These measures are used by Leicester, Leicestershire and Rutland to monitor performance across the LLR.

As illustrated in Appendix 1, responses are varied across Leicester, Leicestershire and Rutland. Overall satisfaction with social services is high in Rutland in addition to the high proportion who feel they have been included and consulted in discussions about the person they care for. All areas have seen a small increase in the proportion who find it easy to find information about services, however less than a third of carers across LLR felt they had as much social contact as they would like. Results are static for Leicester and Leicestershire however this is a significant reduction for Rutland who reported 46% in 2014/15. Leicester City and Rutland have improved the proportion of carers who have been included or consulted about the person they care for however Leicestershire have a clear drop.
This highlights opportunities to learn from local best practice, but also evidences a need to improve local carer experience as a whole.

Every two years local authorities conduct a postal survey of unpaid carers, The Survey of Adult Carers in England (SACE). The survey asks questions about quality of life and the impact that the services they receive have on their quality of life. In October 2016 surveys were sent to a selection of 1812 carers, 771 responses were received. Responses from these surveys feed into the ASCOF scores.

6. Current carer support

A number of carer support services are commissioned across LLR including support groups, support to complete a carers assessment form and websites full of useful information and advice for carers including information on local services. Through an assessment process carers may also receive a personal budget, and councils can provide respite to give carers a break from caring (including breaks for parent carers).

In addition to the services common across LLR Leicestershire County Council also commissions online forums where carers can meet other local carers and a telephone befriending service specifically for carers. Rutland County Council has dedicated adult social care carer's workers who specifically carry out carers assessments, and funds fortnightly carers support and drop in sessions for carers and parent carers.

LLR Clinical Commissioning Groups have implemented carers charters and promote carer support throughout services and in partnership with local authorities. There are a number of hospital social work teams aiming to bridge the gap between health and social care services to provide a fluid service. Rutland operates a fully integrated service where therapists and health professionals are also able to carry out carers assessments.

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Across LLR with the contracted provider for young carers there have been a range of approaches including but not limited to awareness raising talks and presentations, media work; stands and stalls at events. This provider undertakes young carers statutory assessments and is implementing a family based support plan, to include as required: service co-ordination, one to one support, advocacy, support with education, employment and training, grants, inclusion work, access to holidays, ID card, signposting and referral to other agencies, under 12's group work, decorating and garden challenges.

Throughout 2016/17 work was undertaken to raise the profile of young carers across Leicestershire the aim of this work was to build carer friendly communities, promote the issues young carers face, support recognition of the signs of young caring, and strengthen the shared responsibility between services and the resources available to support young carers.

The education system was targeted from primary level right up to university and each educational establishment visited was asked to have a ‘named’ member of staff (to be known as ‘Young Carers Champion’) who proactively promotes the young carers agenda, thus increasing the likelihood of young carers being identified. This has created a network of Young Carer Champions.

7. What LLR Carers say

The challenges a carer faces will be dependent on numerous factors and are individual to that carer. In order to attain a richer insight into the experiences of local carers, a range of engagement approaches were adopted in addition to analysis of survey and performance data already available.

Events were held over the summer of 2017 to ensure carer experiences and views were captured from a diverse range of carers within different caring roles and at varying stages of their caring journey. Fifteen workshops and focus groups were conducted. Numerous questionnaires and an online survey also ensured carers were given the opportunity to have their voice heard.

Through these events and further focus groups, workshops and questionnaires, over 300 carers have shared their views and experiences based around issues that we know are important to carers, such as recognition, identification, health and wellbeing, having a life outside of caring and supportive communities.

The carers were from a range of backgrounds: including parent carers, carers of different ethnic origins, young carers, older carers and working carers. Contributions were received through numerous partners, including, Leicestershire District Councils, Healthwatch, and from a number of local voluntary sector organisations. Outcomes were captured, coded and themed, in order for the most common experiences, concerns and potential solutions to be drawn from the variety of sources. In brief, key areas highlighted include:

Access to appropriate information and advice: carers lacked clarity in relation to where to look for information, not having access to digital information and provision of information not only for the carer but

information that supports the cared for individual .

"Making clear the support that is available, so that a person with a disability knows they can cope without a carer"

"Temples/faith groups /clubs help with social isolation"

"Getting correct information that is up to date can be an issue"

Access to good quality services for both carers and the cared for: Carers want good quality services for both themselves and the cared for person. Before they are happy to access any type of service for themselves they need to know the cared for person is being appropriately supported.

"Need some joint services for carers and cared for so we can get out together"

"Need better quality support services for carers and family"

Increasing understanding in society of what a carer is: There is a need to increase early identification of carers but also to ensure that once identified people understand the issues they face and value the contribution they make.

"Being listened to as a family carer as someone who knows some of the problems the person has and recognising how the caring impacts on us as carers."

"Carers don't recognise being a carer as a separate role"

"Need to educate people on what a carer is"

The carers engagement work provided a real insight into the things that are important to carers locally, and their views on things that needed to be improved. It was clear that carers needed support, breaks from caring, and the opportunity to take care of themselves more, but it was also clear that small changes organisations can easily make could have a big impact on valuing carers.

"We need to feel valued and respected as people who provide help. This means that we have a lot of knowledge that is important about the person we care for and how they need help."

"Carers who are willing and able to care for their vulnerable family or friends need to be considered as co-partners in the delivery of care and support". Healthwatch Leicestershire Carers Lead

In addition to the engagement activity, a focussed research activity has been undertaken specifically considering issues faced by 30 women carers between the ages of 45-65 (the group that provides the highest amount of unpaid care) findings from the research were in line with the findings from engagement activity undertaken.

Alongside wishing for more help in their caring role, family background and values, culture and religion played a part as to why these women were caring. Asian and Asian British participants of the study described cultural and moral expectations from local communities that they provided the care required themselves and reported they would feel ashamed if they paid someone else to do it[17].

The research confirmed that those in caring roles who work will reduce or compress their working hours to accommodate their caring duties, some participants reported staying longer than they would have liked to have done in their existing roles because of their working pattern and ability to manage their caring alongside employment.

However there were examples where the caring role had prompted what they termed as positive changes in their working lives, including limiting the number of hours worked per week but at the same time progressing their career development.

> "… I've spoken to people in the past who are carers who are wanting to go back to work and they don't see that they have any skills… "hang on a minute, you run a house, you liaise over 4 kids and after school clubs and you do this, that and the other. You know you've got huge organisational skills…. it's having that wherewithal to think 'well actually what I did now converts to x, y and z'. …Because there is a huge skill set in caring,
> -Research participant

Recommendations from the research paper include that organisations and carer services manage diversity and not equality – personalising support and opportunities as although they may be perceived to be in similar situations what support is needed may be different for individuals. Organisations should have clear and concise polices to support working carers that are not open to interpretation. They should, offer guidance and coaching to managers and opportunities for carers and that women are encouraged to discuss personal development in their careers, should they wish to, utilising skills developed while caring. Additionally, carers should be supported gin the development of further skills required for caring.

[17] Oldridge L (forthcoming), Care(e)rs: An examination of the care and career experiences of mid-life women who combine formal employment and informal caring of a dependent adult, To be submitted as a PhD Thesis 2017, De Montfort University, UK

8. Key priorities and associated actions

Partners across LLR have drawn together national guidance, local data, the key themes from the engagement activity undertaken, and considered the local carers offer to determine key areas of development and improvement during the lifetime of this strategy. They are illustrated as key priorities, and for each priority high level partnership actions have been determined.

More detailed action plans incorporating individual organisational actions will be developed during the consultation phase of this strategy.

LLR's commitment to support a carer's journey

1	2	3	4	5	6	7	8
Carer Identification	**Carers are valued and involved**	**Carers Are Informed**	**Carer Friendly Communities**	**Carers have a life alongside caring**	**Carers and the impact of Technology Products and the living space**	**Carers can access the right support at the right time**	**Supporting young Carers**
Partnership response							
Raising staff awareness across partner organisations Proactive communications to the wider public	Recognition of carers at all parts of the pathway Involvement of carers in service changes and new initiatives	Awareness raising and targeted training for frontline staff. Improving access to Information and Advice	Embedding carer awareness Support the development of local initiatives	Promoting carers within our organisations and other employers Support carers through flexible policies Benefits advice Flexible and responsive carer respite	Involving carers in housing related assessments, understanding carers perspectives Simplifying processes and ensuring information is consistent	More effective partnership working Supporting carers to develop skills Support offer that is flexible and appropriate to needs	Focus on whole family Awareness raising and early identification Transitioning to adult services

Priority 1. Carers are identified early and recognised- Building awareness of caring and its diversity	
What we found	**What we will do**
Carer identification was a key theme. Services that work with carers reported a difficulty in getting carers to recognise themselves as carers. Carers described not accessing support until they reached crisis point as they had not recognised themselves as carers before that point.	• The partnership will increase awareness of unpaid carers to the general public. Promoting identification of carers through pharmacies, housing representatives and other frontline workers. • LLR Clinical Commissioning Groups will include information on carers and increase carer awareness in practice staff inductions. They will aim to increase the number of carers identified on GP practice registers.
How will we know if it's worked?	
• Increase in identified carers – GP registers, council systems, carers recorded to be accessing other commissioned services • Increase in carers referred to carer support services • Increase in the uptake of carers assessments	

Priority 2.Carers are valued and involved - Caring today and in the future	
What we found	**What we will do**
Carers do not feel supported, valued or empowered in their caring role, often not being kept informed, or not seen as a key partner in care.	• The partnership will work to develop a joined up approach to carer involvement across the health and social care pathway, with an initial focus on preventing admissions and supporting discharges from hospital. • We will ensure carer perspectives are recognised in future commissioning activity across LLR • We will share training tools that support carer awareness and involvement
How will we know if it has worked	
• Increased satisfaction level from carers within the next carers survey • Increase in carers known/ receiving assessment by local authorities	

DRAFT

Priority 3. Carers Are Informed - Carers receive easily accessible, appropriate information, advice and signposting	
What we found	**What we will do**
There was recognition through engagement that information about carer issues was difficult to find and carers needed to actively seek out support and information rather than it being offered.	• We will strive to develop an integrated, partnership approach to information and advice across organisations, teams and resources. • All Partners will raise awareness of the local carers offer
How will we know if it has worked	
• Increase in the proportion of carers who find it easy to find information about services • Increase in carers identified and assessed • Increase in access to carer support groups	

Priority 4. Carer Friendly Communities	
What we found	**What we will do**
Feedback included carers wanting services and support available "in smaller pockets within localities as access to services is often difficult due to the obscure shape of the localities". Other feedback from carers included "help should be offered rather than having to ask for it" Those in minority or geographically isolated groups need support too.	• The partnership will work with local communities' to aid early identification of carers and promotion of carer awareness. They will specifically target communities and groups that don't traditionally identify themselves as carers or who may struggle to access support. This will include working alongside broader partners, such as district councils, educational services, parish councils and across the voluntary sector. A key theme will be planning for the future and preventing crisis. • The partnership will encourage/ support growth of new carer support groups in localities and hard to reach communities.
How will we know if this has worked	
• Local community groups being accessed • Increase in carers identified and assessed, and increase in carer quality of life	

DRAFT

Priority 5. Carers have a life alongside caring – Health, employment and financial wellbeing	
What we found	**What we will do**
Carers feel their caring role is not valued at work and flexibility was a key factor in the ability to continue to work Carers cite financial worries as one of their biggest concerns. Carers highlighted that they often neglect their own health and wellbeing Carers also felt respite was essential to enable to them to continue within their caring role.	• The partnership will work with local employers to raise awareness of carers in employment – cascading supporting policies and procedures • Partners will improve support to the carers we employ through flexible policies • Partners will ensure there is flexible and responsive respite provision to enable carers to have a break, including short beaks to families with a child with Special Educational Needs and Disability. • The partnership will work to ensure that carers are encouraged to take up screening invitations, NHS Healthchecks and flu vaccinations, where relevant.
How will we know if it has worked?	
• Employee carers groups will grow and information will be regularly shared to support carers at work • More carers feel they have as much social contact as they want • Increase in carer quality of life	

DRAFT

Priority 6. Carers and the impact of Technology Products and the living space

What we found	What we will do
The home environment plays a key part in enabling a carer to undertake their caring role. A carers perspective should be considered throughout relevant assessment processes. Although most workers would consult carers and some positive feedback was received the approach was not consistent. It was also found across LLR local authorities do not hold enough information on carers and their tenure status. Some Leicestershire carers found equipment often took a long time to be acquired due to the longevity and inconsistency in processes followed, having a real impact on their ability to care..	• The partnership will work to ensure carers are recognised, considered and where possible involved in housing, equipment or adaptations processes. • All organisations will support carer awareness within housing departments. LLR aim to gather more information on carers and tenure status to better determine the effects of housing on the caring role

How will we know if it has worked

- Carer involvement during the initial assessment
- Guidance across all districts giving the same advice
- More information and better understanding of the relationship between carers and housing tenure status

Case Study

A Leicestershire based carer required a stair lift for her mother and made the initial call to Leicestershire County Council in September 2011 requesting an assessment. An Occupational Therapist visited the cared for in January 2012 to carry out an assessment and in February 2012 made a referral to the locality housing team and the stair lift was fitted in May 2012. This meant that the family waited eight months for a stair lift. When this case was scrutinised it was found the delays were caused by the amount of time the referral took to be transferred to the district council.

DRAFT

Priority 7. Carers can access the right support at the right time - Services and Systems that work for carers	
What we found	**What we will do**
Carers wanted to receive support that recognised their individual circumstances, and sometimes needed support to navigate through the system. Throughout all engagement work carers felt access to services was challenging due to lack of integration (with the exception of many carers based in Rutland) and felt the services they received were often disjointed due to interdepartmental transfers or change in funding streams. Some carers felt confused about which organisation is responsible for what, and felt health and social care should work better together.	• The LLR partnership will consider carers in the development of integration projects and work to join up/ align commissioning practices to avoid duplication/ lack of alignment. • The partnership will work to ensure that carers are encouraged to take up screening invitations, NHS Healthchecks and flu vaccinations, where relevant. • LLR- training for use of equipment for changes in housing – direct one to one training through OT in Rutland and Leicestershire
How will we know if it has worked	
• Improvements in carer quality of life and satisfaction with social services.	

DRAFT

Priority 8. Supporting young Carers

What we found	**What we will do**
Young carers identified the need for services to be more integrated. This is particularly significant at the point of transition from children's to adult services. Young Carers often miss education due to their caring responsibilities this can impact on them when it comes to employment. Young carers identified the need to be 'young people' rather than in the carer role all the time, leading to the need for 'time off' or respite time.	• The partnership will work together to maximise the identification of young carers by working with schools to raise awareness across the area. • We will focus on the transition from children's to adults' services using the whole family approach to ensure a smooth handover, and work with employers and young carers to support them into further/higher education or employment.

How will we know it has worked

- Evaluation of the assessments showing improved outcomes and a reduction in needs
- Improved school attendance and higher achievement academically leading to greater potential to access employment
- Clear identification of young carers in education settings leading to an increase in referrals for assessments and/or group work support
- Group work outcomes will show positive impact reducing the need for support services involvement with families

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9. Monitoring progress

As part of the Sustainability and Transformation Plan (STP) governance structure, the Carers Delivery Group have led on the development of this strategy and recognise the impact that positive carer support can have across all workstreams. The group will work alongside partners to ensure the carers perspective is considered and responded to.

During the consultation phase more detailed action plans will be developed to further capture both partnership and ensure all key activities, timescales and measures of impact are in place. These action plans will be overseen by the Carers Delivery Group which will report progress to the Home First Programme Board.

In order to ensure the involvement of carers in overseeing delivery of the strategy, a carers reference group will be created which will track progress against key milestones.

10. Conclusion

Whilst recognising the significant contribution that carers make across the health and social care economy, it is clear from our review of evidence and through significant engagement undertaken, that more can be done to recognise, value and support carers across Leicester, Leicestershire and Rutland.

This strategy recognises that improvements in carer support will not only contribute to improved health and wellbeing for those with caring responsibilities, but will also help the local health and social care economy rise to the challenges of a changing local population.

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Appendix 1 – Adult Social Care Outcomes Framework

	Measure		2012-13	2014-15	2016-17
1D	Carer reported Quality of Life	NATIONAL	**8.1**	**7.9**	
		LCC	7.9	7.4	7.5
		CITY	7.1	7.2	7.2
		RUTLAND	9.0	8.4	7.9
1I (2)	% of carers who felt they had as much social contact as they would like	NATIONAL	**N/A**	**38.5 %**	
		LCC	N/A	32.5%	31.4%
		CITY	N/A	31.9%	31.0%
		RUTLAND	N/A	46%	31.1%
3B	Overall satisfaction of carers with social services	NATIONAL	**42.7**	**41.2 %**	
		LCC	43.3%	41.2%	31.2%
		CITY	37.9	37.7%	43.5%
		RUTLAND	62.4	55.8%	62.1%
3C	The proportion of carers who report that they have been included or consulted in discussions about the person they care for	NATIONAL	**72.9**	**72.3 %**	
		LCC	75.6%	72.5%	68.5%
		CITY	63.5	68.5%	70.7%
		RUTLAND	92.6	76.7%	84.6%
3D (2)	The proportion of carers who find it easy to find information about services	NATIONAL	**71.4**	**65.5 %**	
		LCC	65.5%	58.4%	63.5%
		CITY	52.5	55.5%	57.3%
		RUTLAND	78.0	76.8	79.5%

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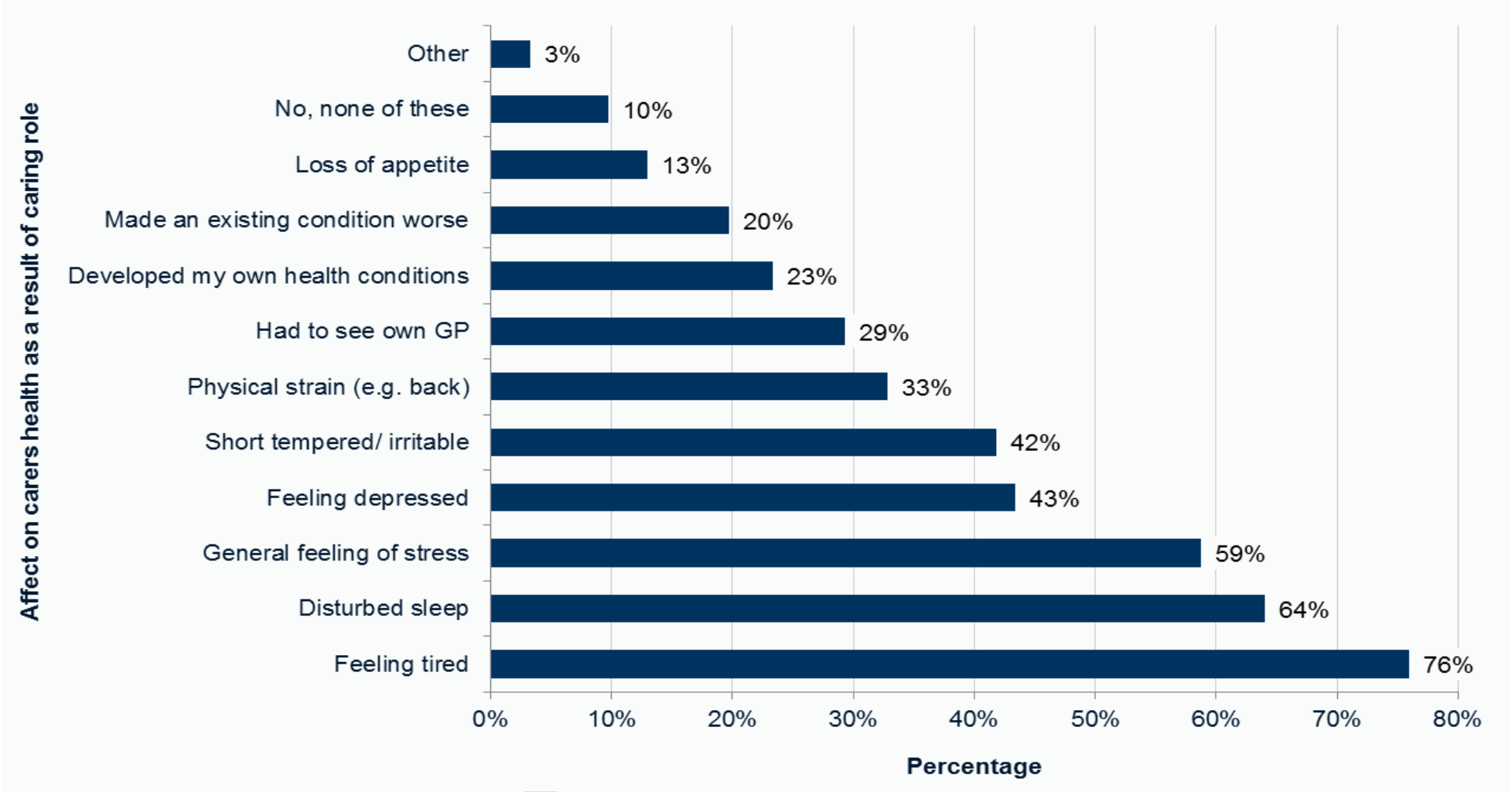
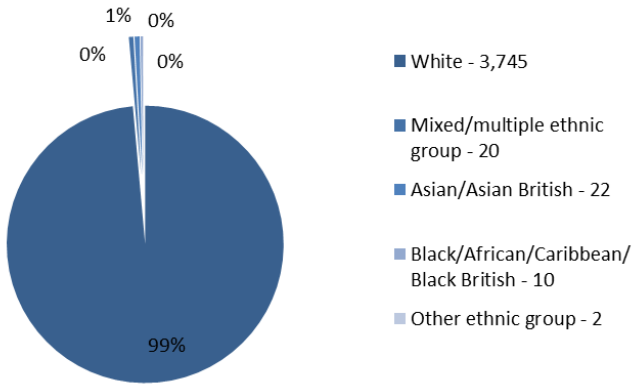
Appendix 2: Effect on carers Health



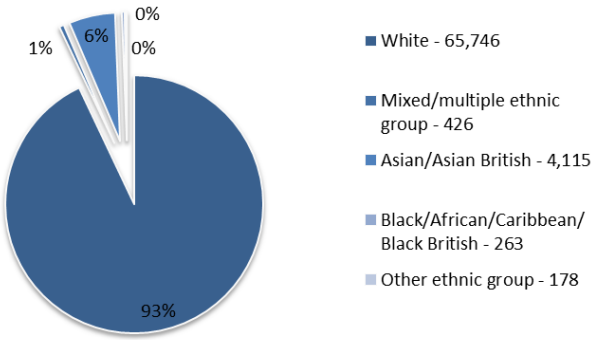
Source: SACE, NHS Digital

Appendix 3: Carers ethnicity breakdown and Young carers statistics

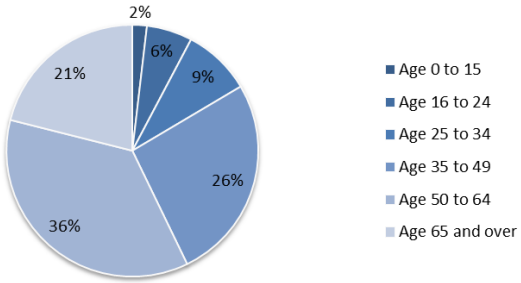
Carers Ethnicity Rutland



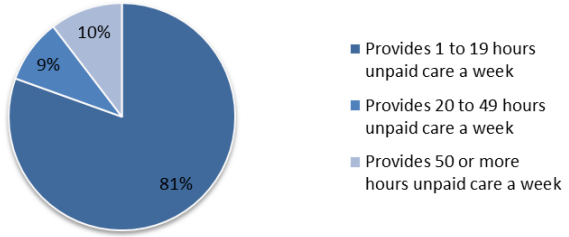
Carers Ethnicity Leicestershire



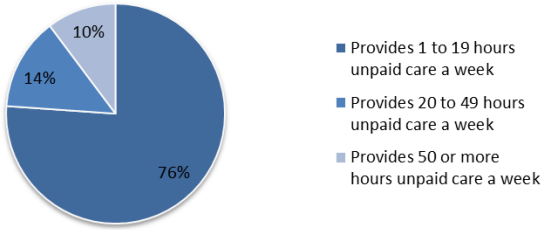
Age of LLR Carers



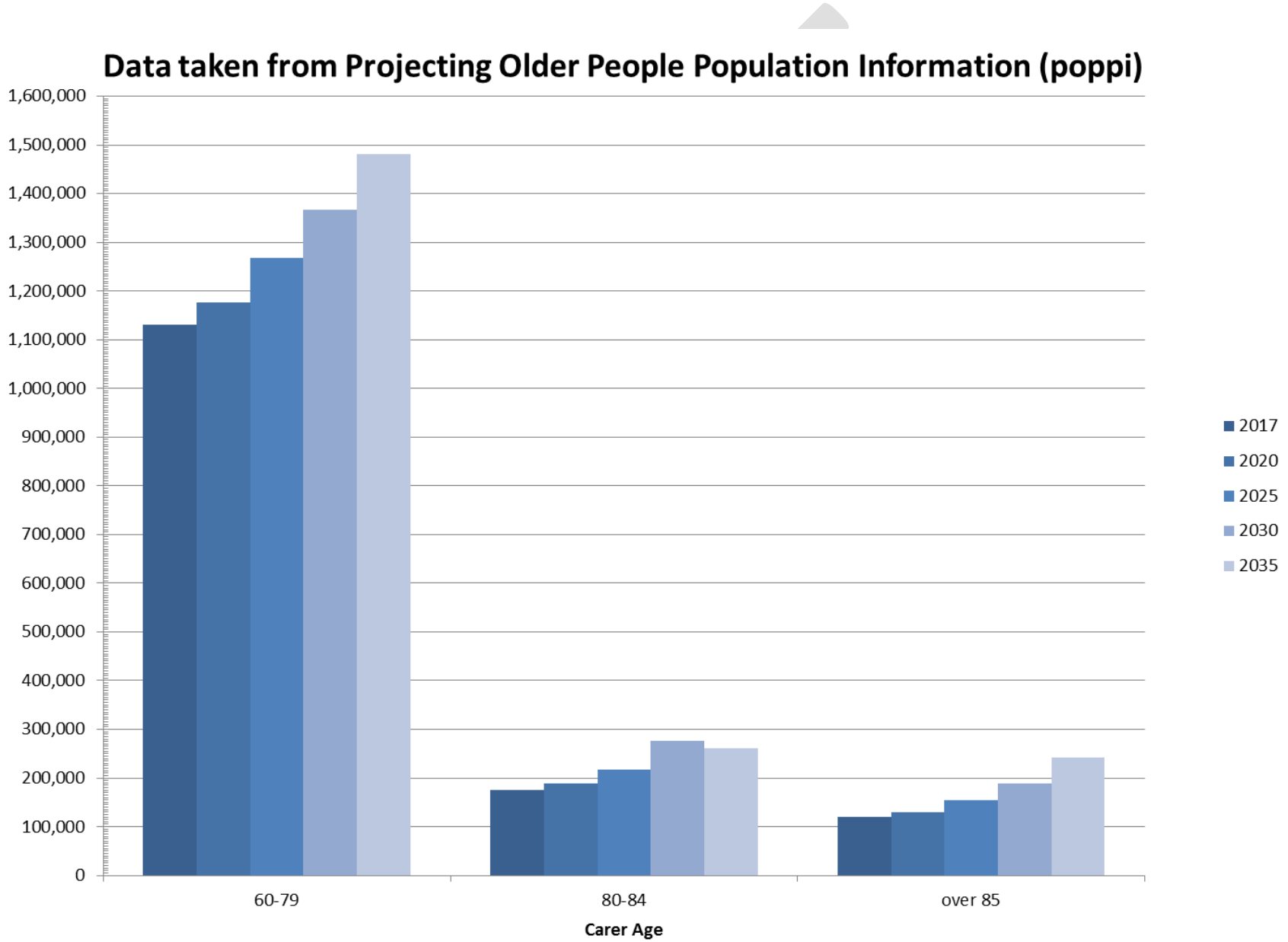
LLR Young Carers Age 0 to 15



LLR Young Carers Age 16 to 24



Appendix 4: Poppi data



Have your say on the Leicester, Leicestershire and Rutland draft carers strategy 2018-2021

Recognising, Valuing and Supporting carers in Leicester, Leicestershire and Rutland.

Thank you for participating your responses to the main part of the survey (Q1 to Q12, including your comments) may be released to the general public in full under the Freedom of Information Act 2000. Any responses to the questions in the 'About you' section of the questionnaire will be held securely and will not be subject to release under Freedom of Information legislation, nor passed on to any third party.

Q1 In what role are you responding to this consultation?

- ❑ Person who uses social care
- ❑ Family member/carer of an adult or child who uses social care
- ❑ Family member/carer of an adult or child who does not use social care
- ❑ Interested member of the public
- ❑ Member of council staff
- ❑ Employee of a social care provider
- ❑ Representative of a voluntary sector organisation or charity
- ❑ GP/pharmacist or other healthcare professional
- ❑ Other professional/stakeholder, e.g. elected member, council representative, business etc.
- ❑ Other (please specify below)

Other (please specify)

_____

_____

Q2 If you are a representative of a service provider, voluntary organisation/charity, GP/pharmacist or other professional/stakeholder, please provide your details.

Name: _____

_____

Organisation: _____

_____

This information may be subject to disclosure under the Freedom of Information Act 2000

Q3 Are you commenting on services in (tick as many as applicable)

Leicester ❑

Rutland ❑

Leicestershire

Blaby ❑

Charnwood ❑

Harborough ❑

Hinckley and Bosworth ❑

Melton ❑

North West Leicestershire ❑

Oadby & Wigston ❑

The way we will work

The draft carers strategy has eight “key priorities”, and for each priority high level partnership actions have been determined.
More detailed action plans incorporating individual organisational actions will be developed during the consultation phase.

1. **Carers are Identified early and recognised**
   - We will raise staff awareness across partner organisations
   - Proactive communication to the wider public

2. **Carers Are Valued and Involved**
   - Recognition of carers at all parts of the pathway
   - Involvement of carers in service changes and new initiatives

3. **Carers are Informed**
   - Awareness raising and targeted training for frontline staff.
   - Improving access to Information and Advice

4. **Carer Friendly Communities**
   - Embedding carer awareness
   - Support the development of local initiatives

5. **Carers have a life alongside caring**
   - Promoting carers’ within our organisations and other employers
   - Support carers through flexible policies
   - Benefits advice
   - Flexible and responsive carer respite

6. **Carers and the impact of Technology Products and the living space**
   - Involving carers in housing related assessments, understanding carers perspectives
   - Simplifying processes and ensuring information is consistent

7. **Carers can access the right support at the right time**
   - More effective partnership working
   - Supporting carers to develop skills
   - Support offer that is flexible and appropriate to needs

8. **Supporting young carers**
   - Focus on whole family
   - Awareness raising and early identification
   - Transitioning to adult services

Q4 To what extent do you agree or disagree these should be our key priorities?

Strongly agree	Tend to agree	Neither agree nor disagree	Tend to disagree	Strongly disagree
❑	❑	❑	❑	❑

Why do you say this? Is there anything else you think we should consider?

_____

_____

_____

_____

Q5 Please rank in order of importance the priorities for us to focus on?
(1 highest priority – 8 lowest priority)

Carer Identification	❑	Carers Are Valued and Involved	❑
Carers are Informed	❑	Carer Friendly Communities	❑
Carers have a life alongside caring	❑	Carers and the impact of Technology Products and the living space	❑
Carers can access the right support at the right time	❑	Supporting young carers	❑

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Q6 Are there any another priorities you think should be included in the strategy?"

The proposed strategy

Q7 How well, if at all, does the draft carers strategy accurately reflect carers issues?

Very Well	Fairly Well	Not Very Well
❑	❑	❑
Not at all Well	Don't know	
❑	❑	

Q8 Do you have any other comments about the strategy?

Q9 If you are happy to be contacted about future reviews of the services you receive please add your contact details here. (These details will not be shared with 3rd parties)

Name
Address
Email
Telephone

Current Support

Q10 Do you currently access services for carers

Yes	No
❑	❑

If YES what is the primary support service you access?

How satisfied or dissatisfied are you with the support you receive?

very satisfied	somewhat satisfied	neither satisfied nor dissatisfied	somewhat dissatisfied	very dissatisfied
❑	❑	❑	❑	❑

Q11 Do you have any other comments about current carers services

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Q12 What would make a difference to your life as a Carer?

About you

We are committed to ensuring that its services, policies and practices are free from discrimination and prejudice and that they meet the needs of all sections of the community.

We would therefore be grateful if you would answer the questions below. You are under no obligation to provide the information requested, but it would help us greatly if you did.

Q13 What is your gender identity?

- ❑ Male
- ❑ Female
- ❑ Other (e.g. pangender, non-binary etc.)

Q14 Is your gender identity the same as the gender you were assigned at birth?

- ❑ Yes
- ❑ No

Q15 What was your age on your last birthday? (Please enter your age in numbers not words)

Q16 What is your full postcode? This will help us understand where there is demand for our services

---

Q17 Do you have a long-standing illness, disability or infirmity?

- ❑ Yes
- ❑ No

Q18 What is your ethnic group? Please tick one box only.

- ❑ White
- ❑ Mixed
- ❑ Asian or Asian British
- ❑ Black or Black British
- ❑ Other ethnic group

Q19 What is your religion?

- ❑ No religion
- ❑ Christian (all denominations)
- ❑ Buddhist
- ❑ Hindu
- ❑ Jewish
- ❑ Muslim
- ❑ Sikh
- ❑ Any other religion

Q20 Many people face discrimination because of their sexual orientation and for this reason we have decided to ask this monitoring question. You do not have to answer it, but we would be grateful if you could tick the box next to the category which describes your sexual orientation.

- ❑ Bi-sexual
- ❑ Gay
- ❑ Heterosexual / straight
- ❑ Lesbian
- ❑ Other

Data Protection: Personal data supplied on this form will be held on computer and will be used in accordance with the Data Protection Act 1998. The information you provide will be used for statistical analysis, management, planning and the provision of services by the county council and its partners. The information will be held in accordance with the council's records management and retention policy.

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Report No: 209/2017
PUBLIC REPORT

ADULTS AND HEALTH SCRUTINY PANEL

30 November 2017

RALSS SELF ASSESSMENT REPORT

Report of the Director for People

Strategic Aim:	Reaching our Full Potential	
Exempt Information	No	
Cabinet Member(s) Responsible:	Mr D Wilby, Portfolio Holder for Lifelong Learning	
Contact Officer(s):	Tim O'Neill, Director for People and Deputy Chief Executive	01572 758402 toneill@rutland.gov.uk
	Robert Shore , Team Manager – Learning and Skills	01572 720985 rshore@rutland.gov.uk
Ward Councillors	N/A	

DECISION RECOMMENDATIONS
That the Panel: 1. Notes the arrangements and progress for post 16 provision by Rutland Adult Learning and Skills Service in partnership with Peterborough Regional College.

1 PURPOSE OF THE REPORT

1.1 To inform Scrutiny Panel of the impact of the work of RALSS

2 BACKGROUND AND MAIN CONSIDERATIONS

2.1 Rutland Adult Learning and Skills Service (RALSS) produces an Annual Report, which also acts as a self-assessment report (SAR) in line with the requirements of both the Education and Skills Funding Agency (ESfA) and Ofsted.

2.2 All data referred to in this report relates solely to the academic year 2016/17 unless otherwise stated.

2.3 RALSS continues to have success rates significantly higher than both the national average and statistical neighbours.

2.4 RALSS is playing an increased role in both 16-18 and SEND activities for Rutland and is key within the success of Rutland County Council's Education Framework

2017-20.

2.5 RALSS is funded directly from the ESfA and has operated in the black showing a small surplus from external funding.

2.6 RALSS has strong links to the employer base and is the primary provider of apprenticeships within Rutland.

2.7 RALSS is graded as Good by Ofsted.

3 CONCLUSION AND SUMMARY OF REASONS FOR THE RECOMMENDATIONS

3.1 Due to the timing of the report, which takes place at the end of the academic year, it is primarily reflective of the previous years' activities and as such provides a retrospective view of the progress of the service in addition to the actions undertaken to maintain continuous improvement.

3.2 The Annual Report draws together a range of reviews, data, views and judgements, to celebrate our successes as well as to identify emerging issues and areas for improvement (as identified from quality monitoring processes). It is a key management tool in highlighting and supporting continuous improvement.

4 BACKGROUND PAPERS

4.1 There are no additional background papers to the report.

5 APPENDICES

5.1 Appendix A – RALSS Annual Report (SAR) 2016/17

A Large Print or Braille Version of this Report is available upon request – Contact 01572 722577.

Rutland County Council

Peterborough Regional College

A partnership for Rutland Adult Learning & Skills Service

RALSS

SAR / Annual Report 2016/7

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1. The Annual Report (SAR) - Process and Rationale

1.1 Rutland Adult Learning and Skills Service (RALSS), as part of Rutland County Council, produces an Annual Report which also acts as a self assessment report (SAR) in line with the requirements of the Education Skills Funding Agency (ESfA) and Ofsted. *Quotes from Ofsted are given within the report in italics.* Internally, this acts as both a summary of the year's events, as well as a blueprint for the future in our drive to be recognised as outstanding. This document is established by drawing together and highlighting activities and progression in a range of organisational actions such as skills, community learning, classroom based learning, workplace learning and apprenticeships.

1.2 Due to the timing of the report, which takes place at the end of the academic year, it is primarily reflective of previous year's activities and as such provides a retrospective view of the progress of the service as well as the actions undertaken to maintain continuous improvement.

1.3 The Annual Report draws together a range of reviews, data, views and judgements, to celebrate our successes as well as to identify emerging issues and areas for improvement (as identified by the quality monitoring processes). It is a key management tool in highlighting and supporting continuous improvement. In a change to previous reports, we have included a section reflecting the strategic influences and changes impacting upon, and being undertaken by, the service for the next academic year.

1.4 The Annual Report activities are undertaken by all members of staff within RALSS, including members of the Senior Management and the Portfolio Holder. These activities include reports from the RALSS Performance Board, end of course reports, observations of teaching and learning including learning walks, data exercises, internal and external moderation and validation as well as benchmarking exercises to name a few.

1.5 The layout of this report reflects best practice, as well as mirroring the layout of the Common Inspection Framework (CIF) 2016.

1.6 All data referred to in this report relates solely to the academic year 2016/7 unless otherwise stated.

1.7 Next year's areas for improvement are collated in a Quality Improvement Plan (QIP) and are given in section twelve. These highlight the key actions for moving the Service to outstanding across all areas of provision.

2. Overview of the Provision

2.1 Whilst they lack the resources and status of schools and universities, both adult skills and community education have a unique importance in British life. Not only do they contribute to the skills needs of the local economy, they also provide new chances for people whose encounters with the school system may have been less than satisfactory, and are responsive to the demands of employers as well as students. Adult and community education is often a lifeline for people in deprived regions and rural areas for whom distance to mainstream activities and participation in a large further education setting is a distant and unfamiliar notion.

2.2 Whilst community education varies depending on the geographical region and the demographics it serves, it has a unifying norm in that it is resilient and innovative. Our staff are a unique resource for learners who are often lacking in confidence. They are at the forefront of developing students' existing skills as well as teaching them new ones. We recognise and nurture abilities which students undervalue or do not realise they possess. A selection of case studies form part of the report to reflect the impact that studying at RALSS has had on individuals.

2.3 RALSS' mission is to: establish and deliver an outstanding learning and skills platform for the County; to work effectively with partners, stakeholders and customers; to deliver provision which develops the skills, achievements and aspirations of communities, families, employers and learners in Rutland in order to both support and improve the economic, social and educational outcomes and quality of life in Rutland. This is reflected in the Service's strategic and business plans.

2.4 Rutland Adult Learning and Skills Service is an important service provided by Rutland County Council designed to influence, support and improve the quality, achievements and social and economic prospects of adult learners in Rutland.

2.5 Our vision is summarised by the following **Mission Statement**:

Mission Statement

To work effectively with partners, stakeholders and customers to plan and deliver provision which develops the skills, achievements and aspirations of communities, families, employers and learners in Rutland in order to support the economic, social and educational outcomes and quality of life in Rutland.

2.6 RALSS is proud to be part of the services provided by Rutland County Council and strives to meet all of the Council's aims but in particular contributes to the Council's strategic aim of *'Rutland is a great place to live, learn, work, play and visit'*. RALSS seeks to meet the key actions of RCC in terms of sustainable growth, safeguarding and economic growth.

2.7 During the 2016-7 academic year, (RALSS) continues to restructure the methodology of delivery from both a personnel and a curriculum standpoint.

2.8 The Adult Education Budget is delivered in partnership with Peterborough Regional College (PRC). This is subject to an annual performance review and the partnership has been extended for 2017/8 following a Senior Management Review. The partnership is monitored by RALSS and RCC Management and good relationships have been formed. We have continued to adapt to the changing priorities of the ESFA such as developing the Apprenticeship programme as well as responding to changes in funding levels for some of the core curriculum areas that had been offered over many years. RALSS is part of the national Register of Organisations Apprentice Training Organisations (ROAPT)

2.8 The work undertaken by the team saw RALSS achieving a 'Good' grade with some outstanding elements for all of its provision in 2015 and therefore the service is unlikely to receive another full Oftsed inspection until 2019 at the earliest.

2.9 Service locations within the county are now centralised at the Oakham Enterprise Park. All mainstream courses will now be offered from this site. There is significant partnership work planned with local RAF and Army bases to deliver learning to Forces communities. Following a request by Children's Scrutiny Panel, the service is looking into additional delivery locations for the next academic year to involve residents from the hardest to reach areas of the County.

3. The Rutland Population

3.1 Rutland is one of the rural counties within England and Wales as 100% of the population live in 'rural towns' and villages or are dispersed (DEFRA – 2011 Rural-Urban Classification of Local Authorities & other geographies) – over some 151.5 square miles (392.5 square km). The County Council is ranked 149/152 County Councils in terms of deprivation according to the 'Rank of average score' indicator (Indices of Deprivation 2015), moving down one place since 2010 to a lower deprivation scoring, and 301/326 Local Authorities by the same report. The Level of Happiness in Rutland is high, with an average (mean) rating of 7.65/8.0 (ONS Wellbeing Analysis Reference Table 3: Happiness, 2015), which is 0.32 higher than the national average.

3.3 Although the County enjoys low rates of deprivation, there are nevertheless embedded pockets of relative deprivation within it. In particular, with reference to attainment levels (Census 2011, Qualifications), the wards of Greetham and Oakham North-west demonstrate significantly higher levels of residents with no qualifications than is apparent in other wards. The percentage for those with no qualifications and for those with a highest qualification of level 1 is also greater than in other areas for these wards. The main RALSS accommodation at Oakham Enterprise Park is close to and serves this area of deprivation.

3.3 A key factor which creates barriers to participation in Rutland is transport. Population density is low, at 87 persons / km2 in Rutland compared to 267 / km2 and 383 / km2 in the East Midlands region and in England respectively. As a result, learners with similar needs tend to be widely dispersed throughout the county and may be unable to access facilities due to infrequent or non-existent public transport links. RALSS is working with other officers within the County Council to address this deficiency.

3.4 Rutland has a total population of 38,046 (ONS – Lower Super Output Area Population Density, mid-2015) with a small proportion of ethnic minority groups. In 2011, 5.72% of Rutland's resident population declared non-white ethnicity, and 94.3% of the population identified themselves as "White British" This compares with a figure of 95.74% of the population who declared themselves "White British" in 2001 (ONS 2001 census – Ethnic Group (UV09)) and indicates that over the course of the last decade, the proportion of Rutland residents of "non-White" and "White, non-British" ethnic origin has increased. However, on both a regional and national basis, the proportion of non-white ethnic groups is substantially higher, at 24.18% and 29.17% respectively (ONS 2011 Census – KS201EW Ethnic Group).

3.5 From those people of non-White British origin, according to the ONS Census the greatest increase has been in the proportion of "White: Other White" residents, from 1.69% in 2001 to 2.1% in 2011, and "Asian or Asian British" residents, up from 0.40% to an estimated 1.9 % over the same period (sources as previously). Thus, the ethnic composition of the county can be seen to be gradually shifting over time. Indications from the 2011 Census show that the ethnic minority population of the county has indeed increased.

3.6 The county will see a significant increase in the over 65 population, between 2014-2030 as an increase of 8.5% as a proportion of the total population is forecast, with a decreasing supply of those in younger age groups adding pressure to an already tight labour supply (ONS Subnational population projections, May 2014). Much of this growth will be accommodated in the Oakham Urban Extension and in other smaller developments around the county.

3.7 The mean age of residents in Rutland was 42.40 years in 2011, set against a mean of 39.90 in 2001 for Rutland. The mean age in the East Midlands region in 2011 was 40.00 and for England as a whole, the figure is 39.3 (ONS – 2011 Census: Age Structure (KS102EW). The census also reflect a lower proportion (61.10%) of residents of working age as compared to the East Midlands (64.76%) and England as a whole (64.45) and thus overall, the county has a generally older population with more residents of above retirement age than is the case in the region or nation as a whole.

3.8 Rutland has 19,000 total workforce jobs and a job density of 0.85 (the proportion of jobs in an area to the number of people ages 16-64) and is consistent with net-in commuting which is likely to reflect the older population structure (NOMIS Labour Market Profile 2015).

3.9 Median earnings based on individuals living in Rutland (£24,271) are significantly higher than individuals working in Rutland (£22,091) suggesting that significant proportions of our more highly skilled people work elsewhere. Data for Rutland is influenced by its small population. Whilst the 2012 data for residents' earnings are below the East Midland's regional average, 2015 data from the Annual Survey of Hours & Earnings suggests earnings which are significantly above the regional average, £25,065 compared to £21,093.

3.10 Rutland has retained its major manufacturing employers over the last 20 years and has successfully diversified into a home for many service-based SMEs. Key sectors in terms of work-based employment are education, manufacturing, accommodation and food services, minerals, wholesale & retail and public administration. Existing areas of delivery for Workplace Learning provide appropriate opportunities in some of these areas. As part of the strategic planning for the Service, the areas not covered by our in-house provision can be covered by the partnership contract and the Service is reviewing additional resource to expand the offer.

* *The prior information for section three is provided by the Economic Development Unit of RCC.*

The table below provides a snapshot of key demographic and economic data as given in the Local Area Review (August 2017).

	Rutland	Cambridgeshire	Peterborough	Great Britain
Total Population (2016)	38,000	647,200	194,000	63,258,400
Population aged 16 to 64 by %	58.9%	63.8%	63.4%	63.3%
% with Post Level 4 qualifications	39.7%	45.5%	26.1%	37.1%
% qualified to Level 2	75.9%	78.2%	63.7%	73.6%
% of young people achieving 5 Grade A - C	71%	61%	48%	58%
Gross weekly pay of residents	£490.90	£576.00	£466.90	£540.00
Out of work benefit claimants	0.6%	0.7%	1.5%	1.9%
% of main benefit claimants	3.9%	5.4%	9.6%	8.6%

4. Strategic Influence and Change

4.1 As part of planned integration within the wider Learning and Skills Agenda, RALSS has throughout the last academic year, become increasingly a key player in the wider educational arena throughout Rutland. This has led to an increasing sphere of influence which is being encouraged to meet the strategic direction of the Local Authority. These actions are aiding the County wide development of a broad educational base for 16-18 and a more holistic approach to providing services and education to SEND 16-25 in addition to Post 19 current actions.

16-18

4.2 Currently in Rutland, the only option available for Post 16 within the County is an academic route of Advanced Levels from a single provider. This route previously mirrored the government focus on increasing university participation and had, in this regard, been positive in that it increased numbers attending. It gave some young people the opportunity to attend university when previously it would have been out of their reach, however, the changes to the fees structure is now starting to impact nationally on people from poorer backgrounds that are now rejecting this route. Further, it has also made worse a significant inequality in how vocational and academic routes are compared to one another.

4.3 Following the publication of the Sainsbury report by the government, there has been a significant change in direction, as it they now understand that technical and vocational qualifications can improve real job outcomes for young people. Their evidence showed that these qualifications are vital for economic growth stating that *"Quality provision that provides choice, realistic job opportunities and career development enables local economies to grow and individuals to progress.*

4.4 Young people choosing a technical or vocational route currently need to seek these outside of the County via a range of providers. The majority of these providers have been judged by Ofsted to require improvement and as such may not offer the highest quality of provision or outcome. This situation is exacerbated when we include SEND where all young people need to leave the County to gain education Post 16. The recent Joint Area Review carried out by the DfES into Post 16 education noted that there was limited access to in-area post 16 provisions with progression routes, and that this was also hindered by transport limitations in the area, creating challenges for learners and further limiting choice of providers. The most recent information available related to school leavers who left school and progressed to Post 16 education and training shows:

Type of Destination	Number
Employed / training towards NVQ2+	15
Employed for more than 20 hours - no training	3
Employed for less than 2- hours	1
Further education	116
NEET	1
No information	4
Other	1
School sixth form	100
Sixth form college	70
Total	311

4.5 The challenge for the County with the numbers opting to go to University indicating a plateau if not a reduction for future cohorts, is how do we to establish an offer of high quality technical / vocational learning within county as well as SEND provision and if so how and with whom?

4.6 We are proposing, within Rutland County Council's Education Framework 2017-20, to formalise a sector-led partnership approach between Rutland County Council, RALSS, PRC and the Secondary Academies. The partnership would be responsible for developing and implementing a County-wide facility to meet the needs of all young people within the 16-18 sectors. It is envisaged that this would support the aspirations and skills enhancement of young people, business and the communities of interest in securing well qualified young people to enhance both business and the prosperity of the County.

Strategic Actions

4.7 Utilising pump prime funding from the Government initiative 'invest to save', the partnership would establish the following objectives:

- Ensuring all young people receive robust targeted and inspiring information advice and guidance to help young people make informed choices
- Matching the skills required by the economy and those offered to young people by offering a curriculum for employment and enhancement
- Raising the economic awareness amongst both young people and their parents about the skills and qualifications required to secure jobs with good prospects
- Closing the gaps in the market for post 16 learning by establishing new provision meaning young people have choice and can find learning routes which both inspire them and match their aptitudes and attributes.

- Linking employers with young people in meaningful ways early enough in their learning pathway to inspire young people and show them the steps to follow to secure a role in their chosen industry – building upon the examples of good practice that exist with current employers.
- Continue to develop specific targeted support which breaks down the barriers to work for young people and ensures that they are adequately prepared to succeed in the world of work

SEND

4.8 It is also proposed that the partnership seek to establish a specialist provision to best meet the needs of young people with special educational needs. This would allow young people for whom this was the best option to remain in County to aid their personal and educational development as well as offer best value for the public purse within Rutland by accessing additional Government funding via the ESfA.

4.9 This provision would take the form of a graduated approach to learning with increased transition to adulthood and independence. A substantive part of the programme would focus upon development of a vocational route matched to the individual needs of participants starting with a vocational profile.

4.10 A vocational profile is a form of assessment to understand an individual's experience, skills, abilities, interests, aspirations and needs in relation to employment. The aim is to understand the person in depth and to allow for the best possible job match or work experience placement. It provides a picture of the ideal conditions needed in a workplace for the student to be successful. All information collected would inform their subject choices, work experience, weekend or holiday job options as well as feeding into an Education, Health and Care (EHC) Plan if the young person has one.

4.11 Working in conjunction with the SEND inclusion -team, RALSS will:

- Act in the role of liaison between the Inclusion team and the Learning and Skills Service team, utilising their skills to achieve outcomes –agreed by the inclusion group.
- Undertake remote audits of SEND provision as part of the Inclusion team activities.
- Work with the Ofsted strategic group to embed learning and skills into the overall provision.
- Seek to increase the volume of in-county provision available for young people.

5. Overall Effectiveness Grade 2

Judgement

5.1 The Adult Skills budget is delivered in partnership with Peterborough Regional College (PRC). This is subject to an annual performance review and was extended for 2016/7 following a Senior Management Review. The partnership is monitored by RALSS Management and good relationships have been formed. Budgetary management is undertaken in conjunction with members of RCC finance teams and produces a small surplus which is re-invested in provision. Overall this has been a good year for RALSS with success rates once again higher than national averages for every aspect including GCSEs at 75%. The only exception to this being 16-18 apprenticeships where two people leaving due to pregnancy and three leaving to take up full time employment reduced the success rate (page 30).

5.2 RALSS has a clear focus on vocational education and the skills agenda. *RALSS has high aspirations for all learners and constantly strives to meet the needs of our communities, local businesses and employers.*

5.3 Leadership and Management at RALSS are graded as good. RALSS is led by a strong and determined management team who are driving the organisation towards outstanding by combining effective strategic direction and high expectations for learner success. The management team have significantly increased the liaison with other providers at a local and regional level to enhance and develop both the service and its reputation.

5.4 Teaching, learning and assessment in Community Learning is outstanding and Skills Development is good with examples of Grade 1 outstanding sessions as measured against the competencies of the Common Inspection Framework.

5.5 RALSS offers outstanding personal development and actively promotes good behaviour and strong learner support. It seeks to develop the whole person as part of the learning programme and as such delivers actions to help the learner develop both their own skills base and employability whilst at the same time understanding their role in the health of Britain.

5.6 RALSS offers a safe working environment for young people, giving them skills to help them stay safe outside of the learning environment and to act as good citizens.

5.7 *Outcomes for learners show good and consistent success rates which are in the main significantly above national averages.*

5.8 Leaders and managers target funding at those in most need, helping learners to overcome their barriers to employment and/or independence. Learning programmes give participants the skills and confidence to help build a cohesive and integrated society. (Note case studies within the SAR)

5.9 The Service has successfully attracted and delivered all of the mainstream Adult Education Budget AEB funding available to it.

Evidence and Impact

5.10 Teaching, learning and assessment are good or outstanding across all of the provision enabling learners to develop good vocational and employability skills.

5.11 Learners have high aspirations and continue to receive good education and training. They make good progress on all courses and a large majority complete their main vocational qualifications in a timely manner.

5.12 Managers know their provision well and have planned a broad and accessible curriculum to meet regional and local needs well and prepare learners for employment.

5.13 Excellent (timely success rates) and overall Apprenticeship success rates significantly above the national average with the exception of 16-18 apprenticeships which are below national averages and are subject to actions in the QIP.

5.14 Excellent internal quality assurance of work-based learning provision has resulted in increased high pass rates.

5.15 Good partnership work is evident throughout all aspects of the provision.

5.16 Excellent response to local need with a strong placement of the Service throughout the County and surrounding areas.

Areas for Improvement

5.17 Earlier delivery of adult education budget (AEB) totals with particular reference to individual account lines under the new funding methodology which separates differing learning and funding streams.

5.18 Attendance and retention of learners to some sessions of non-qualification sessions.

5.19 Whilst not areas for improvement, those areas highlighted within the 'strategic influence and change' will be added to the QIP as a means of monitoring progress and reflection on active management and leadership of the provision as a whole.

5.20 Whilst all young people who completed the apprenticeship achieved their qualifications, the issue was that of retention. Although we are aware of the reasons and destinations for the people who finished early i.e. (family, moving area and employment), this area will be subject to monthly monitoring next academic year

6. Leadership and Management Grade 2

Judgement

6.1 *Leadership and Management at RALSS are graded as good.* The management team have significantly increased the liaison with other providers at a local and regional level to enhance and develop both the service and its reputation. *The Portfolio Holder and senior managers promote high standards and these are subject to a rigorous and challenging review as part of the RALSS Performance Board*. Leaders and managers set and achieve extremely ambitious objectives for the Service to provide a very high-quality, responsive curriculum in collaboration with a broad range of partners. The clear objectives for the Service align closely with those of the Council and are set within a well-developed strategic plan which is understood by managers and staff

6.2 The creation and usage of data is outstanding and the self-assessment processes which take into consideration the views of learners, staff, managers and Councillors, are inclusive, established and continuous throughout the year. *Accurate and reliable management information linked to the results of observations, in-year outcomes and monthly monitoring underpin the processes.*

6.3 Surveys of staff, students and employers have been undertaken (see pages 28-29), and their views taken into consideration, within the improvement processes. RALSS produces a series of "you said we did" posters showing our responses and how we have dealt with the requests. RALSS operates a quality improvement calendar which helps to ensure the smooth running of the provision.

6.4 *Equality and diversity (E & D) are addressed well throughout the Community Learning provision and promoted through meetings, reviews and performance management.* Tutors and assessors demonstrate good awareness in their delivery through Initial Assessment although additional work is required to ensure embedded activities. E & D is introduced at Induction in an activity suitable for each curriculum area. British Values are actively promoted in class and discussed in Community Learning meetings.

6.5 RALSS safeguarding of learners is effective with outstanding features. *RALSS has a strong and consistent approach with policies, designed to ensure the effective safeguarding of staff and learners.* We have effective mechanisms in place to ensure that all staff and learners feel safe and that if they have any issues then they know who to report them to. All safeguarding concerns are addressed and signed off. 'Prevent' training has increased staff awareness of the risks of radicalisation and extremism and improved their confidence in how to recognise risks and how to increase learner understanding and address issues raised. Learners' raised awareness has led to them gaining a better understanding of how to identify risks and what actions to take, as well as understanding communications from their children's schools regarding the 'Prevent' agenda.

The Community Learning Lead Tutor and PRC's Adult Skills Budget Manager meet monthly to review any on-going incidents and to make sure that all relevant agencies and authorities are kept informed.

Evidence and Impact

6.6 *Rutland Adult Learning and Skills Service (RALSS) offers a good overall level of provision with outstanding features, demonstrating high aspirations and success rates for all areas of its provision. This is evidenced in the current Ofsted grading*.

6.7 Self-assessment is ongoing and rigorous. All courses have a completed tutor course review report. Surveys are completed for all learners. Work-based learners and employers both receive a survey at 3 months and end of the program.

6.8 RALSS is embedded throughout the County and is continuing to develop a holistic approach through its partnerships with PRC and local schools and businesses. As examples of actions in these areas, RALSS is an active member of the schools forum representing the interests of Post 16 students. We have had direct engagement with over 50 local businesses.

6.9 The Performance Board, which consists of both senior management leads and the potfolio holder, has established systems and a culture that enables learners and staff to achieve their targets and ambitions. RALSS set high expectations for learner acievement and staff conduct and these are monitored on a monthly basis. Working relationships between staff and learners are good. The actions have maintained strong outcomes for learners. Minutes are maintained and all actions completed.

6.10 The monthly monitoring board meetings establish an accurate real time understanding of the quality of education being delivered by RALSS and PRC staff. This action enables the RALSS provision to monitor and refine actions to improve all key aspects of the provision.

6.11 Tutors and managers contribute to improving teaching and learning through self-assessment and course reviews. Continuous professional develoment (CPD) and professional industry development (PID) ensures that good practice is embedded across the entire curriculum through shared training. All staff are supported in developmental lesson observations. Details of individual reviews are held centrally in human resources.

6.12 The service seeks to actively ensure that the range and content of the provision is aligned to local and regional priorities. Managers regularly attend local groups and meetings including the Local Strategic Partnership group, Department of Work and Pensions, partnership meeting and Voluntary Action Rutland. We work closely with local secondary schools, deliver careers talks and have been working closely with the Local Economic Partnership (LEP) Skills Service to engage with year 10 students across the county. Sector based work academies have been developed in partnership with the DWP to provide unemployed people the opportunity to develop their employability skills and gain sector specific accredited qualifications. RALSS is an

active member of both the local enterprise partnership (LEP) and local education authorities further education association (LEAFEA).

6.13 The development of key skills in English, Mathematics and ICT underpin much of the work of the provision, as a strategic priority, resulting in success rates which are higher than national averages and helping students improve their skills and qualifications in these subjects.

6.14 The Protfolio Holder, via the Performance Board, holds management to account for all aspects of the performance, ensuring value for money mechanisms lead the deployment of staff and resources to deliver good or outstanding outcomes for learners. The SAR is subject to strong review and advice by the Scrutiny Panel of the Local Authority.

6.15 Learning programmes are well designed to cover the needs of all learners so that they can achieve their ambitions. As part of the process we provide strong and impartial information advice and guidance (IAG) to ensure that learners can make informed decisions about both their courses of study as well as their next steps. The service holds the Matrix kitemark. All learners have access to an Information Advice and Guidance Officer and a work club which we operate once a week. Learners coming to the end of their learning have an exit IAG interview (with their tutors) and are encouraged to look at next steps and progression routes. Where necessary learners are signposted to the IAG Officer for a 1-2-1 interview or to the National Careers Service.

6.16 All learners' destinations are monitored and recorded. Learners destinations are captured at point of exit and employment outcomes are recorded. We have improved the provision by offering progression i.e. from L3 to L4 Early Years, introduction of AAT accounts courses and access to hospitality and catering courses.

6.17 The promotion of equality, diversity and inclusion (EDI) through teaching and learning is good and has improved. All new staff have attended the PRC teaching and learning induction to support planning and EDI is promoted in planning, resources and ideas are shared by the teams to raise awareness. EDI and safeguarding are covered at induction to raise awareness and promote discussion through various activities, quizzes and fact finding exercises. EDI is clearly evidenced in work-based learning assessment practice.

6.18 The service has a thorough and proactive safeguarding system that is effective. We risk assess all situations, taking action where appropriate, to ensure that we prevent harm. We work closely with the Council safeguarding teams and have effective strategies for both recording incidents and closing the loops, to ensure successful completion of actions. We actively raise awareness and provide training in relation to safeguarding. The Service delivers 'Designated Person for Safeguarding' training which supports all Rutland's nurseries and childcare providers and Early Years settings.

6.19 Management and staff work to actively protect learners from any form of radicalisation and extremism. The service has trained not only its own staff and

students but is also the lead for PREVENT training across the authority. Leaders at RALSS are part of the cross county PREVENT team. Staff are actively encouraged to develop and carry out open discussion with learners in relation to these issues. British values are promoted in planning, and resources. All staff attend the teaching and learning induction to raise awareness and share ideas. The equality calendar encourages staff to promote important dates and events that relate to different faiths and beliefs to ensure those with different backgrounds feel valued.

Areas for Improvement

6.20 Earlier delivery of AEB budget totals with particular reference to individual account lines under the new funding methodology

6.21 Development is needed to ensure parents view the local authority and schools apprenticeships as an aspirational route.

6.22 Expand the delivery of work related programmes to ensure that we meet the needs of businesses in the local area.

6.23 Monthly review of retention on programmes.

7 Quality of teaching, learning and assessment

Judgement

7.1 *Teaching, learning and assessment in both Community Learning and Skills Development are good.*

Evidence and Impact

7.2 Tutors on all courses judged Leadership and Management as outstanding on 81% of courses which is a significant increase on last year's figure of 72%.

7.3 All tutors have high expectations of their learners. The work is highly differentiated, especially in the English and maths classes and on courses for learners with learning difficulties and disabilities.

7.4 *The quality of education and training for learners and apprentices is good.* Generally lessons are well planned with a range of differentiated activities to engage and motivate learners. Individual learning plans are effective and improving and they demonstrate SMART target setting and regular feedback to learners. Additional support given to learners is good and learners who require 1-1 support benefit from structured, well planned provision.

7.5 The tutors have specific subject knowledge to a high level and most have degree-level qualifications in the subject they are teaching. Learners benefit from a wide range of approaches deployed to fully meet their needs and to ensure that sessions engage their interest and promote individuals to take charge of their own learning. Most learners commented highly favourably on the support they received from their tutor.

> "The watercolour courses are exceptionally well organised and we have an inspirational tutor."

7.6 Continuing Professional Development (CPD) plans have been developed from Personal Development Reviews and from the observations of teaching learning and assessment (OTLAs). All tutors have access to training which addresses the main areas for improvement. This ensures that they can, for example, incorporate ICT into their sessions more effectively.

7.7 Initial assessment is comprehensive and accurately identifies learners'/apprentices' starting points. BKSB and a skills scan are used to both assess learners' current skills

levels or to record prior learning, and GCSE qualifications are also taken into account to ensure apprentices/learners are on the correct programme of study.

7.8 Learners understand how to improve as a result of individual, detailed feedback, face-to-face with the tutors and through their Individual Learning Plans. In most cases, tutors provide highly detailed and timely feedback that gives learners a clear insight into their progress and how they can best continue to develop their skills.

7.9 Tutors and Managers engage with support staff at Brightways and Rutwel to ensure that the teaching sessions incorporate information from these groups' Person-Centred Plans. The relevant tutor attends LLDD reviews to ensure that each individual can reach his/her full potential. One learner is going to progress from the Transitions Independent Living course to Foundation English in September.

7.10 Tutors have attended 'Prevent' training and have been provided with ice-breaker and other activities to promote 'British Values' with their groups. Learner feedback reflects their enjoyment of opportunities to socialise and discuss current topics which in turn increases their confidence in both topic and social interaction.

7.11 Progress of work-based learners is good and learners benefiting from assessor contact that is well above the minimum requirement which encourages learners to progress to the next level. Work-based reviews with learners and employers are supportive and identify potential issues.

7.12 *Teachers and assessors promote learners' understanding of equality and diversity effectively either embedding in the classroom provision or part of the review process.* Most lessons allow learners to develop good personal skills, where they demonstrate positive behaviour and attitudes, which prepare them well for independent learning and their next steps.

7.13 English, Maths and ICT are naturally embedded into some sessions but would benefit from more development with clearer links to how these skills would be beneficial for employers or to achieve personal learning goals. The service delivered the new GCSE syllabus in both English and Mathematics in one year as opposed to the two years delivered by schools. Despite this, 100% of students passed the relevant GCSEs with 75% achieving the equivalent of Grade C or above.

7.14 The majority of learners accessing Community Learning courses do so in order to explore interests and develop skills as well as to seek employment outcomes. An overwhelming majority of learners achieve outstanding results with positive feedback on how well they have developed new skills; the impact learning has had in terms of gaining confidence and their increased feelings of achievement in general. Learner feedback demonstrates high levels of enthusiasm and satisfaction with highly motivational and inspirational teaching.

"I am in the Advanced Italian Class. My experience is that my Italian has improved beyond my wildest expectations.

I now converse comfortably face to face and on the phone whilst thinking in Italian.

Our business relationships have taken on a new level.

The lessons are intense, push us… my vocabulary and grammar have all improved without question.

Areas for Improvement

7.15 It was noted by Ofsted Inspectors and the Management Team during OTLAs that the volunteers are not being used as effectively as they could be. Regular training for volunteers is now delivered by an ex Ofsted Inspector.

7.16 Better engagement of tutors of Community tutors in all CPD opportunities.

8 Personal Development, Behaviour and Welfare

Judgement

8.1 RALSS offers outstanding personal development and actively promotes exemplary behaviour and strong learner support. It seeks to develop the whole person as part of the learning programme and as such delivers actions to help the learner develop both their own skills base and employability whilst at the same time understanding their role in British society.

8.2 RALSS offers a safe working environment for young people giving them skills to help them stay safe outside of the learning environment and to act as good citizens.

Evidence and Impact

8.3 Learners are confident and offer assured feedback in sessions. This is translated in the pride they demonstrate in the classroom. In addition the learners' attitudes to learning are positive as evidenced in end of course reports. Learner feedback demonstrates very high levels of satisfaction in Community Learning classes.

8.4 Reviews of attendance data shows that most learners are punctual and prepared for learning and this is evidenced in both OTLA reports as well as the results of learning walks. In addition, regular reviews of registers are carried out as part of the monthly monitoring meetings, and show that there are minimal absentees recorded.

8.5 Employer surveys show that 92% of employers think that their qualification has benefitted their employee and the organization. The majority of learners stay and complete their course with successful outcomes.

8.6 All apprentices benefit from high quality work placements and have all successfully secured employment with their employer once their apprenticeship has been successfully completed. Learners on traineeships completed work experience with local employers that were relevant to their personal goals and supported interns completed work-experience with a job coach relevant to their outcomes.

8.7 Learners benefit from Information Advice and Guidance (IAG) as pre and post learning actions to ensure that they are undertaking the appropriate qualification and level. This enables them to not only succeed in obtaining qualifications but also prepares them for their further education, employment or self-employment. This has had a positive impact on both retention and destinations. RALSS holds a valid Matrix assessed award for this activity.

8.8 Staff promote clear messages about safeguarding in all aspects including prevent awareness, prejudice, staying safe on line and bullying. This is evidenced in observations and reinforced by the use of posters. The recent learner survey showed that 100% of learners felt safe whilst attending RALSS provision.

8.9 Learners develop personal, social and employability skills including English, mathematics and ICT required, achieving their core learning aims.

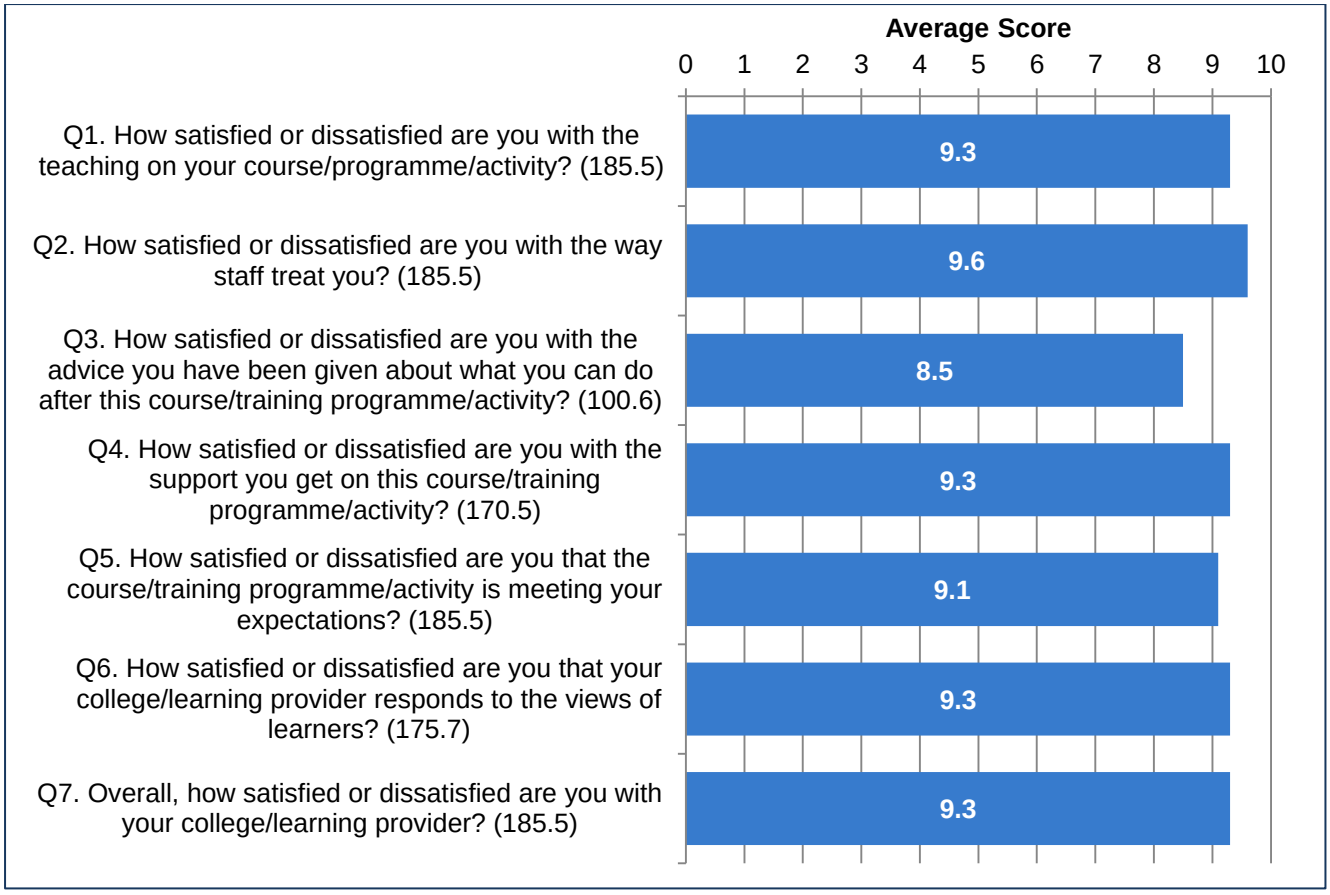
8.10 Learning programmes allow learners to explore personal social and ethical issues to promote good citizenship.

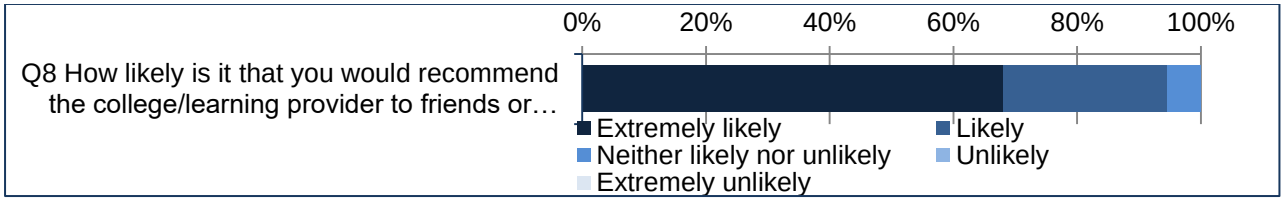
8.11 Maths and English are integral to our provision of programmes. Apprentices attend one day a week and work together to produce an apprentice newsletter for employers which is published every six months. Overall completion of English and Mathematics courses is good. Timely achievement for apprentices is above the national average. In some cases apprentices have the ability to progress to the higher level of English and maths and if appropriate will progress to take GCSE English, maths and ICT.

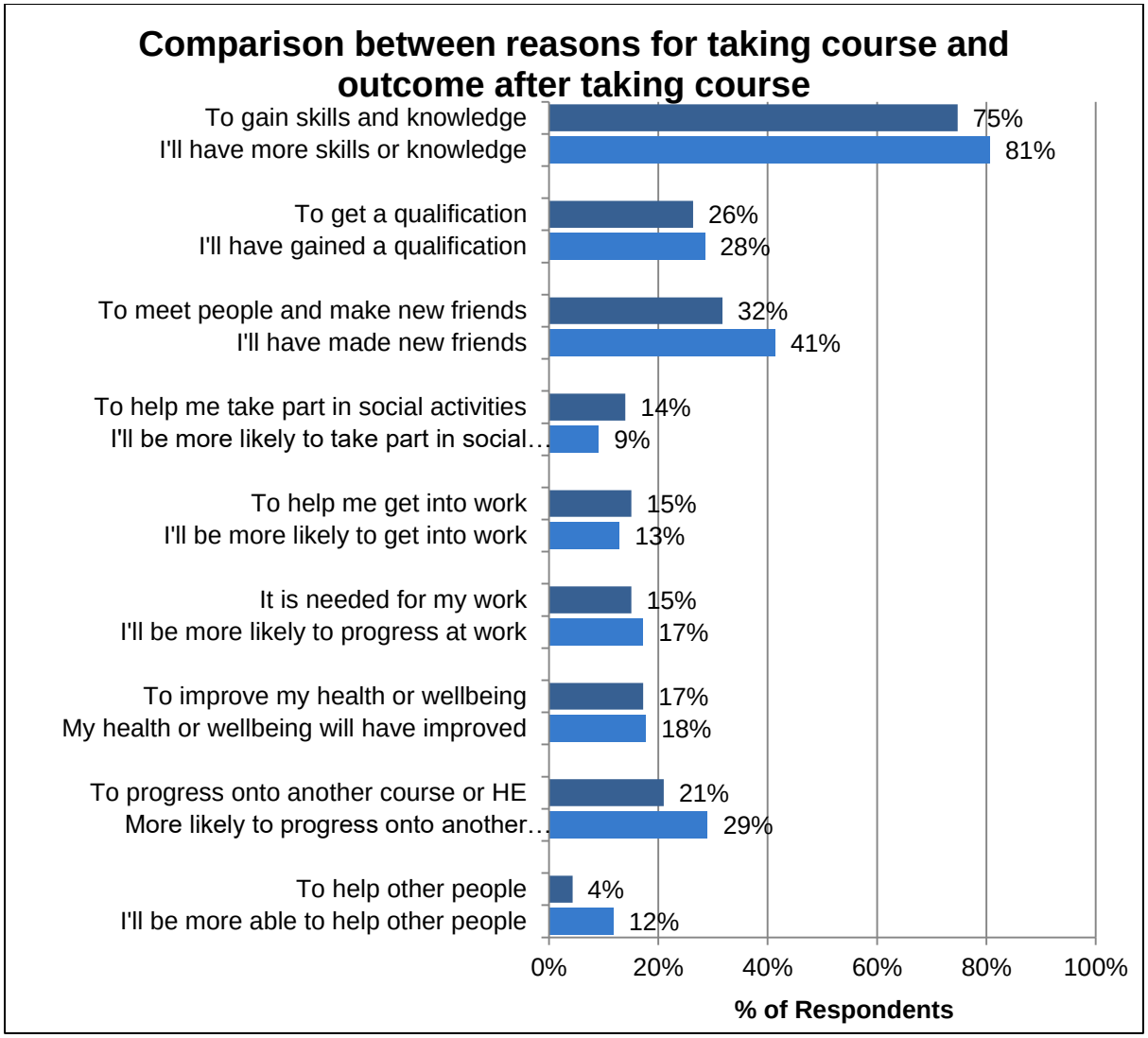
8.12 100% of apprentices who successfully completed gained paid employment and one out of two traineeships moved into full time employment. Learners who took part in the early year's sector based work academy moved into work experience, apprenticeship and maths and English courses. Learners appreciate the importance of gaining Mathematics, English and ICT at the appropriate levels, especially in terms of access to higher education related to specific areas e.g. nursing and teaching.

8.13 Bespoke courses are delivered for vulnerable young people in Rutland preparing for adulthood and individual needs are all addressed.

8.14 Responses to the ESFA annual Learner Satisfaction Survey, run by Ipsos Mori, show very positive results and are given overleaf


Average Score
0 1 2 3 4 5 6 7 8 9 10
Q1. How satisfied or dissatisfied are you with the teaching on your course/programme/activity? (185.5)
9.3
Q2. How satisfied or dissatisfied are you with the way staff treat you? (185.5)
9.6
Q3. How satisfied or dissatisfied are you with the advice you have been given about what you can do after this course/training programme/activity? (100.6)
8.5
Q4. How satisfied or dissatisfied are you with the support you get on this course/training programme/activity? (170.5)
9.3
Q5. How satisfied or dissatisfied are you that the course/training programme/activity is meeting your expectations? (185.5)
9.1
Q6. How satisfied or dissatisfied are you that your college/learning provider responds to the views of learners? (175.7)
9.3
Q7. Overall, how satisfied or dissatisfied are you with your college/learning provider? (185.5)
9.3


Q8 How likely is it that you would recommend the college/learning provider to friends or…
0% 20% 40% 60% 80% 100%
Extremely likely
Likely
Neither likely nor unlikely
Unlikely
Extremely unlikely



Areas for improvement

8.15 Attendance and retention of learners to some courses.

9. Outcome for Learners

Judgement

9.1 *Outcomes for learners show good and consistent success rates which are significantly above national averages.*

9.2 Leaders and managers target funding at those of most need, helping learners to overcome their barriers to employment and/or independence. Learning programmes give participants the skills and confidence to help build a cohesive and integrated society.

9.3 Leaders and managers work together with employer networks, Job Centre Plus and community organisations to ensure that the provision helps to meet not only local need but also supports both local and national priorities.

Evidence and impact

9.4 Success rates on accredited programmes are consistently high and most are higher than the respective national rates. The proportion of learners achieving their qualifications in planned timescales is consistently very high. Retention and achievement are both much higher than the respective national averages. Almost all learners who enrolled in 2015/16 have remained on their programme/course. Success rates for learners are very high on all qualifications at all levels. Different groups of learners achieve equally well when analysed by gender, ethnicity or disability.

9.5 *Leaders and managers have high expectations for learners and seek to improve success rates by delivering monthly monitoring activities where progress, retention and skills destinations are monitored.* Any areas causing concern are dealt with in a timely manner.

9.6 All learners have the opportunity for independent advice and guidance which ensures that an individual's prior learning as well as their aptitude is reviewed to ensure that learners are on the right course and at the right level.

9.7 The majority of learners complete their learning goals in a timely manner and timely success rates for apprentices are significantly above the national average. Learners successfully meet challenging targets and move on to higher level qualifications.

9.8 Positive feedback without actions from all awarding body visits. On completing their programme, most learners have the confidence and opportunity to progress to further learning, training, employment or an apprenticeship.

9.9 *Destinations are known for the vast majority of leaners and progression rates into employment and education are provided.*

9.10 Observations of teaching learning and assessment are carried out on every member of the tutor team with 55% outstanding, 34% good and 11% needing improvement. The results of these are reviewed and form the basis of both continual performance reviews as well as specific training actions.

9.11 Learner progress is regularly reviewed and actions plans put in place to ensure that learners who have fallen behind are given the opportunity to catch up on progress. Community learners have individual targets which are reviewed at the end of each session and at the end of each programme of study.

9.12 Apprentices acquire qualifications that either enable them to move to higher level qualifications or move into regular paid employment. Unemployed learners on sector based work academies have moved to further learning and in some cases work experience and apprenticeships. Tracked destinations show that the majority of learners progress into paid employment. Statistics from the LEP, DWP and Economic Development at the local authority show priorities in the local area which can aid advice and guidance into specific courses, or planning of courses.

9.13 Unemployed learners and non-apprentices are able to access courses that can lead them into paid employment that fits their individual circumstances and goals e.g. accounting, early years and teaching assistant courses, GCSE maths and English GCSE for access to HE.

9.14 Learners demonstrate and develop good employability skills. Employers' requirements for maths, English and ICT are being met and in some cases exceeded by learners achieving higher levels than required by the framework. Learners receive impartial advice about qualifications that may benefit them the most.

9.15 Learners with EHC/LDA plans improve and progress to employment/ further learning or specialist provision. Their range of life/employability skills, confidence and social skills are enhanced as a result of the teaching/work experience they receive. They can see a clear path for development.

9.16 Overall learner achievement between different age groups showed no significant differences between the two main groups. For the period 2016/2017 success rates are currently significantly above national average. There are no significant differentials in achievement between different groups accessing the provision.

9.17 Staff promote clear messages about safeguarding in all aspects including prevent awareness, prejudice, staying safe on line and bullying. This is evidenced in observations and reinforced by the use of posters. The recent learner survey showed

that 100% of learners felt safe whilst attending RALSS provision. Most learners have a very good understanding of equality and diversity and show extremely high levels of mutual respect and tolerance. Most learners have a good understanding of safeguarding and the risks of radicalisation and extremism.

9.18 Learners develop personal, social and employability skills including English, mathematics and ICT required to achieve their core learning aims and appreciate these skills. Learning programmes allow learners to explore personal social and ethical issues to promote good citizenship.

> "This course has been life changing to me allowing me to express myself and to be understood.
>
> The amount of care and teaching has been wonderful. Thank you."

9.19 Bespoke classes are delivered for all Early Years settings, nurseries and childcare providers in Rutland and surrounding areas to ensure that that all staff are trained in accordance with statutory requirements.

9.15 The service delivered the new GCSE syllabus in both English and Mathematics in one year as opposed to the two years delivered by schools. Despite this, 100% of students passed the relevant GCSEs with 75% achieving grade 4 and above.

Areas for Improvement

9.20 Development is needed to ensure that apprenticeships are viewed as an aspirational route.

9.21 Monitor and adjust delivery of functional skills to achieve a significant improvement to at least 5% above national averages.

9.22 Monitor 16-18 apprenticeships to achieve a 5% minimum increase in success rates.

9.23 Attendance and retention of learners to some sessions.

10 Appendix 1 – Data 16-17

Table 1: Overall Grading of Provision

Common Inspection Framework Criteria (CIF)	13-14	14-15	15-16	16-17
Overall Effectiveness	**3**	**2**	**2**	2
Leadership and Management	**3**	**2**	**2**	2
Quality of Teaching Learning and Assessment	**2**	**2**	**2**	1
Personal Development Behaviour and Welfare	**2**	**2**	**1**	1
16-19 Learners	**2**	**2**	**2**	2
Outcomes for Learners	**2**	**2**	**2**	2
Adult Skills	**2**	**2**	**2**	2
Community Learning	**2**	**2**	**2**	1
Apprenticeships	**2**	**2**	**2**	2
Safeguarding of Learners	**2**	**2**	**1**	1

Table 2: Classroom Learning/Education & Training 4 year trends

		Overall					
		Provider Full Year			Provisional	Variance	National (All Institutions)
		2013/14	2014/15	2015/16	2016/7	+ or - National	2015/6
16-18	Leavers	8	9	8	4		
	Achievement Rate	62.5%	77.8%	100%	100%	+21.2%	79.8
	Pass Rate	100%	83.3%	100%	100%	+11.8%	88.2
	Retention Rate	75%	77.8%	100%	100%	+9.5%	90.5
19+	Leavers	283	203	1157	316		
	Achievement Rate	80.2%	93.6%	92.1%	87.2%	+1.3%	85.9
	Pass Rate	88.6%	89.0%	95.1%	95.5%	+1.8%	93.6
	Retention Rate	90.8%	96.1%	96.5%	91.8%	-	91.8
Total	Leavers	291	212	1165	320		
	Achievement Rate	79.7%	93.0%	92.2%	87.2%	+3.8%	83.4
	Pass Rate	88.2%	97.5%	95.1%	95.5%	+4.6%	90.9
	Retention Rate	90.4%	95.3%	96.5%	91.8%	+0.1%	91.7

Table 3: Apprenticeship 4 Year Trends (Overall)

		Overall				
		Provider Full Year			Provisional	National (All Institutions)
		2013/14	2014/15	2015/16	2016/7	2015/16
16-18	Leavers	14	19	18	15	
	Achievement Rate	64.3%	78.9%	72.2%	55.6	69.3
	Pass Rate			92.9%	100%	
19-23	Leavers	16	16	21	13	
	Achievement Rate	75.0%	81.3%	81.0%	85.7%	68
	Pass Rate					
24+	Leavers	55	19	8	14	
	Achievement Rate	58.2%	78.9%	87.5%	100%	65
	Pass Rate					
Total	Leavers	85	54	47	42	
	Achievement Rate	62.4%	80%	78.7%	76.1%	67.4
	Pass Rate					

Table 4: Apprenticeship 4 Year Trends (Timely)

		Overall				
		Provider Full Year			Provisional	National
		2013/14	2014/15	2015/16	2016/7	2015/6
16-18	Leavers	14	19	18	15	
	Achievement Rate	64.3%	78.9%	61.1%	55.6	62.5%
	Pass Rate			93		
19+	Leavers	16	16	21	13	
	Achievement Rate	62.5%	75.0%	76%	78.6%	60.6%
	Pass Rate			89.5%		
24+	Leavers	55	19	8	14	
	Achievement Rate	41.5%	63.2%	87%	77.4%	55.3%
	Pass Rate			100		
Total	Leavers	85	54	47		
	Achievement Rate	50.7%	72.2%	72.3%	65.1%	58.9%
	Pass Rate					

Table 5: Community Learning - 5 Year Success Rates

	Starts	Retention	Achievement	Success
2012/3	931	95%	90%	85%
2013/4	695	95%	99%	94%
2014/5	492	95%	98%	93%
2015/6	776	98%	94%	93%
2016/7	1046	97.4%	99.5%	96.9%

Table 6: Observations of Teaching and Learning - 5 Year Profile

	Grade 1	Grade 2	Grade3	Grade 4
2012/3	7%	77%	12%	4%
2013/4	45%	45%	10%	0%
2014/5	40%	56%	4%	0%
2015/6	30%	66%	4%	0%
2016/7	55%	34%	11%	0%

11 Appendix 2 – Completed Quality Improvement Plan (QIP) 16-17

Issue	Actions	Measurement of Success (Milestones)	Target Dates	Responsible Officer
Earlier delivery of AEB budget totals with particular reference to individual account lines under the new funding methodology (4.17)	Carry in completed Process targets set with PRC Monthly monitoring meetings Monthly updates to PRC Additional funding sought	Carry in implemented Meet PRC to review No's 100% delivery of AEB PFR sent Additional funding achieved	Aug 2016 Aug 2016 Monthly Termly Review Jan 17	RS RS/JH/TB RS/JH/TB RS RS
Seek out expanded opportunities for funding under both ESFA to provide a wider and expanding service. (4.18)	Monitor delivery to fully meet AEB Apply for additional funding for apprenticeships.	AEB Met Additional funding attracted	Monthly Dec 16	RS RS
Identify and record learners' destinations with a view to understanding better the impact of the service. (5.21)	All learner destinations logged on MIS	95% learner destinations logged	July 17	MIS
Expand the delivery of work related programmes to ensure that we meet the needs of businesses in the local area. (5.23)	Meet companies MIS review to ensure offer meets need New programmes in place	20 local companies met Programme offer meets local need WRP impact on delivery	Dec 16 Jan 17 July 17	PRC MIS Management Team
Better engagement of tutors in CPD opportunities. (7.16)	Staff Briefing day CPD PDR in place for all staff	100% attendance All staff attend All staff complete a PDR and have needs met	Sept 17 Staff updates given Feb 17 March 18	RS/DM DM RS/DM
Areas for Development from Observations of Teaching, Learning and Assessment.	Raise Safeguarding/E & D/British values when appropriate and relevant e.g. Ice Breakers.	Opportunities taken and evidenced at OTLA	Nov 2017	RS/DM
Monitor functional skills to achieve a significant improvement to at least 5% above national averages. (8.25)	Targets set at beginning of year Monthly monitoring Actions plans in place for individuals	All students targets set All students meeting ILP Retention up to 90% Success at 90%	Sept 16 Monthly Quarterly review July 17	PRC Management Team Management Team Management Team

11 Appendix 2 –Quality Improvement Plan (QIP) 17-18

RALSS Areas for Improvement	Actions	Measurement of Success (Milestones)	Target Dates	Responsible Officer
Attendance and retention	CPD development raise awareness Individual action plans where applicable Monitor Actions	All staff informed Any person falling behind has adjusted targets 95% retention	September 2017 As required Monthly	RS/DM DM Management Team
Ensure parents the view local authority and schools apprenticeships as an aspirational route.	Actions to be led by a new 14-19 partnership All year 11 students informed.	Medium for information agreed All schools open / careers evenings attended	Nov 17 By April 18	RS RS
Maintain teaching, learning and assessment as outstanding	Tutors made aware before observations of what a grade 1 session looks like CPD to concentrate on striving for excellence at all times	50% of OTLAs graded as outstanding. CL meetings to include training.	Nov 2017 Termly	DM DM
Monitor 16-18 apprenticeships to achieve a 5% minimum increase in success rates.	Targets set at beginning of year Monthly monitoring Actions plans in place for individuals	All students targets set All students meeting ILP Retention up to 90% Success at 90%	Sept 17 Monthly Quarterly review July 18	PRC Management Team Management Team Management Team
Ensure delivery of all lines of funding	Establish monthly monitoring procedures Report position to Head of Service Hold regular meetings with PRC to ensure full delivery of apprenticeship funding	Procedure created Monthly reports Termly meetings 100% delivery of budget	September 2017 Monthly Termly July 2018	RS RS RS RS
Upgrade ICT equipment throughout the provision to ensure highest available standards	Review ICT classroom equipment Purchase and install new inter-active whiteboards Establish training for all staff on the use of new equipment	Provision review completed Research, purchase and install equipment Provide training	Aug 2017 Aug 2017 Sept 2018	RS RS RS
Expand awareness and uptake of apprenticeships	Deliver apprenticeship awareness to RCC Meet 40 businesses in the year Deliver apprenticeship awareness sessions in all comprehensive schools	Deliver awareness training 40 businesses seen Sessions delivered	Sept 2017 Throughout year Throughout year	RS PRC PRC