

CABINET ITEM COVERING SHEET PROFORMA

AGENDA ITEM:

REPORT TO CABINET

DATE: 10 NOVEMBER 2016

**REPORT OF SENIOR
MANAGEMENT TEAM**

CABINET DECISION

Portfolio: Regeneration and Transport – Lead Cabinet Member – Nigel Cooke

Annual Report of the Learning and Skills Service and Update on the Governing Body

1. Summary

The report provides information on the successes and strategic decisions taken by the Learning and Skills Service during academic year 2015/6. It also provides an update on the newly established Governing Body for Learning and Skills

2. Recommendations

Members note the performance of the L&S Service and the progress made in the development of the Board of Governors.

3. Reasons for the Recommendations/Decision(s)

To continue to develop and grow the learning and skills provision across all communities of Stockton Borough Council

4. Members' Interests

Members (including co-opted Members) should consider whether they have a personal interest in any item, as defined in **paragraphs 9 and 11** of the Council's code of conduct and, if so, declare the existence and nature of that interest in accordance with and/or taking account of **paragraphs 12 - 17** of the code.

Where a Member regards him/herself as having a personal interest, as described in **paragraph 16** of the code, in any business of the Council he/she must then, **in accordance with paragraph 18** of the code, consider whether that interest is one which a member of the public, with knowledge of the relevant facts, would reasonably regard as so significant that it is likely to prejudice the Member's judgement of the public interest and the business:-

- affects the members financial position or the financial position of a person or body described in **paragraph 17** of the code, or

- relates to the determining of any approval, consent, licence, permission or registration in relation to the member or any person or body described in **paragraph 17** of the code.

A Member with a personal interest, as described in **paragraph 18** of the code, may attend the meeting but must not take part in the consideration and voting upon the relevant item of business. However, a member with such an interest may make representations, answer questions or give evidence relating to that business before the business is considered or voted on, provided the public are also allowed to attend the meeting for the same purpose whether under a statutory right or otherwise (**paragraph 19** of the code)

Members may participate in any discussion and vote on a matter in which they have an interest, as described in **paragraph 18** of the code, where that interest relates to functions of the Council detailed in **paragraph 20** of the code.

Disclosable Pecuniary Interests

It is a criminal offence for a member to participate in any discussion or vote on a matter in which he/she has a disclosable pecuniary interest (and where an appropriate dispensation has not been granted) **paragraph 21** of the code.

Members are required to comply with any procedural rule adopted by the Council which requires a member to leave the meeting room whilst the meeting is discussing a matter in which that member has a disclosable pecuniary interest (**paragraph 22** of the code)

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CABINET DECISION

Annual Report of the Learning and Skills Service and Update on the Governing Body

SUMMARY

The report provides information on the successes and strategic decisions taken by the Learning and Skills Service (L&S Service) during academic year 2015/6. It also provides an update on the newly established Governing Body for Learning and Skills

RECOMMENDATIONS

Members note the performance of the L&S Service and the progress made in the development of the Board of Governors.

DETAIL

2015-16 (Academic Year) Annual Report

1. A new, permanent Learning and Skills Manager was appointed at the start of the year. Fabienne Bailey began on 26th October 2015, providing full time leadership after a period of interim management. During the interim management arrangements, in 2014, the Service received a 'good' OFSTED inspection with some 'outstanding' features. The L&S Service Management team has produced a 3 year Strategic Plan with the Service's vision:

"To stand out in Stockton for being Outstanding"

In order to achieve 'outstanding', numerous improvements have been made within the Service moving the Service closer to achieving their Vision.

Funding

2. Each academic year, the L&S Service receives an allocation of funding from the Skills Funding Agency and the Education Funding Agency to deliver learning outcomes based on their current priority areas e.g. English and maths, ICT and employability. Both agencies allocate funding based on the final outturn (enrolments and achievements) of the previous academic year. Any funding that is not used is returned to the Agencies. This model means that the L&S Service is fully funded outside of central government monies. However, the L&S Service provides a contribution to central recharges to the council e.g. for Legal, HR and ICT services.

During 15/16, the Service received the following funding amounts:

£2,185,591 from the Skills Funding Agency, of which:

£890,970 was for Adult Skills provision (including £242,239 for 19+ apprenticeships)

£186,616 for 16-18 Apprenticeships

£1,070,065 for Community Learning

£37,040 for Discretionary Learner Support (Hardship funds)

£80,000 Community Mental Health Project

£309,782 from the Education Funding Agency for 16-18 Study Programme

All funding targets were met or exceeded putting the service in a strong position for the new academic year

Curriculum

3. A full curriculum review took place resulting in a new curriculum plan aligning itself with Stockton Borough Council's strategic objectives and the LEP priorities. Data in the tables below shows that in 15/16, the curriculum has been purposefully realigned to priority areas where there are real job opportunities and that the bulk of funding has been targeted to support economic regeneration through upskilling of local residents.

Council Priority	Number of Courses	Number of Enrolments
To improve the economic prosperity of our residents	200	3109
To support learning and achievement through active leisure and culture	66	1352
Provide effective early years support to children and families	76	726
Keeping our community safe	47	508
To strengthen ill health prevention	19	439

On accredited provision, the data shows that the qualification based courses matched the following key LEP priority areas:

LEP Priority	Number of Courses	Number of Enrolments
Skills for Employment	159	2917
Health and Social Care	60	538
Business and Professional Services	19	237
Construction	3	10

4. In addition to the full curriculum review, the whole pre-employment programme was refreshed in order to deliver courses that were more meaningful, more attractive to employers and which offered real job opportunities. Responding to national change and new expectations from Jobcentreplus, the L&S Service offered a new suite of Sector Based Work Academies. The Academies take the form of a 6 week tailored programme, designed in conjunction with employers to provide training bespoke to their needs. The L&S Service's first Academy was designed for Virgin Media, Stockton and provided bespoke Contact Centre Operations training to Jobcentreplus clients. The outcomes data for this course shows that 6 of the 12 participants went forward for Virgin Media's final assessment centre. Of these, 3 were successful in gaining employment with Virgin = 50% success rate which is considerably higher than Virgin Media's own funnel result. Since then, a Warehousing SBWA ran with 11 participants and 4 were employed directly from the course = 36% job outcome rate. In addition, Health and Social Care, Construction, Retail and Process Operations Academies have also been designed and are ready for use with local employers.
5. Responding to intelligence from the Cabinet Member for Adult Services and Health, the L&S Service initiated a SBWA for Five Lamps to support their work in creating a social

enterprise for health and social care in the community. The SBWA can fully fund training for unemployed people looking to find work in the care sector. The first academy took place in the Summer Term with more planned in for the new academic year, 16/17.

6. Learning and Skills were instrumental at the start of the year in supporting Tees Valley Combined Authority to establish the Higher and Degree Apprenticeship Collaboration (HDAC) which brought together Tees Valley apprenticeship providers to work more closely together to offer more higher level (level 4+) apprenticeship opportunities.
7. Learning and Skills have delivered Level 5 Leadership and Management apprenticeships and Level 5 Health and Social Care apprenticeships. In 15/16 – 76 new higher level apprenticeship starts were created which was an increase from 0 the year before.
8. Learning and Skills successfully supported the SSI Resource Hub to give information, advice, guidance, training and employment opportunities to former SSI workers who were at risk of redundancy/had been made redundant. 167 Stockton residents were signed up to Learning and Skills programmes of support and progression.
9. In response to the Skills Funding Agency priorities, the L&S Service shifted funding from the leisure and hobby based courses and offered them as a full cost option. As a consequence, the L&S Service has recognised a 20% increase in fee income in 15/16.
10. The Service received notification late in the year that we had been successful in our bid with a Stockton wide collaborative to receive European Social Fund money for the Youth Employment Initiative. Stockton Learning and Skills share equates to **£300k** (including our match funding) and will aim to recruit 102 x 19-29 year olds in to employment pathways that overcome any barriers they have to work. The project was delayed by the ESF in starting but in the first quarter of delivery, the Service has recruited 40 participants.
11. Data in Appendix 1 shows how the L&S Service funds were used to target areas of disadvantage across the Stockton Borough wards. In summary:
12. 62% of EFA funding was used to support 16-18 year olds from the most disadvantaged wards in Stockton Borough
13. 54% of Adult Skills funding was used to support 19+ year olds on accredited courses from the most disadvantaged wards in Stockton Borough
14. 40% of Community Learning funding was used to support 19+ year olds on non-accredited courses from the most disadvantaged wards in Stockton Borough

Strategic Decisions

15. Following the production of the Quality Improvement Plan in the first term, the L&S Service Management team identified potential risks to the Service and so invited an external quality consultant to carry out a full review of Stockton Learning and Skills Service, providing additional challenge to support us in putting together a robust and responsive improvement plan. The date of this review was unannounced to staff but they were aware that it would take place in Term 3. The review confirmed many of the concerns and helped to formulate a swift improvement plan to address these. Through this process, it was identified that the L&S Service was not best placed to achieve the best outcomes for the young people of the Borough and, as a consequence, options appraisal was put in place to consider this in more detail. The decision has been made to transfer this area of provision to another provider with Stockton Riverside College being the preferred option. The Service is working with Stockton Riverside and the Education Funding Agency to ensure a smooth transfer of contracts for the Study Programme (worth £300k) in exchange for £150k of Adult Education Budget funding on a sub-contracting basis from SRC plus some additional for Traineeships (figure not yet agreed but the college has offered up to £200k).

16. In term 3, the L&S Service was approached by the Skills Funding Agency to consider taking over the contract of Janard Training Ltd who had experienced quality issues and subsequently went in to liquidation. The L&S Service agreed to take on the 220 additional apprentices and NVQ learners which resulted in an additional £340k growth income from the Skills Funding Agency to help continue learners in to the new academic year, 16/17.
17. Following the Quality Review in April and changes to funding arrangements for 16/7, the L&S Service identified the need to restructure the management arrangements. These were reviewed with HR during Term 3 and a new structure was put in place for the new academic year 16/7. This reduced the SMT from 3 Assistant Managers to 2 and 7 Team Leads to 6 allowing the team to be more focussed on the new priority curriculum areas.
18. The Learning and Skills Manager joined a Peer Review and Development Group consisting of other Learning and Skills providers across Yorkshire and the North East. This has allowed the services to act as 'critical friends' to each other's performance and processes, resulting in many quality improvements as each share good practice and OFSTED recommendations for improvement.

Governing Body Update

19. The Governing Body met for the first time on 20th October for the first stage of induction. The Governing Body now incorporates the Cabinet Member for Adult Services and Health, the Cabinet Member for Regeneration and Transport, 2 employer representatives i.e. Frances Hoy from NIFCO and Diane Luke from Virgin Media, a VCS representative i.e. James Hadman from Catalyst, a learner representative i.e. Glen Clerk, and the Learning and Skills Manager, Fabienne Bailey. During its infancy, the Board will be supported by the National Leaders of Governance support service, funded by the Education and Training Foundation, to improve provider performance, support the chair of governors and improve board effectiveness. The induction took the board through the Terms of Reference of the Governing Body and the board reviewed the L&S Service's self-assessment plan and quality improvement plan to give background to board members about the current position and the planned improvements to move the Service closer to becoming an outstanding provider. Board members were asked to provide feedback and challenge around the plans and a date was set for the next full governing body meeting at the start of the Spring term 2017.

Events

20. Through the L&S Service Strategic Plan, the management team identified a need to raise the profile of the L&S Service with a range of potential client groups. Throughout 15/16, the team attended and hosted numerous events to put the service on the map. These included National Apprenticeship Week events, Learning at Work Week and the Festival of Learning Week (former Adult Learners' Week). The last of these also provided an opportunity to praise learner achievements through awards celebrations and an Apprenticeship Challenge with the 4 other Tees Valley L&S providers.

Digitalisation

21. The service has a strategic objective to 'digitalise the service' and to support this, we have:
 - Invested in a video observation kit called 'IRIS Connect' which allows tutors to record their lessons and the watch back to self-reflect on their practice. Self-reflection is considered the best way to bring about improvements in teaching practice and has proved successful in raising the quality in many tutors' lessons. As the service has many sessional tutors, this tool also allows them to log in and watch other tutors' lessons they have uploaded as a 'peer-observation' activity, something that sessional tutors find difficult to carry out in 'live time'.

- Created brand new Social Media pages on Facebook and Twitter which have already proved valuable assets in marketing our provision and in finding out about learning and employment outcomes once learners have left the service.
- Developed an online self-assessment tool called Actionplan+ which makes reporting more informative, more evaluative and better aligned to the Common Inspection Framework, allowing live evidence to be uploaded at any time.
- Staff training in Google Apps for Education, a free suite of resources to bring virtual learning to life in the classroom.
- Worked with local firm, RAW Training, to develop a new Digital Skills package that will now be provided to all learners on every course to help improve their digital abilities and get more people on line to carry out their personal business.

Partnerships

22. The Service is an active member of the Tees Valley Adult and Community Learning partnership and in Term 3 the partnership agreed to submit 5 bids to the latest round of ESF funding. Stockton Learning and Skills wrote and submitted the bid for the funding for Careers Education, Information, Advice and Guidance (outcome not yet announced)
23. The service signed up every member of staff to the newly created North East Professional Exchange which is a support network funded by the Education and Training Foundation to give Further Education and Adult and Community Learning providers access to each other's skills and experience. Rather than providers having to purchase external training/advice, the group allows providers to 'exchange' skills and experience with each other for free.
24. The Service has identified the need to work more closely with other Learning and Skills providers in the Tees Valley and so has put in place a Business Engagement plan with Hartlepool Learning and Skills Service along with a draft high level quality improvement plan that will serve both services.

MATRIX Assessment

25. In July, the Service was visited by a MATRIX assessor to carry out the 3 year review of their quality accreditation. The MATRIX is a quality kitemark for information, advice and guidance. The Service passed their review and the assessor went on to say that out of 160 providers he works with across the country, Stockton Learning and Skills is ranked in his top 3. See Appendix 2 for good practice case studies highlighted in the report.
26. **Performance Data Highlights for Education and Training Provision (See Appendix 3)**
 Enrolment starts in 15/16 = 6151 enrolments
 High retention 93.8% and above national average pass rates 97.1% (+3% on national average)
 Very good progressions showing 91% into positive destinations
27. **Performance Data Highlights for Apprenticeship and Workbased Learning Provision**
 167 new apprenticeship starts
 54 completers (14/15 starters)
 73.2% best case overall framework achievement (This is +2.5% on the national average if we exclude our subcontractors who went into liquidation and withdrew a large number of apprentices)
28. **Employer Satisfaction Survey Results**
 Based on a sample of 21 employers we have provided training for in 15-16, 86% of employers would recommend us and 94% agreed our training reflected up to date practices in industry/sector.

29. **Staff CPD**

In total, 2121 hours of CPD were provided to 117 staff across the service, averaging 18 hours per person. Considering that most staff are only part time, this is a generous offer.

COMMUNITY IMPACT IMPLICATIONS

- The L&S Service is actively targeting communities of greatest need and disadvantage. The strategic plans of the L&S Service are expected to have a positive impact for all communities.

FINANCIAL IMPLICATIONS

There are no financial implications arising from this report.

LEGAL IMPLICATIONS

There are no legal implications arising from this report.

RISK ASSESSMENT

This Learning and Skills Annual Report is categorised as low to medium risk. Existing management systems and daily routine activities are sufficient to control and reduce risk.

COUNCIL PLAN POLICY PRINCIPLES AND PRIORITIES

Economic Regeneration and Transport

Environment and Housing

Safer Communities

Children and Young People

Health and Wellbeing

Stronger Communities

Adults

Arts Leisure and Culture

Organisational Effectiveness

CORPORATE PARENTING IMPLICATIONS

There are no corporate parenting implications arising from this report.

CONSULTATION INCLUDING WARD/COUNCILLORS

Consultation with the Cabinet Member for Adult Services and Health and the Cabinet Member for Economic Regeneration and Transport has been carried out in line with the Concordat for Communication and Consultation with Members

Name of Contact Officer: Fabienne Bailey

Post Title: Learning and Skills Manager

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Education related? Yes

Background Papers

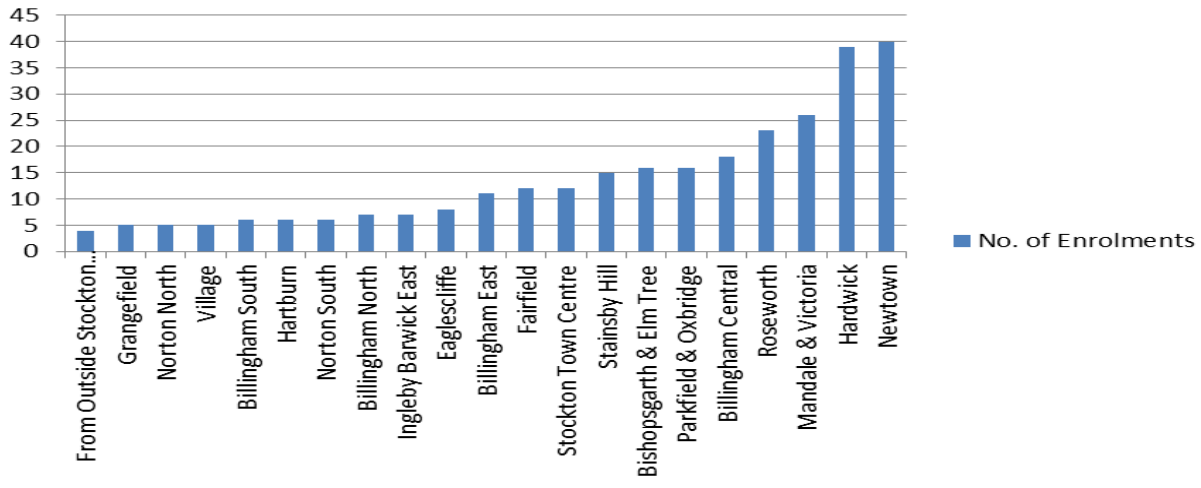
Ward(s) and Ward Councillors:

Property

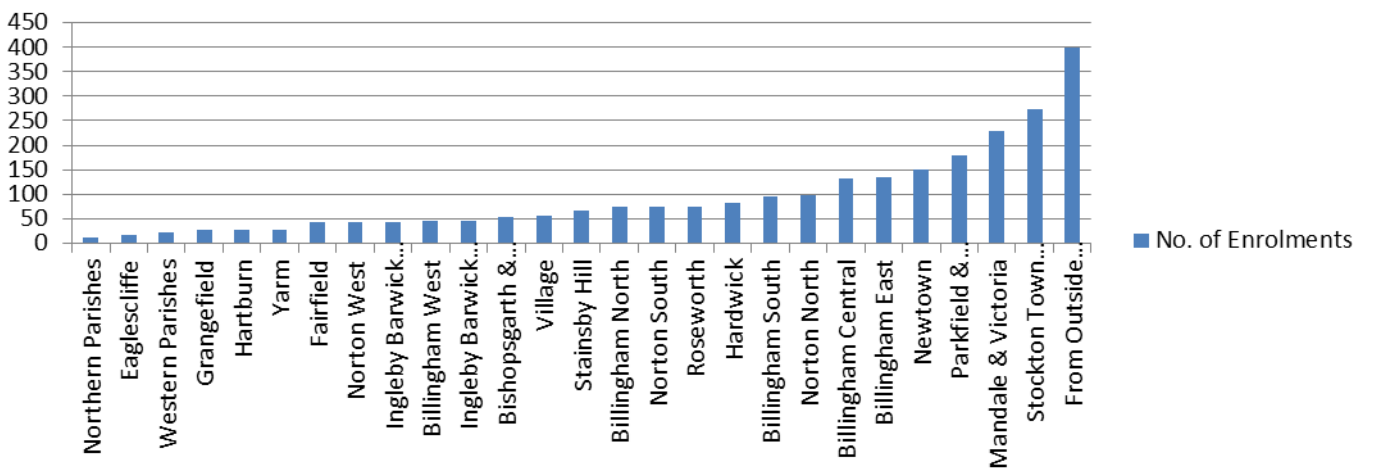
No implications identified in relation to the Council's property.

Appendix 1

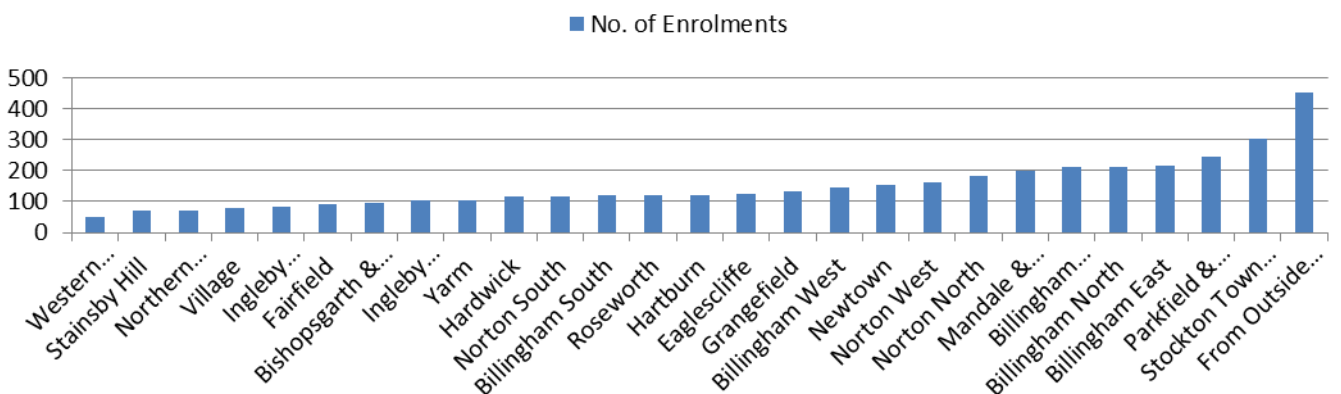
16-18 Funded Enrolments by Ward in 15/16



Adult Skills funded Enrolments by Ward 15/16



Community Learning Funded Enrolments by Ward 15/16



Appendix 2 – Good Practice Case Study

The Service was visited by Liz Lawson from the former Department of Business, Innovation and Skills who had been heavily involved in community learning for many years and was keen to explore the Service's Good Mood Food Café – a café developed at Billingham Community Centre to attract people with mild to moderate mental health issues using the Community Mental Health Project funding that the Service had secured in 2014/5.

The Café has gone from strength to strength, attracting over a hundred new learners and even opened on Christmas day, with Service staff using their own time to prepare and serve Christmas dinner to people who would have otherwise been alone.

Liz Lawson cited the café as 'good practice' in her report to BIS on the Community Mental Health project. She also cited the Service's new 'Amazing You' courses which have been created to work with Troubled Families and which have recognised 'amazing' successes with victims of domestic abuse e.g. a woman who had not been out of the house for 10 years and who had not slept in a bed for 10 years due to a controlling husband. Through the course, she has now been to the theatre, taken part in the café craft workshops, made new friends and has had a tour of Stockton Riverside College. She has now signed up on a Hair and Beauty Level 2 course at the college as her positive progression.

Appendix 3 – Performance Data Highlights

Enrolment starts in 15/16 = 6151 enrolments

Completers = 5739 = 93.8% retention

Pass Rate = 97.1% (+3% on national average)

Overall Achievement rate = 91.7% (Best Case Scenario as final data not yet in – this would be +2.6% on the national average)

Introduced a new tracking system that:

Accessed the destinations of 74% of accredited learners (465/626) showing 89% into positive destinations including 30% into employment and 49% into further education

Accessed 51% of non-accredited learners (1272/2505) showing 93% into positive destinations including 28% in to employment and 57% in to further education

167 new apprenticeship starts

54 completers (14/15 starters)

73.2% best case overall framework achievement (This is +2.5% on the national average if we exclude our subcontractors who went into liquidation and withdrew a large number of apprentices)

Employer Satisfaction Survey Results

Based on a sample of 21 employers we have provided training for in 15-16

