



Healthier Communities Select Committee

Report title: Adult Learning Lewisham – annual report

Date: 18 March 2020

Key decision: No.

Class: Part 1

Ward(s) affected: All

Contributors: Service Manager, Adult Learning Lewisham

Outline and recommendations

This report provides an update to the Healthier Communities Select Committee on the adult learning service offered by Adult Learning Lewisham (ALL) from January to December 2019.

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

Timeline of engagement and decision-making

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

1. Summary

- 1.1. This report outlines the context within which Lewisham's adult education service operates, and gives details of the performance of the service in 2019, including its self-assessment grades for Leadership and Management, the Quality of Teaching, Learning and Assessment, Outcomes for Learners, and for Safeguarding, Personal Development and Behaviour.

2. Recommendations

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

3. Policy Context

- 3.1. Adult Learning Lewisham (ALL) is funded as a local authority adult education service, and until July 2019 received Department for Education funding through its Employment & Skills Funding Agency. From August 2019, as part of the devolution of skills to mayoral combined authorities, ALL receives its funding from the Greater London Authority and contributes to the GLA's Skills For Londoners strategy.
- 3.2. ALL contributes to Lewisham Council's priorities in the following areas (see also section 5.5 below): in Delivering and defending health, social care and support; in creating an Open Lewisham; in Giving children and young people the best start in life; and in Building an inclusive economy.

4. Background

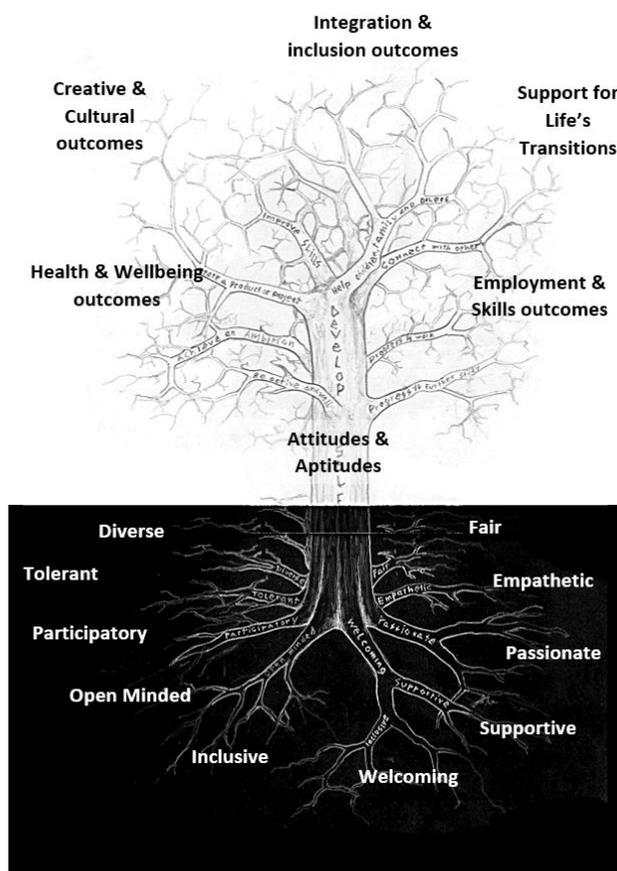
- 4.1. Adult Learning Lewisham is Lewisham Council's adult education service, delivering courses across the borough in order to meet the needs of learners, to inspire them and so enable them to fulfil their potential and flourish. The mission of the service is that *ALL Together We Flourish*, in other words that learners should be able to live well, fare well and do well as a direct result of engaging with the service. 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 and wellbeing, to be integrated into Lewisham's communities, to be supported through life's transitions, and to play a role in shaping Lewisham's and London's culture.
- 4.2. The ethos underpinning ALL's mission is represented through its Tree of Values (figure below), which has evolved through discussions with staff and learners, as well as philosophical discussion at think tanks. 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*)

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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 falls into six distinct types, reflecting the outcomes framework in section 5.5 below.



- 4.3. ALL receives a Department for Education grant of £3.3 million and currently employs approximately over 200 staff, 130 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 nearly 4000 learners enrolled on courses, and almost 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.
- 4.4. ALL continues to improve as a service: it has been inspected by Ofsted twice since 2014 and was graded 2, Good, on both occasions. The service was also re-evaluated and inspected for the Matrix standard for information, advice and guidance, and successfully retained this standard in 2019. In 2019, as part of its self-assessment process, ALL graded its quality of teaching and learning as outstanding for the first time, based on the evidence of classroom visits and the achievement of learners. The infographic below captures the strong performance of the service in 2018-19.

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5. ALL Self Assessment for 2018-19

- 5.1. ALL assesses itself annually against the framework provided by Ofsted, which in 2018-19 was the Common Inspection Framework, and for 2019-20 will be the Education Inspection Framework. Section 5 outlines the performance of ALL using the themes of the CIF, which are: Leadership and Management; the Quality of Teaching, Learning and Assessment; Outcomes for Learners; and Behaviour, Personal Development and Safeguarding.

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Leadership and Management for the service are self-assessed as good.

- 5.2. Leaders and managers have continued the very high ambitions and expectations for what ALL will achieve, as confirmed by Ofsted in their 2017 inspection. Strategic planning of ALL is highly effective. Business planning clearly lays out ALL’s priorities, and it has a strategy that enables ALL to work with other services to meet community need across the borough. Plans demonstrate a very good understanding of local and national priorities and suitably acknowledge the need to respond flexibly to change in areas such as funding.
- 5.3. Leaders and managers ensure that the curriculum offered meets the diverse needs of individuals who are seeking to develop their skills to enhance their employment prospects or improve the quality of their life. The curriculum is very effectively designed, meets borough, learner and sector priorities in parallel with our funding. A broad and extensive range of learning opportunities have also been developed on a full fee basis to ensure learning continues to take place outside of government funding. This has enabled the service to re-invest the income to provide learning opportunities in ESOL ICT, Employability and English and Maths support classes that otherwise would not be funded.
- 5.4. Financial planning for the service is strong, and is enabled by detailed forecasts based on curriculum plans and real time updates. Data collection, checking and management is very good – providing accurate, reliable and robust data. The service is financially sound and is investing significantly in its infrastructure and resources including improving the external and interior environment. There are significant income pressures that the service is facing through reduced fee income due to changes in fee-concessions in ESOL and reduced rental income. Through its Governance Group ALL has a plan in place to address these income pressures along with the support of Lewisham council.
- 5.5. The service has developed a successful network of partnerships, locally, regionally and nationally. At a regional level ALL helped to establish the new network of the 12 central London boroughs: Lifelong Learning London Central. ALL has also been a core contributor to the GLA’s devolution process, giving feedback on the Skills for Londoners Framework, providing a rationale for adult learning that extends it beyond productivity and employment, ensuring that adult education was included in the GLA’s new Social Prescribing strategy, and winning the argument for recognition of ACL’s contribution to well-being, creativity enrichment and cost-savings to councils. At a local and borough level ALL contributes to a range of corporate priorities, outlined below and is a partner within several key cross-council strategic plans including the Work & Skills Strategy, the Mental Health and Wellbeing Strategy, the recommendations of the Poverty Commission.

LBL Corporate Priorities	ALL working in partnership with LBL services
Delivering and defending health, social care and support	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
	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
Open	Sanctuary Borough Programme – ALL are working with the Mayor’s team as the key delivery partners for ESOL skills and family learning for families

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LBL Corporate Priorities	ALL working in partnership with LBL services
Lewisham	arriving in Lewisham through the Syrian Vulnerable Person Resettlement Programme
Giving Children and young people the best start in life.	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
	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.
Building an inclusive local economy	Lewisham Deal – ALL chair the Employment, Advice & Guidance group agreed in the Lewisham Deal and following the Poverty Commission, working with the other five Lewisham anchor institutions to provide better advice for residents.
	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.
	Culture and Community Development – ALL contributing to the London borough of culture bid, and the Rage Against the Machine festival, as well as building networks of learners selling their work across the borough.

- 5.6. At a national level the outcomes framework (section 5.5) that ALL has been developing over the past two years has been recommended for a national pilot through the LEAFA network, with the support of the Learning and Work Institute. The Local Government Association are also using ALL's framework as part of their national briefing document, being sent to all local authorities in 2020.

The quality of teaching, learning and assessment is self-assessed as outstanding

- 5.7. Managers have maintained the very high quality of teaching, learning and assessment. They have put in place a range of support for tutors, which have led to improvements in teachers' skills to the direct benefit of learners. Peer support is also used extensively as well as joint observations to improve feedback and the sharing of good practice across curriculum areas.
- 5.8. ALL's scheme for observing teaching and learning is rigorous and feedback to tutors following observations is detailed and evaluative. It focuses very well on the quality of learning and what the tutor needs to improve. Arrangements to moderate observers' judgements are effective and confirm that assessment of teaching standards is very accurate. ALL has developed and encouraged an outstanding system of sharing throughout the curriculum which has engaged and promoted effective communication, harnessing and improving team collaboration. However curriculum areas are at different stages of this process.

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- 5.9. The Pre-Course Assessment process is comprehensive and is undertaken by professional staff and are effective in establishing skill levels. This enables learners to be enrolled onto the right course at the right level. All learner enquiries are dealt with quickly by highly experienced Business Resources Team staff. There is expert advice and guidance from curriculum areas to assist learners in their enquiries. Tutors and staff set high standards for learners. Across all curriculum areas there is a dedicated, thoughtful and well planned approach to teaching, learning and the learner experience overall. They demand high quality work and respectful behaviour and expect learners to work collaboratively together to solve problems and evaluate their own and each other's learning.
- 5.10. Courses offer a differentiated, varied and ambitious range of skills that clearly meet and exceed learners' needs and interests - they consistently produce work to a very high and professional standard. The resources are of a very high quality and used effectively to support learning throughout. Learners are enthusiastic and engaged and are highly motivated with the respect between learners and tutors being exemplary.
- 5.11. Tutors are qualified, passionate, experienced subject specialists who update their CPD through regular training. They draw on a wide range of delivery and assessment methods, to inspire and challenge learners to meet different needs. They are highly motivated and enthusiastic and offer learners a caring and supportive learning environment which they value highly. Tutors' high expectations ensure that learners are well motivated, fully engaged in learning and the great majority are appropriately challenged. Tutors are skilful at using everyday opportunities to develop learners' good understanding of the diverse communities in which they live and work. They use the diversity of learners within classes to explore learners' perceptions and celebrate difference. Learners across the curriculum areas are also provided with enrichment opportunities that extend their learning
- 5.12. Learners' ongoing assessment is good. Tutors assess learners' performance well during lessons, including the use of good individual discussion. Learners are clear about their own progress and generally have a good understanding of what they need to do to improve. Tutors regularly assess learners' work and give enthusiastic and encouraging feedback which motivates learners. Teachers use homework well to support learners to increase their confidence in using the newly learned skills.

Outcomes for learners are self-assessed as outstanding

- 5.13. Overall success rates are outstanding at 92.3% which is the highest the service has ever achieved. Success rates in qualification-based Education and Training (E&T) courses are now outstanding at Level 2 at 90.6% and therefore addresses one of the areas for improvement at the last inspection. GCSE English and Maths was introduced in 2014/15. GCSE headline success rates for English (90.4%) and Mathematics (93.8%) are very good. The headline success rates for English and Maths are now 78.3% and 91.6% respectively.
- 5.14. Significant progress has been made in narrowing achievement gaps in key areas of gender, disability and widening participation. The success rate overall for Gender-Male/female is 90.5% and 92.8% White British/Non White British 94.9%% and 90.6% and Learning Difficulty/No Learning difficulty at 90% and 92.8% respectively. There are therefore no significant achievement gaps in GLA funded programmes.
- 5.15. The organisation has developed a robust, evidence-based, Outcomes Framework that measure a range of outcomes for learners, and which links to the vision for ALL, its individual learning plans and metrics for measuring progression. The purpose of this framework is to capture the outcomes and value of interventions, particularly those related to educational and cultural interventions. The framework is being piloted

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nationally throughout 2020 and is being used to inform the Local Government Association briefing to councils across the country. These outcomes fall into six categories (figure 4. below):.

Figure 4. The six types of outcomes of adult learning

Outcome-type 1 – Attitudes, Aptitudes, Confidence

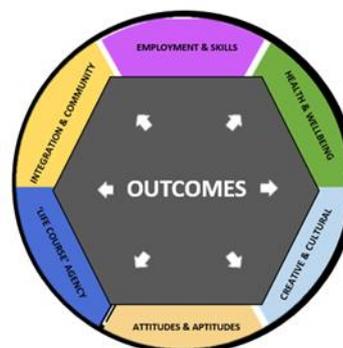
Outcome-type 2 – Health & Wellbeing

Outcome-type 3 – Integration & Inclusion

Outcome-type 4 – Employment & Skills

Outcome-type 5 – Creativity & Culture

Outcome-type 6 – Skills for life's transitions



- 5.16. Programmes and curricula are responsive to local and national priorities and planned to maximise accessibility for learners. Marketing is effective in using a variety of channels to reach wider audience. Extensive provision in foundation English, mathematics and English for speakers of other languages caters well for the needs of many residents. Full fee classes provide an innovative way of maintaining provision for learners who wish to continue their studies for extended periods, freeing resources to support provision elsewhere and links with the Pound Plus ethos of encouraging learners who can afford to pay- to pay. This enables ALL to deliver courses to the hard to reach learners and those who cannot afford to pay for their courses.
- 5.17. Learners make very good progress on their courses. They often achieve outstanding standards in their work. Learners develop their skills well and often apply them in their employment, with their families and in the community. ALL E&T learners are tracked for their destination after the end of the course. 80 learners, funded through the E&T budget have progressed in employment, further training, independent living or voluntary work.
- 5.18. Learners are well motivated, enjoy their studies and often attain their personal learning goals, as evidenced through our analysis of learners' Individual Learning Plans. Our analysis of student satisfaction survey indicates that learners enjoy their studies and feel safe and well supported. They value the benefits of studying alongside others and are proud of their achievements. Learners' punctuality is very good and attendance is now good although more work is required to raise attendance levels even higher. It is ALL's priority to continue to improve attendance and punctuality and tutors are now much clearer on their essential role in bringing this about.

Safeguarding, personal development & behaviour are self-assessed as good

- 5.19. A robust safeguarding policy is in place, together with a safeguarding team who responds quickly and effectively to resolve issues or concerns. Safeguarding training is mandatory, completion is recorded and monitored. Safe recruitment practices are in place via effective and timely DBS processing. Information on how to report concerns is displayed throughout each centre and learners are confident in reporting any concerns. Learners can also access information about safeguarding via Adult Learning Lewisham's VLE (Moodle), there is also a fast link to report safeguarding concerns. In

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September 2017 ALL launched its 'Keeping Everyone Safe, Every Day' campaign to continue to raise the profile of safeguarding across the service. 100% of all staff completed Prevent training, and a service wide Safeguarding and Prevent training refresh whilst completed in March 2018 will be refreshed in 2020, this will also include GDPR and Equalities and Diversity training.

- 5.20. Learners through a comprehensive induction procedure are involved in discussions on Safeguarding, Prevent, e-safety and health and safety (including health and safety relating to placements and off site classes), this equips them with the necessary skills/knowledge to stay safe. The learner induction has a strong emphasis on attendance, respectful behaviour and learners' commitment to equality and diversity, course goals and study.
- 5.21. ALL's promotion of equality and diversity is good. ALL acts effectively to widen participation in learning. Over eighty percent of ALL's learners now come from areas of high deprivation (see figure 9 above). It increasingly offers provision at centres in the most deprived areas of the borough, effectively engages residents unfamiliar with adult learning, and provides essential training in the computer skills residents need when searching for jobs or claiming state benefits
- 5.22. Learners value their education and attend consistently, they engage with coursework and set challenging personal goals, to achieve course outcomes. The personal development and welfare of the learners are good. There are no significant behavioural problems from learners, and generally there is a friendly relationship which is reinforced by learners often enrolled on many of the same courses. A very high number of learners complete their courses.
- 5.23. Tutors promote equality and diversity well in teaching, learning and assessment. ALL has developed an ethos of strong social inclusion and increased awareness of diversity. Tutors successfully encourage strong mutual support in very diverse groups of learners. Learners' behaviour is managed well in lessons, leading to a relaxed atmosphere and enhanced learner enjoyment. In many lessons, tutors use diversity-related materials well.

6. Financial implications

- 6.1. As mentioned in 5.4 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. A separate paper is being written to outline the financial implications of these budgetary pressures on the service.
- 6.2. The service has been funded by a new funding body, the Greater London Authority, since August 2019, and the service will monitor closely the financial impact that this might have on its provision of courses for residents.

7. Legal implications

- 7.1. 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.
- 7.2. The power for local authorities to provide an adult education service for adults is a

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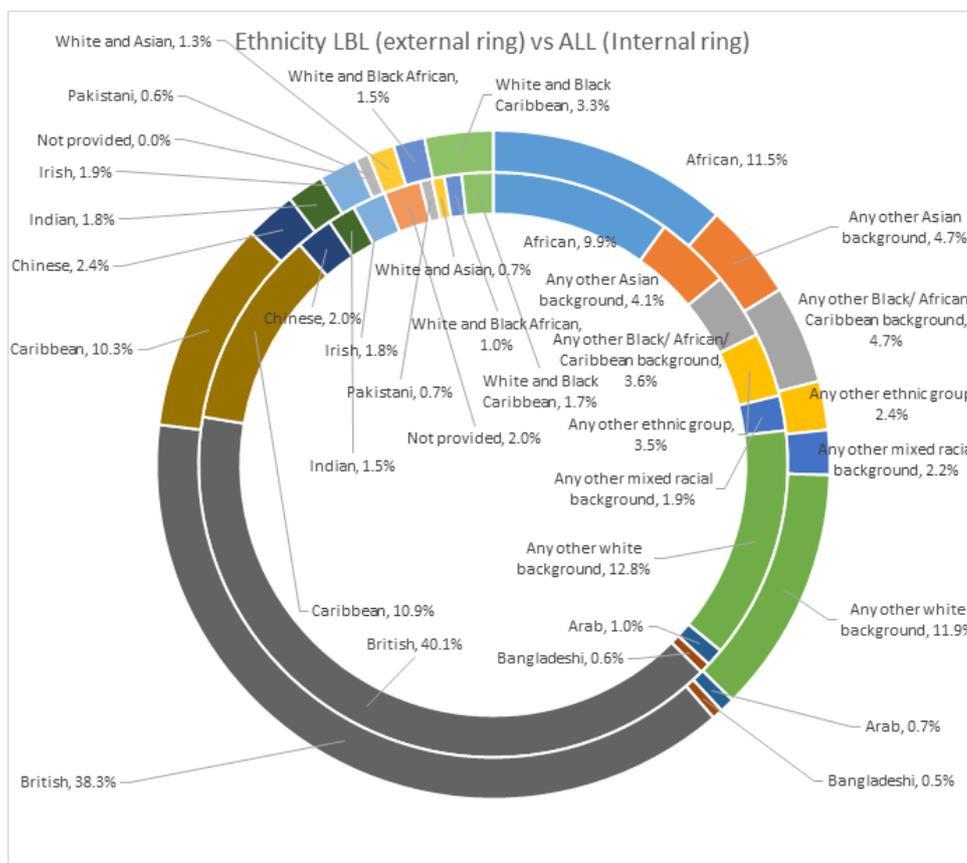
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discretionary one. This discretion should be exercised reasonably in the sense that only relevant matters should be taken into account and irrelevant considerations ignored.

8. Equalities implications

8.1. Almost four thousand learners enrolled on courses within Adult Learning Lewisham in 2018-19, with most learners enrolling on at least two courses meaning that we have nearly 9000 enrolments over the year. Of these learners 20% are male and 80% are female. Over 40% of learners are new to Adult Learning Lewisham. Learners come from across the age range of adults, with nearly a quarter of ALL learners aged 35-44, and over 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). Almost two thirds of ALL learners (60%) are from non-white British ethnic groups, which is on par with Lewisham residents as a whole (61%) – see graph below. Finally, participation in ALL by people from areas of high multiple deprivation (measured by IMD 2015) remain high, with 72% of our enrolments coming from the most deprived half of LSOAs.



9. Climate change and environmental implications

9.1. There are no climate change or environmental implications arising from this report

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10. Crime and disorder implications

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

11. Health and wellbeing implications

11.1. 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 (see section 5.15) that will give residents the best opportunity for them to flourish and be well. Through the specific health courses ALL focuses on 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.

12. Social Value implications

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

13. Background papers

13.1. A.L.L. Self Assessment Report 2019,
<http://assets/sites/Education/CEL/celsmt/Shared%20Documents/Forms/AllItems.aspx?RootFolder=%2Fsites%2FEducation%2FCEL%2Fcelsmt%2FShared%20Documents%2FCURRICULUM%20AND%20LEARNING%2FSARs%2FSAR%202018%2D2019%2FDRAFT%20SW%20SAR&InitialTabId=Ribbon%2EDocument&VisibilityContext=WSSTabPersistence>

14. Glossary

14.1. *See below*

Term	Definition
ACL	Adult Community Learning
AEB	Adult Education Budget
ALL	Adult Learning Lewisham
CPD	Continuous Professional Development
DfE	Department for Education
E&T	Employment & Training courses (a funding strand)
ESFA	Education & Skills Funding Agency
ESOL	English for Speakers of Other Languages
FE	Further Education
GLA	Greater London Authority

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Term	Definition
IMD	Index of Multiple Deprivation
JSA	Job Seekers Allowance
LBL	London Borough of Lewisham
LEAFAEA	Local Education Authority Forum for the Education of Adults
Mindlift	ALL's supported learning programme for adults with a learning difficulty or disability
NVQ	National Vocation Qualification
Ofsted	Office for Standards in Education

15. Report author and contact

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