

Lancashire County Council

Cabinet Committee on Performance Improvement

Wednesday, 4th February, 2015 at 10.00 am in Cabinet Room 'D' - The Henry Bolingbroke Room, County Hall, Preston

Supplementary Agenda

We are now able to enclose, for consideration at the next meeting of the Cabinet Committee on Performance Improvement on Wednesday, 4th February, 2015, the following information which was unavailable when the agenda was despatched.

Part I (Open to Press and Public)

No. Item

- 4. Response to Ofsted Inspection of Adult Learning (Pages 1 - 24)**

I Young
County Secretary and Solicitor

County Hall
Preston

Cabinet Committee on Performance Improvement

Meeting to be held on 4 February 2015

Electoral Division affected: All

Response to Ofsted Inspection of Lancashire Adult Learning (Appendix 'A' refers)

Contact for further information:

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Executive Summary

The report sets out the County Council's response to the recent Ofsted inspection of Lancashire Adult Learning.

Recommendation

The Cabinet Committee on Performance Improvement is recommended to:

- (i) Note the progress to date on the agreement of the draft Post Inspection Action Plan set out at Appendix 'A' to this report in response to the Ofsted inspection report, and
- (ii) Request update reports to the Cabinet Committee on Performance Improvement on a quarterly basis.

Background and Advice

1. Background

Lancashire Adult Learning is a County Council service but is 100% funded from external sources.

It is one of the largest providers of adult education in the country. It equips adults with the skills required for work, including vocationally specific skills, employability skills and functional skills (English, Maths, Language and ICT); enables achievement of qualifications up to and beyond Level 2; supports learners to progress into further learning or employment; responds to employer need (including Lancashire County Council), through a range of provision, including Apprenticeships and Traineeships. In addition, it maintains and delivers a relevant and responsive community learning programme across Lancashire, including a continued and increasing emphasis on social inclusion and participation from a range of targeted groups and individuals.

In 2013/14, over 22,000 learners enrolled on publicly funded programmes. There are 560 staff of whom 232 are establishment staff and 328 are part-time hourly paid tutors. In 2013/14, the budget is over £10 million with the contract from the Skills Funding Agency at £8.4 million with the balance generated through income such as

course fees, etc. There are three dedicated adult colleges: Lancashire College in Chorley, the Adult College in Lancaster and Alston Hall in Longridge. In addition, learning programmes are delivered in over 500 community venues and workplaces.

2. Ofsted Inspection

Ofsted conducted a 48-hour notice inspection of Lancashire Adult Learning (LAL) from 3 - 7 November 2014.

There are four classifications under the Ofsted Common Inspection Framework for Further Education and Skills in 2012:

- Grade 1 Outstanding
- Grade 2 Good
- Grade 3 Requires improvement
- Grade 4 Inadequate

Ofsted determined an overall assessment of Grade 4, Inadequate, together with that of 3 specific areas set out in Table 1:

Overall effectiveness of provision	4
Outcomes for learners	3
Quality of teaching, learning and assessment	3
Effectiveness of leadership and management	4

Table 1: Summary of Ofsted assessment

The following represents Ofsted's key findings resulting in LAL being classified as Inadequate:

- Outcomes for learners have declined over the last three years from very high levels to around national averages. Classroom-based learning and work-based learning success rates are now just below the national rate;
- Managers do not systematically monitor the impact of community development programmes or employability programmes in improving lives and developing stronger communities. The destination of too many learners remains unknown;
- Initial and ongoing assessment does not inform individual learning plans effectively to provide an accurate view of learners' progress and achievements, particularly on non-accredited programmes;
- The quality of teaching, learning and assessment is too variable and observations do not provide an accurate view of the quality of provision or its strengths and areas for improvement;

- Quality managers have not maintained the good level of provision found at the previous inspection. The loss of senior management posts has not been managed efficiently;
- Quality improvement arrangements have not been effective in recognising and addressing the decline in standards. Insufficient use of data was a key area for improvement at the previous inspection and remains unresolved;
- Governance does not provide the necessary support and challenge to improve the service. It does not cover key aspects such as the quality of teaching, learning and assessment.

Ofsted has advised that LAL has the following strengths:

- The provision is strongly focused on meeting the needs of those facing high levels of disadvantage and contributes well towards council priorities.
- Most learners develop good, relevant, vocational skills and expertise. Many gain in confidence and self-esteem. Many employed learners gain promotion.
- Learners following employability programmes, gain good employability skills and personal and social skills, which they value.

3. Consequences of the Ofsted Inspection

Receiving a Grade 4 (Inadequate) assessment has the following consequences:

Ofsted

Following an 'inadequate' overall effectiveness judgement, Ofsted will undertake a series of monitoring visits, the first which took place on 14 and 15 January 2015. Ofsted's aim is to publish its report by the end of February 2015. Ofsted recognised that the County Council had started to address a number of issues. Full re-inspection will normally take place within 12 to 15 months.

Skills Funding Agency

The County Council contracts the County Council with the Skills Funding Agency as follows:

Programme	Value	Managed by
Community Learning	£5.8m	Lancashire Adult Learning
Adult Skills (including 19+ apprentices)	£2.6m	Lancashire Adult learning
16-18 Apprenticeships and Traineeships	£98k	Lancashire Adult Learning
ESF NEET	£1.9m	Learning and Skills Team (CYP)
ESF Skills Support for the Workforce	£6.3m	Learning and Skills Team/Economic Development
Total	£17.58m	

Table 2: County Council contracts with the Skills Funding Agency

The LAL and European Social Fund (ESF) Programmes have separate contracts with the Skills Funding Agency (SFA). The LAL contract with the SFA reoccurs annually, subject to performance and Government priorities. The ESF programmes will end in July 2015, with an additional period of at least three months to resolve any outstanding financial claims. The LAL funding is allocated on an annual basis.

As a result of the grade 4 assessment the SFA has issued a notice of concern to the County Council. An immediate consequence of Ofsted classifying LAL as inadequate is that the Skills Funding Agency requires receipt of a Post Inspection Action Plan ("PIAP"). The SFA then has to be satisfied that the PIAP adequately addresses all issues identified by Ofsted before the SFA will sign it off.

The Grade 4 inspection has the following implications in relation to the SFA funding:

Nationally recognised providers of traineeships must have at least a Grade 2 Ofsted rating. Therefore, the LAL contract for traineeships will only be able to complete the programmes of existing learners. If and when the notice of concern is lifted LAL may be able to deliver traineeships.

The County Council will not be able to bid for growth within existing ESF programmes or for new programmes until the notice of concern is lifted.

The withdrawal of the ability to bid for growth funding will also impact on the later stages of Lancashire's ESF Skills Support for the Workforce (SSW) programme. This programme is currently behind profile, as are all such programmes in the North West, due to its late start, but it is recovering strongly with 1,730 learners drawn from local employers involved in training activity. In terms of the SSW monies the County Council and local providers aimed to reclaim through improved growth in learner numbers. This represents the value of delivery and activity we believe can be realistically delivered between now and June 2015 compared to the profile of expenditure which the SFA could choose to claw-back resource to. Previously, if local performance/spend exceeded this lower profile a growth bid could have been made to draw in greater resource. This growth option is likely to be unavailable.

County Council officers are in regular contact with senior representatives of the SFA to discuss the wider funding implications with the aim of minimising the impact of the Ofsted judgement on our wider skills leadership and management role.

The notice of concern will be lifted subject to a positive Ofsted re-inspection.

Further Education Commissioner

Grade 4 inspections are automatically referred to the Further Education (FE) Commissioner.

The FE Commissioner's role is to assess the capacity and capability of the existing governance and leadership to deliver rapid and sustainable improvement.

In developing his recommendations the FE Commissioner considers the suite of interventions, as set out in the Government's Rigour and Responsiveness

framework, as well as any other interventions that will deliver rapid and sustainable improvement. Potential recommendations include:

- i. *Changes to governance and/or leadership*; the FE Commissioner may specify the types of skills and experiences needed, and if additional capacity on the executive team is required to address specific issues.
- ii. *Conditions or restrictions on funding*; including limits on growth or access to new initiatives until the college or institution has improved.
- iii. *Appointment of funding agency observers on the Board*; to observe the operation of the governing body.
- iv. *New or revisions to existing recovery plans, curriculum reviews and quality improvement plans*; forming part of the college or institution's action plan.
- v. *College/institution or FE Commissioner led Structure and Prospects Appraisal*; to determine the most appropriate way forward that is in the best interest of local learners and employers, including whether the college or institution should be closed and alternative provision found for learners and employers.
- vi. *Use of the Secretary of State's intervention powers*: The FE Commissioner may advise on the appropriateness of using the Secretary of State's intervention powers (as set out in section 56A of the Further and Higher Education Act 1992) to implement recommendations.
- vii. *Administered College status*; this normally requires the implementation of all the above recommendations. It also involves an enhanced monitoring and review role by the FE Commissioner, who advises on significant decisions/changes to be made to secure the necessary improvement.

The FE Commissioner supported by two of his colleagues visited Lancashire on 20 and 21 January 2015, his draft recommendations are anticipated in February.

4. Response to the Ofsted Report

The Principal and Chief Executive of Nelson and Colne College, a College rated by Ofsted as outstanding, has agreed to work with the County Council on a part time basis, 2.5 days per week, up until the end of the current academic year, following which the interim arrangements will be reviewed. The County Council will meet the costs of the Principal carrying out this role, which will essentially involve the County Council in reimbursing Nelson and Colne College for 50% of her salary plus normal on costs. The Principal is also the Vice Chair of the LEP's Skills Board.

The County Council must produce a PIAP which identifies the actions and timescales that will rectify the issues raised in the Ofsted inspection report. A draft of the PIAP is attached at Appendix 'A'. Ofsted, the SFA and the FE Commissioner are being consulted on the draft and it is anticipated that the PIAP will be finalised by the end of this month.

The PIAP has to be fully implemented in order to be ready for a re-inspection by Ofsted in 12-15 months. Moving to a Grade 3 assessment or higher will be crucial in getting the notice of concern lifted by the SFA.

Consultations

The County Council is consulting Ofsted, the FE Commissioner and the Skills Funding Agency on the content of the draft Post Action Inspection Plan.

Implications:

This item has the following implications, as indicated:

Risk management

The consequence of not agreeing to the recommendations set out in this report is that the County Council will not be able to address the Ofsted report which is likely to result in the Skills Funding Agency and/or the FE Commissioner imposing their own PIAP.

List of Background Papers

Paper	Date	Contact/Directorate/Tel
N/A		

Lancashire Adult Learning Post Inspection Action Plan

The focus of activity for Lancashire Adult Learning in 2014/15 is to address the identified areas for improvement arising from the Ofsted Inspection November 2014.

Key Ofsted Recommendations:

Objective 1 Ensure clarity of roles and responsibilities within the senior leadership team impacts upon effective quality improvement.

Objective 2 Improve the governance of the provision by introducing frequent scheduled opportunities for governors to support and to hold managers to account for delivering high quality in all aspects of learners' experience and achievement.

Objective 3 Ensure the rapid improvement of the quality of provision through accurate self-assessment through thorough and frequent monitoring of challenging and measurable quality improvement plans which contain clear targets and milestones.

Objective 4 Improve the quality of teaching, learning and assessment to ensure that all learners benefit from high standards of teaching and learning.

Objective 5 Improve the use of key data sets to manage and monitor the provision.

Objective 6 Address declining success on long qualifications.

Objective 7 Address declining success on short qualifications.

Objective 8 Address success on some workplace programmes.

Objective 9 Address success on level 1 qualifications.

Objective 10 Address declining success on some level 2 qualifications.

Objective 11 Address declining success on functional skills qualifications.

Objective 12 Ensure that initial assessment collects key information on learners' starting points and aspirations and all tutors are skilled in the setting and use of clear, challenging and achievable targets for learners on non-accredited courses.

Objective 13 Ensure the comprehensive collation of data on community learning programmes to measure the sustainable impact on communities.

Objective 14 Ensure the systematic collation of data on employability/work clubs to measure the impact on unemployed learners.

Objective 15 Better support the acquisition of English and mathematics in occupational teaching by ensuring that learners understand their relevance and value.

Objective 16 Ensure learners receive effective support to overcome any barriers to their progress and achievement.

Objective 17 Improve the collection of learner feedback.

Objective 18 Develop learning activities to widen learners' perceptions of equality and diversity and celebrate differences.

Objective 19 Ensure safeguarding procedures are consistently applied across the provision and in particular address the needs of young learners.

Post Inspection Action Plan 2014/15

Objective (Number)	Action	Expected Outcome	Target Date	Milestones	Responsibility	Progress and Impact
1	i. Appoint interim Principal to lead changes and clarify roles and responsibilities.	Interim Principal in post	Jan 1 2015	TO BE INSERTED	Governing Board	January 2015 Interim Principal appointed and Interim Deputy Principal appointed
			Jan 1 2015		Interim Principal	
	ii. Interim Deputy to lead quality improvement	Interim Deputy in post	30 Jan 2015 redundancy and extensions of existing leadership confirmed and agreed			
	iii. Review existing leadership structure and redundancy arrangements					
	iv. Evaluate capacity of existing team to implement rapid quality improvement					
	v. Design new leadership structure to secure clarity of ownership of responsibility	New leadership team appointed	1 June 2015 new leadership team appointed			
	vi. Existing staff extensions or redundancy agreements finalised					

Objective (Number)	Action	Expected Outcome	Target Date	Milestones	Responsibility	Progress and Impact
	<div><div>vii.</div><div>Appoint permanent senior post holders and senior leadership team</div></div> <div><div>viii.</div><div>New senior leadership structure agreed with clear job descriptions and key accountabilities.</div></div>					
2.	<div><div>i.</div><div>Establish and implement Governing Body.</div></div> <div><div>ii.</div><div>Governor attendance at all key external briefings and training events.</div></div> <div><div>iii.</div><div>Governor representation and attendance at external OTL Up-skilling event.</div></div> <div><div>iv.</div><div>Identify 'Link Governors' to specific curriculum areas.</div></div> <div><div>v.</div><div>Key governor involvement in self-assessment process.</div></div>	<div>Governing Body established.</div> <div>Governing Body has a detailed knowledge of the organisation and holds the organisation to account</div> <div>Governing Body is active in setting the strategic direction of the organisation</div>	<div>30 Jan</div> <div>May 2015</div> <div>July 2015</div>	TO BE INSERTED	Interim Principal	<div>8 January 2015</div> <div>Chair and Vice Chair identified and board members drafted. Interim Clerk appointed.</div> <div>Date scheduled for first meeting.</div> <div>NLG identified to undertake governance training for new board</div>

Objective (Number)	Action	Expected Outcome	Target Date	Milestones	Responsibility	Progress and Impact
	vi. Introduce Governor Data Set Reports to ensure all governors are kept informed of progress towards achieving the Strategic QIP.					
	vii. Develop and introduce training opportunities for Governors to keep abreast of reforms					

Objective (Number)	Action	Expected Outcome	Target Date	Milestones	Responsibility	Progress and Impact
3.	i. Review self-assessment tool against the Common Inspection framework.	Revised self-assessment tool in place.	February 2015.	i.a Draft self -assessment tool agreed by SMT and shared with CMs and ACMs. By January 2015	Interim Deputy	<u>Jan 8 2015</u> Self- assessment tool revised. External trainer booked.
	ii. All staff teams trained on self-assessment	Staff understand how to apply judgments, can identify the supporting evidence to accurately grade curriculum areas	March 2015.	ii.a Introduce Quality Roadshow for All Staff. 1 st to cover briefing on PIAP. ii.b Initial training on self-assessment completed by CMs, ACMs. ii.c CMs and ACMs coached on completing self-assessment for curriculum areas by external consultant and Quality Manager. By end February 2015.		
	iii. Use Primary Source Data in order to accurately assess outcomes for learners.			iii.a CMs and ACMs have access to Pro-achieve. iii.b MIS to produce data tables within self-assessment tool. By February 2015		
	iv. Identify and introduce key information sources to inform self-assessment process and enable accurate measurement of provision.			iv.a Quality Manager and external consultant support each curriculum team to identify key information sources specific to their provision. By March 2015		
	v. Source and introduce External validation of	Successful external		v. a Book external by February 2015		

Objective (Number)	Action	Expected Outcome	Target Date	Milestones	Responsibility	Progress and Impact
	<p>subject self-assessments.</p> <p>vi. Introduce whole organisation quality cycle identifying key quality measures, interventions and monitoring processes through the year.</p> <p>vii. Introduce the Curriculum Audit Process on all SRIs to support Quality Improvements.</p>	<p>validation of self-assessment by end March 2015.</p> <p>Quality Cycle Implemented and understood by all staff.</p> <p>Impact of Curriculum Audits measured against improvements in success of SRIs</p>	<p>May 2015</p> <p>June 2015</p>	<p>vi.a Draft Quality Cycle produced and shared with SMT vi.b All staff briefings on Quality Cycle delivered by March 2015</p> <p>vii a. Curriculum audit tool shared and agreed with SMT by March 2015. vii.b curriculum audit shared with staff in quality Briefings by end March 2015. Curriculum Audit carried out on SRIs by April 2015.</p>		
4.	<p>i. Review the core observation team.</p> <p>ii. Lesson observation</p>	<p>Core Team reviewed, trained and in place</p> <p>Successful</p>	June 2015	<p>i.a Core observation team identified and agreed by Jan 2015.</p> <p>ii.a Core team trained on OTL</p>	Interim Deputy APs Curriculum	8 Jan Observation Team reviewed

Objective (Number)	Action	Expected Outcome	Target Date	Milestones	Responsibility	Progress and Impact
	up-skilling for all members of the core observation team.	external validation of Observation Profile.		by February 2015. ii.b OTL plan in place to ensure all core team undertake dual and mentored lesson observations by end Feb 2015 ii.c Dual and mentored OTL completed by end April 2015. ii.d Internal moderating activities begin February and completed by end April 2015.		
	iii. Review current OTL processes and evaluate effectiveness in improving teaching, learning and assessment			iii.a Revised OTL process presented to SMT by end Jan 2015. ii.b Revised OTL process introduced to core observation team and used as part of OTL Training by Feb 2015. iii.c Internal moderation activity of core team observations completed by April 2015 iii.d External validation and review of OTL process completed by May 2015.		
	iv. Introduce whole organisation CPD with a focus on developing and sharing best practice both internally and externally.	CPD Programme in place which identifies good practice to be shared across		iv.a CPD Plan drafted to include from 'areas for improvement on OTL 'to date' (January 2015); key goals; SRIs; inspection report. By March 2015		

Objective (Number)	Action	Expected Outcome	Target Date	Milestones	Responsibility	Progress and Impact
		the organisation		iv.b Seek external best practice models from outstanding providers by end March 2015. iv.c Identify best practice from revised OTL process by end April 2015.		
5.	i. Introduce accessible key data sets for weekly monitoring –for Curriculum Managers. ii. Introduce data sets for use by learning support staff and teaching staff to enable record, track and monitor progress of learners in receipt of support. iii. Develop and introduce key data sets for the Governing Body. iv. Implement staff training for Team Leaders, Assistant Curriculum Managers and Advanced Practitioners on use of Primary Data Sets.	Accurate monitoring of learner retention and progress using common key data sets. Improvement in headline progress and achievement of learners (see Obs 6, 7, 8, 10, 11). Accessible data sets for Governors introduced and used as monitoring tool	June 2015	i.a Trial data sets using existing course files for CPR Panel 1 by January 2015. i.b Review course file in light of data reports for CPR ic. Procure management information system by end Feb 2015. i.d Appoint external MIS consultant to work with curriculum teams and MIS. i.e Identify common reporting systems developed at NCC which can be migrated to LAL system. i.f Procure i.g Trial patch of software onto existing Goldmine data by Jan 2015. i.h Procure Pro-achieve. i.I Migrate 5 year data sets from Goldmine to Pro-achieve by Jan 2015. i.j CMs and ACMs access pro-achieve on desktops by February 2015.	AP Business Support	<u>8 Jan 2015</u> Parameters of reports agreed and set. Successful completion of trial 'patch' on Primary Source Data; APs Curriculum can access data and have shared with teams.

Objective (Number)	Action	Expected Outcome	Target Date	Milestones	Responsibility	Progress and Impact
				ii.a Procure Spirals software by Feb 2015 iii.a Appoint external MIS consultant to work with SMT and MIS. iii.b identify parameters for data dashboard reporting by end Feb 2015. iii.c iv.a Staff training on pro-achieve commence Feb 2015. iv.b Staff training on EBS data reporting sets by March 2015.		
6, 7, 8, 10,11	i. Revise bespoke monitoring reports and ensure weekly accessibility for APs Curriculum, CMs, ACMs, Adv.Ps and Vocational Team Leaders. ii. Introduce monthly curriculum performance reporting against targets for all SRIs. iii. Introduce accessible key data sets through development of MIS	Success on all long qualifications (Overall) from 84.8% in 2013/14 to 92% (Nat Ave. 87.6%) Success on all short programmes (headline) 94% (Nat Ave.87.4%) Success on L2 Teaching and Learning (Award in Support Work in Schools) from 71.1% in 2013/14 to 83% (Nat. Ave	Achieve target success (Overall) July 2015	i.a Review course file in light of data reports for CPR ib. Procure management information system by end Feb 2015. i.c Appoint external MIS consultant to work with curriculum teams and MIS. i.e Introduce new retention reports aligned to curriculum teams ACMs and CMs by end Feb 2015. ii.a Review SMT agenda to incorporate monthly item against SRIs by Feb 2015 iii.a Enable key data sets to be accessed via Moodle by March 2015.	APs Curriculum AP Business Support	<u>Jan 8 2015</u> Weekly retention reports agreed and actioned for w/c 19 Jan. Successful trial of 'patch' on ILR enables APs to view primary source data and share with CMs. SRIs identified through QSR reports and current potential at risk. SRI meetings attendance by APs, CMs and ACMs. Procurement agreed for new primary source data software collection booked w/c 19 Jan mandatory

Objective (Number)	Action	Expected Outcome	Target Date	Milestones	Responsibility	Progress and Impact
	for all teachers.	81.3%)				
	iv. Ensure all ACMs and Adv.Ps access and use Primary Source Data Sets.	Success on L2 Health & Social Care (Certificate in Preparing to Work in Adult Social Care) from 66.7% in 2013/14 to 85% (Provider Group Ave 78.4%)		iv.a Trial patch of software onto existing Goldmine data by Jan 2015. iv.b Procure Pro-achieve. i.v.c Migrate 5 year data sets from Goldmine to Pro-achieve by Jan 2015. iv.d CMs and ACMs access pro-achieve on desktops by February 2015.		
	v. Identify and share with staff clear lines of reporting and accountability.	Level 2 Award in Counselling Concepts from 75% in 2013/14 to 88% (Nat Ave 85.3%)		v.a Review curriculum structure to ensure all staff understand reporting responsibilities by course by Feb 2015.		
	vi. Review exams process to ensure timely summative assessment supports achievement of Functional Skills.	Level 2 Certificate in Preparing to work in Adult Social Care from 66.7% in 2013/14 to 88%% (Nat Ave 86.1%) Level 2 Award in Support Work in Schools from 71.1% in 2013/14 to 85% (Nat Ave 81.3%) GCSE Science		vi.a Review process for entry best suits in-year summative assessment by end Feb 2015. vi.b communicate any revised procedure to Business Support staff and teaching teams via team briefings.		

Objective (Number)	Action	Expected Outcome	Target Date	Milestones	Responsibility	Progress and Impact
		from 78.6% in 2013/14 to 82% (Nat Ave. 80.2%) GCSE Mathematics 78.9% in 2013/14 to 83% (Nat Ave. 78.9%) Timely Success for Level 1 Functional Skills English from 67.4%% in 2013/13 to 71% (Nat Ave 65.9%) Timely success for Level 1 Functional Skills Maths from 67.2% in 2013/14 to 73% (Provider Group Ave 67.6%%) Timely success for Level 2 Functional Skills Maths from 63.8% in 2013/14 to 69% (Provider group Ave 67.5%)				

Objective (Number)	Action	Expected Outcome	Target Date	Milestones	Responsibility	Progress and Impact
9.	<p>i. Produce key data sets to ensure appropriate monitoring of identified cohorts</p> <p>ii. Review initial advice and guidance on all level 1 programmes</p> <p>iii. Prompt interventions for learners at risk</p> <p>iv. Review impact of direct learner support for those learners on level 1 programmes.</p>	<p>Achieve headline success on level 1 Certificate from 90.8% in 2013/14 95% (Nat Ave. 91.8%)</p> <p>Achieve headline success on Level 1 Award from 88.1% in 2013/14 to 93% (Nat Ave. 89.7%)</p> <p>Award in Number Entry Level 3 from 65.2% in 2013/14 to 89% (Nat Ave 82.1%)</p> <p>Level 1 Award in Reading/Writing/ speaking and Listening from 65.9% in 2013/14 to 90%</p>	July 2015	<p>i.a Procure spirals software to monitor and track learners in receipt of support by Feb 2015.</p> <p>ii.a Clarify roles and responsibilities of staff involved in IAG by end Feb 2015. ii.b Staff involved in IAG complete training by march 2015.</p> <p>iii.a. Retention reports identify learners at risk in place by end Feb 2015. iii.b Review procedures for flagging learners at risk with support team by end Feb 2015.</p> <p>iv.a produce tracking report within Spirals to capture achievement of learner in receipt of support. iv.b communicate the impact of</p>	<p>AP Community Learning</p> <p>AP Business Support</p>	<p><u>Jan 8 2015</u> Weekly retention reports agreed and actioned for w/c 19 Jan. Successful trial of 'patch' on ILR enables APs to view primary source data and share with CMs. SRIs identified through QSR reports and current potential at risk. SRI meetings booked w/c 19 Jan mandatory attendance by APs, CMs and ACMs. Procurement agreed for new primary source data software collection.</p>

Objective (Number)	Action	Expected Outcome	Target Date	Milestones	Responsibility	Progress and Impact
		(Nat Ave 86.8%)		learning support to course teams via the self-assessment process by June 2015.		
12.	<p>i. All staff involvement in RARPA training.</p> <p>ii. Introduce weekly monitoring within teams of learner's progress towards timely achievement of individual targets.</p> <p>iii. Review verification process and recording of learner achievement.</p>	<p>All learners access and complete initial assessment.</p> <p>Individual Learning Plans in place on all community and employability programmes.</p> <p>Regular and systematic monitoring and recording in place</p> <p>Validation of achievement towards targets.</p>	April 2015	<p>i.a teaching staff teaching on community learning programmes complete RARPA training by Jan 2015.</p> <p>i.b Moderation and validation calendar for RARPA introduced by end January 2015</p> <p>i.c Follow up audit of ILPs completed by end March 2015.</p> <p>ii.a Standard agenda item on AP Curriculum Team Meetings to monitor learner progress and achievement by course by Feb 2015.</p> <p>iii.a AP and Curriculum Team review current recording on registers of achievement by end Feb.</p> <p>iii.b Clear recording and reporting of achievement procedures agreed and communicated to Business Support team and curriculum teams by end Feb 2015.</p>	AP Community Learning	<p>Dec 2014 Exemplar template for RARPA requirements developed. Training for ACMs and APs completed. <u>w/c 5 Jan 2015</u> Minimum standards disseminated to tutors and followed up in team meetings.</p>
13, 14	i. Exit interviews to be	95% of known				

Objective (Number)	Action	Expected Outcome	Target Date	Milestones	Responsibility	Progress and Impact
	<p>completed as part of summative assessment on programmes.</p> <p>ii. Follow up destination survey to be completed to measure sustainability of positive destinations.</p> <p>iii. Review curriculum offer and appropriateness for value to learner progress.</p>	<p>learner destinations on community learning and employability programmes</p> <p>75% of learners achieve positive destinations on work club programmes.</p> <p>Curriculum offer review and completed.</p>	<p>February 2015 and on-going thereafter</p> <p>June 2015 Curriculum offer revised and Business Planned</p> <p>June 2015 Impact measured and informs Business Planning.</p>	TO BE INSERTED LC	<p>AP Curriculum</p> <p>AP Business Support</p>	<p>Revised ILP to capture destination</p> <p>Revised subcontracting information to capture impact on local communities.</p> <p>Revised course planning pro-forma to capture impact on community learning.</p> <p>Creation of interface in MIS commenced to collate destination information.</p>
15.	<p>i. Introduce a whole organisation strategy for the English and mathematics.</p> <p>ii. Focus activities by Advanced Practitioners to share best practice from the national Enhancement Programme.</p> <p>iii. Targeted staff development programme implemented to include focus on developing English and maths skills.</p>	<p>Audit of on learner work demonstrates feedback on errors are accurately identified, understood by the learner and acted upon.</p> <p>Revised OTL which includes focus on identifying and sharing good practice in developing English and mathematics</p>	<p>23 Feb 2015. Batch Audit of learner work completed</p> <p>30 Feb 2015. OTL in place and operational. Revised tool for collecting data from OTL operational.</p> <p>30 March 2015. Completion of first round of learner feedback from occupational</p>	TO BE INSERTED LR	AP Adult Skills	<p>8 January 2015</p> <p>Internal Lead Practitioners identified and Training planned w/c 26 Jan.</p>

Objective (Number)	Action	Expected Outcome	Target Date	Milestones	Responsibility	Progress and Impact
	iv. Audit of schemes of work and lesson plans to ensure opportunities for reinforcement of English and mathematics are identified and delivered. v. Introduce Learner Voice activities to measure the impact above actions.	Learner feedback in occupational areas demonstrates they have a good understanding on the relevance of developing English and mathematics to support life chances	lessons completed.			
16.	i. Review process for identifying and timely support of learners at risk. ii. Introduce data sets for monitoring the progress of learners identified as at risk and in receipt of support. iii. Include specific LST/teachers training within CPD Plan. iv. Introduce monitoring of in-class support within OTL Process.	Retention of identified groups of learners at risk improved; Level 1 Award retention 96% (Nat Ave 95.2%)	June 2015	TO BE INSERTED LC	APs Curriculum	<u>Dec 2014</u> Risk assessment procedure flags individual need prior to start of programme. Questions on enrolment form ensures learners are pre-screened for support <u>Jan 8 2015</u> Procurement commenced for software to track progress of learners at risk
17.	i. Revise and implement learner voice process.	Revised Learner	Feb 2015		APs Curriculum	

Objective (Number)	Action	Expected Outcome	Target Date	Milestones	Responsibility	Progress and Impact
	ii. Increase the number of learner feedback. iii. Measure the impact of learner feedback on improvement in provision.	Voice Process in place. Learner Voice can be accurately measured and positively impacts upon the provision.	June 2015 and on-going Learner voice activities carried out across the provision; 'you said we did' actions identified and impact measured	TO BE INSERTED KN	AP Business Support	
18.	i. Establish a service wide E & D Group for reporting purposes. ii. Deliver mandatory training to update quality and diversity standards. iii. Monitor planning documentation to identify impact of training. iv. Identify tutors who need additional support in the promotion and planning of E & D in lessons.	E & D is positively identified through the OTL process E & D is positively identified through learner feedback. Positive promotion of difference is recognised and shared with learners. All teachers and support staff	April 2015 June 2015 January 2015. Teachers and support staff complete mandatory training	TO BE INSERTED LC	. APs Curriculum	<u>January 2015</u> Service wide group established. Mandatory training planned w/c 19 January

Objective (Number)	Action	Expected Outcome	Target Date	Milestones	Responsibility	Progress and Impact
		complete mandatory training				
19.	i. Rapidly implement the Safeguarding Action Plan. ii. Central collation of risk assessments on vulnerable learners.	<p>Action plan implemented</p> <p>Safeguarding is positively identified through the OTL process and/or curriculum audits.</p> <p>Safeguarding is positively identified through learner feedback.</p> <p>Central register compiled on all vulnerable learners and is shared with appropriate staff.</p>	<p>30 Jan 2015</p> <p>April 2015</p> <p>March 2015 and on-going</p>	TO BE INSERTED LC	AP Community	<p><u>January 2015</u></p> <p>LCC Professional Boundaries inc e-safety and use of social media sourced and cascaded to staff.</p> <p>CPD Proposal drafted for SMT.</p> <p>Links made with external agencies to deliver training t address radicalisation/extremism agenda.</p> <p>e-safety staff training planned for March 2015.</p> <p>Information governance training completed by all staff (Dec 2014).</p> <p>Safeguarding tracking sheet updated to capture bullying and harassment.</p> <p>Links made with LCC LADO.</p>