

# Community Overview and Scrutiny Panel

# 7

Report Subject	<b>Skills &amp; Learning Bournemouth, Dorset and Poole Ofsted June 2015-16 Quality Improvement Plan</b>
Meeting date	4 October 2016
Cabinet Portfolio	Councillor Nicola Greene – Education and Children’s Services
Corporate Lead	Carole Aspden – Service Director, Children and Young People
Service Director	Jane Portman – Executive Director, Adults and Children
Status	Public
Classification	For scrutiny
Key Decision	No
Impacts on Key Policy Framework	No
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Executive summary	On 15 <sup>th</sup> June 2015 Ofsted carried out a Further Education and Skills Inspection of the joint adult learning service for Bournemouth, Dorset and Poole. The service was graded ‘Good’ for ‘Overall effectiveness’ with the service recognised for successfully recruiting and supporting disadvantaged learners and progressing them into work, volunteering or further learning.  The Ofsted 2015-16 Quality Improvement Plan identifies the initiatives taken to improve provision further and evidences the performance outcomes in response to Ofsted’s recommendations.
<b>Recommendations</b>	<b>To consider the contents of the report, the actions taken and the improved performance outcomes as evidenced within the service’s quality improvement plan.</b>
Reasons for recommendations	To enable the Panel to review the progress against the Quality Improvement Plan following the recommendations of the Ofsted Inspection.

## Background detail

1. Ofsted carried out a short notice inspection of 19+yrs learning programmes during the week 15<sup>th</sup> – 19<sup>th</sup> June 2015. This was the first time that the service had been inspected since the merger with Dorset Adult Learning in 2013.

Inspection grades are based on a provider's performance:

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

The service was graded 'Good' for:

- Overall effectiveness
- The quality of teaching and learning
- The effectiveness of leadership and management

The subject areas inspected for the quality of teaching and learning included:

- Health and Social Care
- Hairdressing and Beauty Therapy
- Foundation English and Maths
- Community Learning

## Key findings

2. The provider is good because:

- it successfully recruits unemployed learners or those who have multiple barriers to learning on to courses which enhance their opportunities to gain employment
- learners develop very good social and personal skills, and develop their confidence and self-esteem
- all the staff provide a high level of care and support to learners to enable them to reach their full potential
- leaders and managers plan the curriculum very well to meet local employment needs and to suit the specific needs of learners
- a large majority of learners progress on to further courses, employment or voluntary work
- leaders and managers ensure the quality of teaching and learning is highly effective and improving.

3. The provider is not yet outstanding because:

- not enough learners are successful in achieving qualifications on courses that are nationally recognised, and the recording of learners' progress on other courses is not sufficiently rigorous

- not all tutors routinely ensure that learners develop English and mathematical skills in lessons
- tutors in different subject areas do not always share good practice, for example in using information and learning technology to best effect in their lessons.

## **Ofsted 2015 Quality Improvement Plan (QIP)**

4. Ofsted made overall recommendations on how to improve the provision further. The QIP includes the actions taken and evidence of improved performance outcomes in response to these:

- Raise pass rates on courses leading to national qualifications by making sure that learners are on the most appropriate courses and that they receive excellent feedback to help them progress

*Extract from QIP:*

- *Introduced 'introduction to' pre-qualification courses to ensure learner commitment*
- *Improved pre-course assessments, information and advice to learners and selection of learners*
- *Increased Qualification Pass Rates 72.6% to 83.2% (13/14 – 14/15)*

- Provide additional information and training to staff on how to include more opportunities for learners to develop their skills in English and mathematics

*Extract from QIP:*

- *Specialist tutors have provided vocational tutors with mentoring support and support in classes to improve tutor confidence levels*
- *Contextualised resources have been purchased for tutors to use in vocational courses*
- *Individual learning plans for non accredited courses include English and maths*
- *English and maths are mandatory elements in lesson plans*
- *Observation grades increased (May 2015 - 70% good or better July 2016 - 83% good or better)*

- Identify the resources in information and learning technology best suited to the learners and train staff to use the resources effectively and to share good practice

*Extract from QIP*

- *Launched Learning Technology Champions Project initiative to improve tutor skills and confidence, 8 trained Technology Champions and mentors to work with staff to share good practice and develop confidence in using IT*
- *£65,000 worth of new equipment and upgrades to connectivity to improve learning experience*
- *complete update and relaunch of the Virtual Learning Environment, new VLE being used by tutors*

- *staff trained in the use of new equipment, e.g. interactive whiteboard and other smart devices*
- *Managers promote a variety of technology media, eg Zoom, padlet, Kahoot, Socrates, Prezi*
- *Standard item in network meetings*

5. In addition to the key recommendations the QIP reports on progress within the Quality of teaching, learning and assessment in Health & Social Care, Hairdressing and Beauty Therapy, Foundation English and Maths and Community Learning.

## **Consultation**

6. n/a

## **Options**

7. n/a

## **Summary of financial/resource implications**

8. None arising from this report.

## **Summary of legal implications**

9. n/a

## **Summary of human resources implications**

10. There are two recommendations that will lead to additional information and training will be made available to staff on how to include more opportunities for learners to develop their skills in English and mathematics. Also training staff to use the information and learning technology resources effectively and to share good practice

## **Summary of environmental impact**

11. n/a

## **Summary of equalities and diversity impact**

12. Participation rates of equality groups e.g. unemployed people, learners with learning difficulties and disabilities and Black Minority Ethnic are significantly above the local population profiles.

## **Summary of risk assessment**

13. n/a

## **Background papers**

14. Ofsted Report 15<sup>th</sup> June 2015:

<http://www.bournemouth.gov.uk/councildemocratic/CouncilMeetings/CommitteeMeetings/CommunityOverviewScrutinyPanel/2016/10/04/Reports/report-7-background-paper-skills-and-learning-bournemouth-dorset-and-poole-ofsted-inspection-report.pdf>

## **Appendices**

15. Appendix A – Ofsted 2015-16 Quality Improvement Plan



## Ofsted 2015-16 Quality Improvement Plan

### Areas for development identified at the 2015 Ofsted inspection of the newly merged Skills and Learning service

<b>Overall</b>		
<b>1.</b>	<i>Not enough learners are successful in achieving qualifications on courses that are nationally recognised and the recording of learners' progress on other courses is not sufficiently rigorous</i>	
	<b>Where we were</b>	<b>What we have done</b>
	<p><i>Data used by inspectors</i></p> <p>1. Qualification pass rates 13/14 - 72.6%</p> <p>2. Qualification achievement rates 13/14 – 58.8%</p> <p>3. Qualification retention rates 13/14 – 81.0% 14/15 – 76.7%</p> <p>4. Learners on programmes below minimum achievement rates 13/14 – 40.4%</p>	<ul style="list-style-type: none"> <li>Reviewed qualification offer - some subjects now non-qualification only e.g. arts, changed qualifications e.g. ESOL</li> <li>Introduced 'introduction to' pre-qualification courses to ensure learner commitment</li> <li>Improved pre-course assessments, information and advice to learners and selection of learners</li> <li>Introduced 4 week study skills modules at start of long vocational courses with more time spent on developing personal learning goals, study skills and behaviour expectations</li> <li>Improved monitoring of learner attendance, especially at start of course</li> <li>Increased learner support</li> <li>Earlier observations of tutors, support, mentoring and training</li> </ul>
		<b>Where we are now</b>
		<p>1. Qualification pass rates 14/15 – 83.2%</p> <p>2. Qualification achievement rates 14/15 – 63.8%</p> <p>3. Qualification retention rates 15/16 – 84.5%</p> <p>4. Learners on programmes below minimum achievement rates 14/15 – 26.7%</p>
<b>2.</b>	<i>Not all tutors routinely ensure that learners develop English and mathematical skills in lessons</i>	
	<b>Where we were</b>	<b>What we have done</b>
	Development of English and maths variable across the provision	<ul style="list-style-type: none"> <li>English and maths diagnostic assessments (BKSB) embedded in enrolment sessions to determine starting points</li> <li>Specialist tutors have provided vocational tutors with mentoring support and support in classes to improve tutor confidence levels</li> </ul>
		<b>Where we are now</b>
		<ul style="list-style-type: none"> <li>Greater tutor understanding of responsibility to embed English and maths</li> <li>Observation grades increased (May 2015 - 70% good or better July 2016 - 83% good or better)</li> </ul>

	<ul style="list-style-type: none"> <li>Contextualised resources have been purchased for tutors to use in vocational courses</li> <li>Tutors have been given one to one mentoring on how to use BKSb with learners attending vocational and community courses</li> <li>Individual learning plans for non accredited courses include English and maths</li> <li>English and maths are mandatory elements in lesson plans</li> <li>Evidence of embedding of English and maths monitored during teaching observations</li> <li>Increased correction of SPG errors in work based and distance learning</li> </ul>	<ul style="list-style-type: none"> <li>More tutors referring vocational learners to English and maths courses in year</li> <li>Improved staff uptake of English and maths CPD</li> </ul>
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**3. *Tutors in different subject areas do not always share good practice, for example in using information and learning technology to best effect in their lessons.***

<b>Where we were</b>	<b>What we have done</b>	<b>Where we are now</b>
<ul style="list-style-type: none"> <li>Underutilised Virtual Learning Environment (VLE)</li> <li>Lack of tutor confidence</li> <li>'Bring your own device' was not actively encouraged</li> <li>Protocols not yet developed</li> <li>Inadequate hardware and connectivity across all sites</li> <li>Recently appointed project officer</li> </ul>	<ul style="list-style-type: none"> <li>Complete update and relaunch of the VLE</li> <li>Launched learning technology champions project initiative to improve tutor skills and confidence</li> <li>Introduction of learning technology mentors to work with staff to share good practice and develop confidence in using IT</li> <li>staff trained in the use of new equipment, e.g. interactive whiteboard and other smart devices</li> <li>Promoted Social media – follow us on twitter and facebook</li> <li>Managers promote a variety of technology media, eg Zoom, padlet, Kahoot, Socrates, Prezi</li> <li>Evidence of use of learning technology monitored during teaching observations.</li> <li>£65,000 worth of new equipment and upgrades to connectivity to improve learning experience</li> </ul>	<ul style="list-style-type: none"> <li>new VLE being used by tutors</li> <li>tutors taking up mentoring support</li> <li>8 trained technology champions and mentors</li> <li>Standard item in network meetings</li> <li>Tutors using group Facebook pages to interact with learners</li> <li>improved wifi and connectivity</li> </ul>

**Quality of teaching, learning and assessment**

**4. *The recording of learners' achievements on programmes that do not lead to national qualifications requires improvement. Recording does not adequately show progress learners make in confidence, communication, volunteering or community activity, or the steps they make towards better attendance, time keeping and organisation***

<b>Where we were</b>	<b>What we have done</b>	<b>Where we are now</b>
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	<ul style="list-style-type: none"> <li>Some tutors not robustly recording outcomes, or encouraging learners to record these</li> <li>Soft outcomes such as confidence building or family cohesion not regularly recorded</li> </ul>	<ul style="list-style-type: none"> <li>Worked with tutors to develop suitable recording mechanisms and sampled the results during the year</li> </ul>	<ul style="list-style-type: none"> <li>Differentiated individual learning plans, e.g. Employability and wellbeing learning in place and being used effectively</li> <li>Drop in visits and Teaching, Learning and Assessment reviews are being used to monitor outcomes</li> </ul>
<b>5.</b>	<b><i>Not enough tutors have sufficient confidence or expertise in integrating topics relating to equality and an understanding of the effects of discrimination into their teaching</i></b>		
	<b>Where we were</b>	<b>What we have done</b>	<b>Where we are now</b>
	<ul style="list-style-type: none"> <li>63% up to date with E&amp;D training</li> <li>low uptake of training on embedding E&amp;D in teaching and learning</li> </ul>	<ul style="list-style-type: none"> <li>Developed a set of tutor guides for effective topic embedding</li> <li>Published a cultural calendar of events and celebrations to raise tutor awareness</li> <li>Calendar of E&amp;D related events and resources promoted to tutors</li> <li>Observation process confirms integration of E&amp;D promotion</li> <li>Case studies of management of discussions included in training</li> <li>Increased range of training (Deaf awareness, mental health awareness, dyslexia, autistic spectrum, transgender)</li> <li>Mentoring for meeting needs of learners, eg dyslexia, autistic spectrum</li> <li>Targets set at appraisals</li> </ul>	<ul style="list-style-type: none"> <li>Teaching observations have shown an improvement in integrating topics with some further improvement still required.</li> <li>78% up to date with E&amp;D training</li> </ul>
<b>Health and social care</b>			
<b>6.</b>	<b><i>Tutors do not record learners' additional studies when learners are unable to attend their lessons</i></b>		
	<b>Where we were</b>	<b>What we have done</b>	<b>Where we are now</b>
	<ul style="list-style-type: none"> <li>Electronic registers did not effectively capture where learners were supported with study when unable to attend classes which indicated that</li> </ul>	<ul style="list-style-type: none"> <li>Supported teaching, learning &amp; assessment staff to record additional studies on TLAPs and PLPs</li> </ul>	<ul style="list-style-type: none"> <li>Teaching observations have shown an improvement in recording additional study activity with some further improvement still required</li> </ul>

	some learners were missing several guided learning hours of programmes		
<b>7.</b>	<i>Tutors do not provide extra activities or exercises that enable learners to develop their knowledge more deeply and increase their learning</i>		
	<b>Where we were</b>	<b>What we have done</b>	<b>Where we are now</b>
	<ul style="list-style-type: none"> <li>Tutors were not actively recording class activities or extension exercises that took learners beyond the course syllabus</li> </ul>	<ul style="list-style-type: none"> <li>Supported teaching, learning &amp; assessment staff to record additional learning activities on lesson plans and individual learning plans</li> <li>Encouraged TL&amp;A staff to invite employers in to support course planning and delivery</li> <li>Started to recruit employers to deliver industry sector talks</li> </ul>	<ul style="list-style-type: none"> <li>Although there is some progress evidenced in observations there are still opportunities for staff to invite employers in to give vocationally specific talks and support to learners</li> </ul>
<b>Hairdressing and beauty therapy</b>			
<b>8.</b>	<i>Tutors do not always adequately use assessment of learners' starting points effectively to ensure that each learner is able to make the full progress of which they are capable; this results in a lack of pace for high achieving students and less capable students receiving insufficient support</i>		
	<b>Where we were</b>	<b>What we have done</b>	<b>Where we are now</b>
	<ul style="list-style-type: none"> <li>Too much all class teaching for many topics which did not take into account prior learning and learner starting points</li> <li>Tutors were planning programmes in isolation and not developing collaborative lesson plans</li> </ul>	<ul style="list-style-type: none"> <li>Introduced new model of enrolment session for Hair &amp; Beauty courses that involves some practical initial assessment activity prior to enrolling</li> <li>Introduced peer teaching on to allow for more one to one time with learners and improved small group demo opportunities</li> </ul>	<ul style="list-style-type: none"> <li>Improved use of BKSB initial assessments and diagnostics has allowed tutors to better understand the starting point of their learners and plan &amp; deliver programmes according</li> </ul>
<b>9.</b>	<i>Written assessment feedback for learners' practical skills is predominantly a description of activities; feedback does not always provide clear guidance on ways to improve and progress to higher thinking skills</i>		
	<b>Where we were</b>	<b>What we have done</b>	<b>Where we are now</b>
	<ul style="list-style-type: none"> <li>Feedback was encouraging but did not identify what had been done well and what to do to further improve</li> </ul>	<ul style="list-style-type: none"> <li>Observation process used to highlight where the quality of feedback could be improved, and included in action plan</li> </ul>	<ul style="list-style-type: none"> <li>Observations have shown a significant improvement in constructive feedback to learners which has also been observed by awarding bodies</li> </ul>

<b>Foundation English and maths</b>			
10.	<i>Independent learning and learners' progress are sometimes limited by over reliance on learning support assistants; in some cases, learning support assistants give learners the answers to exercises before they have finished working on them</i>		
	<b>Where we were</b>	<b>What we have done</b>	<b>Where we are now</b>
	<ul style="list-style-type: none"> <li>learning support assistants (LSAs) not always encouraging independence</li> </ul>	<ul style="list-style-type: none"> <li>Used LSA network meetings to explore ideas that LSAs should encourage independence and allow learners time to try things out for selves</li> <li>LSA drop in visits piloted as part of observation</li> </ul>	<ul style="list-style-type: none"> <li>improved tutor management of support in classes to enable learners to develop independent learning skills</li> </ul>
11.	<i>Learning materials are not always set in real life experiences and this limits connections learners could make to their daily lives and current or future employment</i>		
	<b>Where we were</b>	<b>What we have done</b>	<b>Where we are now</b>
	<ul style="list-style-type: none"> <li>Too many generic worksheets being used in classes and learners not being encouraged to apply learning to own work context</li> </ul>	<ul style="list-style-type: none"> <li>working groups established to produce range of contextualised resources</li> <li>Raised tutors awareness of contextualisation at tutor network meetings and encouraged sharing of ideas and discussion in working groups</li> </ul>	<ul style="list-style-type: none"> <li>Observations show increased use of contextualised resources</li> <li>Tutors gaining confidence in accessing interactive and e-programmes to enable learners to contextualise learning</li> </ul>
<b>Community Learning</b>			
12.	<i>Tutors do not all ensure that learners know about other courses or voluntary work that they could do next to continue their learning and development</i>		
	<b>Where we were</b>	<b>What we have done</b>	<b>Where we are now</b>
	<ul style="list-style-type: none"> <li>Not all learners made aware of the full range of options available to them at the end and during their programme</li> </ul>	<ul style="list-style-type: none"> <li>Tutor training to emphasise the importance of onward IAG</li> <li>New individual learning plan includes other progression options</li> <li>2 New IAG YouTube videos produced:  <a href="#">Looking for a job</a>  <a href="#">Apprenticeships with S&amp;L Mel and Tracey</a> </li> </ul>	<ul style="list-style-type: none"> <li>Individual learning plans have short term and long term further steps completed by the learner and tutor</li> <li>Audits of individual learning plans underway</li> </ul>
13.	<i>Staffing levels in job clubs are too low for the level of need following a recent take-up of these courses</i>		

	<b>Where we were</b>	<b>What we have done</b>	<b>Where we are now</b>
	<ul style="list-style-type: none"> <li>Job Clubs were staffed by tutors alone</li> </ul>	<ul style="list-style-type: none"> <li>All job clubs tutors allocated support staff of either LSA or a volunteer in the sessions and in some cases both</li> </ul>	<ul style="list-style-type: none"> <li>System now in place to ensure correct number of staff are in each job club and they are neither over nor under staffed</li> </ul>