Healthier Communities Select Committee			
Title	Community Education Lewisham		
Contributor	Executive Director for Community Services	Item	5
Class	Part 1 (open)	24 February 2015	

1. Purpose of the report

1.1 To update the Healthier Communities Select Committee on the adult learning services offered by Community Education Lewisham (CEL) in 2014-15.

2. Recommendation

2.1 Members of the Healthier Communities Select Committee are asked to note the contents of this report.

3. Policy context

3.1 *Shaping our Future*, Lewisham's Sustainable Community Strategy, establishes the Council's and Lewisham Strategic Partnership's vision for Lewisham and its citizens, "Together, we will make Lewisham the best place in London to live, work and learn." Underpinning this vision are six priority outcomes that describe sustainable communities in Lewisham and provide a clear picture of what citizens and services can deliver together.

3.2 The work of CEL contributes to the delivery of these priority outcomes, primarily towards 'Ambitious and Achieving', in which residents are inspired and supported to fulfil their potential and which carries our commitment to encourage and facilitate access to education, training and employment opportunities for all citizens. In addition, the benefits of adult learning mean that CEL plays an important supporting role for other priority outcomes including 'Empowered and Responsible' – through which people can be actively involved in their local area and contribute to supportive communities; and 'Dynamic and Prosperous' – through which people are part of the vibrant localities and town centres in Lewisham and well-connected to London and beyond.

3.3 CEL also supports the Council's corporate priority to deliver services that support Active, healthy citizens and Strengthen the local economy.

4. Background to CEL

4.1 CEL is now an Ofsted-graded 'Good' provider, one of the few Grade 2 providers of adult skills in South London (see section 7. below). CEL offers a wide range of adult learning opportunities at three dedicated adult education centres across the borough. Services and centres are designed to welcome adults, many of whom may not otherwise take part in education or training. Courses provide accessible entry routes for new or returning learners and good progression routes to further training. As well as acquiring new knowledge and skills, learners develop confidence, motivation and raised aspirations, as well as gaining health and social benefits. CEL

also works across the borough to improve learners' progression into employment and provides courses for Jobcentre Plus.

4.2   CEL aims to be community-led and responsive to resident needs across the borough, and our overarching goal is 'to be an outstanding Learning Community' meaning a community that transforms, through education, the lives of our residents for the better. CEL's strategic objectives are derived from both the Sustainable Community Strategy and the Council's corporate priorities and can be summarised as follows:

- To provide adult learning opportunities, which promote access to skills and knowledge for continuing education and employment.

- To provide entry and first step qualifications into key economic growth areas raising educational attainment and skill levels.

- To improve residents' quality of lives through personal, social and recreational education.

- To widen access to education services through the development and monitoring of equality and diversity impact measures.

4.3   CEL monitors itself against six performance indicators:

(1)   Providing teaching and learning that is outstanding or good in 90% of the provision, including the effective use of e-learning in delivery.
(2)   Ensuring there are no significant areas of unaddressed underachievement across the service, leading to headline retention rates of 93%, achievement rates of 92%, and success rates of 85% within CEL.
(3)   Ensuring CEL meets its safeguarding responsibilities, for the safety and wellbeing of all.
(4)   Using the views of wider community and users to shape future developments and ensure that CEL responds to meet these needs
(5)   Ensuring CEL buildings, services and resources enable learning to take place in a safe, secure and inspiring environment
(6)   Embedding skills development for all CEL staff as a key quality function

4.4   CEL receives funding from the Department of Business Innovation and Skills (BIS) through the Department's Skills Funding Agency (SFA) to provide adult learning opportunities within Lewisham (see 5.1 below). The SFA are clear that their funding should be seen as a contribution to local authority adult learning, and providers like CEL bolster this contribution with fee income from learners, which for CEL is usually around £450k per annum.

4.5   CEL operates out of three sites: Brockley Rise, Granville Park and Grove Park, all of which are council owned and managed by Lewisham Property Services. CEL also delivers a range of provision in community settings across the borough by working in partnership with libraries, schools, children's centres and community groups.

5.   CEL Funding

5.1   Funding for CEL is through two designated SFA streams: the Adult Skills Budget (for accredited courses) and the Community Learning Budget (broadly speaking for non-accredited courses). There remain substantial reductions across the sector in SFA funding, with BIS predicting year-on-year reductions for the forthcoming Parliament. Funding cuts have unfortunately impacted on the number of learners and the range of provision that is offered by CEL.

	2012-13	2013-14	2014-15
Adult Skills Budget	£1,675,676	£1,623,346	£1,416,810
Community Learning Budget	£1,880,426	£1,880,426	£1,881,080
Total CEL funding	**£3,556,102**	**£3,503,772**	**£3,297,890**

5.2   However, in 2014 CEL were successful in receiving two additional payment-by-results funding streams to support learners with ESOL needs. The first stream is the Job Centre Plus mandation scheme, which refers JCP claimants with ESOL needs to CEL to learn English (see Appendix). The second stream is through the European Social Fund, and supports ESOL learners into employment (see 6.11 below). We anticipate that these two additional streams will draw down a further £140K of income for CEL by the end of this academic year.

5.3   The Skills Funding Statement 2013-2016 was reissued in January 2014 and this provides a commitment to maintain the same level of Community Learning funding until 2015.

5.4   In December 2011 BIS published "*New challenges, New Chances: Further Education and Skills System Reform Plan*". The report provides a commitment to maintaining the funding for Community Learning with a clearer commitment to using the funding to support access and progression for people who are disadvantaged and who are furthest from learning and therefore least likely to participate.

5.5   Community Learning funding is attached to an increased emphasis on partnership working to ensure a learning offer which is underpinned by engagement and consultation with communities and is responsive to local need.

5.6   The Lewisham learning partnership which includes Lewisham College, Twin Group, Voluntary Action Lewisham, Economic Development, CEL and Lewisham Libraries actively engages in joint marketing activities to ensure that Lewisham residents are aware of the range of provision available across the borough.

5.7   Further cuts to the Adult Skills funding budget have been announced by BIS and confirmation to the final settlement is due in March 2015.

5.8   Learning Loans for learners over the age of 24 years are available for those who wish to study for a level 3 qualification. In 2014-15 there were 17 learners who took the opportunity to draw down a loan to support their study on the level 3 course in Childcare.

6. CEL Course Provision

6.1 CEL offers a wide range of adult learning across the borough, with over 1100 courses for residents to chose from, and offering both accredited and unaccredited learning opportunities to help LBL residents flourish and fulfil their potential.

CEL provision covers the following Sector Subject Areas (SSAs)	
SSA 1	Health and Childcare
SSA 2	Mathematics
SSA 6	Information and Communications Technology
SSA 9	Arts and Leisure; Textile and Floral Design; Design, Media and Food
SSA 12	Languages
SSA 13	Supporting Teaching & Learning (teaching assistants)
SSA 14	Supported Learning – Mindlift project; ESOL; English; Family Learning

6.2 Lewisham's learner profile varies considerably across the borough, from those looking to achieve a formal qualification to those who are re-engaging with learning after having had poor school experiences or interrupted learning.

6.3 An adult engaging with CEL for the first time is offered a wide range of opportunities and provided with help and support at a Pre-Course Assessment to enable them to make their own individual choices about their future progression. Learners value the opportunities and the social interaction that their classes provide and this is in itself a valuable outcome.

6.4 CEL aims to widen access to education services for residents across the borough. This is achieved in collaboration with other LBL services and partner organisations through a range of CEL programmes including: , the Mindlift programme; CEL projects in areas of multiple disadvantage; CEL's family learning programme; the 'Understanding the Language of Work' project. Ofsted confirmed as a strength that over 75% of learners now come from areas where deprivation is high.

6.5 CEL has a large and thriving provision of supported learning through its Mindlift programme. These are classes for learners with learning disabilities, physical disabilities, sensory impairments or mental health difficulties. Learners on the Mindlift programme can access a range of non-accredited learning opportunities including art, dance, keep fit, fashion, floristry and health. Progression for these students includes increased confidence, development of new skills and an increased independence to help in further education or towards employment. In January 2015 a CEL bid was submitted to the SFA for the Community Learning and Mental Health pilot which would create a 'Mindlift Plus' project, building on the success of the supported learning programme.

6.6 The supported learning provision for adults with learning difficulties and disabilities also works in partnership across the borough. The curriculum is delivered from CEL's sites as well as in outreach community centres, for the purposes of maximising accessibility for the wider local community, at Wesley Halls and the Leemore centre. CEL has continued to work in partnership with Lewisham Clinical Commissioning Group to deliver aspects of the Mindlift programmes.

6.7   CEL has continued to develop the course offer which takes place at Deptford Lounge, and this has had the effect of engaging new learners (60% of learners at the Deptford Lounge were new to CEL in 2014-15 to date). The employability and skills provision on offer here includes English, ESOL, Maths, the 'ICT- Get Into Work' programme for both beginners and Improvers, the NCFE 'Working With Children' qualification as well as the new 'understanding the language of work' project (see 6.11) which supports ESOL learners into employment.

6.8   CEL also delivers family learning with a range of other providers across the borough, including primary schools, libraries and children's centres . The family learning offer has increased the number of learners engaged in family learning from 659 enrolments (in 2012-13) to 843 enrolments (in 2013-14). The focus remains on improving the quality of provision and working with key partners who are successful in engaging the hardest to reach. Success rates remain high, with 94% of parents on Wider Family Learning courses achieving their goals, and 85% on accredited family learning courses achieving a qualification in English or Maths.

6.9   Within the vocational learning section learners studying to be child carers or teaching assistants use a variety of school and childcare placements across the borough, in partnership with LBL's schools team.

6.10   CEL supplements the courses outlined above, through offering courses for those residents most able to pay, which generates income for additional courses that CEL can in turn use to widen participation. Thus CEL delivers a range of informal learning opportunities through its Studio courses launched last year. These courses offer learners an opportunity to continue to update and develop their skills in these subject areas outside of Skills Funding Agency funding. These areas include Botanical illustration, Tailoring and Clothes making, Glasswork, Pottery, Printing and Upholstery. The Studio courses thus enable learners to continue their learning in areas where they have previously completed a range of SFA funded courses.

6.11   The 'Understanding the Language of Work' project is a new European Social Fund programme that provides a dedicated pathway to help secure employment for unemployed Lewisham residents with English is a second language. The programme has been highly successful and to date we have engaged 54 learners through the JCP where they have improved their language and ICT skills (to help in applying for Universal Credit), undertaken a work placement, and had dedicated 'Pathfinder' one to one support to improve their job-search skills. Currently 18 learners have secured sustainable employment, some the journeys that the learners have travelled on to reach that point are outlined in the Appendix.

6.12   As part of our contribution to Lewisham's *Shaping our Future* strategy, in particular to make our services more accessible electronically and online, CEL have developed a number of online initiatives to engage with learners. For example, outside of the classroom learners can access class materials, communicate with tutors and receive feedback through our iCEL virtual learning environment. Changes have also been made to CEL's online material, course descriptions and display of information on the website, so that in 2014 the website received 504,501 page views from 37,622 users, compared with the previous year when there were 288,132 page views from 26,646 users. Learners have access to technology outside of teaching times at all three sites in our centres cafes, and at Grove Park

we have also opened a community café with PCs available to both learners and non-learners who may wish to use these for job and training searches etc.

7.   Ofsted Inspection of CEL

7.1   Ofsted inspectors visited CEL for a week in February 2014 as part of the formal inspection process undertaken through the Common Inspection Framework. CEL was awarded a Grade 2 (Good) in all areas, confirming it as one of the best providers of adult skills and community learning in South London.

7.2   The inspection report included the following significant strengths: "Teaching, learning and assessment are good, with a significant minority of lessons that are outstanding. Learners' success on their courses is high. Their standards of work and the skills the learners develop, including practical skills, are often good. Learners make good progress on their courses. They gain in confidence and are better able to contribute to their local communities. Learners enjoy their courses and work in a safe and friendly environment. CEL successfully encourages strong mutual support in very diverse groups of learners. Many courses help learners to gain employment or to progress within their current jobs. Tutors are skilled, knowledgeable and enthusiastic and use CEL's good resources well. Leaders' high expectations command wide acceptance across CEL and successfully drive improvement. Performance management is highly effective in improving teaching, learning and assessment. CEL successfully widens participation in learning. Over 75% of learners now come from areas where deprivation is high."

7.3   As noted in 4.2 it is the ambition of CEL to be an Outstanding (Grade 1) provider, and Ofsted recommended some steps that could be taken in order to reach this ambition. These included increasing the amount of outstanding teaching and learning; increasing success rates on higher level courses; providing even more effective target setting for learners; and evaluating and sharing classroom practice.

8.   CEL learners

8.1   The tables below give details of the profile of learners who have enrolled on CEL courses over the past three years. These are in-year (rather than end-of-year) figures, with the 'census' point taken as February 2013, February 2014 and February 2015 respectively so that a fair comparison is possible between these years.

8.2   The headline enrolment figures show that, even though there have been significant reductions in funding over the last few years, CEL has maintained its learner numbers at 4,000 learners whilst continuing to increase its enrolment numbers across the service and is providing better value for money by operating with increased class sizes. Enrolments for the current year are 7768 (compared to 6561 for the equivalent period in 2012-13).

8.3   There has been only a slight increase in the proportion and number of male enrollers over the past three years (up by 300 enrolments and by 0.2%). The vast majority of CEL enrollers (76%) are female, which is in line with the country's adult learning sector as a whole.

8.4   Enrolments by learners aged 65 and over is up (by around 100 enrolments since 2012-13), though changes to accreditation processes (in Skills for Life courses not normally accessed by older learners) has caused a slight fall in the percentage of over 65s from the 2012-13 figure. Fee concessions remain for this group.

8.5   The percentage of learner enrolments who have declared a learning difficulty or disability remains high, with around a 33% of our learners declaring a disability (this compares with around 15% of Lewisham residents declaring a disability in both the Census and the 2007 Annual Residents' Survey).

8.6   The ethnicity of CEL enrollers broadly reflects that of the borough as a whole, with around 63% of our learners drawn from ethnic communities outside White British, which is a 1% increase from the figure in 2012-13.

8.7   The following tables provide details of the profile of people who enrol on CEL courses over a three year period from February 2012 through to February 2015.

	Enrolments by Gender		
	2012-13	2013-14	2014-15
Female	5005	5771	5913
Male	1556	1831	1855
Total	6561	7602	7768
% Male	23.7%	24.1%	23.9%
	Enrolments by Age		
	2012-13	2013-14	2014-15
Under 25	320	427	391
25-34	1091	1429	1550
35-44	1580	1900	1854
45-54	1408	1601	1699
55-64	1024	1054	1013
65-74	864	887	939
75+	274	304	322
Total	6561	7602	7768
% 65+ of known	17.3%	15.7%	16.2%
	Enrolments by declared disability		
	2012-13	2013-14	2014-15
Yes	2178	2638	2536
No	4258	4797	5067
Not provided	125	167	165
Total	6561	7602	7768
% Yes of known	33.8%	35.5%	33.4%
	Enrolments by Ethnicity		
	2012-13	2013-14	2014-15
31 White – British	2499	2714	2899
32 White – Irish	127	132	105
33 Gypsy or Irish Traveller		2	
34 White – any other White background	658	870	925
35 Mixed – White and Black Caribbean	113	176	135

36 Mixed – White and Black African	75	81	62
37 Mixed – White and Asian	31	48	37
38 Mixed – any other Mixed background	90	106	109
39 Asian or Asian British – Indian	84	109	117
40 Asian or Asian British – Pakistani	20	40	37
41 Asian or Asian British – Bangladeshi	29	38	58
42 Chinese	196	175	154
43 Asian or Asian British – any other Asian background	340	380	342
44 Black or Black British – African	775	977	1013
45 Black or Black British - Caribbean	1010	1125	1151
46 Black or Black British – any other Black background	184	250	281
47 Arab	36	56	41
98 Any other	226	268	257
99 Not known/not provided	68	55	45
Total	6561	7602	7768
% non-White British of known	61.5%	64.0%	62.5%

9.   CEL developments and achievements

9.1   In addition to the successful Ofsted inspection, confirming CEL as grade 2 'Good', CEL has met its headline performance indicators with outstanding achievement rates at 97%, retention rates at 91% and success rates at 88%.

9.2   The success rate for qualification-based courses funded through the Adult Skills Budget has risen from 79% in 2010-11 and is now very good at 85% in 2013-14. Success rates for learners who receive additional support are outstanding at 95%. Headline success rates for English (83%) and Mathematics (82%) have improved significantly from 71% and 67% respectively in 2010-11.

9.3   Significant progress has been made in narrowing achievement gaps in key areas of gender, disability and widening participation.

9.4   Rigorous Pre-Course Assessments have improved the success of diagnosing and providing support for learners with a range of learning difficulties. This has in part led to the overall increase in success rates across the curriculum areas.

9.5   In September 2014 CEL successfully completed the relocation of its Grove Park centre to Baring Road, providing increased visibility and a more central location. An audit at the new site achieved 'good', ensuring compliance to the current BS 18001 H&S Management System.

9.6   As part of a rolling programme of improvement works to the centres, the roof and windows of the main building at Brockley Rise were replaced. We have also refreshed several areas including the Brockley Rise Café and teaching rooms at the Granville Park Centre as part of a rolling programme of improvement works.

9.7   There has been a significant increase in the training budget to ensure that all staff have access to priority training as identified across the service. There has been improved tutor awareness, use and understanding of ICT including iCEL (the virtual learning environment) to improve the learning experience.

9.8 Safeguarding for all learners is effective and meets statutory requirements as confirmed during the Ofsted inspection.

9.9 A new Head of Service is now in post, Gerald Jones, who has worked in adult education for 20 years and was previously head of adult learning at Ealing Council.

10. Financial implications

10.1 Grant funding for CEL has already reduced and is expected to reduce further in the Adult Skills budget. Despite this the CEL has managed to contain its expenditure within the reduced budgets.

10.2 The service will continue to adjust spend in the light of changes in funding, whilst minimising the impact on the number of learners it reaches.

11. Legal implications

11.1 It is one of the roles of the Select Committee to review policy within its terms of reference. It can make enquiries and investigate options for future direction in policy development. Additionally the Committee can require the Executive Members or Executive Directors to attend before it to explain amongst other things the extent to which actions taken implement Council policy and provide evidence of the same.

11.2 The power for local authorities to provide community education facilities for adults is a discretionary one. This discretion should be exercised reasonably in the sense that only relevant matters should be taken into account and irrelevant considerations ignored.

12. Crime and disorder implications

12.1 There are no crime and disorder implications arising from this report.

13. Equalities implications

13.1 CEL is the only Grade 2 'Good' provider of adult skills in Lewisham. It offers accessible entry routes for new or returning learners as well as progression routes that are used by learners to further their skills and education. In addition, CEL provides a range of informal learning activities.

13.2 Low levels of basic skills is often a characteristic of deprived communities and can prevent people from finding employment and fulfilling their potential. 38% of Lewisham residents are educated to NVQ Level 4 and above, which means they have a higher national diploma or degree level qualifications. 48.8% have NVQ Level 3 and above which is equivalent to at least 2 A Levels or an advanced GNVQ. 62.7% have NVQ Level 2 and above (including apprenticeships) which is the equivalent of 5 or more GCSEs at grades A-C or an intermediate GNVQ. 73.8% have NVQ Level 1 and above, which equates to less than 5 GCSEs at grades A-C or a foundation GNVQ. The proportion of residents with no qualifications has decreased from 24.2% in 2001 to 17.7% in 2011. There has also been a notable rise in those with Level 4 or higher (degree or equivalent).

13.3   The profile of learners accessing CEL provision is predominantly female (76%). When analysed by age categories it is clear that provision is not disproportionately weighted to any particular age group. 84% of adult learners accessing CEL are of working age (16-65) with the remaining 16% aged over 65. The latter figure is higher than the borough profile for people aged 65 and over but reflects the number of older and retired people interested and with the time and capacity to develop new interests and skills. Half of CEL users are from a white ethnic background and half from a BME background. One quarter of CEL users identify themselves as having a disability or learning difficulty which is a higher proportion than the population average. Information on the other protected characteristics (sexual orientation, religion/belief, gender reassignment, pregnancy/maternity and marriage/civil partnership) is not currently collected by the service.

14.   Environmental implications

15.1   As part of the councils sustainability initiative solar panels were fitted to the Granville Park Centre, these works took place over a 4 week period with the panels commissioned early April 2014.

16.   Conclusion

16.1   The Ofsted inspection of February 2014 confirmed that CEL is now one of the best providers of community learning and adult skills in South East London. There has been a significant increase in enrolment numbers from 7214 (in 2011-12) to 8199 (in 2013-14) partly due to changes in curriculum design but also due to a continued increase in average class size. Despite funding cuts, CEL has maintained a wide range of learning opportunities for Lewisham residents and has increased partnership working across the borough. CEL continues to meet all SFA targets for learner numbers and funding allocation.

For further information, please contact Gerald Jones, CEL Service Manager
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Glossary

BIS – Department of Business, Innovation and Skills
CEL – Community Education Lewisham
ESF – European Social Fund
ESOL – English for Speakers of Other Languages
GNVQ – General National Vocational Qualification
iCEL – the online 'virtual' learning environment used by CEL staff and students
ICT – Information and Communications Technology
JCP – Job Centre Plus
LBL – London Borough of Lewisham
LDD – adults with a learning difficulty or disability
Mindlift – CEL's supported learning programme for adults with a learning difficulty or disability
NCFE – the Northern Council for Further Education exam board
NVQ – National Vocation Qualification
SFA – Skills Funding Agency
SSA – Sector Subject Area