| HEALTHIER COMMUNITIES SELECT COMMITTEE			
Report Title	Adult Learning Lewisham – annual report		
Ward	All	Item No	6
Contributors	Executive Director for Community Services		
Class	Part 1	Date: 12 January 2017	

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) during 2016.

2. Recommendation

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

3. Background & Context

3.1 ALL aims to be an outstanding provider of adult skills and community learning to inspire and motivate our learners to enable them to fulfil their potential and flourish. In short the mission of the service is that *ALL Together We Flourish*. It is flourishing in a deep, Aristotelian, sense that fuels the vision of ALL: namely that learners should be able to live well, fare well and do well as a direct result of engaging with the service. Moreover, flourishing is not something that comes to an end, so learners who we help to learn a new skill, and then help to get a job, will still wish to continue their journey towards flourishing by attending courses after work, and with their children. Flourishing is a lifelong goal, and Adult Learning Lewisham delivers lifelong learning so that learners and communities can pursue this goal.
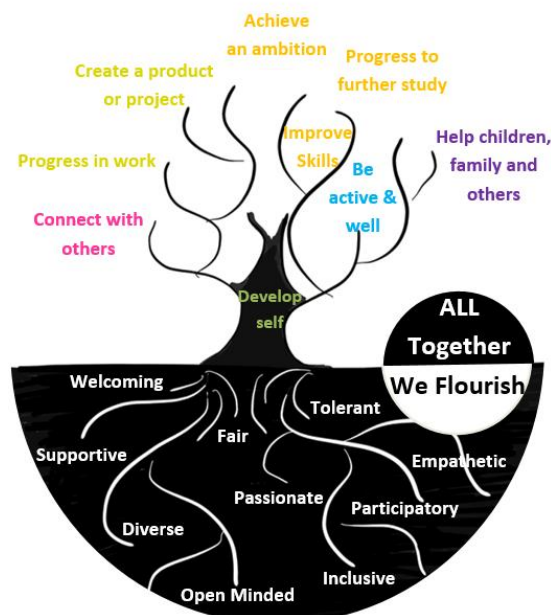
3.2   ALL's mission and values are represented in the Tree of Values, above, which emerged from a combination of discussions with staff and learners, as well as philosophical discussion at think tanks (see section 4.6 below). The branches of the tree represent the outcomes (in utilitarian terms, the 'goods') that learners can aspire to achieve, and which are listed in detail in 4.1 below. These outcomes are now linked to the New Economic Foundation's Five Ways to Wellbeing, with the addition of productivity (employment, enterprise and creativity) as a Sixth way. The roots of the tree represent the organisational ethos of ALL, and following our December 2016 think tank, they are now 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*.

3.3   Adult Learning Lewisham (ALL) receives a Skills Funding Agency grant of £3.3 million and currently employs approximately 200 staff, 140 of whom are part-time tutors. The service also generates income of approximately £500,000, including in 2016 the successful delivery of a Flexible Support Fund project to the value of £50,000. ALL offers over 1,000 courses across ten different curriculum departments and located in three bespoke education centres, as well as in community venues, across the borough. There are 5000 learners enrolled on courses, and over 10,000 enrolments (each learner enrolling on 2 courses on average). As a council service Adult Learning Lewisham has a very high face-to-face interaction with residents and learners – around 700,000 hours per year in total.   Learners who enrol on courses at Adult Learning Lewisham are spread throughout the borough, and around 20% of students come from neighbouring boroughs (see figure below).
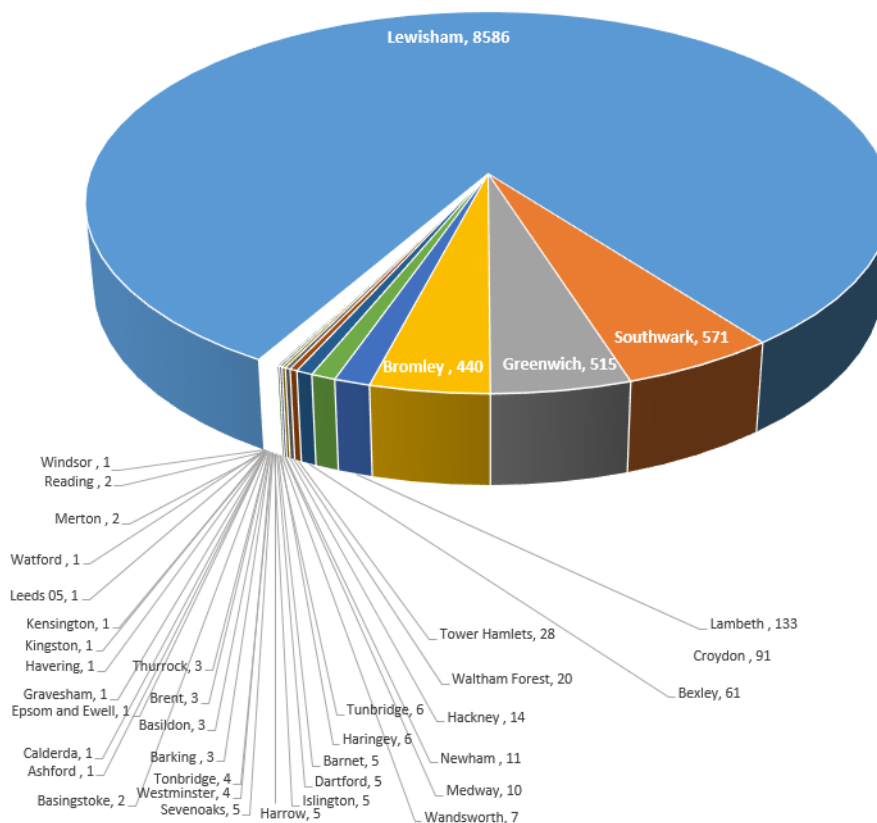
3.4   As noted in 3.1 the mission of the service is that *ALL Together We Flourish*, meaning that the service aims to provide a financially secure service (Adult Learning Lewisham - *ALL*) that works in partnership with its learners, its communities, other council services and external organisations (*Together*) in order to enable learners to live a better life and reach their potential (*We Flourish*). In order to achieve this mission the service has seven strategic objectives, each of which focuses on a critical theme (see the diagram below, and the list of objectives in 3.5). Section 4 of this report focusses on the progress made over the past year against each of these seven objectives.


3.5   The seven strategic objectives of the service are as follows:
- **Outcomes**: Ensure positive impact and outcomes for learners leading to excellent headline success and progression rates.
- **Quality**: Provide teaching, learning and assessment that is outstanding or good in 90% of the provision, with excellent learner satisfaction ratings.
- **Safeguarding** Ensure ALL meets its safeguarding and Prevent responsibilities.
- **Community** Respond to the needs and views of learners and the wider community, working in partnership to shape future developments and curriculum.
- **Environment** Ensure ALL buildings, services and resources enable learning to take place in a safe, fit-for-purpose and inspiring environment.
- **Staff** Support and Invest in skills development for ALL staff
- **Finance** Secure ALL on a sound financial footing and adding value to received funding.

3

## 4.   Progress against Strategic Objectives

4.1   *Outcomes Objective*: *Ensure positive impact and outcomes for learners, leading to excellent headline success and progression rates.* Overall success rates for learners have been sustained at an exceptionally high level. Service wide success rates stand at 92.1%, which is nearly a 4% increase from 2013-14 (when success rates were 88.4%). This represents an outstanding (Grade 1) performance by the curriculum and ALL support staff. This can be accounted for in part by the very good pass rates on both Adult Skills Budget and Community Learning funded courses respectively (89% and 94%), as well by the excellent retention of learners who stay until the end of their course (95%). 2015-16 was the first year in which ALL systematically collated and measured outcomes on non-accredited courses, against the nine types of outcome that learners aspire towards, listed below:

1.   Support for children and family (600 enrollers reported this)
2.   Development of a core learning skill / trait (1200 enrollers)
3.   Progress to further training or qualifications (900)
4.   Progress in, or into, work (500)
5.   Built friendships wouldn't otherwise have had (1600)
6.   Increase in health or well being (1400)
7.   Creation of a product or project (700)
8.   Progress towards a personal ambition (2000)
9.   Development of subject specialist skills (3000)

These figures are represented, in the same order, in the graph below.

ALL- outcomes for learners in 2015/16 (3397 responses)
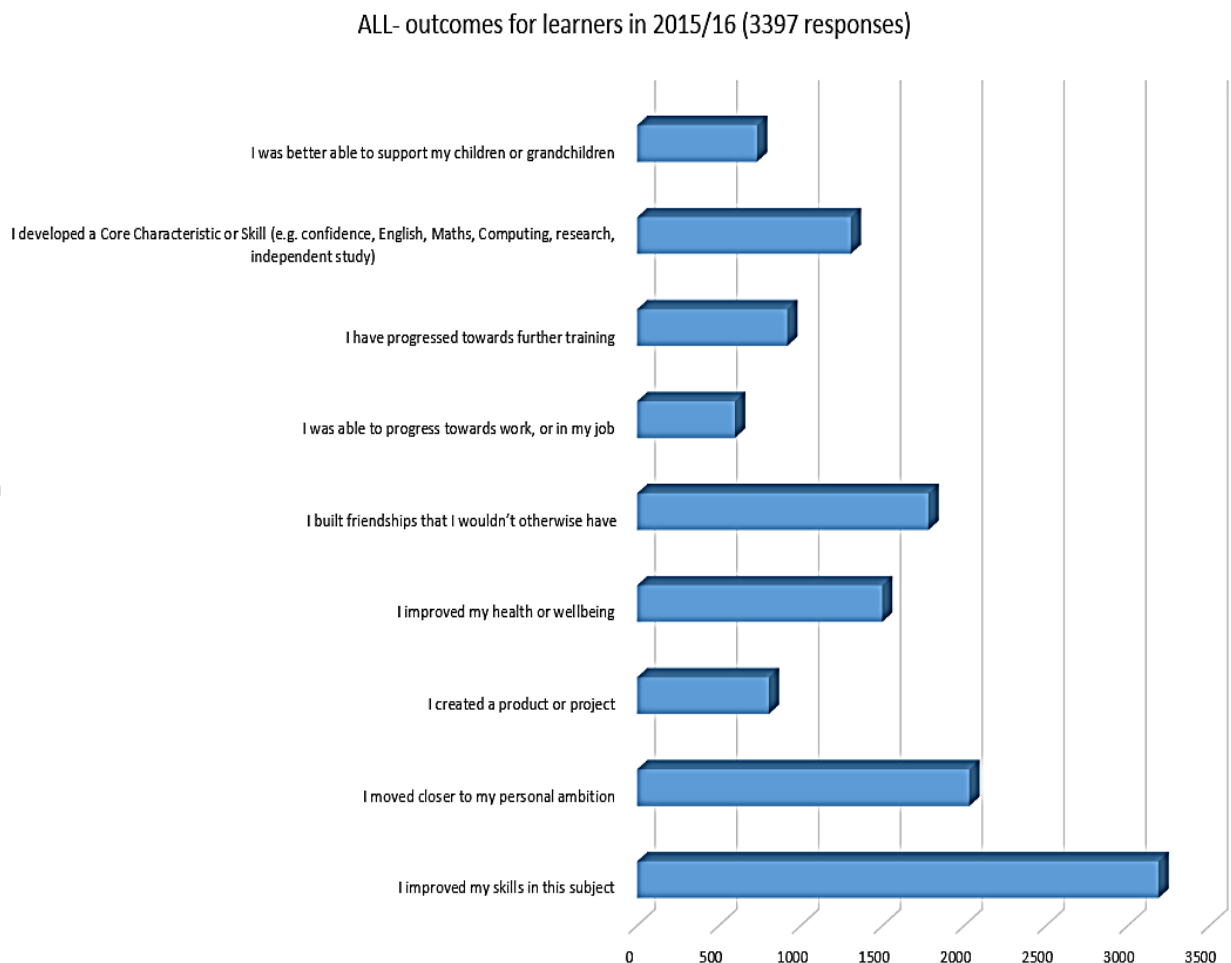
This year was also the first time that ALL tracked destination six months after the end of the course (see chart below). 42% of learners, funded through the Adult Skills Budget, had progressed in employment, further training, independent living or voluntary work.

Destination and Progression of learners from follow up 15/16
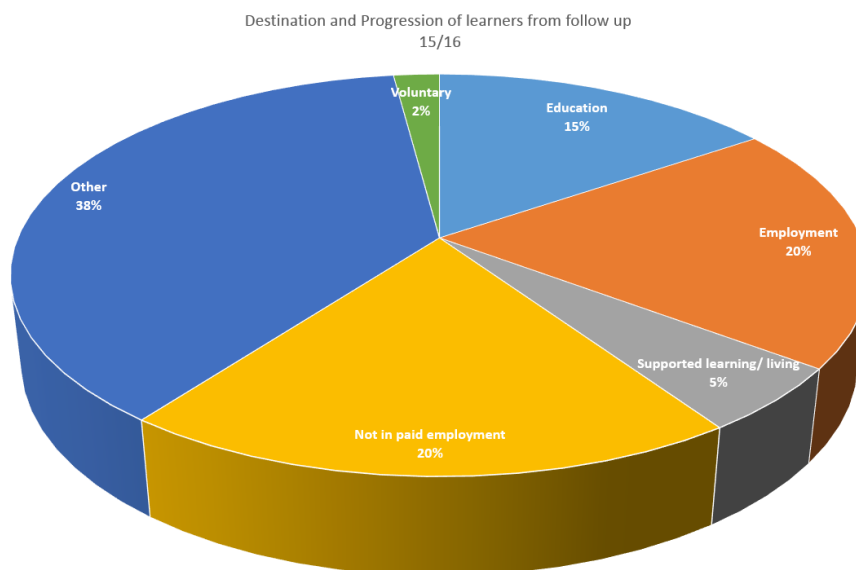
4.2   *Quality Objective: Provide teaching, learning and assessment that is outstanding or good in 90% of the provision*.   The service moved away in 2016 from grading individual lessons to a more supportive, less judgemental, ethos of observing classes where tutors use self- reflection along with input from the curriculum leader to identify the areas that could be improved and explore different teaching strategies to address these. There were over 120 Support for Learning visits carried out in 2016, with all curriculum departments graded as good, except for Textiles which was graded as outstanding. Learner satisfaction ratings for the service remain very high, with over 97% of learners rating the quality of teaching and learning as either good or excellent, and 98% rating the fairness and respect with which they had been treated as either good or excellent.
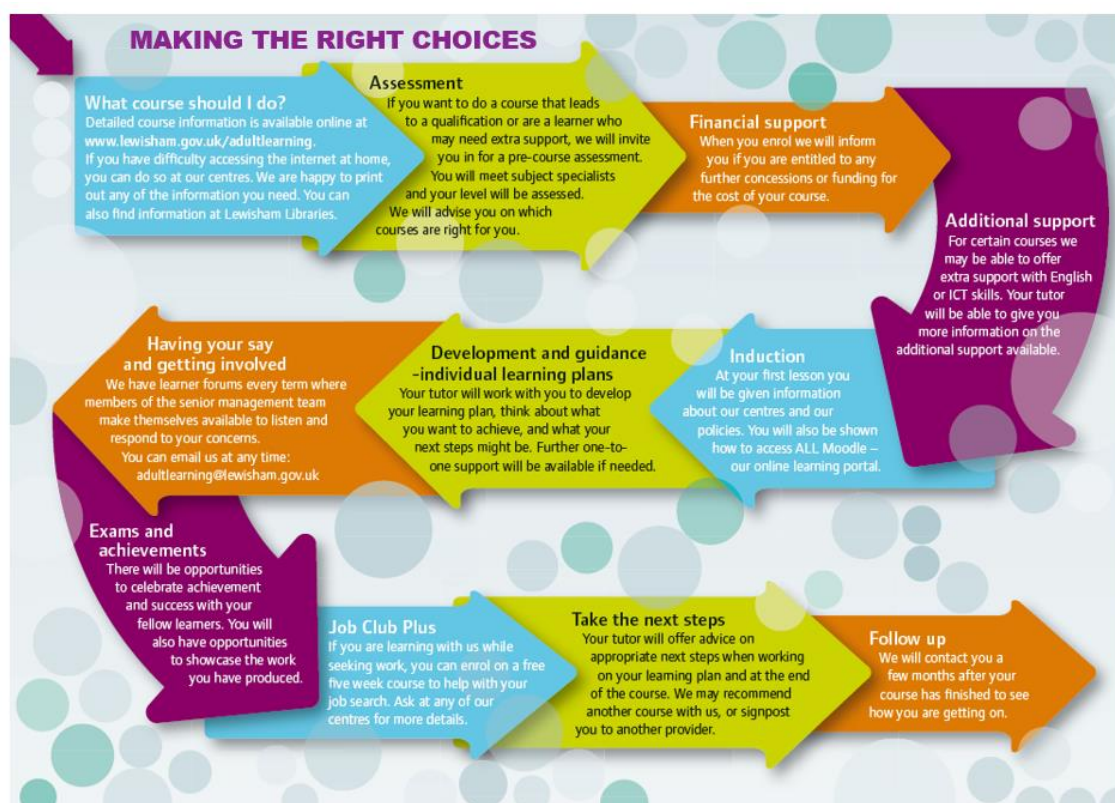
4.2.1 There are numerous strengths in the quality of the teaching and learning processes which are the building blocks for the positive outcomes in 4.1. Teachers create activities for a varied and ambitious range of skills - with learners consistently challenged and, where appropriate, producing work to a very high and professional standard. The identification of learners' needs is excellent (through the pre-course assessment process) and individual support is given to ensure all learners progress at a stretching pace. All classes are highly interactive and the use of paired and group work during delivery is excellent. There is consistent and appropriate questioning used to reinforce previous learning and assess learners before and after to ensure the skills learnt have become embedded.

4.2.2 However, improvements are needed if we are to be outstanding across all provision. For example, there could be more effective use of Moodle and ICT to support learning especially outside the classroom, developing different approaches to address punctuality and non- attendance. There is also still work to be done in helping learners to use the Individual Learning Plan in its most effective way.

4.3   *Safeguarding Objective: Ensure ALL meets its Safeguarding and Prevent responsibilities.* Adult Learning Lewisham established in 2016 an ALL Safe Panel, which brought together all areas with responsibilities for Safeguarding, Prevent, E-Safety and Health & Safety (previously the responsibility of separate steering groups). This included 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.

4.3.1   In order to sustain understanding and reinforce reporting requirements for Safeguarding staff training is monitored, ensuring that all staff have participated in relevant safeguarding training. In addition to this, Prevent e-learning training is available for staff via the Education and Training Foundation. In the past year 128 members of staff have completed on-line training with an additional 29 participating in-house training provided by Lewisham's Prevent Co-ordinator. In order to continue to build staff confidence around this agenda ALL held a successful Think Tank on Fundamental British Values, on 15 December, which provided further context on the Prevent Strategy and related duty.

4.3.2   ALL has refreshed its safeguarding policy, which highlights a fuller range of the types and indicators of abuse (including FGM, honour based violence and mate crime) and which also imbeds Prevent as a core policy component. Further work on a Prevent action plan will be undertaken in 2017 to minimise the risks of radicalisation and extremism across the whole service.

4.4   *Community Objective: Respond to the needs and views of learners and the wider community, working in partnership to shape future developments and curriculum.* The past year has seen the embedding of a number of critical strands of partnership work, both at a strategic and curriculum level, and with both internal LBL services and external organisations.

4.4.1   At a regional level ALL has been closely involved in the London-wide Area Review process. This review was established by central government to solve the financial problems within the Further Education sector, but Adult & Community Learning providers took this as an opportunity to review their structures, outcomes, efficiencies across London. ALL has been a core contributor to the Area Review, providing a rationale for adult learning that extends it beyond productivity and employment, and arguing the case for ACL's contribution to well-being, enrichment and cost-savings to councils. This debate will continue as London approaches the devolution of skills in 2019-20, with the GLA and Mayor taking the reins of this budget. One of the recommendations of the area review is that ACL providers work across councils to deliver savings, and ALL is looking at how this may be possible within Central and South East London.

4.4.2   At a local and council level ALL has endeavoured to close the gap between its own efforts and the overlapping work of other services and organisations, and to assist with the strategic connection of services across the council. It helped to establish the Disability Confident and Transition Steering group, which brings together education, adult social care, economic development and Job Centre Plus, in order to help create pathways into learning and work placements for adults with a learning difficulty or disability. ALL has contributed to the new Arts Strategic Position Paper (building enterprise links for ALL's creative arts and design learners), as well as to

the new Goldsmiths Memorandum of Understanding (establishing links for learners to progress to the university) and the new Work and Skills strategy. Curriculum links within Lewisham include: the Family Learning provision connecting with parents through the Breaking Through Barriers cross-schools initiative; the Supported Learning department piloting a partnership with LSCollege; the IT provision linking with the Go On project; the English provision maintaining its connection with libraries through the Reading Ahead competition (previously the 6 Book Challenge); and the ESOL department gearing up to work within the Syrian Refugee project. The service also has embarked on a six-month research project, with the support of a graduate trainee, to look at Downham and Whitefoot wards, and at what we can learn from past investment and what recommendations can be made for the future.

4.5 *Environment Objective: Ensure ALL buildings, services and resources enable learning to take place in a safe, fit-for-purpose and inspiring environment.* ALL have developed an Accommodation Strategy for the next three years, which was agreed in May 2016 and a Project Initiation Document was produced in July 2016, with approval to take the project forward confirmed in October 2016. Work has begun on the design, planning and costing for the delivery phase one of the project - enhancing the external environment. This is an exciting and essential phase which will improve the visibility of each centre in their locality, with the aim of attracting more learners, and new learners, to the service. The project manager is working closely with Regeneration & Place colleagues ensuring all project requirements are met.

4.5.1 Premises are now able to respond more quickly to internal work requests due to the launch in 2016 of an electronic premises work request system, which staff can access via Moodle. The system can be monitored, and has led to improved customer service, and is an essential performance indicator. The premises team continue to support the delivery of the facilities management (FM) contract; working with LBL's Asset Management to ensure access to the building for planned and cyclical maintenance and repairs. The premises team have been effective in identifying and reporting deficiencies, repairs and hazards. They follow up and escalate outstanding job requests as required; with the aim to ensure that all centres are safe places to be for learners, visitors and staff. The premises team will support Asset Management in monitoring the new contractors who are due to take up the FM contract in January 2017.

4.6 *Staff Objective: Support and Invest in skills development for ALL staff.* In 2016 ALL applied for, and was successful in achieving, the Matrix Standard, which is the nationally accredited Kite mark for providing information, advice and guidance to learners. The process was a lengthy one, involving several months of planning, pre-assessment visits and an Ofsted-like inspection (except friendlier) lasting three days and which scrutinised the entire adult learning service. Staff were included throughout in the preparation and planning of the assessment, and whole staff training (including think tanks) was provided to highlight changes in our service. The process led to the development of ALL's 'Making The Right Choices' flow chart and poster, now on display in all classrooms and distributed to all learners, to show the numerous ways in which ALL supports learners to help them make the right choices (see the figure below). The outcome was excellent, with ALL achieving the Matrix Accreditation standard at its first attempt, and without any conditions.

MAKING THE RIGHT CHOICES

What course should I do?
Detailed course information is available online at www.lewisham.gov.uk/adultlearning. If you have difficulty accessing the internet at home, you can do so at our centres. We are happy to print out any of the information you need. You can also find information at Lewisham Libraries.

Assessment
If you want to do a course that leads to a qualification or are a learner who may need extra support, we will invite you in for a pre-course assessment. You will meet subject specialists and your level will be assessed. We will advise you on which courses are right for you.

Financial support
When you enrol we will inform you if you are entitled to any further concessions or funding for the cost of your course.

Additional support
For certain courses we may be able to offer extra support with English or ICT skills. Your tutor will be able to give you more information on the additional support available.

Having your say and getting involved
We have learner forums every term where members of the senior management team make themselves available to listen and respond to your concerns. You can email us at any time: adultlearning@lewisham.gov.uk

Development and guidance –individual learning plans
Your tutor will work with you to develop your learning plan, think about what you want to achieve, and what your next steps might be. Further one-to-one support will be available if needed.

Induction
At your first lesson you will be given information about our centres and our policies. You will also be shown how to access ALL Moodle – our online learning portal.

Exams and achievements
There will be opportunities to celebrate achievement and success with your fellow learners. You will also have opportunities to showcase the work you have produced.

Job Club Plus
If you are learning with us while seeking work, you can enrol on a free five week course to help with your job search. Ask at any of our centres for more details.

Take the next steps
Your tutor will offer advice on appropriate next steps when working on your learning plan and at the end of the course. We may recommend another course with us, or signpost you to another provider.

Follow up
We will contact you a few months after your course has finished to see how you are getting on.

4.6.1   The external Matrix assessor noted staff as a key strength of the service. The Matrix report notes that: *The overarching impression is of a dynamic leadership team and skilled workforce who are firmly focused upon inspiring and making a measurable difference to help each and every client to flourish and reach their potential…. The tutors' commitment to making a difference to every learner was frequently highlighted by clients as they key strength of ALL.* This commitment is helped by tutors being highly skilled in their respective fields, and able to create a learning environment in which learners are challenged to progress and reach their full potential. Tutors improve their teaching and assessment as a result of good, relevant and well-planned continuous professional development. Further training is identified through the service's new Support for Learning visits, which ascertain what tutors do well and what they need to do to improve.

4.6.2   A further innovation for 2016 was the introduction of the Think Tank, as an interactive vehicle for continuous professional development. The purpose of ALL's think tanks are to bring some energy to what might be considered 'dull' training, 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 that may be passed over by Ofsted but which are critical to effective teaching, learning and assessment. Think Tanks in the past year have looked at 'the Long Learner Journey', the concept of 'British Values', and have immersed staff in 'Making the Right Choices' (4.6 above). 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.*

4.7   *Finance Objective: Secure ALL on a sound financial footing and adding value to received funding.* Funding for ALL in 2016 is through a single designated SFA

stream, the Adult Education Budget, which is a merger of the Adult Skills Budget (for accredited courses) and the Community Learning Budget (broadly speaking for non-accredited courses), together with the Discretionary Learner Support fund. The table and chart below show the degree of funding cuts over the past few years to the Adult Skills budget, and the financial position of the current academic year.

|	2014-15	2015-16	2016-17
Adult Skills Budget	£1,416,810	£1,317,649	
Community Learning Budget	£1,881,080	£1,881,080	
Discretionary Learner Support	£72,377	£58,167	
Adult Education Budget			£3,256,897
Total	£3,370,267	£3,256,897	£3,256,897

In addition to the SFA funding, ALL was able to work with the Mayor's office to secure around £50,000 of the Flexible Support Fund to enable it to continue with its Understanding The Language of Work project (helping people with ESOL needs move from reliance on benefits, and into employment). Of the two cohorts and twenty five learners, 64% left the course with a positive outcome. ALL also raises money to support its provision through learner fees, and was successful in the marketing of its courses (particularly in its Art & Design departments) to reach new over 1200 new learners and raise £450K in fees, which was reinvested in delivering courses for learners.

5.   Key Performance Indicators

5.1   In addition to the seven performance indicators giving rise to the objectives outlined above in section 4, there are three *key* performance indicators on which the service reports to the directorate through its governance mechanism on a termly basis. These key performance indicators address three key questions: 'are residents enrolling?', 'are they learning?' and 'are they satisfied?' The first question is answered through a monthly analysis of learner enrolment and learner numbers, and for 2015-16 these were 10462 and 4931.   The second question can be broadly answered by looking at success rates, namely do learners stay to the end of their course *and* do they achieve.   We have already seen above (section 4.1) that in 2016 success rates remained exceptionally high, standing at 92.1% up from 91.8% in the previous year. Success rates on Adult Skills Budget courses were outstanding for learners at Entry Level (89.4%) Level 1 (81.1%) at Level 2 at 91.9%. These represent an excellent achievement for the service, but as always there is still room for improvement. The third question is answered both through the learner satisfaction ratings (noted in 4.2 above) and the government's FE Choices survey, which recorded that 95% of ALL learners are more than satisfied and would recommend ALL to a friend.

6.   ALL Learner Demographics

6.1   Adult Learning Lewisham is funded to reach all Lewisham residents, but should prioritise the engagement in learning of those residents with the greatest needs (see paragraphs 10.1 and 10.2 below). In 2015-16 ALL enrolled on its courses 2000 learners who were unemployed or low-waged; 1280 enrolments, 423 learners in its specialist Supported Learning department who were managing mental ill health, or a physical or learning disability; 772 older learners on 2247 courses managing deteriorating health; 668 enrolments by 401 people studying ESOL to progress into work or training; 738 enrolments on English or Maths courses up to and including GCSE; and 296 people enrolling on 351 courses to train as Early Years or Childcare professionals, or gain a qualification to help them progress in work.

6.2   ALL has around 5000 individual learners on over 1000 courses, making up enrolment numbers of nearly 10,000 (meaning that on average each learner enrols on two courses). 78% of ALL learners are female, which reflects the gender imbalance in adult learning engagement across the country (on average 25% of adult learners are male). Learners who are managing mental ill health, or a learning or physical disability, make up 22% of enrolments which reflects the success of two of our specialist curriculum areas (Supported Learning and Mindlift, and the Computer Project). Around two thirds of ALL learners (62%) are from non "white British" ethnic groups, which is a slightly higher percentage than for Lewisham residents as a whole (59%).   But across the whole service, ALL reflects the diversity of Lewisham's residents (see the diagram below).

Ethnicity at ALL vs LBL
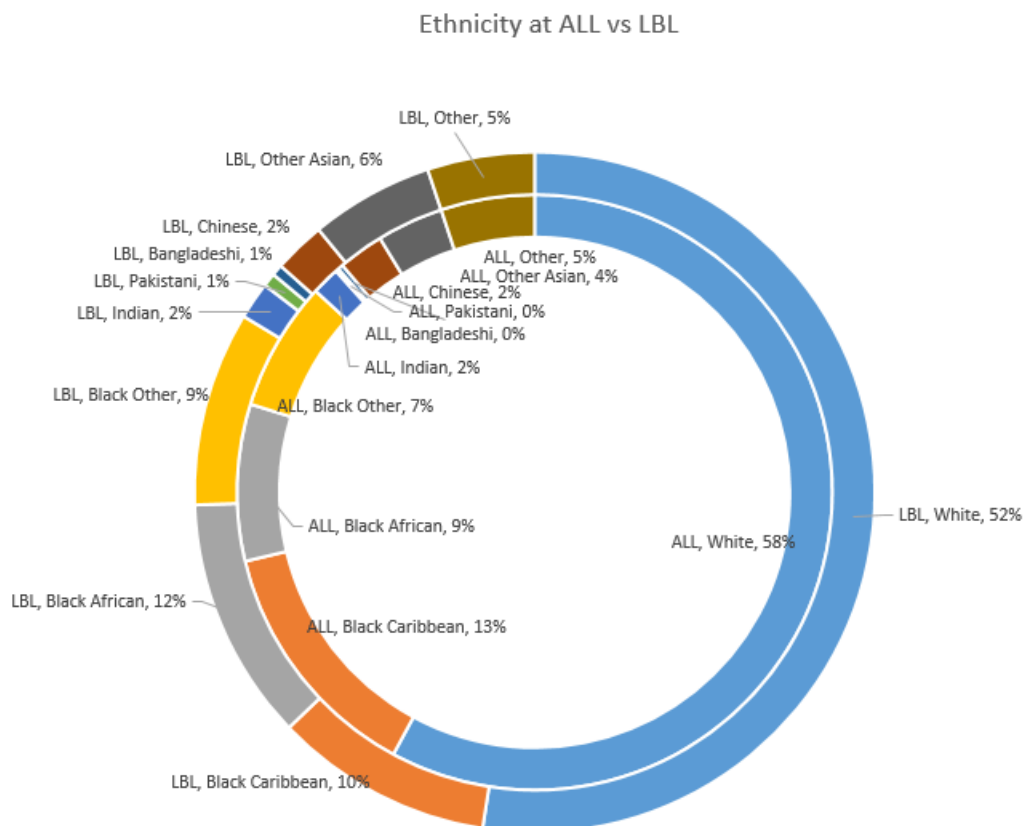
7. Financial implications

7.1 Grant funding for ALL was reduced again for 2015-16, and although it was not cut further for 2016 it had to adjust its expenditure (and curriculum provision) to accommodate the previous cuts which were in-year cuts. This planning has enabled ALL to contain its expenditure within the reduced Skills Funding Agency budgets.

7.2 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.

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. Paragraphs 6.1 and 6.2 above outline the effectiveness of ALL's response to continuing 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 The past year has lain the groundwork in London for potentially significant changes to the structure and funding of adult learning and further education across the capital city. As noted above (4.4.1) ALL has been well placed to take part in the debate, to press home the value of adult learning both as a contributor to London's productivity and its well being, and to add to the GLA's vision of adult learning for the future. However, there is still much to be done. The service needs to investigate whether common outcome measures can be found, so that the civic contribution it makes to outcomes in public health, adult social care and resident well being can be measured. The service needs to demonstrate closer collaboration with other Adult Learning providers within its sub-region, and demonstrate how it is becoming more efficient. The service also needs to nurture the healthy roots and seedlings of its partnerships, especially within its Disability Confidence & Transition project (4.4.2) to create pathways for residents with a learning difficulty into work placement, its links with the Arts Strategy and creative industries (4.4.2) to build enterprise skills in learners enabling them to sell their work, and respond to the recommendations of the Downham research project. Finally, the service needs to ensure it initiates the projects outlined in its Accommodation Strategy, to make the three centres more invitational, welcoming and visible so that more learners continue to be engaged in this path to flourishing.

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

Glossary

ACL – Adult and Community Learning
ALL – Adult Learning Lewisham
ASB – Adult Skills Budget
BIS – Department of Business, Innovation and Skills
CPD – Continuous Professional Development
DFE – Department for Education
ESOL – English for Speakers of Other Languages
FE – Further Education
FGM – Female Genital Mutilation
ICT – Information and Communications Technology
GLA – Greater London Authority
JCP – Job Centre Plus
LBL – London Borough of Lewisham

LDD – adults with a learning difficulty or disability
Mindlift – ALL's supported learning programme for adults with a learning difficulty or disability
Moodle – a Virtual Learning Environment
NVQ – National Vocation Qualification
SFA – Skills Funding Agency

A note about Success, Retention and Achievement rates

- *Achievement Rate* – the rate of learners who achieve their qualification or learning goals measured as a percentage of the number of learners who are still on the course at the end.
- *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.
- *Success Rate* – the rate of learners achieve their qualification of 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 achievement rate.