



Committee report

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| Committee | POLICY AND SCRUTINY COMMITTEE FOR CHILDREN'S SERVICES, EDUCATION AND SKILLS |
| Date | 3 September 2020 |
| Title | OFSTED Inspection Report – Adult and Community Learning |
| Report of | Rob Brindley, Service Manager |

SUMMARY

The Adult Community Learning Service was inspected by Ofsted at the end of January 2020 resulting in a 'good' grade. This report details actions required to make further improvement.

BACKGROUND

The Isle of Wight Council's Adult Community Learning Service is in scope for inspection by Ofsted as a provider of Further Education and Skills. The previous inspection in October 2017 was graded as 'Requires Improvement'.

In September 2017 the Service established an Adult Community Learning Advisory Board, which acts as the Governing body holding the Service to account and providing appropriate support and challenge of its Business Plan and Self-assessment Report.

The inspection in January was conducted under the Education Inspection Framework that was introduced in September 2019.

Following the most recent inspection, the committee is to look at the outcomes of the inspection together with an action plan for those areas identified as requiring further improvement.

APPENDICES ATTACHED

Ofsted full report <https://files.ofsted.gov.uk/v1/file/50145985>

[Quality Improvement Action Plan](#)

INSPECTION OUTCOME

Key Strengths

Learners develop a wide range of additional personal skills and knowledge which have a significant impact on their lives. For example, they feel capable of applying for a job or for promotion at work, supporting their child with homework, or talking to their children's teachers. Older learners with no prior knowledge of computers, gain digital skills that allow them to become more independent.

Learners benefit from lessons in a relaxed and inclusive environment. Learners feel reassured that their patient and highly supportive tutors will solve their queries and suggest alternative approaches to learning a new method if required.

Learners who felt isolated and lonely, who were anxious at the start of their courses, grow in personal confidence and self-awareness as they progress.

Leaders and managers complement the service's direct provision of functional skills, health and wellbeing, and digital inclusion courses through well-managed subcontractors. As a result, learners benefit from specialist provision in family resilience and learn about carnival crafts. Learners with mental health issues work with ponies to develop their confidence in courses commissioned to an equestrian centre.

Tutors record learners' progress and achievement well on longer non-accredited programmes, setting targets around the specific areas of skills and knowledge learners need to develop. Tutors provide constructive feedback during training sessions and when learners produce written work, they mark it promptly and make helpful comments. As a result, learners know what they are doing well and how they need to improve.

Leaders and managers have improved the quality of the provision since the previous inspection. They have changed the delivery model for functional skills to two intakes a year and introduced a more focused induction at the start of each. As a result, over the last three years, an increasing proportion of learners have successfully achieved their main functional skills qualifications.

Members of the advisory board have a good mix of skills and experience which they use well to challenge service managers to bring about improvements. For example, they requested better recording of reasons for absence, so that action can be taken to support learners who cannot avoid missing lessons. They provide managers with good links to other areas of the council to facilitate partnership working, for example with housing associations.

Learners feel safe in the community training centres and know how to report safeguarding concerns. Learners have a reasonable awareness of the risks they face, both in their community and online.

Key Areas for Improvement

Leaders and managers should ensure that tutors recognise and record progress and achievement in short non-accredited courses accurately, so that they can better support their learners to develop new knowledge and skills.

Leaders and managers should ensure that learners who undertake courses to improve their employment prospects receive impartial careers advice, so that they understand what they need to do to reach their chosen career.

Leaders and managers should record and monitor safeguarding incidents up to the point of resolution, so that they can be sure that the support provided is effective.

The Quality Improvement Action Plan attached to this report addresses the areas for improvement raised by Ofsted. The improvement plan forms part of the Services usual annual self-assessment processes which are monitored by the staff team and the Advisory Board.

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