

HEALTHIER COMMUNITIES SELECT COMMITTEE			
Report Title	Adult Learning Lewisham – annual report		
Ward	All	Item No	5
Contributors	Executive Director for Community Services		
Class	Part 1	Date: 11 February 2019	

1. Purpose of the Report

- 1.1 To update the Healthier Communities Select Committee on the adult learning services offered by Adult Learning Lewisham (ALL) from January to December 2018.

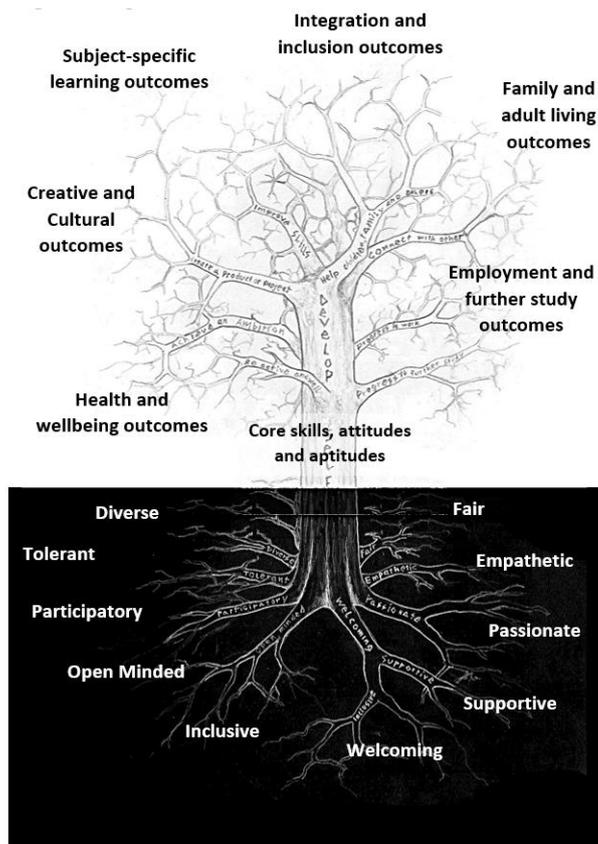
2. Recommendation

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

3. Background and Headlines

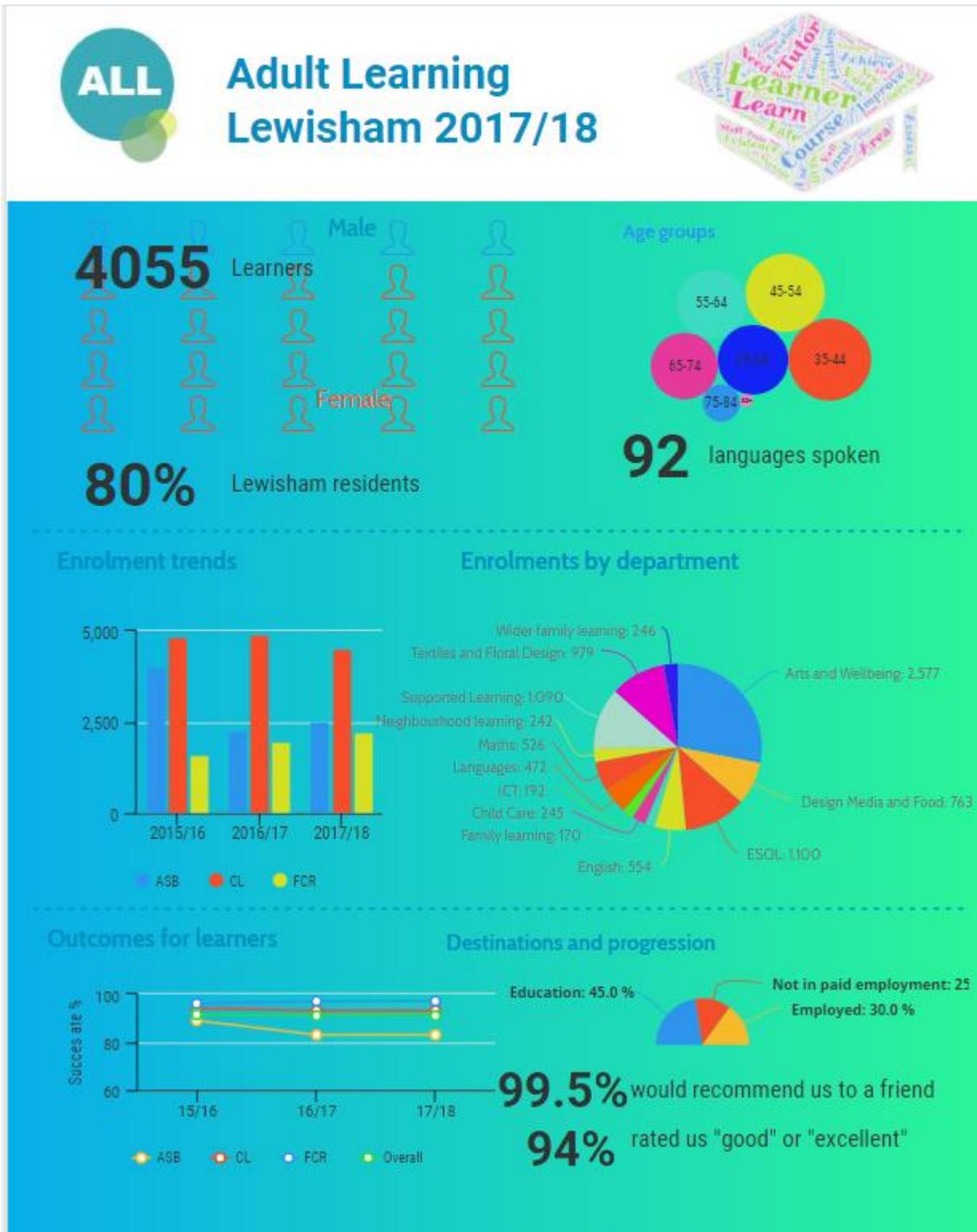
- 3.1 Adult Learning Lewisham is Lewisham Council's adult education service, delivering courses across the borough in order to meet the needs of learners, to inspire them and so enable them to fulfil their potential and flourish. The mission of the service is that *ALL Together We Flourish*, in other words that learners should be able to live well, fare well and do well as a direct result of engaging with the service. Adult education is increasingly seen as having value insofar as it contributes to an area's economy and productivity. ALL recognises the importance of developing skills for residents that enable them to progress in their employment. But ALL also recognises that there is significant outcomes of adult education, for example in contributing to the wellbeing, integration and culture of Lewisham's communities. So the service sees flourishing as a lifelong goal, and ALL helps learners to develop skills which will help them throughout their life: to progress in employment, to maintain health/wellbeing, to be integrated into Lewisham's communities, and to play a role in shaping Lewisham's and London's culture.
- 3.2 ALL's mission and values continue to be represented by the service's Tree of Values (overleaf). The branches of the tree represent the outcomes that learners can aspire to achieve. These have been amended, as part of the development in of an outcomes framework 2018, as outlined in 4.2 below. The roots of the tree represent the organisational ethos of ALL, and they remain linked to the governments' fundamental values that Ofsted expect to be instantiated in all educational institutions (ALL's equivalent are in italics): of democracy (*participatory*), rule of law (*fair*), freedom of expression (*open minded*), tolerance and respect (*diverse, inclusive and tolerant*). Added to these are ALL's own values of being *passionate, supportive, welcoming and empathetic*.

ALL Tree of Values 2018-19



- 3.3 ALL receives an Education & Skills Funding Agency (ESFA) grant of £3.3 million and currently employs approximately over 200 staff, 140 of whom are part-time tutors. Through its 'Pound Plus' policy, the service has been able to generate income of approximately £600,000, the majority of this is through fee income that is invested back into the adult learning service. ALL is still able to offer over 1,000 courses across ten different curriculum departments located in three bespoke education centres, as well as in community venues, across the borough. There are over 4000 learners enrolled on courses, and over 9,000 enrolments (each learner enrolling on just over two courses on average). As a council service Adult Learning Lewisham has a very high face-to-face interaction with residents and learners – around 270,000 'interaction hours' per year in total, making it a powerful civic vehicle for change and impact.
- 3.4 ALL has continued to develop and improve as a service over the past year. The service was inspected by Ofsted last academic year and in 2018 worked towards addressing the recommendations outlined in the report (4.3.2 below). ALL strengthened its partnerships with external organisations, including with Goldsmiths (as a route to university for students) and with the Horniman Museum in the development of its new World Gallery through ESOL learners and their families. Lewisham's reputation as an innovative and impactful adult learning provider has grown, and visits from the Department for Education and Greater London Authority confirmed this, with one civil servant noting after conversations with learners that "the day was one of the most powerful learning experiences I have had.". In July 2018 the service manager was elected to become co-chair of the national adult education network, LEAFEA, and this has led to the sharing of ALL's work on outcomes at a national level.

3.5 ALL is proficient at gathering and using data to inform and improve the service. The infographic below gathers together a number of different metrics to give an overview of ALL for the academic year 2017-18. The service remains a diverse one, with a wide range of age groups and ethnicities representative of the borough. There has been an increase in our full cost courses (funded entirely by the learners), and community learning courses saw an increase despite no additional funding being available. Qualification outcomes for learners are excellent and remain high, as do learner progression outcomes (see section 4.2).



4. Progress against Strategic Objectives

4.1 As noted in 3.1 the mission of the service is that *ALL Together We Flourish*. In order to achieve this mission the service has seven strategic objectives, each of which focuses on a theme critical to the success of ALL (the numbers in brackets represent the sections these are reviewed in this report).

- **Outcomes** (4.2): Ensuring positive impact and outcomes for learners leading to excellent headline achievement and progression rates.
- **Quality** (4.3): Providing teaching, learning and assessment that is outstanding or good in 90% of the provision, with excellent learner satisfaction ratings.
- **Safeguarding** (4.4): Ensuring ALL meets its Safeguarding and Prevent responsibilities.
- **Community** (4.5): Responding to the needs and views of learners and the wider community, working in partnership to shape future developments and curriculum.
- **Environment** (4.6): Ensuring ALL buildings, services and resources enable learning to take place in a safe, fit-for-purpose and inspiring environment.
- **Staff** (4.7): Supporting and investing in skills development for ALL staff
- **Finance** (4.8): Securing ALL on a sound financial footing and adding value to received funding.

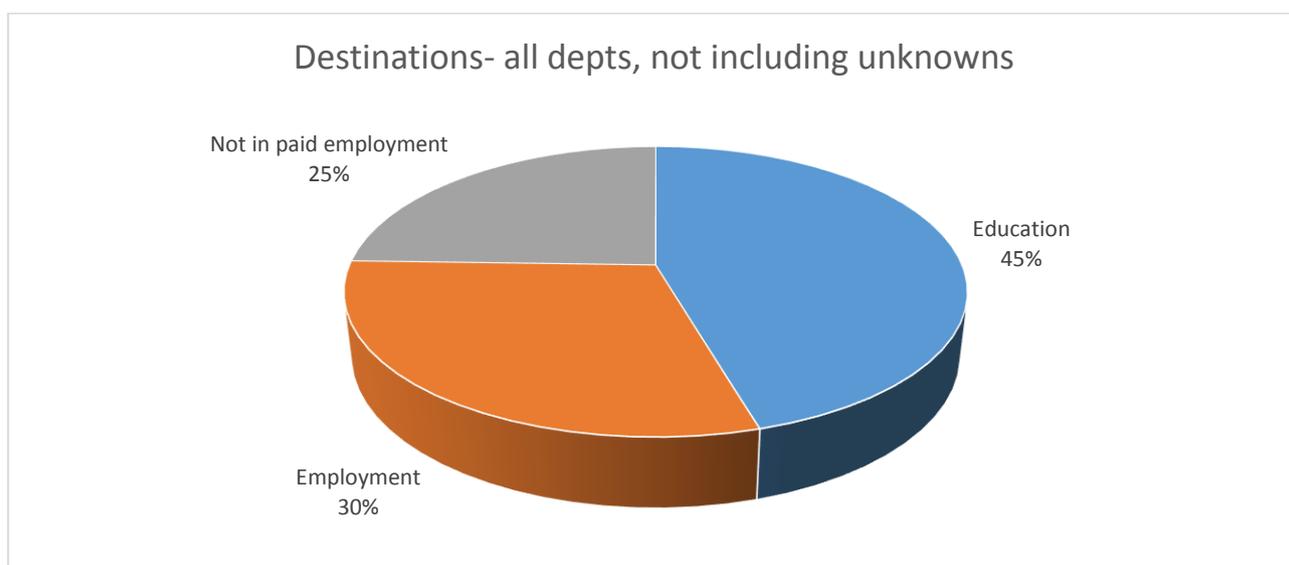
The rest of Section 4 focusses on the progress made over the past year against each of these seven objectives.

4.2 *Outcomes Objective: Ensure positive impact and outcomes for learners, leading to excellent headline achievement and progression rates.*

Overall achievement rates (previously called success rates – see Appendix B) for learners have been sustained at an exceptionally high level in 2018. Service wide achievement rates stand at 90.7%, which is identical to the figure for 2017, and achievement rates for Level 2 (including GCSE) are now very good at 88%. These figures represent another excellent performance by learners supported by ALL tutors and staff. This can be accounted for in part by the very good pass rates (96%) rates across all funding streams as well as by the high retention of learners who stay until the end of their course (93%). ALL continues to measure outcomes on non-accredited courses against the nine types of outcome that learners aspire towards (see table below) however, a new outcomes framework is being developed which rationalises these outcomes into six types (see section 12.2).

Outcome statement	Number of responses
a) I improved my skills in this subject	3035
b) I moved closer to my personal ambition	1902
c) I created a product or project	729
d) I improved my health or wellbeing	1341
e) I built friendships that I wouldn't otherwise have	1945
f) I was better able to support my children or grandchildren	774
g) I was able to progress towards work, or in my job	613
h) I have progressed towards further training	827
i) I developed a Core Characteristic or Skill (e.g. confidence, English, Maths, Computing, research, independent study)	1115

The outcomes in the table above are individual outcome declarations made by students. In addition to this, ALL now tracks learner destinations six months after the end of the course by calling and speaking to a large sample of learners (nearly 700). Of this sample 45% had progressed in education, 30% had progressed in paid employment, and 25% in voluntary work or other positive destinations (such as independent living).



4.3 Quality Objective: Provide teaching, learning and assessment that is outstanding or good in 90% of the provision. The service maintained its robust internal measures of quality throughout 2018. Adult Learning Lewisham systematically carries out Support for Learning Visits for tutors across all its curriculum areas, with over one hundred Support for Learning visits carried out last year (with over 95% graded good or better). The emphasis of these visits is on improving the quality of teaching, learning and assessment, and supporting the tutors with specific actions. In the ALL 2017-18 Self-Assessment Report every curriculum area was graded 'Good' (through the quality assurance process) with three curriculum areas 'Textiles and Floral Design', 'Languages' and 'Design Media and Food' being graded as 'Outstanding.' No area is 'requires improvement' or 'inadequate'. The service continues to move away from grading individual lessons to a more supportive ethos where tutors use self-reflection with input from the curriculum leader to identify the areas that could be improved or undertaken differently and explore different teaching strategies to address these. Tutors promote equality and diversity very well in teaching, learning and assessment. They are qualified, passionate, experienced subject specialists who regularly update their CPD. Tutors plan lessons and courses carefully to best meet the needs of their learners. They encourage independent learning and offer good information and materials to promote away from the classroom. Learners' ongoing assessment is very good, and learners are clear about their own progress and have a very good understanding of what they need to do to improve. Learner satisfaction ratings for the service remain very high, with 98% of learners rating the quality of teaching and learning as either good or excellent (up from 97% in 2016), and 98% rating the fairness and respect with which they had been treated as either good or excellent.

4.3.1 The recognised external arbiter of quality in the ACL sector is Ofsted who inspected the service in the academic year 2017-18. In their inspection report they noted the following strengths:

- the high quality of our teaching, learning and assessment
- the strong commitment of staff to quality
- the support for learners to achieve aspirations that go beyond a single course
- that learners enjoy a good standard of training and education
- the curriculum on offer meets the diverse needs of individuals
- the shared vision of helping people to learn and flourish
- the work with partners, including other council services
- the ongoing advice and support we give to help learners to progress
- the way in which we help learners to feel safe
- the success of our learners in achieving qualifications

They also noted that leaders and managers have created a culture whereby staff morale is high and staff turnover is very low, and that has remained the case since the inspection.

4.3.2 Ofsted did make a number of recommendations that would help the service in its aim of being an outstanding provider. These recommendations were fourfold:

- first, that staff continue to improve the effectiveness of target setting with learners;
- secondly that teachers make better use of initial assessments to help learners make progress;
- thirdly, to improve the proportion of learners who achieve qualifications at level 2;
- fourthly to reduce the gap in achievement between different groups of learners.

The ALL Quality Improvement Plan for 2018 included actions to address each of the recommendations above, and substantial progress has been made.

4.4 *Safeguarding Objective: Ensure ALL meets its Safeguarding and Prevent responsibilities.* In the 2017 inspection Ofsted noted that '*safeguarding is effective... leaders have maintained effective safeguarding policies and procedures*'. The ALL Safe Panel brings together all areas with responsibilities for Safeguarding, Prevent, E-Safety and Health & Safety (previously the responsibility of separate steering groups). This includes curriculum interest through the creation of safe learning environments within which learners feel supported, able to make mistakes and move forwards in their learning, and able to gain referrals to other council services where necessary. Safeguarding, and safety, incidents are monitored and tracked and reported (anonymised) to the ALL Safe panel, and staff are trained in safeguarding (section 4.7)

4.5 *Community Objective: Respond to the needs and views of learners and the wider community, working in partnership to shape future developments and curriculum.* Adult Learning Lewisham continues to build partnerships across the borough, with both internal LBL services and external organisations.

4.5.1 At a regional level ALL has been on the steering group for the central London sub-region, shaping this partnership in readiness for the devolution of the skills budget to the Greater London Authority in 2019. This partnership emerged from the Area Reviews, established by central government to solve the financial problems within the Further Education sector. Adult education providers in London took this as an

opportunity to review their structures, outcomes, efficiencies across the capital. Uniting as a sector has given ALL the opportunity to contribute to the development of the GLA's Skills for Londoners strategy and framework – providing extensive, comprehensive feedback, through GLA consultation. This led to the broadening of the GLA's understanding of 'skills' in their strategy, to include integration, health, and wellbeing as valued outcomes of adult education – which is a very positive outcome for ALL's learners. The service manager continues to engage with the GLA and the Department for Education on the debate around outcomes, their definition, underpinning principles, and measurement. An article by ALL detailing the distinct value of adult learning was published in 2018 as part of the Education & Training Foundations book 'The Purpose of Further Education Now'.

- 4.5.2 At a local and council level ALL retains successful links with services across the council to promote residents' wellbeing, for example being awarded the Sugar Smart certificate in 2018. Primary partnerships, in which ALL contributes to the strategic plans of other services, include the Work & Skills Strategy, the Mental Health and Wellbeing Strategy, the recommendations of the Poverty Commission, and the Memoranda of Understanding with Goldsmiths and London Southbank University. The service, its learners and its tutors continue to be a significant contributor to the cultural life of Lewisham. ALL supports learner-organised enterprise groups which exhibit and sell arts work across the borough and its many festivals. Possibly the most significant partnership developed in 2018 has been the strengthening of ladders to employment through the Work Well project with SLAM. This programme, aimed at supporting people managing mental ill health into employment, has successfully been hosted at Grove Park centre, with SLAM work coaches meeting clients and students across ALL's centres.
- 4.6 *Environment Objective: Ensure ALL buildings, services and resources enable learning to take place in a safe, fit-for-purpose and inspiring environment.* ALL continue to develop their Accommodation Strategy and are moving towards completion of the design, planning and costing and delivery of phase one of the project. This has delivered enhancements to the external environment, improvements to external signage across the three centres and internal way-finding, as well as changes to reception areas at both Brockley and Granville centre. Works continued throughout 2018, with a flooring upgrade of the stairwells at Brockley Centre, the creation of a fit-for-purpose pottery store and classroom furniture replacement. A full schedule to deliver the remaining phases of the project has been developed and will begin in 2019.
- 4.6.1 The Site Manager expertly organised and managed external contractors to ensure the delivery of high quality work (for example the extensive replacement of deteriorating windows at Brockley Rise centre). This effort has helped to increase in the service's efficiency and effectiveness when dealing with premises-related matters, which offers real added value to ALL's core business of learning. The unreliability of the Wi-Fi and LAN networks at Granville and Grove Park centres were finally addressed in 2018, and following a meeting with our Brent shared services colleagues ALL planned to install a new teaching network at these sites. The installation of fast, reliable, connections had the potential to transform the digital possibilities in the classrooms at those centres and bring them in line with Brockley Rise centre. The new network connection went live in October 2018 and now provides us with an extremely reliable and high bandwidth network that will support teaching, learning and innovation.

4.7 *Staff Objective: Support and Invest in skills development for ALL staff.* ALL continues to invest in continuous professional development for its tutors and other staff. In 2018 the service again successfully retained the Matrix standard for advice and guidance, which confirmed ALL's investment in training its staff. The Matrix approach to advice and guidance will stand the service in good stead as ALL contributes to the development of social prescribing mechanisms in the borough. In 2018 all staff undertook and completed relevant safeguarding training, which complements the Prevent training that all staff and tutors completed the previous year. This training promotes an understanding of the issues around safeguarding and reinforces reporting requirements. ALL has extended and added value to the Prevent programme with the development for 2019 of courses in critical thinking, which should build confidence for learners and staff in dealing with the issues and questions that emerge from the government's policy in this area.



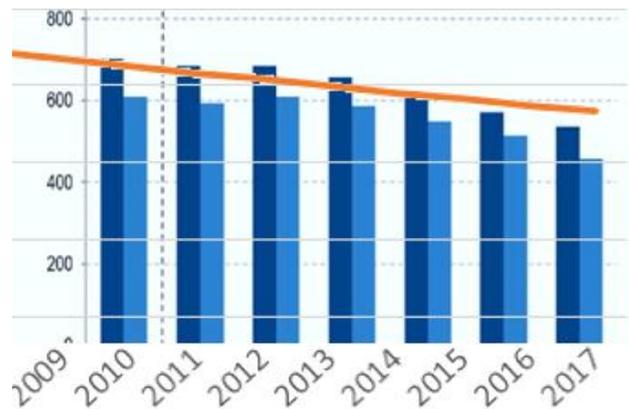
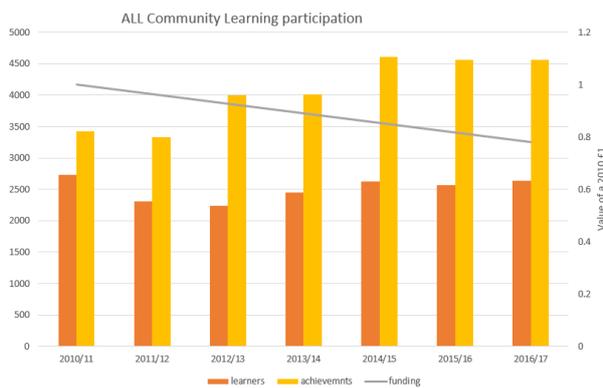
4.7.1 Staff and tutor Think Tanks continue to be used as an interactive vehicle for professional development. The purpose of ALL's think tanks is to bring additional energy to CPD sessions, to harness the expertise and experience of staff and tutors in activities and discussion, to raise the level (and as a side effect, the volume) of debate, and to explore some of the nuances of adult learning, which are critical to effective teaching, learning and assessment. Think Tanks in the past have looked at 'the Long Learner Journey', 'Fundamental British Values' and at 'Making the Right Choices'. In 2018 staff and tutors explored the outcomes of adult learning which helped informed the outcomes framework (12.2 below). This approach to CPD was noted as a success by the Matrix assessor: *Staff feel listened too, and were particularly effusive about the Think Tank events and how these 'idea days' ensure staff from the three centres shape provision.*

4.8 *Finance Objective: Secure ALL on a sound financial footing and adding value to received funding.* Funding for ALL in 2018 continued to be through the Department for Education via their Adult Education Budget. The AEB merges two funding streams, those for accredited courses and a block grant for adult community learning (broadly speaking for non-accredited courses). The budget for 2018-19 remained at the level of the previous year (see table below) although additional funding (£600,000) was successfully raised through fees as part of the service's Pound Plus policy which uses fees raised to reinvest in the service and add value to the government's contribution.

	2016-17	2017-18	2018-19
Adult Education Budget	£3,256,897	£3,256,897	£3,256,897

5. Comparison with the national picture

- 5.1 Funding in real terms for adult education has been in decline for over ten years. The graphs below show the performance of Adult Learning Lewisham in relation to national performance. The left hand graph shows participation in ALL since 2010, and the right hand graph shows the national picture. Both graphs have a steadily declining line showing cuts in real term funding. Participation at ALL, after a low point in 2012-13, has recovered and numbers have been maintained at a similar level to 2011. Over the same period there have been more achievements year-on-year. But funding has decreased by 22% in real terms, and taking into account inflation, the value of funding for community learning is actually below that of 2001. At a national level, funding has also fall by 22%, but in community learning national participation has fallen by 25% - there has been no recover, or bounce-back, in national participation figures. So Adult Learning Lewisham is going against the national trend of decline.

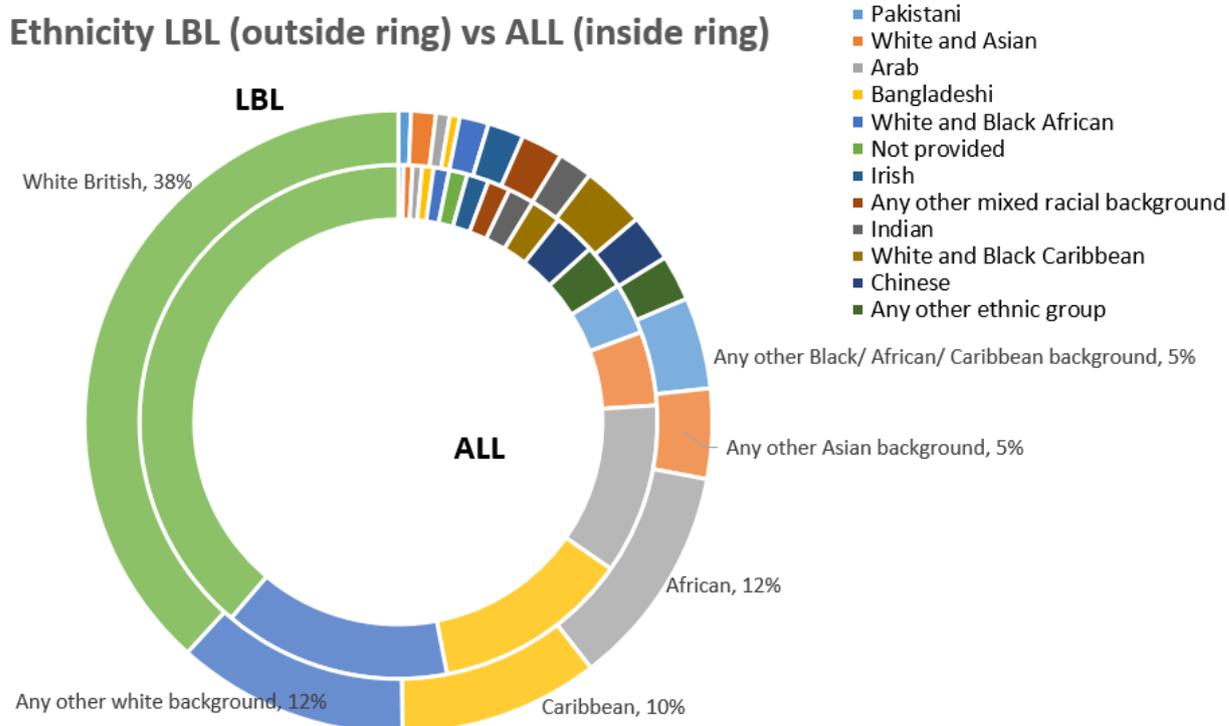


- 5.2 The reasons for the continued strong performance of Adult Learning Lewisham against a picture of national decline in numbers might include: the cross-organisational approach to marketing that the service has maintained; the continued strong brand of ALL in its marketing; investment in a new marketing apprentice in 2018; investment in online enrolment facilities (now accounting for nearly 20% of ALL's enrolments); and the high quality of the provision itself, with very positive word-of-mouth (96% of learners would recommend ALL's courses to a friend).

6. ALL Learner Demographics

- 6.1 Four thousand learners enrolled on courses within Adult Learning Lewisham in 2017-18, with most learners enrolling on at least two courses meaning that we have over 9000 enrolments over the year. Of these learners 20% are male and 80% are female. Over 40% of learners are new to adult education. Learners come from across the age range of adults, with a quarter of ALL learners aged 35-44, and a third of learners aged 55 or older. Learners who are managing mental ill health, or have declared a learning or physical disability, now make up 18% of enrolments which reflects the success of two of our specialist curriculum areas (Supported

Learning and Mindlift). Around two thirds of ALL learners (62%) are from non-white British ethnic groups, which is on par with Lewisham residents as a whole (61.7%). Finally, participation in ALL by people from areas of high multiple deprivation (measured by IMD 2015) remain high, with 79% of our enrolments coming from the most deprived half of LSOAs, and only 3% from the least deprived quartile.



7. Financial implications

7.1 As discussed in 5.1 above, funding in real terms continues to be reduced and additional costs (including an increase in national insurance, pensions contributions and a nationally agreed pay settlement) has meant that ALL has had to adjust its expenditure (and curriculum provision) to accommodate these budgetary pressures.

7.2 The service will be funded by the Greater London Authority from 2019 onwards, and the service will monitor closely the financial impact that this might have on its provision of courses for residents.

8. Legal Implications

8.1 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.

8.2 The power for local authorities to provide an adult education service 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.

9. Crime and Disorder Implications

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

10. Equalities Implications

- 10.1 The London Borough of Lewisham, like all inner London boroughs, is a place of heterogeneity, with areas of high income, high qualification rates and low unemployment sitting alongside areas of high multiple deprivation. Lewisham still has one of the highest percentages of people claiming JSA in London (at 2.6%). Rates of mental ill health are higher than in London or nationally, and this has been identified as a council priority – 3,400 people in Lewisham are on the severe mental health register. Of all skills, a lack of English has been identified as the largest barrier to employment by the Office of National Statistics (2014). The percentage of Lewisham households (9%) with no adults who can speak English is amongst the highest in the country, with 10,000 residents in those households.
- 10.2 Lewisham residents have a high level of qualification, with 54% of Lewisham residents educated to NVQ Level 4 and above (compared to a GB average of 36%). Widening this to Level 3 reveals that 70% have NVQ Level 3 and above which is equivalent to at least 2 A Levels. The proportion of residents with no qualifications has decreased from 17.7% in 2011 to 7.5% in 2015. There has also been a notable rise in those with Level 4 or higher (degree or equivalent). However, the distribution of residents with high levels of qualifications is not evenly spread over the borough, and geographical location is correlated with low qualifications.
- 10.3 ALL remains 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, ALL provides a range of informal learning activities aimed at communities in areas of high and multiple deprivation across the borough. Paragraph 6.1 above outlines the effectiveness of ALL's response to the inequality and disadvantage amongst some of Lewisham's communities. The service will continue to work in partnership with other services, and the voluntary sector, to reach those residents least likely to engage, but most likely to benefit, from adult learning.

11. Environmental Implications

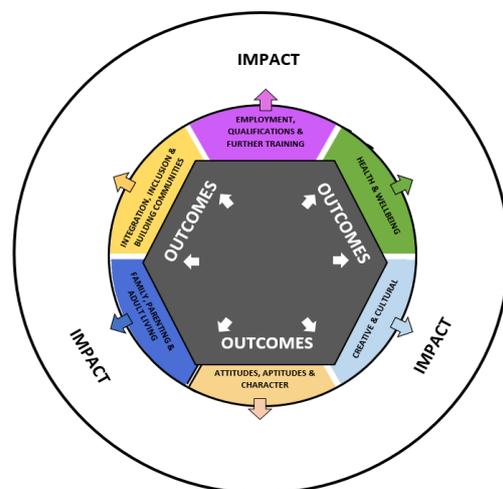
11.1 There are no environmental implications arising from this report.

12. Conclusion – What Lies Ahead?

- 12.1 Devolution: The devolution of the AEB skills budget to the mayoral combined authorities, including the GLA, will take place in 2019. There is still uncertainty about the implications of this, particularly the financial impact on adult education providers, in part because the government's Comprehensive Spending Review is also taking place in 2019. In preparation for devolution, the Governance Group met in July to review a range of possible outcomes of devolution and assess the risks and opportunities of these. There was an agreement that the business focussed approach of the service (diversifying funding streams, ensuring the right pricing, and being watchful of costs) remains the best way forwards.

12.2 An outcomes framework: The GLA are committed to commissioning provision by outcomes once the AEB budget is devolved to them. For the past few years ALL has been significantly involved in the national and regional government reviews of adult community learning in London, and this involvement has led to a sharpening of focus of the value and civic outcomes of adult community learning in Lewisham. Through learner forums, through workshops with curriculum leaders and managers, through partnerships with services across Lewisham Council, through meetings with external partners, through detailed data analysis, and through think tanks with staff and tutors, ALL has been able to better define its outcomes and their role in meeting community needs. In the past year Adult Learning Lewisham has played a significant part in developing a framework that captures the value of adult education through its outcomes. These outcomes fall into six categories (figure below), and ALL will continue to work on this framework, and the accompanying metrics, to ensure the value and impact of adult learning is properly captured.

- Integration, inclusion and building communities
- Employment, vocational skills and further training
- Health and wellbeing
- Creativity and culture
- Aptitudes, attitudes and character
- Family, parenting and adult living



For further information please contact Gerald Jones, ALL Service Manager, ext. 46189

Appendix A - Abbreviations

ACL – Adult Community Learning
AEB – Adult Education Budget
ALL – Adult Learning Lewisham
CPD – Continuous Professional Development
DfE – Department for Education
ESFA – Education & Skills Funding Agency
ESOL – English for Speakers of Other Languages
FE – Further Education
GLA – Greater London Authority
IMD – Index of Multiple Deprivation
JSA – Job Seekers Allowance
LBL – London Borough of Lewisham
LEAFA – Local Education Authority Forum for the Education of Adults
LSOA – Lower Super Output Area
Mindlift – ALL’s supported learning programme for adults with a learning difficulty or disability
NVQ – National Vocation Qualification
Ofsted – Office for Standards in Education
SLAM – South London & Maudsley NHS Health Trust

Appendix B - Achievement, Retention and Pass rates

In 2017 the DfE and ESFA changed the nomenclature of the key rates used to measure the quality of a provider. The changes are:

Name for rate pre-2017	Name for rate post-2017
Achievement rate	Pass rate
Retention rate	Retention rate
Success rate	Achievement rate

The meaning of these terms is as follows:

- *Pass Rate* – the rate of learners who pass their qualification or learning goals measured as a percentage of the number of learners who are still on the course at the end. (This was previously called the ‘achievement rate’ by funders and inspectors)
- *Retention Rate* – the rate of learners who are still attending the course when it finishes measured as a percentage of the number of learners who started the course.
- *Achievement Rate* – the rate of learners achieve their qualification or learning goals measured as a percentage of the total number of learners who started the course. This is a tougher test of organisational performance than the pass rate. (This was previously called the ‘success rate’ by funders and inspectors).