



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 Ofsted 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.

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

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 Portfolio 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

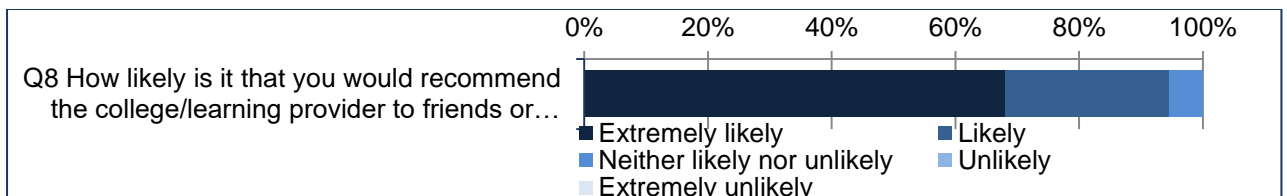
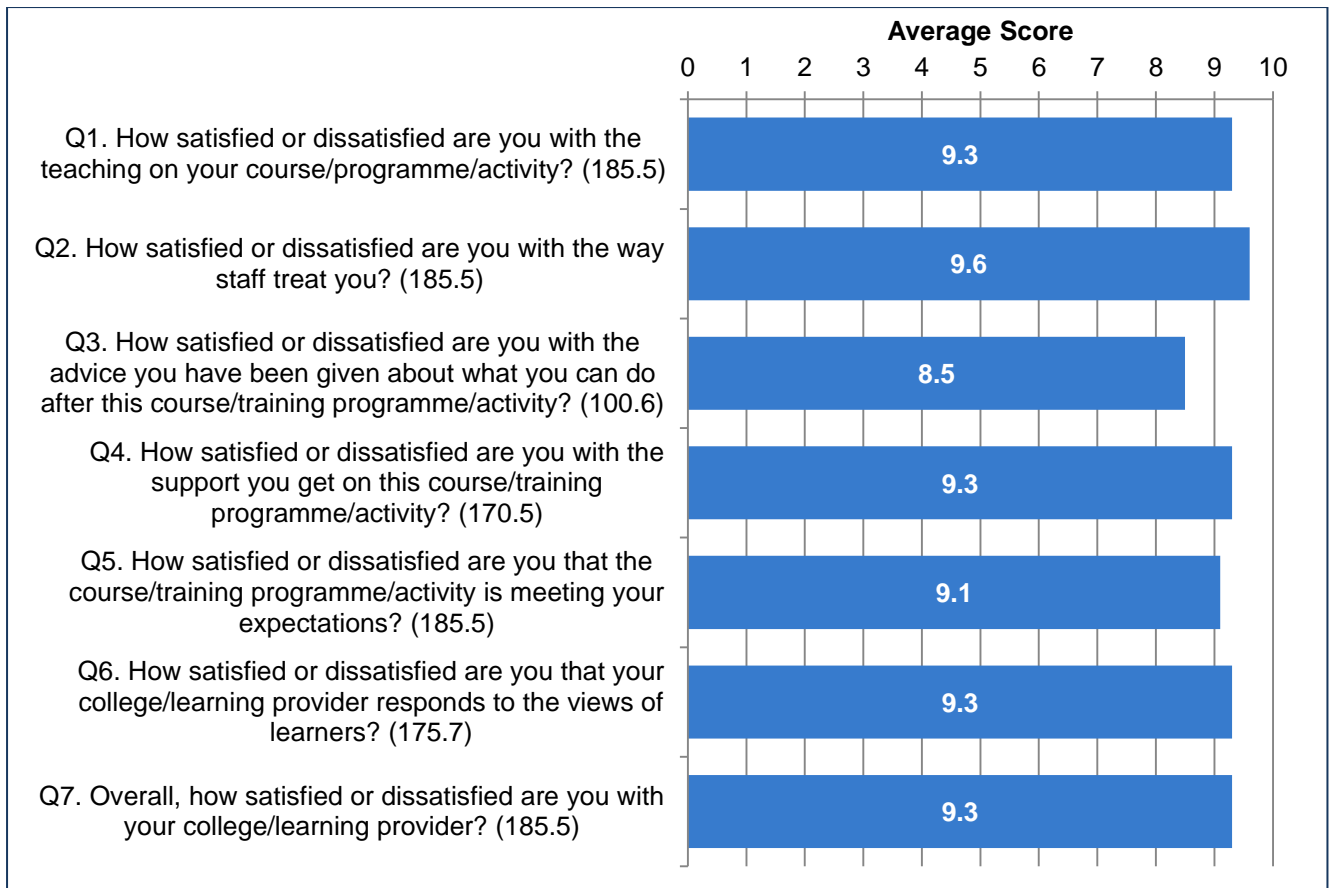
Judgement

- 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.

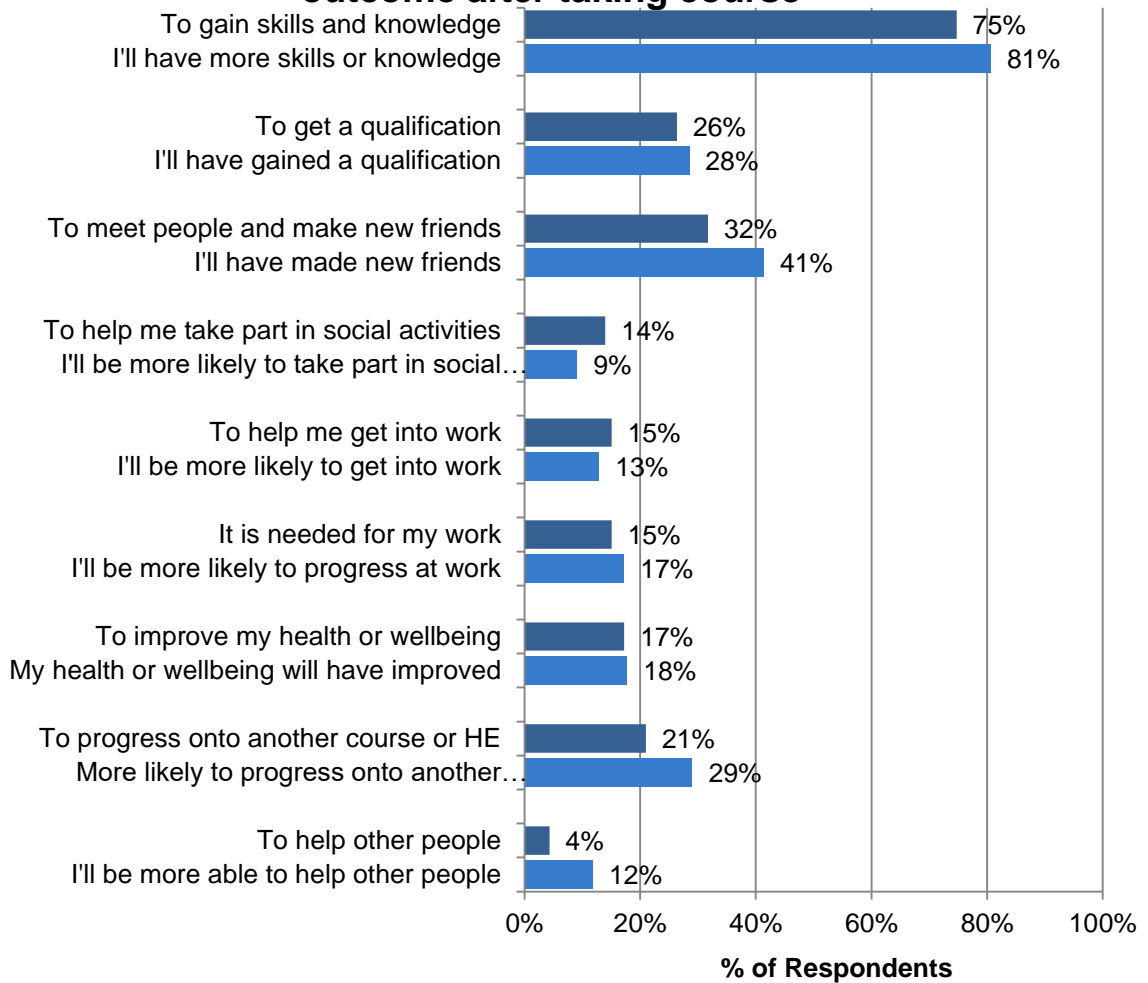
Evidence and Impact

- 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



Comparison between reasons for taking course and outcome after taking course



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 learners 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.

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 Management Team

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