



Safer Stronger Select Committee

Report title: Adult Learning Lewisham – annual report

Date: 15th September 2022

Key decision: No.

Class: Part 1

Ward(s) affected: All

Contributors: Head of Adult Learning Lewisham

Outline and recommendations

This report provides an update to the Safer Stronger Select Committee on the adult learning service offered by Adult Learning Lewisham (ALL) from September 2021 – July 2022

Members of the Safer Stronger Select Committee are asked to note the contents of this report and to ascertain the service reach to priority communities across Lewisham.

Members of the Safer Stronger Committee are asked to review the inclusivity of the service as well as the core values in creating opportunities for the seldom heard across Lewisham through the provision of adult and community learning

Timeline of engagement and decision-making

A report from Adult Learning Lewisham is presented annually to the Heathier Communities Select Committee as part of the scrutiny and governance processes within ALL.

On the 15th September 2022 this report is going to the Safer Stronger Select Committee as part of that scrutiny and governance process.

1. Summary

This report outlines the context within which Lewisham's adult education service operates, and gives details of the performance of the service in 2020/21 and 2021/22. This includes a summary of the 2020/21 Self-Assessment Report grades for Leadership and Management including Safeguarding, the Quality of Education (intent, implementation and impact), Behaviour and attitudes to learning and Personal Development.

2. Recommendations

- 2.1. Members of the Safer Stronger Select Committee are asked to note the contents of this report and to ascertain the service reach to priority communities across Lewisham.
- 2.2. Members of the Safer Stronger Committee are asked to review the inclusivity of the service as well as the core values in creating opportunities for the seldom heard across Lewisham through the provision of adult and community learning.

3. Policy Context

- 3.1. Adult Learning Lewisham (ALL) is funded as a local authority adult education service, and received Department for Education funding, as part of the devolution of skills to mayoral combined authorities, ALL receives its funding from the Greater London Authority (GLA) and contributes to the GLA's Skills For Londoners strategy.
- 3.2. ALL works collaboratively with a range of council services as well as contributes to Lewisham Council's priorities in the following areas (see table below):
 - Delivering and defending health, social care and support;
 - Creating an Open Lewisham;
 - Giving children and young people the best start in life; and
 - Building an inclusive economy.

LBL Corporate Priorities	ALL working in partnership with LBL services
<i>Delivering and defending health, social care and support</i>	<ul style="list-style-type: none"> • Social Prescribing – ALL are now an integral part of the social prescribing strategy, to ensure advice and guidance for residents, and provide referrals to courses, reducing pressure on public health services. A social prescribing bursary is now available for anyone who is referred from social prescribing link workers to Community Learning provision but cannot afford to pay the fees.
	<ul style="list-style-type: none"> • IAPT – ALL have co-located and worked in partnership with SLAM through its Work Well project and now through IAPT to deliver employment outcomes for adults managing mental ill health
<i>Open Lewisham</i>	<ul style="list-style-type: none"> • Sanctuary Borough Programme – ALL are working with the Mayor's team as the key delivery partners for ESOL skills and family learning for families arriving in Lewisham through the Syrian, Afghan and Ukrainian Vulnerable Person Resettlement Programme
<i>Giving Children and young people the best start in life.</i>	<ul style="list-style-type: none"> • Working with the Young Mayor's Team ALL have drawn on their outcomes framework to help develop a Curriculum For Life, in partnership with schools and the college this will help ensure better outcomes from education for young people and young adults
	<ul style="list-style-type: none"> • Family Learning Programme – ALL deliver in schools in the most deprived areas of Lewisham, working with families and parents to develop skills, and provide support for children, to help people take the next steps.

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LBL Corporate Priorities	ALL working in partnership with LBL services
<i>Building an inclusive local economy</i>	<ul style="list-style-type: none"> Lewisham Strategic Partnership, and South Lewisham Working Group – ALL have conducted a major piece of research over the past four years, to establish the causes of persistent poverty in the south of the borough. ALL have established, with Lewisham College, CYP, and Economic Development a strategic partnership to ensure that there are opportunities across the borough, especially in the south, for progression through a ‘Skills Highway’ into work, better employment and higher skills.
	<ul style="list-style-type: none"> Culture and Community Development – ALL is contributing to Lewisham’s London Borough of Culture programmes offer, as well as building networks of learners selling their work across the borough.
	<p>Examples of work within Lewisham Libraries include:</p> <ul style="list-style-type: none"> ESOL including the refugee courses, Family Learning and English classes are either delivered from or schedule to libraries and help learners join the library etc. English classes engage learners with the Reading Ahead programme on an annual basis, in 2021: <ul style="list-style-type: none"> a. Six classes from all levels up to Entry 3 joined up; including eight learners from the complete English Beginner class. b. 67% of all participating learners, completed all six reads (including 75% of the aforementioned Beginner English learners) c. In total, the learner’s involved read 161 books/articles/stories etc. d. For International Women’s day, ALL collaborated with Lewisham Libraries in celebration of International Women’s Day. Learners and tutors prepared short videos of themselves talking about their craft and what they enjoyed most about the creative courses at Adult Learning. The videos were shared on Libraries and Adult Learning Lewisham’s social media channels and they were also available to view on the We are Lewisham website.
	<p>Examples of work with the Economy, Jobs and Partnership service and Lewisham Works:</p> <ul style="list-style-type: none"> Pathways to Adult Social care course developed and delivered in partnership with the Lewisham Works team, Eleanor Care and Carepoint was delivered at ALL’s Grove Park Centre. This short course consisted of a week of classroom sessions which included talks from employers, work trails and guaranteed interviews for those who completed. ALL’s Adult Careers Information Advice and guidance service links with opportunities offered by Lewisham Works ALL’s Business and Partnership Apprentice works closely with Lewisham Works to increase the supported employment opportunities for adults with learning disabilities. The Pathways to supported employment courses link directly to work experience and employment support offered by the Lewisham Works team.

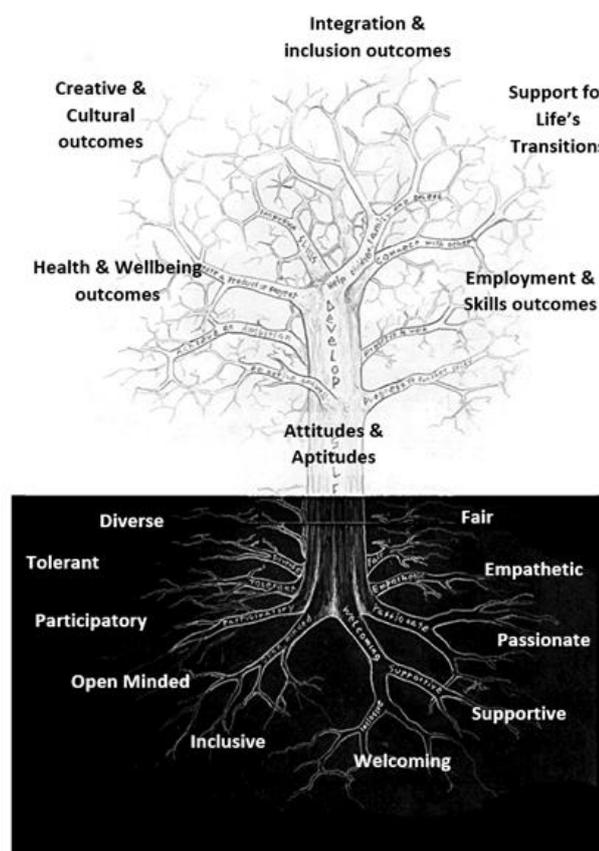
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4. Background

- 4.1. Adult Learning Lewisham delivers courses across Lewisham 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.
- 4.2. The ethos underpinning ALL's mission is represented through its Tree of Values (figure below). The roots of the tree represent the ethos of ALL, incorporating the fundamental values: 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*. The branches of the tree represent the outcomes that learners can aspire to achieve. These outcomes fall into six distinct types:
- Employment and skills (including the development of curriculum and subject specialist skills, and progression to further training or towards work)
 - Development of core aptitudes and attitudes (such as confidence and resilience)
 - Support through life's transitions (including parenting, ageing and independent living)
 - Being healthy and well
 - Increasing integration and inclusion
 - Creating a product or project, and being more culturally engaged



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- 4.3. In 2021/22 ALL received a Greater London Authority (GLA) grant of £3.6 million and currently employs approximately 200 staff, 120 of whom are part-time tutors. The service also generates income of approximately £500,000, the majority of these additional funds come through fee income that is invested back into the adult learning service. ALL offers over 1,051 courses across ten different curriculum departments and located in three bespoke education centres, as well as in community venues, across the borough.
- 4.4. ALL continues to improve as a service: In 2017 ALL was inspected and graded by Ofsted as 2 (good), consolidating the grade 2 it received in 2014. The service was also re-evaluated for the Matrix quality standard for information, advice and guidance, and successfully retained this accreditation in 2019. ALL's Matrix accreditation is due for re-evaluation in December 2022.
- 4.5. The infographic below captures the continuation of strong performance across the service in 2021-22.



5. Equalities impact

In 2021-22 ALL worked with 3219 learners. 79% were Lewisham residents, 1% of the adult population of the borough. 72% of learners are from the most deprived communities within Lewisham.

Gender

78% of our learners were female, 22% male. This inequality is mirrored across many

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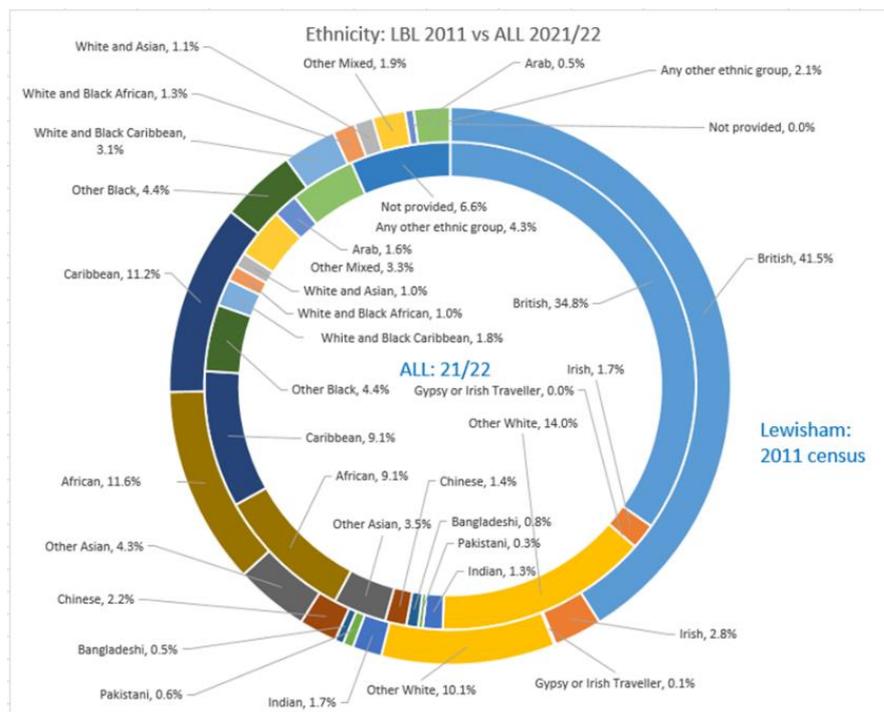
local authorities and equals the average for those where data is available (44 LAs).

Ethnicity

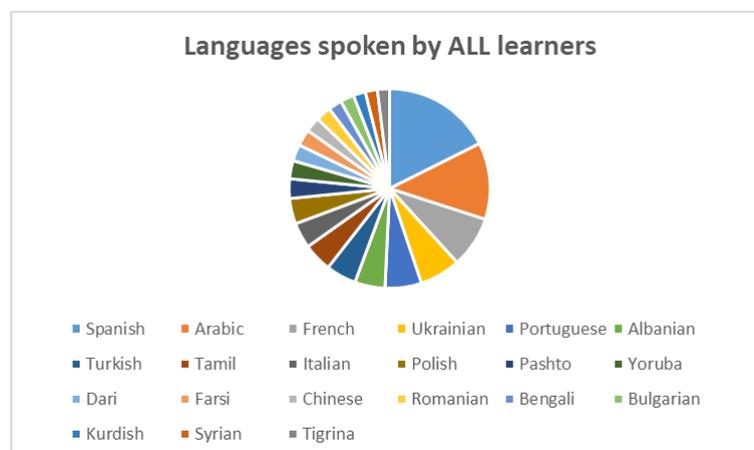
The chart below shows Lewisham residents ethnicity breakdown from the 2011 census* in the outer ring and the ethnicity breakdown for ALL’s learners in the inner ring. In general, there is a close correlation between the two, although there a few notable variations:

- ALL’s lower white British figure is due to ESOL provision being the second largest curriculum area.
- ALL had 6.6% learners who ‘prefer not to say’, giving a margin of error equal to the difference between ALL and Lewisham’s white British percentage, and greater than any other inequality.

*The 2011 census is out of date, but are the only figures available.



Lewisham is one of London’s most diverse boroughs and there are 170 languages spoken by residents and 47% of residents are from BAME backgrounds. By comparison there are 79 different languages spoken by learners at ALL as displayed by the chart below, which reflects the communities that are most in need of provision to thrive.



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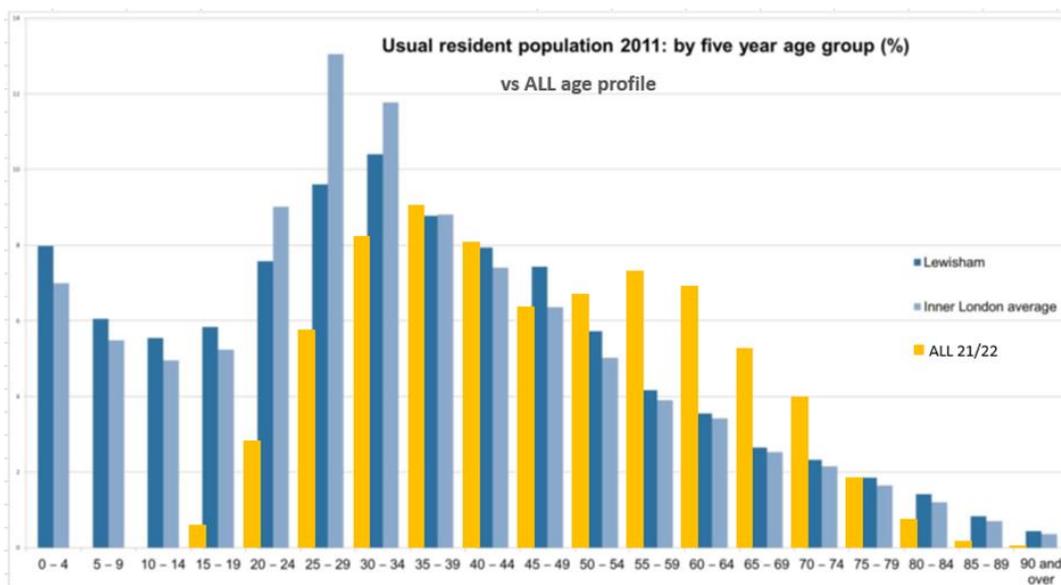
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Age

ALL's GLA funding contract is for engagement of learners 19 years old and over, however we work with a few 15-18 year olds on separately funded contracts.

The chart shows ALL's age profile against that of Lewisham and of London. The most notable thing is that there is a higher proportion of learners in the 50-74 age range than the general population profiles. People in this age range may expect to have more time and a need due to retirement, children growing up and at risk of declining health or social isolation. It is essential for this cohort of learners to participate in lifelong learning as it provides social integration as well as keeping them physically and mentally active, thus reducing the reliance on health and social care interventions.



Disability

ALL captures detailed information on learner's disabilities and learning difficulties however there is a lack of local or national figures for comparison. Lewisham has 14.5% of residents with a long term condition which affects their everyday life (2011), while 18.5% of ALL's learners declared a disability or learning difficulty in 21/22. There is specialised provision for learners with disabilities or learning difficulties (Supported Learning) as well as integration throughout all curriculum areas.

Case Studies

Kemal Maraz – ESOL learner case study

'Before coming to the UK I worked as a mechanical engineer in my country. Once in the UK, I got various jobs, one of which was as a structural engineer.

I decided to enrol on my L2 ESOL course because I wanted to feel confident in order to apply for jobs. I have learnt many things and my verbal and written communication skills have improved the most. Now I feel more confident to speak to a native English speaker. Also I am able to attend and pass formal interviews and assessments.

This course has changed my life in many ways. I've always wanted to change my career path since I came to the UK, but the English language was my main obstacle. Now I am independent, I feel more confident, and I can show my potential to others.

I applied to become a police officer, I attended and passed all the assessments and stages which are part of the interviewing process, and I got the job. This is something I never thought I would be able to do. Becoming a police officer is what I have always wanted to do. Now that I have got the job, I feel that I have made my dreams come true.

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I enjoyed every bit of my course. My teacher and Adult Learning Lewisham were so supportive. I also enjoyed socialising with my classmates, which is another pro. I would highly recommend the course to other students, so they can improve their skills, in order to get better jobs or study higher level courses’.

Sarah Nuza– Supported Learning learner case study– Home Management

‘I signed up for the home management course to learn more about nutritious food, explore new recipes and meet new people. The course gives structure to my day and gets me out of the house. It also encourages me to exercise as I walk to class and back. I like cooking, learning new skills; and I’ve also learnt about safety in the kitchen, which helps me at home.

‘My confidence in cooking and mixing with people is growing. I like the friendliness of the class and I get lots of support from my tutor Georgia, and Maria the kitchen assistant.

‘Every week my family wait at the door for me to come home with something delicious. I cook a lot of healthy food and the course has taught me how to balance my meals. I found attending the course during the pandemic quite tricky, but I did it over WhatsApp with the support of my tutor, who gave me the confidence to carry on when the course was being delivered online’.

Sharon Gaff - Mindlift Learner case study– Art Sculpture

I have been attending classes which are essential for my mental health. By attending and participating I am helping my mental health, my goal was to take on way more than I could chew so that the challenges would block out all the bad stuff and anxiety, including the stress and fear due to Covid.

I had some very bad wobbles throughout the duration of the school year, doubting myself over and over. But the support I received from fellow students was immense. These classes are so very important. I always thought I was useless but these classes are showing me that I can do things and find some happiness. It’s amazing and so encouraging to explore and create more.

Having to give up work and your whole lifestyle due to ill health is soul destroying to say the least. I gave up trying to be confident but then I began these classes and I’m learning to be confident again, it’s a very rocky road but it’d be quicksand without the support of ALL. I do need physical and emotional support. These classes are part of my support and are helping me live.

6. Top 10 Course types

- 6.1. The following tables relate to the top 10 course types at ALL during the academic year of 2021/22. They are broken down into courses that lead to a qualification and Community Learning which are non accredited courses.

Courses that lead to a qualification	Number of courses	Learning hours	Enrolments	Learners
ESOL	132	6043	1103	455
English	41	2090	345	199
Maths	46	2359	406	205
Supported learning	139	3027	1112	238

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Community Learning	Number of courses	Learning hours	Enrolments	Learners
Pottery	76	1369	687	296
Glasswork	29	481	222	79
Mindlift	58	1276	406	147
Yoga, meditation and mindfulness	31	328	241	109
Clothes making and tailoring	48	722	400	212
Family learning	63	1205	276	165

6.2. The following provision support learners to progress into employment or self employment or to increase their earning potential:

- ESOL including refugee and asylum seeker resettlement programmes, English and maths (Skills for Life) and ICT
- Care: Childcare and early years education and Adult Social Care
- Pathways to employment programmes (supported employment for adults with learning disabilities and mental health conditions and ESOL), Job Club and Careers IAG sessions
- Business Savvy courses for design, media and food, fine art and performing arts, floristry, balloon designs and clothmaking.

7. ALL Self Assessment Report grade summary for 2020/21

7.1. ALL assesses itself annually against the the Education Inspection Framework (EIF) provided by Ofsted. Section 7 summarises the self assessment grades using the themes of the EIF, which are: Leadership and Management including Safeguarding; the Quality of Education (intent, implementation and impact), Behaviour and attitudes and Personal Development. (The full Self Assessment Report for 2020/21 can be accessed via the following link: [ALL SAR 2020/21](#)) :

- Overall effectiveness is self-assessed as good.
- Leadership and Management for the service are self-assessed as good.
- Safeguarding is self-assessed as effective
- The quality of education is self-assessed as good
- Behaviour and attitudes is self assessed as outstanding
- Personal development is self assessed as good

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8. Financial implications

- 8.1. The service is financially sound and has invested significantly in its infrastructure and resources. A successful financial, data and systems audit also demonstrated that ALL has robust procedures and systems in place across the service. Access to curriculum data for both the curriculum and the Business and Resources Team, in year, enables monitoring of performance and effective responses to any areas of improvement and to maintain strengths.
- 8.2. The service is 100% externally funded by the GLA's AEB, learner fees and other external funding sources (as detailed in para 4.3). The Department for Education (DfE) have launched a funding and accountability consultation on proposals to change the funding structure for adult education. The key issue for the Council is the proposal to move away from the existing policy for community learning funding (non-accredited courses). Community learning funding currently represents 65% of ALL's provision. If the DfE's proposals were to go through, it would result in a significant risk to the services ability to charge course fees. ALL is in the process of deploying a range of actions to lobby against the proposed changes which include a response to the consultation. The service will monitor closely the financial impact that this might have on its provision of courses for residents.

9. Legal implications

- 9.1. 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.
- 9.2. 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.

10. Climate change and environmental implications

- 10.1. There are no climate change or environmental implications arising from this report. However all three adult learning centres have undergone decarbonisation capital works to reduce the carbon footprint of all sites.
- 10.2. Further capital works at the Brockley Rise centre due to start in September 2022 will also increase the green landscaped space at the site. There will also be a reduction of parking spaces in order to encourage learners and staff to use greener methods of transport such as cycling, walking and public transport.

11. Crime and disorder implications

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

12. Health and wellbeing implications

- 12.1. ALL contributes to health and wellbeing of the borough in multiple ways. In the broadest sense of wellbeing (as lifelong flourishing) it is the mission of ALL to ensure that together we flourish. Through all the courses available at ALL, the service aims to promote outcomes that will give residents the best opportunity for them to flourish and be well. Through the specific health courses ALL focuses on

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physical health and mental wellbeing for learners on those course. And through the partnership with the social prescribing team ALL aims to guide residents to the best service (which may include a course at ALL) to help them towards wellbeing. A social prescribing bursary is now available for anyone who is referred from social prescribing link workers to Community Learning provision but cannot afford to pay the fees.

13. Social Value implications

13.1. There are no social value implications arising from this report

14. Background papers

14.1. [ALL Self Assessment Report 2020/21](#)

15. Glossary

Term	Definition
ACL	Adult Community Learning
AEB	Adult Education Budget
ALL	Adult Learning Lewisham
DfE	Department for Education
ESFA	Education & Skills Funding Agency
ESOL	English for Speakers of Other Languages
GLA	Greater London Authority
LBL	London Borough of Lewisham
Mindlift	ALL's supported learning programme for adults with mental health conditions
Ofsted	Office for Standards in Education
Supported Learning	ALL's supported learning programme for adults with a learning difficulty or disability

16. Report author and contact

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