

Communities Committee

Report title:	Norfolk Community Learning Services (NCLS) – Update on progress
Date of meeting:	7 November 2018
Responsible Chief Officer:	Tom McCabe - Executive Director, Community and Environmental Services
Strategic impact This report outlines the role Norfolk Community Learning Services successfully plays in supporting Norfolk County Council strategic priorities and reducing the potential demand for intervention from other Council services. Through the delivery of high quality learning programmes to adults across Norfolk, NCLS provides the skills and knowledge that people need to raise their aspirations and improve their employment prospects. NCLS also delivers community learning opportunities which target the most vulnerable families and residents, reducing the demand for specialist services and improving the use of digital technology. In addition, NCLS takes a commercial approach and generates fee income through self-financed learning for those who can afford to pay.	

Executive summary

This report provides an update on the performance and continuing improvement journey of Norfolk Community Learning Services (NCLS). The evidence within this report demonstrates that:

- Course planning is strategically linked to Council priorities and focused on the needs of Norfolk residents and employers
- Recruitment of learners remains strong, with good levels of participation of learners from disadvantaged areas and continued growth in the self-financed Leisure Stream offer
- Income targets have been achieved through its grants from the Education and Skills Funding Agency, tuition fees and student loans
- Performance and learner outcomes have improved again year on year, in the majority of the provision, and for qualification courses were above last year's national average rates
- The quality of teaching and learning has continued to improve with 94% of teaching now being rated as good or outstanding
- Improvement measures are strongly focused on key areas for improvement identified through the formal observation of teaching and learning process
- Learner satisfaction continues to be high and above other local further education providers
- The challenging year in apprenticeships (which represents approx. 2% of learners) is being addressed by a robust improvement plan and there is already evidence of an improving trend
- The service continues to focus on its aspiration of becoming an Outstanding provider so as to provide learners in Norfolk with the best possible experience and outcomes.

- A more stringent approach to curriculum planning and financial management will result in the delivery of a balanced budget for the financial year 2018/19

Recommendations:

- 1. To note the continued progress of Norfolk Community Learning Services**
- 2. To approve the amended terms of reference for the NCLS Steering Group**

1. Proposal

- 1.1. Update on progress – for Members to note the updates.

2. Evidence

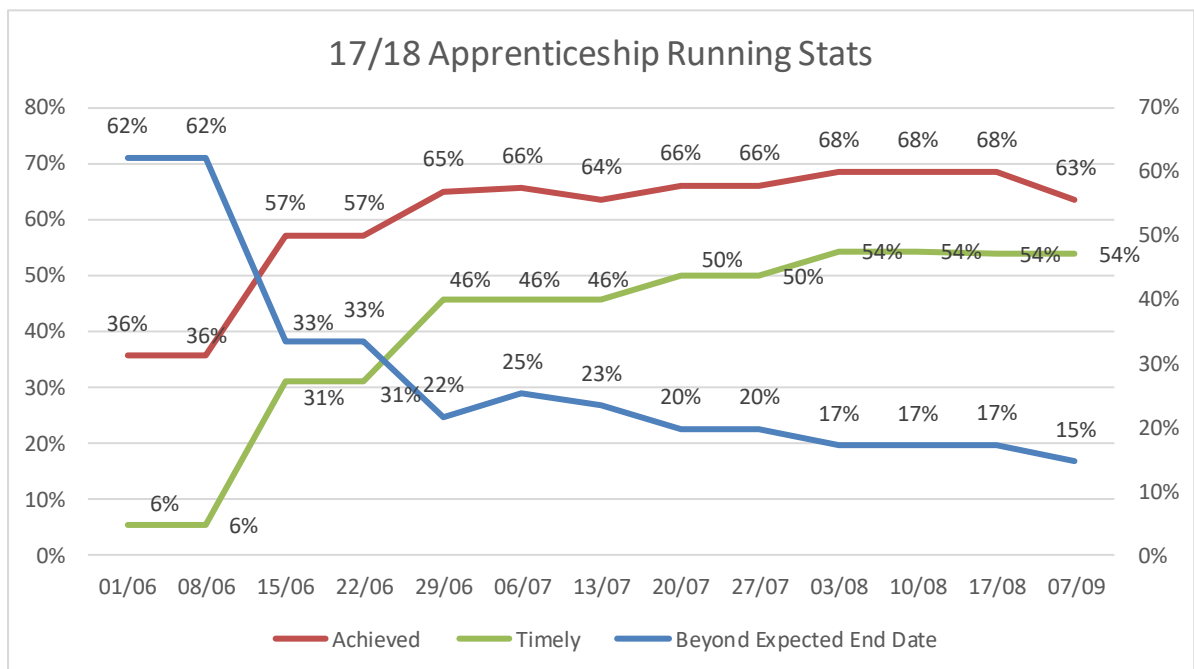
- 2.1. NCLS continues to make improvements to its performance in the majority of its provision.
- 2.2. Course planning is strategically linked to Council priorities. NCLS is focused on improving the functional skills levels in literacy, numeracy and digital skills of Norfolk residents, and has been developed to be financially sustainable.
The service supports the social care agenda, helping people become resilient and independent through its community learning and independent living skills offers and by funding the delivery of programmes such as Joy of Food and Active Norfolk, which promote healthy lifestyle.
The family learning programme targets parents in areas where a need to raise aspirations has been identified, enabling parents to more effectively support their children. NCLS is also opening up employment opportunities and supporting the wider industrial strategy for Norfolk through apprenticeships, vocational qualifications and employability programmes and support for business. NCLS is reinforcing its future direction by working closely with Economic Development to ensure that its programmes are aligned to the Local Service Strategy.
- 2.3. Recruitment of learners remains strong, with over 13,000 learning opportunities delivered as outlined in Appendix 1. The drop in community learning recruitment (down from 6,733, to 5,265) was due to an increase in the number of longer programmes of learning delivered to targeted learners, as opposed to very short workshop-type delivery to large groups of learners in the previous academic year.
The service's Apprenticeship cohort (2% of total learners) remained a small proportion of the service's overall recruitment and funding, although the service plans to rapidly increase recruitment in the 2018/19 academic year. The need to employ a dedicated Apprenticeship and Employability Manager was identified as being crucial to ensure the success of the programme and the role has now been recruited to.
- 2.4. NCLS generated an income of £4,651,855 from central Government grant funding through the Education and Skills Funding Agency, tuition fees paid by learners and student loans. 51% of the service's income was generated by learners attending fully funded qualification courses in functional skills. Apprenticeship income represented 5% of the service's total income. LeisureStream generated a fee income of £245,000, contributing to the sustainability of the service. The service has developed a detailed curriculum cost planner, and this is supporting tighter financial controls across the board
- 2.5. The performance of the service's learning programmes, as detailed in Appendix 2,

continued its upward trajectory across the majority of provision. On qualification programmes, 92% of learners completed their course (a 5% increase in comparison with 2016/17) and achievement increased to 83% (a 2% increase in comparison with 2016/17 and 1% above the latest national average rate).

Community Learning also produced extremely high completion (99%) and achievement (98%) rates. The service is proud that these programmes are really making a difference for Norfolk's residents by giving them the confidence, skills, knowledge and qualifications they need to progress and succeed.

- 2.6. Performance in Apprenticeships (2% of all learners) in 2017/18 was disappointing with a 54% achievement rate and measures are already in place to secure both improvements in performance and to increase recruitment.

124 new apprentices were recruited in 2017/18 with expected end dates planned for the 2019/20 academic year. An Apprenticeships and Employer Engagement Manager role was developed and recruited to in June 2018 to focus on the quality of, and recruitment to, the NCLS apprenticeship schemes. This strategic role forms part of the Senior Leadership Team. The graph below shows the turnaround in the service's key metrics since the new manager has been appointed.



Over the last four months the changes made with regard to quality and recruitment have been swift and have focused on limiting the effects of the disappointing results, as well as setting in place improvements for 2018/19 in the quality of delivery, the accountability of delivery staff, and the entry requirements and expectations of new apprentices and their employers. Further details of these changes and improvements can be found in Appendix 3.

- 2.7. NCLS continues to target its learning programmes at individuals from the most deprived backgrounds to support them to raise their aspirations and progress. In 2017/18, 43% of learners on qualification courses and 36% of all learners came from the 30% most deprived wards in Norfolk. 123 English and maths GCSE learners took their exams in summer 2018. Our maths GCSE pass rate (70%) was 40% higher

than the national average pass rate for learners aged 19+ at grades 9-4 (A*-C) and our English GCSE pass rate (57%) was 17% above the national rate. On our English GCSE programme 43% and on our maths GCSE programme 20% of the learners were from a non-White/British ethnic background. Detailed information can be seen in Appendix 4.

- 2.8. The quality of teaching and learning continues to improve with evidence that teaching staff are now operating at the higher end of the 'Good' performance band. Following 130 formal observations, 94% were judged to be good or better (our target was 90%), with 15% outstanding (compared to 13% in 2016/17). In 2018/19, the service will focus on key areas for improvement that have been identified through the formal observation process. See Appendix 5 for further information.
- 2.9. Learner Satisfaction remains good at 87% and significantly higher than other local further education providers. Further detail is available in Appendix 6.
- 2.10. The Steering Group has reviewed its role in terms of contributing to the success of the service and improving outcomes for learners. In addition to providing Member led direction for the service, the NCLS Steering Groups acts in lieu of a governing body to ensure effective leadership and management of the service. A copy of the new terms of reference are included in Appendix 7.
- 2.11. Wensum Lodge
Historically, the majority of the adult education provision has been delivered from Wensum Lodge in Norwich. As more provision is delivered on a locality basis to meet the needs of local residents, the overall utilisation of Wensum Lodge needs to be reviewed. Additionally, many of the historic buildings require remedial work to bring them up to standard.
To ensure the site remains viable as a community asset, and a centre of adult learning, we are in the process of developing a vision for the ongoing stability and future success of the site. We will bring the outputs of this work to the January 2019 Communities Committee.
- 2.12. The further education landscape continues to face rapid change and the service is focused on ensuring that it takes robust measures to improve performance where necessary and that it is ready for ongoing change within the sector. This will require the service to deliver its qualification programmes more cost effectively and to increase its delivery of community learning, so that it is in a strong position when it potentially has to tender in the future for its funding.

3. Financial Implications

- 3.1. There are no direct financial implications arising from this report. NCLS is mainly externally funded through the Education and Skills Funding Agency, tuition fee income and student loan income and is on course to be financially self-sustainable by 2022.

4. Issues, risks and innovation

- 4.1. None.

5. Background

- 5.1. No further information.

Recommendations:

1. To note the continued progress of Norfolk Community Learning Services
2. To approve the amended terms of reference for the NCLS Steering Group

Officer Contact

If you have any questions about matters contained in this paper or want to see copies of any assessments, eg equality impact assessment, please get in touch with:

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APPENDIX 1 - 2017/18 RECRUITMENT OF LEARNERS AND INCOME

Recruitment

Funding Type	2015/16	2016/17	2017/18	% Learners	Income	% Income
Apprenticeships	267	248	243	2%	£ 215,000	5%
Education & Training (Qualifications)	2,831	4,254	4,109	36%	£ 2,358,000	51%
Community Learning (Non-Qualifications)	9,052	6,733	5,265	47%	£ 1,833,855	39%
LeisureStream (Fully self-financed by learners)	913	1,521	1,699	15%	£ 245,000	5%
Total	13,071	12,756	11,297	100%	£ 4,651,855	100%

LeisureStream

LeisureStream Subjects	Enrolments
Art	299
ICT	7
Craft	896
History & Culture	6
Languages	419
Sport Fitness & Health	55
Creative Writing	17
Grand Total	1699

APPENDIX 2 - 2017/18
PERFORMANCE

Education & Training - Adult Education Budget Only

SSA Tier 1	Enrolments	% Enrolments	Funding	% Funding	Achievement	Retention	Pass Rate
Health, Public Services & Care	137	3%	£ 71,072.80	5%	88%	88%	100%
Maths and Science	130	3%	£ 73,726.50	5%	77%	80%	96%
Agriculture, Horticulture & Animal Care	102	3%	£ 75,851.89	5%	92%	96%	96%
Engineering & Manufacturing Tech	13	0%	£ 12,564.68	1%	N/A	N/A	N/A
ICT	23	1%	£ 12,198.66	1%	100%	98%	100%
Retail & Commercial Enterprise	172	4%	£ 29,584.12	2%	92%	100%	94%
Leisure, Travel & Tourism	19	0%	£ 12,341.13	1%	97%	97%	100%
Arts, Media & Publishing	336	9%	£ 112,854.26	7%	94%	98%	96%
History, Philosophy & Theology	14	0%	£ 182.86	0%	N/A	N/A	N/A
Social Sciences	1	0%	£ -	0%	N/A	N/A	N/A
Languages, Literature & Culture	470	12%	£ 119,761.68	8%	84%	91%	92%
Education & Training	168	4%	£ 129,181.08	8%	94%	96%	98%
Preparation for Life & Work	2057	52%	£ 821,287.48	53%	77%	90%	86%
Business, Administration & Law	297	8%	£ 89,627.16	6%	75%	86%	88%
Grand Total	3939	100%	£ 1,560,234.32	100%	83%	92%	91%

APPENDIX 2 – continued

Community Learning

SSA Tier 1	Enrolments	% Enrolments	Achievement	Retention	Pass Rate
Health, Public Services & Care	1076	20%	98%	99%	99%
ICT	50	1%	98%	98%	100%
Retail & Commercial Enterprise	339	6%	94%	100%	94%
Leisure, Travel & Tourism	813	15%	100%	100%	100%
Arts, Media & Publishing	556	11%	96%	97%	99%
History, Philosophy & Theology	96	2%	100%	100%	100%
Languages, Literature & Culture	553	11%	95%	97%	99%
Preparation for Life & Work	1754	33%	99%	100%	99%
Business, Administration & Law	28	1%	100%	100%	100%
Total	5265	100%	98%	99%	99%

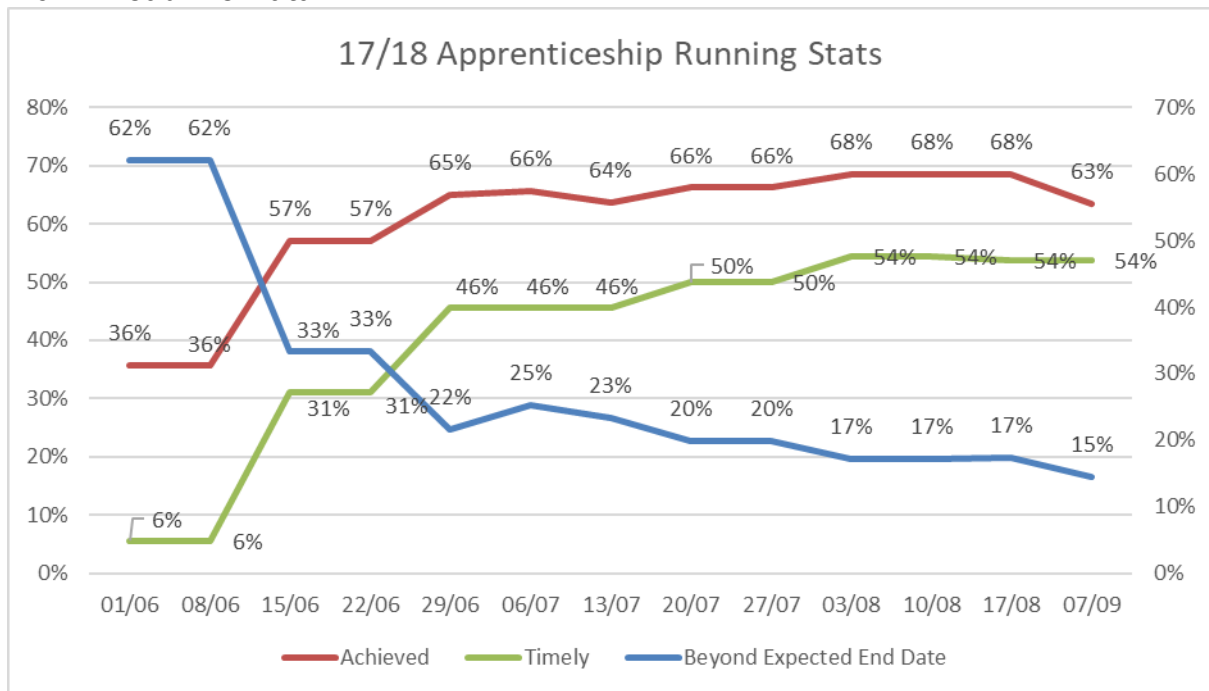
Apprenticeships

Recruited	Expected Finishers	Achievement	Withdrawn	Continuing
124	91	54%	27	12

APPENDIX 3

October 2018 Apprenticeships Update.

1.0 Headline Data



Overall, the positive trend in headline data for those apprentices due to complete in 17/18 has continued albeit at a slowing rate. This is due to only a small number of apprentices due to complete now. It should be noted however, that this represents only those that have remained on programme and not those who have withdrawn. Taking in the withdrawals we are currently reporting achievement of 54% and whilst this may rise marginally by the time all 17/18 results are reported in October, neither will impact significantly to alleviate the cause for concern here. As a comparison, 16/17 reported achievement of 62%.

There continues to be an exercise of data cleansing and the removing of disengaged learners to ensure we are in the strongest position we can be moving to the end of the 1st quarter of the 18/19 academic year which is currently showing an encouraging 83.5% retention

1.1 ESFA Minimum Standards Intervention

As NCLS have not achieved the Minimum Level of Performance (MLP) for apprenticeships which is set nationally at 62% achievement for our cohort of apprentices, ESFA will issue a 'Notice of Concern'. Notification of this will be expected around January 2019. When making their intervention decisions, the ESFA will take into account that our underperforming provision has fewer than 100 expected apprentice leavers in the 17/18 academic year. The expectation is that the intervention decision will be that we prioritise, evidence and demonstrate the impact of swift and robust quality improvement targets for our apprenticeship provision.

APPENDIX 3 – continued

2.0 Key areas of Concern and Improvement Strategies Employed.

2.1 Assessor Accountability

In keeping with the drive to ensure NCLS is providing an up to date service for employers and their apprentices across Norfolk, the role of the assessor has been remodelled and regraded. The transference from ‘Assessor’ to ‘Tutor/Assessor’ under a new job description will empower them to take greater control of the journey of their apprentice and as such enable them to take full responsibility of their apprentices learning and timely achievement. This greater level of control will incorporate the Tutor/Assessor delivering Functional Skills in the workplace on a one to one basis where it is within their skill set and where the apprentice does not display (or declare) a barrier to learning – in the latter instances, the existing model will continue to support the apprentice in tandem with the Tutor/Assessor.

Improving further the quality of apprenticeship provision is a priority, and there has been a swift and robust approach to monitoring apprentices’ progress and the quality of the service they, and their employers receive. Whilst data will not encompass the whole story, a new ‘one stop’ RAG risk assessment reporting mechanism for Tutor/Assessors has been developed that will enable regular tracking and close management of headline information and progress that apprentices have made – this system allows a simple approach for reporting to relevant stakeholders the progress of their apprentice. Tutor/assessors will be accountable for the information they provide here as this will inform robust target setting at four-weekly management one-to-one meetings to ensure the apprentice stays on track.

2.2 Functional Skills

Too often functional skills (FS) development has not taken priority where the success of the apprenticeship depends on the apprentice gaining qualifications in these areas. In some areas, AAT and Support Teaching and Learning for example, apprentices have not taken (or passed) FS exams by the time their end date has been reached. To make improvements here, apprentices will now front load their FS development to the early part of their programme. In part this will be achieved by them taking advantage of the ‘Fast-Track’, six-week functional skills programmes developed by the NCLS FS delivery teams. To support this further, the Assessors Job Description and grade has changed (now Apprentice Tutor/Assessors) to allow them more autonomy and accountability to support their apprentices in the development in their FS. Each Apprenticeship Tutor/Assessor will be expected to gain qualifications in FS English and maths at level 2 to meet the requirements of the role in supporting their apprentices in these areas.

2.3 Withdrawals

	Accounting	Bus. Adm	CYPW	Cust. Svs	ITU	ITP	Man.	STL	OVERALL
Registered	15	18	6	7	2	1	33	9	91
Withdrawn (No.)	6	3	1	0	0	2	7	8	27
Withdrawn (%)	40	17	17	0	100	0	21	89	30

Analysis of the Support Teaching and Learning (STL) delivery model has shown that the team delivering this for the apprenticeship provision were at full capacity and were not able

to support the apprentices in the workplace at the frequency required for an apprenticeship framework. As such a dedicated STL Apprenticeships Tutor/Assessor will be recruited to provide regular, monthly visits to those apprentices. It is expected that the new STL appointee will also be able to support apprentices across other disciplines such as Business Administration and the Children and Young People's Workforce.

Further analysis has shown that the withdrawals from the Accounting provision are a result of apprentices gaining the professional qualification and withdrawing before completing their functional skills. Early indications show that the changes already made in Functional Skills support, coupled with tighter entry criteria have gone some way to alleviate the high level of withdrawal in this area.

Current retention of those expected to complete their apprenticeship in 2018/19 is 83.5%.

2.4 NCLS Apprenticeships Admissions Policy

A new policy has been written and implemented to ensure that those that enrol onto NCLS supported apprenticeship schemes are at a starting point that is appropriate for their ultimate timely success. This will include appropriate entry criteria against English, maths and ICT as well as ensuring, with employers, that those apprentices will have appropriate exposure to, and training in, the work required to successfully achieve. Too many apprentices are completing their professional qualification and withdrawing from their apprenticeship before completing their functional skills. Included within the policy, will be the prioritising of the focus toward completing functional skills until appropriate evidence of progress is presented in these essential skills areas.

3.0 Business Developments

From July 31st 2018 NCLS no longer offered Apprenticeship Frameworks where the alternative Standards exist. This meets the government agenda of ensuring that apprenticeships are employer driven and that knowledge, skills and behaviours gained throughout the journey are tested and measured at the final stages of the apprenticeship.

The new Apprenticeships Recruitment Consultant post has now been appointed to and the successful applicant, Anthony Winsper, took up the post on the 10th September. As part of his remit, Anthony will be targeted to recruit apprentices from non-levy paying organisations to utilise the funding allocation from the ESFA.

Whilst the raising of the quality and outcomes of the current apprenticeship provision has to remain the key priority at this time, further early exploration of opportunities to meet the various needs of the Digital Tech and Health and Social Care LEP Sector Skills Plans for New Anglia are underway and work will continue to develop the NCLS Apprenticeships provision to ensure we are positioned to respond to a number of the county-wide skills gaps

APPENDIX 4 - 2017/18 learner participation by type of programme, geographical area and level of deprivation

Apprenticeships

Row Labels	0-10% Most Deprived	10-20% Most Deprived	20-30% Most Deprived	30-70% Most Deprived	30% Least Deprived	Not Known	Grand Total
Breckland	0.4%	1.8%	1.8%	5.0%	4.7%	0.0%	13.7%
Broadland	0.0%	0.0%	0.0%	4.0%	13.7%	0.0%	17.6%
Great Yarmouth	1.8%	0.7%	0.4%	3.2%	1.4%	0.0%	7.6%
King's Lynn and West	0.7%	0.0%	0.0%	2.2%	1.4%	0.0%	4.3%
North Norfolk	1.1%	2.2%	1.4%	6.8%	0.7%	0.0%	12.2%
Norwich	1.8%	6.5%	1.4%	4.7%	4.7%	0.0%	19.1%
South Norfolk	0.0%	0.0%	0.4%	4.3%	16.5%	0.0%	21.2%
Not Known	0.0%	0.0%	0.0%	0.0%	0.0%	4.3%	4.3%
Grand Total	5.8%	11.2%	5.4%	30.2%	43.2%	4.3%	100.0%

Community Learning

Row Labels	0-10% Most Deprived	10-20% Most Deprived	20-30% Most Deprived	30-70% Most Deprived	30% Least Deprived	Not Known	Grand Total
Breckland	0.6%	0.9%	0.4%	4.7%	1.8%	0.0%	8.4%
Broadland	0.0%	0.0%	0.0%	5.4%	11.9%	0.0%	17.2%
Great Yarmouth	5.8%	1.6%	1.5%	3.0%	1.3%	0.0%	13.2%
King's Lynn and West	0.7%	0.4%	0.4%	1.9%	0.8%	0.0%	4.1%
North Norfolk	0.2%	1.1%	2.0%	6.6%	0.7%	0.0%	10.7%
Norwich	7.0%	4.8%	2.3%	4.5%	5.1%	0.0%	23.7%
South Norfolk	0.0%	0.0%	0.3%	5.5%	10.8%	0.0%	16.7%
Not Known	0.0%	0.0%	0.0%	0.0%	0.0%	6.0%	6.0%
Grand Total	14.2%	8.8%	7.0%	31.6%	32.5%	6.0%	100.0%

Education & Training

Row Labels	0-10% Most Deprived	10-20% Most Deprived	20-30% Most Deprived	30-70% Most Deprived	30% Least Deprived	Not Known	Grand Total
Breckland	0.9%	2.0%	1.6%	5.6%	2.6%	0.0%	12.8%
Broadland	0.0%	0.0%	0.0%	4.8%	7.2%	0.0%	12.0%
Great Yarmouth	5.7%	0.9%	1.1%	2.5%	0.8%	0.0%	11.0%
King's Lynn and West	2.6%	0.6%	0.8%	2.5%	0.5%	0.0%	6.9%
North Norfolk	1.3%	1.3%	2.3%	6.5%	0.6%	0.0%	11.9%
Norwich	11.3%	7.5%	2.8%	5.5%	4.4%	0.0%	31.4%
South Norfolk	0.0%	0.0%	0.5%	3.7%	7.5%	0.0%	11.7%
Not Known	0.0%	0.0%	0.0%	0.0%	0.0%	2.3%	2.3%
Grand Total	21.7%	12.4%	9.1%	31.0%	23.5%	2.3%	100.0%

All types of funded provision

Row Labels	0-10% Most Deprived	10-20% Most Deprived	20-30% Most Deprived	30-70% Most Deprived	30% Least Deprived L	Not Known	Grand Total
Breckland	0.7%	1.4%	1.0%	5.1%	2.3%	0.0%	10.6%
Broadland	0.0%	0.0%	0.0%	5.1%	9.7%	0.0%	14.8%
Great Yarmouth	5.6%	1.2%	1.3%	2.8%	1.1%	0.0%	12.0%
King's Lynn and West	1.6%	0.5%	0.5%	2.2%	0.7%	0.0%	5.4%
North Norfolk	0.7%	1.3%	2.1%	6.5%	0.7%	0.0%	11.3%
Norwich	8.9%	6.1%	2.5%	5.0%	4.7%	0.0%	27.2%
South Norfolk	0.0%	0.0%	0.4%	4.7%	9.4%	0.0%	14.5%
Not Known	0.0%	0.0%	0.0%	0.0%	0.0%	4.2%	4.2%
Grand Total	17.5%	10.5%	7.9%	31.3%	28.6%	4.2%	100.0%

APPENDIX 5 – QUALITY OF TEACHING AND LEARNING 2017/18

1. Position at the end of the 2017/2018 academic year:

Judgement	Number of observations at this grade 05/06/18	Profile 05/06/18	Number of observations as at end of 2017/18	Profile as at end of 2017/18	Profile as at end of 2016/17
Outstanding	18	15%	20	15%	13%
Good	95	79%	103	79%	84%
Requires Improvement	5	4%	5	4%	3%
Inadequate	2	2%	2	2%	0%
TOTAL	120	100%	130	100%	100%

We currently have 130 active tutors who over the academic year were all due for observation. We have completed 100% of the observations due, meaning 100% of our active tutors have been observed in the 2017/18 academic year.

The top 5 strengths (with the number of occasions observed as a strength) so far this year are:

- ❖ Teaching and assessment methods and resources inspire, stretch and challenge learners (56)
- ❖ Learners understand how to improve their skills, knowledge and understanding as a result of verbal feedback (27)
- ❖ Learners are supported to achieve their goals (17)
- ❖ Tutor promotes equality, raises awareness of diversity and tackles discrimination, bullying, stereotyping and radicalisation (16)
- ❖ Tutor plans and delivers learning which is relevant, current and accurate, and where applicable reflects good industry practice (14)

The top 5 areas for improvement (with the number of occasions observed as an area for improvement) so far this year are:

- ❖ Some tutors need to use initial assessment to tailor short and long term goals (43)
- ❖ Some tutors need to improve their written feedback to help learners to understand how to improve (42)
- ❖ Planning and delivery of learning which is relevant, current and accurate, and reflects good industry practice needs to improve (31)
- ❖ Some tutors need to improve their teaching and assessment methods and resources so as to inspire, stretch and challenge learners (24)
- ❖ Some tutors need to identify learners' starting points and support their needs more effectively (23)

Further Analysis of 'Requires Improvement' and 'Inadequate' Outcomes

(i) Requires Improvement:

There were five tutors who, following their initial observation in the 2017/18 academic year, were judged as 'Requires Improvement'.

Of these, two Functional Skills Maths tutors and one ICT tutor were graded as 'Requires Improvement', however, following support and a re-observation, these three tutors were graded as 'Good'.

One tutor was initially graded as 'Requires Improvement' following an AAT level 2 lesson observation. The re-observation resulted in the tutor being downgraded further to an 'Inadequate' grade and, as a result, the tutor was removed from teaching and the curriculum manager is following up through NCC's performance process.

An employability skills lesson was also observed late in the summer term 2018. The tutor was graded as 'Requires Improvement' and is scheduled to have a priority re-observation early in the autumn term 2018 following continued curriculum support to address targeted action points.
(ii) Inadequate:

Two tutors were graded as 'Inadequate' following their initial observation. One tutor teaching Health and Social Care was originally observed and graded as Inadequate, however, following a period of curriculum support was re-observed and regraded as 'Good'. Another tutor who taught English as a Second Language (ESOL) was observed and graded as 'Inadequate'. This tutor has since left the service.

2. 2018/19 Targets:

Norfolk Community Learning Services (NCLS) has established the Quality of Teaching, Learning and Assessment targets outlined on page 3 for the 2018-19 academic year. These targets have been based on:

1. The service's high prioritisation of Prevent and the promotion of British Values.
2. The key areas for improvement identified as a result of the 2017-18 academic year formal observation programme.

These are the NCLS 2018-19 Quality of Teaching, Learning and Assessment targets:

Overview of Targets for 18/19
<i>The Service has an expectation that at least 92% of tutors are Good or Outstanding by July 2019</i>
100% of active tutors are Good or Outstanding in their positive and active promotion of Prevent. This will maximise our influence over the learners' decision making with respect to taking responsibility for their role in upholding fundamental British Values.
95% of active tutors are Good or Outstanding in their use of initial assessment to tailor short and long term goals. Learners who know their starting point and have goals based on this, are able to make quicker and more significant progress.
95% of active tutors are Good or Outstanding in their written feedback to help learners understand how to improve. The impact for learners will be that in creating a change of behaviour through directed, unambiguous feedback, we will have facilitated continuous improvement demonstrated through achievement.
95% of active tutors are Good or Outstanding in their planning and delivery of learning which is relevant, current and accurate, and reflects good industry practice. Effective planning and delivery enhances learners' knowledge, attitude, skills and learning habits to the highest level.
95% of active tutors are Good or Outstanding for the teaching, assessment methods and resources they use to inspire, stretch and challenge learners. The impact of this is that learners become actively engaged in their learning, have the highest level of engagement and are intrinsically motivated.
95% of active tutors are Good or Outstanding for quickly identifying learners' starting points, support and learning needs and planning effectively accordingly. The impact of this target will be demonstrated through increased numbers of learners gaining achievement through progression and displaying a growth mind-set ethos.

APPENDIX 6 – LEARNER SATISFACTION

The following data was produced through an external Education and Skills Funding Agency survey of NCLS learners conducted by Ipsos Mori between November 2017 and March 2018.

Norfolk Community Learning Services – Learner Satisfaction:

Academic Year	% Learner Satisfaction
2017/18	87.0
2016/17	89.1
2015/16	93.1
2014/15	89.0
2013/14	88.0

2017/18 comparison with other local providers:

Provider	% Learner Satisfaction in the Academic Year 2017/18
NCLS	87.0
City College Norwich	79.4
Easton & Otley College	58.6
East Coast College	79.9
The College of West Anglia	69.5

APPENDIX 7

Norfolk Community Learning Services

Steering Group Terms of Reference

- 1 Membership
 - 1.1. Steering Group members will represent Norfolk County Council and Norfolk Community Learning Services.
 - 1.2. The Group will comprise the following members:
 - Councillor David Bills
 - Councillor Margaret Dewsbury (Chair)
 - Councillor David Harrison
 - Councillor Chris Jones
 - Ceri Sumner, Assistant Director Community Information and Learning (CIL) and Head of Service Norfolk Community Learning Services
 - Denise Saadvandi, Assistant Head of Service Curriculum, Quality & Community
 - Carl Fiander, Apprenticeships & Employer Engagement Manager
 - John Morgan, Assistant Head of Service, Funding, Finance and Performance
 - Guy Ranaweera, Resources and Learner Services Manager
 - Natasha Morter, Community Information and Learning (CIL) Development Manager
 - Jan Holden, Head of Libraries and Information
 - Andrew Skiggs, Finance Business Partner (Community and Environmental Services)
 - Vince Muspratt, Head of Economic Development
 - Jane Feeney, Employment and Skills Manager
 - Jonathan Clemo, Community Action Norfolk
 - Natasha Waller, New Anglia Local Enterprise Partnership
 - Learner representatives (to be appointed)
 - Staff representative (to be appointed)
 - 1.3. Membership of the Steering Group will be reviewed annually and appointment to the Steering Group shall be for one year.
2. Quorum
 - 2.1. The quorum necessary for the transaction of business shall be 50% of Group members with a minimum of 2 Councillors. A duly convened meeting of the Group at which a quorum is present shall be competent to exercise all or any of the authorities and powers in or exercisable by the Group.
3. Frequency of meetings
 - 3.1. The Group shall meet Bi-monthly for formal Steering Group business meetings and in between for Bi-monthly workshops, which will focus on key developmental themes.

4. Notice of meetings

4.1. Notice of each meeting, confirming the venue, time and date will be sent to Group members via Outlook invite.

4.2. Agenda items to be discussed, and any supporting papers, shall be forwarded to each member of the Group and any other required attendees (as appropriate) no later than 5 working days before the date of the meeting.

5. Minutes of meetings

5.1. Full minutes of the proceedings and resolutions of all meetings of the Steering Group will be recorded, including the names of those present and in attendance.

5.2. Minutes of the Steering Group meetings shall be circulated to all Group members within 10 working days.

6. Duties

6.1. To create a culture of high expectations that enables learners and staff to excel.

6.2. To support and strengthen the service's leadership and contribute to shaping its strategic direction, ensuring that the service's offer is based on a thorough understanding and analysis of local and national information and responds to Norfolk County Council's priorities for Norfolk.

6.3. To ensure that effective careers guidance enables learners to make informed choices about their learning programme and next steps.

6.4. To ensure that all of the service's learners acquire the English, mathematics and digital skills they need to prepare them well for future progression and for life in the 21st century.

6.5. To secure consistently improving and very high-quality teaching, learning and assessment and very good outcomes for all learners.

6.6. To systematically monitor, review and challenge the service's performance and ensure that the service uses its resources effectively to improve performance where necessary.

6.7. To promote equality of opportunity and diversity, widening participation so as to ensure that there is access to learning across Norfolk and ensuring that the progress of groups of learners is monitored effectively to ensure that no one is disadvantaged or underachieves.

6.8. To ensure that effective performance management leads to professional development that encourages, challenges and supports staff improvement.

6.9. To use the views of learners, staff, employers and other stakeholders to gain a deep understanding of the service's effectiveness and use this to inform improvement actions in identified areas.

- 6.10. To be proactive in ensuring that learners feel safe and know how to raise concerns and that effective safeguarding policies and practice are in place at all times.
- 6.11. To place the promotion of fundamental British values at the heart of the service's works and protect learners from radicalisation and extremism, responding swiftly where learners are vulnerable to these issues.
- 6.12. To ensure that the service is providing excellent value for money with transparent income and expenditure accountabilities and that the service is delivered within budget.
- 6.13. To monitor the progression and destinations of learners (including whether learners progress into further learning and/or enter secure and sustained employment) and use this information to improve the service's provision.