

HEALTHIER COMMUNITIES SELECT COMMITTEE			
Report Title	Adult Learning Lewisham – annual report		
Ward	All	Item No	7
Contributors	Executive Director for Community Services		
Class	Part 1	Date: 6 March 2018	

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 2017.

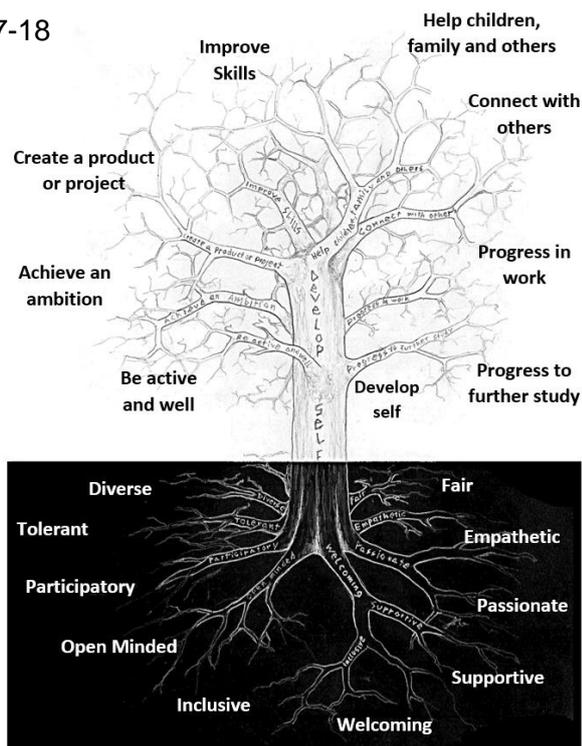
2. Recommendation

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

3. Background and Headlines

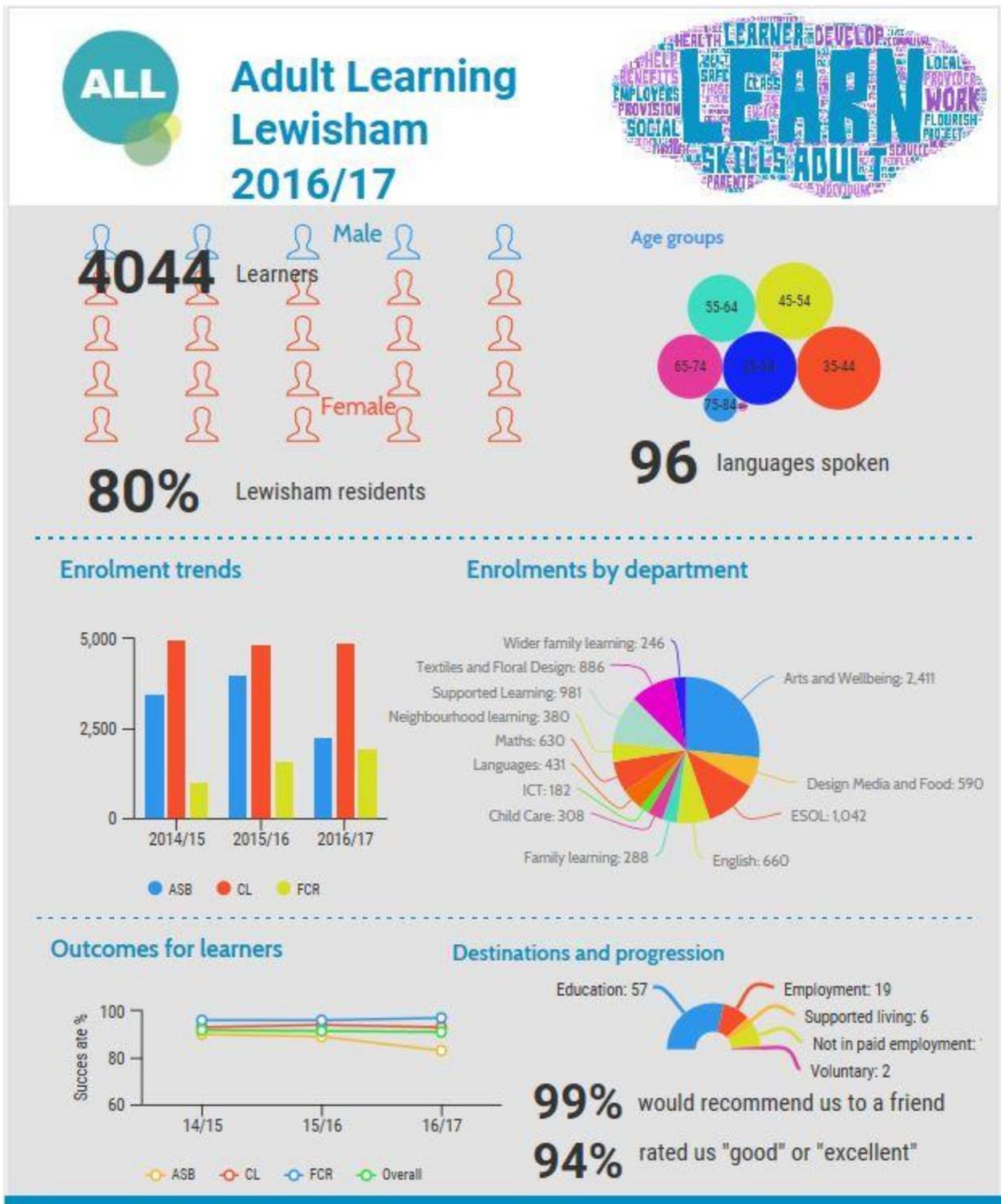
- 3.1 ALL aims to be an outstanding provider of adult skills and community learning, meeting the needs of learners to inspire them and enable them to fulfil their potential and flourish. In short the mission of the service is that *ALL Together We Flourish*. It is flourishing in its deepest sense that underpins 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. There is an increasing emphasis on the instrumental value of adult learning, in particular how it contributes to London's economy. ALL recognises that the promotion of skills for employment is important, but that equal value lies in its contribution to the health and wellbeing of Lewisham's communities, and to the integration and inclusion of Lewisham's residents. Flourishing is a lifelong goal, and ALL helps learners to develop skills which will help them throughout their life, in employment, in health/wellbeing and in inclusion/integration.
- 3.2 ALL's mission and values are represented in the Tree of Values (overleaf) which was visually revised in 2017 following a student competition, and conceptually revised following further philosophical discussion at think tanks (see section 4.7 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. The roots of the tree represent the organisational ethos of ALL, and they are 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 2017-18



- 3.3 ALL receives an Education & Skills Funding Agency (ESFA) grant of £3.3 million and currently employs approximately 200 staff, 135 of whom are part-time tutors. The service also generates income of approximately £600,000, the majority of this is through fee income that is invested back into the adult learning service. 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 over 4000 learners enrolled on courses, and over 9,000 enrolments (each learner enrolling on 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.
- 3.4 This section picks out some of the highlights of ALL’s work during 2017. From January to February 2017 ALL was successfully audited by LBL’s auditors, confirming the robustness of its data, quality and financial processes. In July 2017 a Department for Education national student satisfaction survey placed ALL as 40th out of over 800 providers in the country, with 97% of learners saying they would recommend ALL to a friend (according to our own internal survey 99% would recommend us to a friend). In September 2017, ALL introduced online enrolments for the very first time, giving learners another channel through which they can enrol (for example, between Christmas and New Year 2017, when centres were shut, there were 50 online enrolments). In October 2017 Adult Learning Lewisham was inspected and graded by Ofsted as 2 (good), consolidating the grade 2 it received in 2014, and it remains the only grade 2 provider of adult education and training in Lewisham. This inspection was conducted under the new Ofsted inspection regime, with the bar set higher than in previous frameworks, so this does represent a very positive achievement for the service.

3.5 The infographic below gives an overview of ALL for the academic year 2016-17. The service remains a diverse one, with a wide range of age groups and ethnicities representative of the borough. Learners enrol on average for two courses, but in 2016-17 ALL restructured its Supported Learning department meaning that learners in these courses only enrolled once for the whole year (rather than once per term). 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*, 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 theme critical to the success of ALL (the numbers in brackets represent the sections these are reviewed in this report), and represented in the figure below:

- **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.

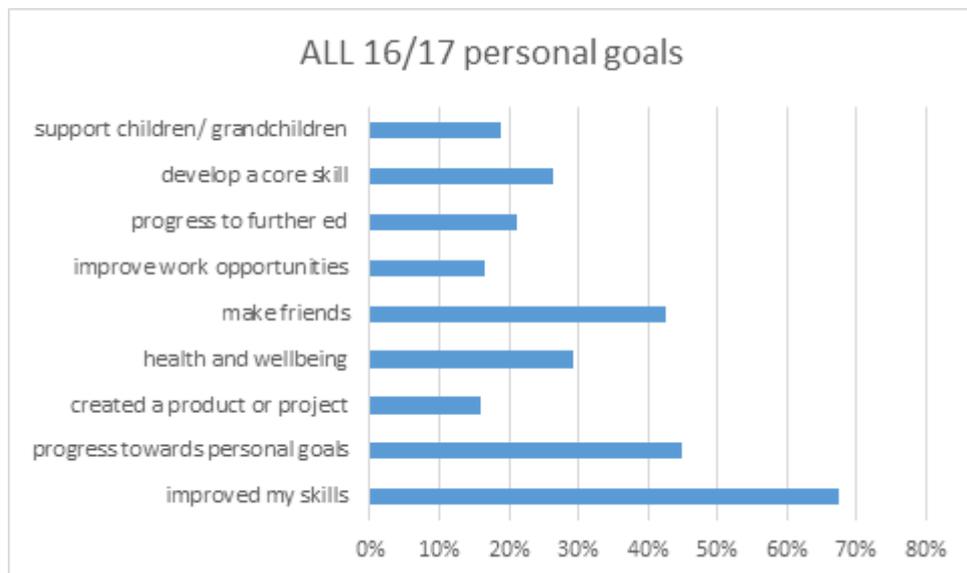
The rest of Section 4 focusses on the progress made over the past year against each of these seven objectives.

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

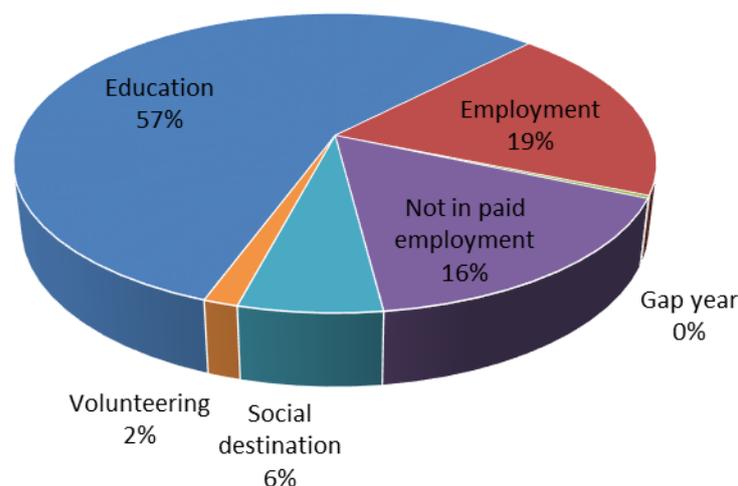
Overall achievement rates (previously called success rates – see Appendix B) for learners have been sustained at an exceptionally high level in 2017. Service wide achievement rates stand at 90.7%, which is over a 2% increase from 2013-14 (when achievement rates were 88.4%). This represents an excellent performance by the curriculum and ALL support staff. This can be accounted for in part by the very good pass rates (97%) rates across all funding streams as well as by the high retention of learners who stay until the end of their course (94%). ALL continues to systematically collate and measure outcomes on non-accredited courses, against the nine types of outcome that learners aspire towards, listed below:

1. Support for children and family (1065 enrollers reported this)
2. Development of a core learning skill / trait (1475 enrollers)
3. Progress to further training or qualifications (1190)
4. Progress in, or into, work (922)
5. Built friendships wouldn't otherwise have had (2392)
6. Increase in health or wellbeing (1648)
7. Creation of a product or project (888)
8. Progress towards a personal ambition (2524)
9. Development of subject specialist skills (3800)

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



In addition to these tracked outcomes, ALL also now tracks learner destinations six months after the end of the course (see chart below). 84% of learners, funded through the Adult Skills Budget (now called 'Employment & Training'), had progressed in employment, further training, independent living or voluntary work, and this represents a doubling of the figure for 2016 (which was 42%). See figure overleaf.



4.3 *Quality Objective: Provide teaching, learning and assessment that is outstanding or good in 90% of the provision.* The service has maintained robust internal measures of quality during 2018. Adult Learning Lewisham undertakes Support for Learning Visits across all its curriculum areas where the emphasis is placed on improving the quality of teaching, learning and assessment. There were 72 Support for Learning visits carried out last year (all graded good or better) and all curriculum areas are graded 'Good' (from the quality assurance process) with one curriculum area 'Textiles and Floral Design' being 'Outstanding.' No area 'Requires Improvement' or is inadequate. The service has moved 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. This has proved to be a very positive learning experience, from feedback from both the tutor and curriculum leader, as this has encouraged discussion in a relaxed and non-threatening environment. 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 October 2017. 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.

4.3.2 However, Ofsted made 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.

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 has 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.

4.4.1 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. This is being refreshed for all staff in 2018. In addition to this, Prevent e-learning training is available for staff via the Education and Training Foundation. In 2017 every permanent member of staff, and all tutors, completed their Prevent Training through the Education & Training Foundation. In order to continue to build staff confidence around this agenda ALL held a follow-up Think Tank on Fundamental British Values in April 2017 which provided further context on the Prevent Strategy and related duties.

4.4.2 ALL has refreshed its safeguarding policy, which highlights a fuller range of the types and indicators of abuse (including honour based violence and mate crime) and which also imbeds Prevent as a core policy component. In 2017 a new campaign entitled 'Keeping Everybody Safe Every Day' was launched, with Ofsted noting this part of a range of '*suitable strategies in place to help broaden learners' understanding of how to keep themselves safe*'.

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.* 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.

4.5.1 At a regional level ALL has been closely involved in the second phase of the London-wide Area Review process, which is also informing the preparation for the devolution of the skills budget to the GLA in 2019. The original 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 beyond productivity and employment, and arguing the case for ACL's contribution to well-being, enrichment and cost-savings to councils.

4.5.2 At a local and council level ALL has built successful links between its own efforts and the overlapping work of other services and organisations, assisting with the strategic connection of services across the council. Through its work ALL is referenced in, and contributes to, several key cross-council strategic plans including the Work & Skills Strategy, the Mental Health and Wellbeing Strategy, the recommendations of the Poverty Commission. ALL continues to be a significant contributor to the cultural life of Lewisham. It supports learner-organised enterprise groups which exhibit and sell arts work across the borough and its many festivals. ALL contributed to the development to the bid to be a London Borough of Culture, as well as contributing to the Goldsmiths Memorandum of Understanding (establishing links for learners to progress to the university). Other curriculum partnerships within Lewisham include: the literacy and English courses provided to Lewisham Homes; the Supported Learning department piloting a partnership with LSCollege; the ICT provision linking with the Go On project; learners and tutors from the family learning and ESOL departments working with the Horniman Museum on interpretation for its new galleries and with the Royal Naval College in Greenwich; and the ESOL department offering its guidance within the Syrian Refugee project.

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 have developed an Accommodation Strategy for the next three years, and in 2017 work began on the design, planning and costing for the delivery phase one of the project - enhancing the external environment with significant improvements made to external signage across the three centres and internal way-finding. A full schedule to deliver the remaining phases of the project has been developed and works will continue into 2018.

4.6.1 ALL's premises team have been pivotal in the implementation of ALL's accommodation strategy - developing invitational centres project. As a result ALL's learning environment has seen some very positive physical changes. The most visible of these are the external signage at all of our centres, internal way-finding and changes to reception areas at both Brockley and Granville centre. The Site manager; has expertly organised and managed contractor's onsite to ensure the delivery of high quality work and has helped to shape this well-managed part of our service. Consequently there has been an increase in the services efficiency and effectiveness when dealing with premises related matters which offers real added value to ALL's core business. The summer of 2017 also saw an ICT upgrade to support improvements in the teaching network; however ALL recognises that further improvements to the teaching network are necessary to ensure that a more reliable Wi-Fi and LAN network is available at our Granville and Grove Park centres. To this end and following a meeting with our Brent shared services colleagues ALL plan to install a new teaching network at these sites. The new Network connection will provide us with an extremely reliable and high bandwidth network that will support teaching, learning and innovation and will bring these centres in line with Brockley.

4.7 *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 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. There were some recommendations made as part of the award, and ALL acted on these recommendations including the training of all of its front-of-house staff in an accredited Information, advice and guidance course. In December 2017 a further external assessment of ALL by Matrix confirmed and consolidated the kite mark.

4.7.1 Think Tanks were introduced in 2016 as an interactive vehicle for continuous professional development. The purpose of ALL's think tanks are 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', and have immersed staff in 'Making the Right Choices'. In 2017 think tanks explored fundamental British Values and Addressing Community Needs (see photographs below), and over 150 members of staff and tutors have so far attended at least one of these think tanks. 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 2017 was through a single designated ESFA 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

budget for 2017-18 remained at the level of the previous year, although additional funding was successfully raised through fees – at £600,000.

	2015-16	2016-17	2017-18
Adult Skills Budget	£1,317,649		
Community Learning Budget	£1,881,080		
Discretionary Learner Support	£58,167		
Adult Education Budget		£3,256,897	£3,256,897
Total	£3,256,897	£3,256,897	£3,256,897

5. Governance Group

5.1 The termly review of performance via the directorate line management structure has now developed into a more formal Governance Group, consisting of members of ALL's management team as well as the Head of Culture and Community Development, and senior officers from other directorates. The function of this group is provide governance for the service, to act as a 'critical friend' which scrutinises and supports the service, and enables the service to improve its performance and ensure it continues to meet community needs.

5.2 The Governance Group examines on a termly basis the three key performance indicators, which address three key questions: 'are people 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 2016-17 these were 9137 and 4044. The second question can be broadly answered by looking at achievement rates, namely do learners stay to the end of their course *and* do they pass. We have already seen above (section 4.1) that in 2017 achievement rates remained exceptionally high, standing at 90.7% down slightly from 92.1% in the previous year. Achievement rates on E&T-funded courses remain very good for learners at Entry Level (83.7%) Level 1 (77.3%) at Level 2 at 84.6%. These represent a good 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 4.3 above) and the government's FE Choices survey, which recorded that 97% 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 2016/17 ALL enrolled on its courses 2160 learners who were unemployed or low-waged; 981 enrolments, 473 learners in its specialist Supported Learning department who were managing mental ill health, or a physical or learning disability; 544 older learners on 1284 (65+) courses managing deteriorating health; 493 enrolments by 205 people studying ESOL to progress into work or training; 1290 enrolments (547 learners) on English or Maths courses up to and including GCSE; and 259 people enrolling on 308 courses to train as Early

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 In 2017 Lewisham's adult education service was preparing for significant changes to the sector and preparation for these risks and opportunities continues in 2018. These include: sector changes that will emerge from the area review and

- devolution; risks to funding; risks of ‘outcome definition’; opportunities around local partnerships; sub-regional collaboration and multiplying funding streams.
- 12.2 The second phase of the London Area Review into adult education will end in March 2018 and will make recommendations both at a regional and sub-regional level. 2018 will also see the GLA finalise its skills strategy prior to the devolution of skills funding to London’s Mayor in 2019 / 2020. The service remains well placed to influence this review, but there is a risk that devolution will lead to a narrowing of focus on skills that are related to employment (ignoring the benefits of skills development and education on health/wellbeing and integration/inclusion). Lewisham has contributed to this debate in its feedback to the GLA’s ‘Skills for Londoners’ strategy which has been shared with the national Hoxex network. Devolution of funding to the GLA risks also a movement towards outcomes-based commissioning. ALL have experience in efforts to create rigorous outcome measures that cover the breadth of learning goals (not just employment) and in 2018 will contribute to this debate to ensure that outcome measures are appropriate for the groups of learners, many of them vulnerable, with whom we work.
- 12.3 There are also opportunities ahead for ALL in 2018, developing and building on the efforts of the service in previous years. There is further work for ALL in its partnerships with other council services and in contributing to LBL strategies in Mental Health, Work & Skills, Arts & Culture, and the recommendations of the Poverty Commission. External collaboration with other local authorities may include the research into more rigorous outcomes measures, joint bidding for funding (such as the Flexible Learning Fund), and joint CPD for staff. There will be a second phase of the service’s accommodation strategy to ensure that its learning environments and venues are welcoming and safe and attract more learners through their doors.

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

Appendix A - Glossary

ACL – Adult and Community Learning
 ALL – Adult Learning Lewisham
 CPD – Continuous Professional Development
 E&T - Employment & Training funding budget
 ESFA – Education & Skills Funding Agency
 ESOL – English for Speakers of Other Languages
 FE – Further Education
 GLA – Greater London Authority
 ICT – Information and Communications Technology
 JSA – Job Seekers Allowance
 KPIs – Key Performance Indicator
 LBL – London Borough of Lewisham
 LSCollege – Lewisham & Southwark College
 Mindlift – ALL’s supported learning programme for adults with a learning difficulty or disability
 NVQ – National Vocation Qualification
 Ofsted – Office for Standards in Education

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 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 pass rate. (This was previously called the ‘success rate’ by funders and inspectors).