



**Worth it.**

## **Wandsworth Council Lifelong Learning Self-Assessment Report 2017/2018**

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Aiming to improve the quality of life skills and employability of residents in the Borough, making Wandsworth a vibrant, prosperous learning community.

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### **Lifelong Learning Mission Statement**

All Wandsworth residents will have access to a wide range of high quality learning opportunities in a safe learning environment. Provision will be demand-led, flexible and held at times and in places designed to meet the needs of learners, employers and the local community. The Lifelong Learning team aims to improve the quality of life skills and employability of residents in the Borough, making Wandsworth a vibrant, prosperous learning community.

## **1. Wandsworth – Local Area**

### **Demographics and Economic Context**

Wandsworth's predominant demographic is one of a young, professional, transient and growing population with a higher population density than the London average, placing Wandsworth as the tenth most densely populated area in the country (Census 2011).

- **Population size:** The last decade has seen Wandsworth's population increase from 260,382 at the 2001 Census to 307,000 by the 2011 Census.
- **Migration:** Wandsworth has the highest migration rates of any London borough and fourth of any local authority in England and Wales (ONS, 2012, Migration Indicator Tool).
- **Young Adults:** Wandsworth has the highest proportion of 25 to 39 year olds of any local authority nationally- 39%, compared with an average of 28% across London (Census 2011).
- **Older people:** The Borough has 27,000 people over the age of 65 (8%), compared to an average of 11% across London (Census 2011).
- **Black and Minority Ethnic groups:** Represented 88,000 people (29%) in 2011, a growth of 30,000 since 2001 (Census). BME groups represented 49% (3,205) of all Job Seekers Allowance Claimants in 2010/11.
- **Deprivation:** Between 2007 and 2010, the Index of Multiple Deprivation score across the borough increased from 20.39 to 21.50 reflecting greater deprivation.
- **Lone parents:** The 2011 Census counted 7,877 lone parent households in Wandsworth, a growth of 790 households since 2001.

Of any London borough, Wandsworth has the lowest rate of unemployment (2017), as well as the 2nd lowest rate of low-paid local employees.

Around 10% of the working age population have low levels of skills attainment and 8,300 have no qualifications at all. Around 9,100 residents are unemployed and seeking work.

In the coming years, there will be significant increases in the number of local jobs, particularly resulting from the Nine Elms developments. Battersea Power Station will become the borough's sixth town centre, delivering up to 15,000 new jobs, including significant numbers in retail and hospitality.

## Service Contribution

### Community Learning

Community learning funds are targeted at the most vulnerable learners in Wandsworth, with the aim of maximising education and employment outcomes. There is also a focus on health and well being, particularly for older participants. The provision is designed to help learners to build confidence and interpersonal skills which can support with progression into formal accredited learning or employment. An extensive non-accredited learning offer helps to promote better social integration and cohesion, health and wellbeing. One of the aims is to offer learning which can be beneficial to the family unit and engage and encourage participation from learners from all ages, abilities and backgrounds. The service offer is diverse ranging from personal development courses to support entry back into work to well-being courses for the over 60's.

### Apprenticeships

Direct delivery of apprenticeships has significantly increased during 2017/18, with a reduction of sub-contracted delivery. The council continues to work with a small number of specialist providers offering niche provision, in areas such as security and sports. The service provides an employer vacancy matching service which aims to recruit individuals to fill positions. There is also the opportunity to design bespoke training programmes to upskill existing staff members.

### Projects

During 2017/18 the service participated in a number of ESF projects which generated additional funding, strengthened partnerships and supported the Lifelong Learning mission and key priorities:

**INTEGR8** is a project that aims to support migrant women in developing their confidence and skills so that they can help to link members with mainstream services in their host communities and participate more in their local communities. The pilot for the project was extremely successfully and the second cohort has just started.

Wandsworth Lifelong Learning is part of **Pan Out**, a European funded project, which sets out to present career opportunities in hospitality and catering in a whole new way. Through Pan Out we will be connecting leading industry employers directly with Wandsworth schools through 18 pilots. Each pilot will seek to inspire and equip young people in the borough to know how they can enter the sector and prosper through a long-term career.

**ALLIES** aims to broaden WBC-LL's young apprentices' skills, competences, independence and resilience in the context of living, learning and working in other European countries through VET mobility work based learning (WBL) placements. This project is a unique chance for these young apprentices – most of whom have not lived by themselves in other EU countries before, to develop the independence and personal skills associated with living and working in another country. It will open a world of fresh opportunities potentially available in the EU and expose them to different approaches and working practices in their

chosen vocational areas. It will deepen their understanding of EU citizenship and its values.

**Full Potential** is a work experience programme which supports the Council's Care leavers to access fulfilling work experience and knowledge of progression opportunities. Some young people have accessed high quality opportunities in a number of diverse sectors, and there have been a number of successful job outcomes and progression into apprenticeships.

The Service continues to be ambitious for Wandsworth residents and has secured additional funding for further new projects in 2018/19; **Take Over Day**, aimed at developing decision making and developing leadership in young people for work; and, **BREW (Building Resilience and Entrepreneurship in Women)**, a project that will enable older women (50+) to develop higher skills and qualifications to enter or re-enter work and improve their overall life prospects by creating a training programme in entrepreneurial and digital skills underpinned by coaching in resilience, confidence building and motivation.



## The Provision

Wandsworth Council's Community learning provision, 'Wandsworth Council Lifelong Learning' (WCLL), is part of its Department of Children's Services. WCLL is responsible for a wide range of lifelong learning activities throughout the borough.

Area	Number of Learners	Key subjects/topics covered
Community Learning (non-accredited)	3229	Health and well being, Speaking punctuation and grammar, ICT, Leisure, Arts and Foreign Languages
Accredited courses	388	ESOL, maths and English courses
Apprenticeships	70	STL, BA, CS, Man, HSC Support Teaching and Learning in Schools, Business Admin, Customer Service, Management, Health and Social Care, Childcare
Work Experience	1300	BEST – working to place years 10 -13 on short work experience placements
Projects	700	Integr8, Pan Out, Takeover Day, BREW

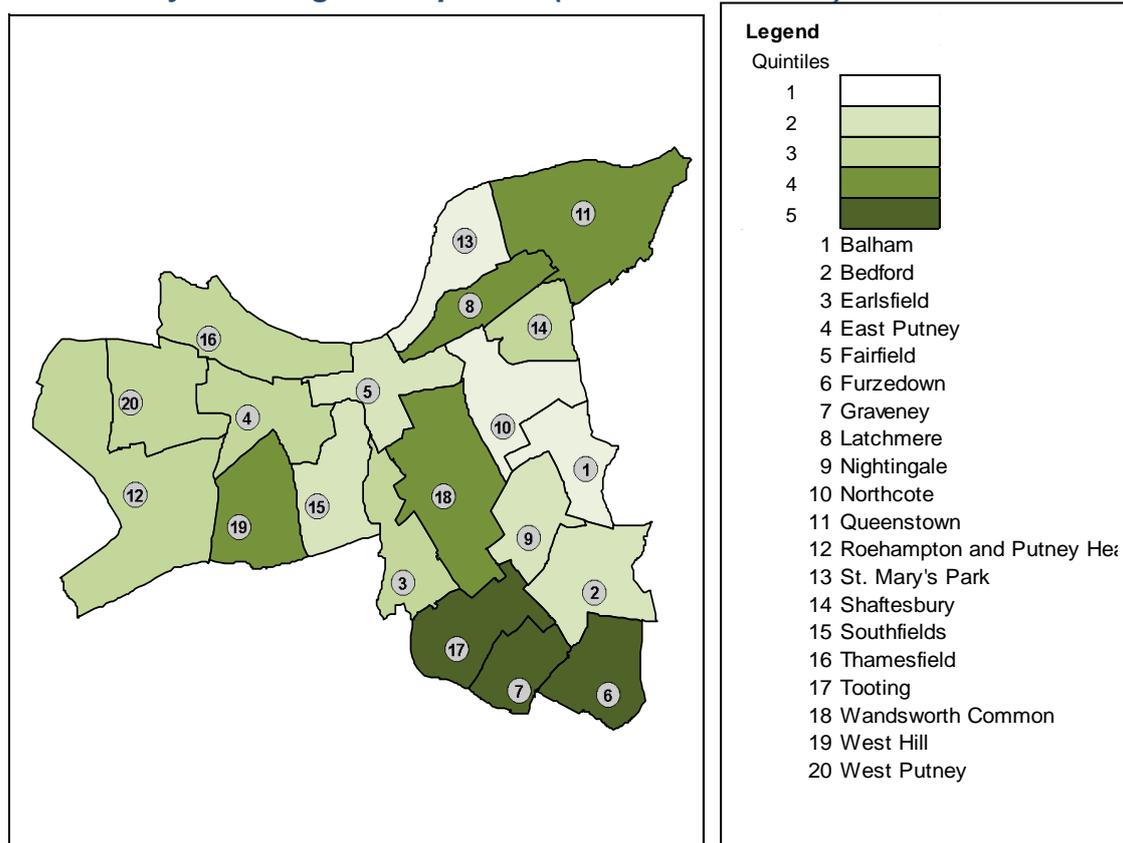
Partners during 2017/18 that delivered subcontracted provision

Aspire	Aspire provide individuals with courses that can improve their physical and mental health and general life skills. They offer qualifications in ESOL & English & maths.
Baked Bean Company	The Baked Bean Company's purpose is to provide outstanding services for people with disabilities and learning disabilities.
Banham Academy	Delivers Fire, Emergency and Security systems apprenticeships. This is a niche area with very few providers offering this qualification. Banham have been part of the Trailblazer group that designed these standards.
Collage Arts	Collage Arts is a leading arts development, training and creative regeneration charity based in the Haringey Cultural Quarter offering digital media apprenticeships.
Deaf First	Deaf First provides life skills courses for deaf or hard of hearing students within their network.
English for Action	EFA London provides English for Speakers of Other Languages (ESOL) courses for adult migrant learners across London.

Fashion Enter	Fashion Enter is a not for profit, social enterprise, which strives to be a centre of excellence for sampling, grading, production and for learning and development of skills within the fashion and textiles industry.
GL Libraries	Offer beginner, intermediate and advanced IT skills sessions for adult learners. The majority of learners are aged 60+.
Hestia	Hestia support Wandsworth residents aged 60+ with their finances, improve health and help individuals access training or education.
Katherine Low Settlement	Katherine Low Settlement is a multi-purpose charity that has been serving the communities of Wandsworth since 1924. They are dedicated to tackling poverty and building stronger communities. KLS run a range of community projects to support children and their families, older people, newly-arrived communities, and plan to work with unemployed people. They provide courses to help people improve their English for Speakers of Other Languages.
Let Me Play	Recruit, train and place apprentices within nurseries, schools and businesses across the UK.
Share Community	Works with disabled people who need extra help and support in order to achieve their potential and realise their dreams and aspirations.
South Thames College – Wandsworth	The School of Adult & Community Learning at South Thames College provides learning opportunities for learners aged 19+. Courses run during the day and evenings to support individuals through the promotion of well-being (Physical, Economic, Social, Emotional) Personal Development and Employment Skills. Non accredited ESOL, life skills, wellbeing, arts and foreign languages courses for adult learners are delivered.
Sound Minds	Sound Minds is a user led charity and social enterprise transforming the lives of adults experiencing mental ill health through participation in arts activities.

## Delivery Locations

### Community Learning Participation (Learner Postcode) in Wandsworth



Ward	% Participation	Ward	% Participation
Balham	2%	Queenstown	6%
Bedford	4%	Roehampton and Putney Heath	5%
Earlsfield	5%	Shaftesbury	2%
East Putney	5%	Southfields	5%
Fairfield	4%	St Mary's Park	4%
Furzedown	7%	Thamesfield	5%
Graveney	8%	Tooting	7%
Latchmere	6%	Wandsworth Common	6%
Nightingale	4%	West Hill	6%
Northcote	3%	West Putney	5%

17% of CL participants reside in the lowest scoring 20% of IMD scores within the Borough.

## Aims and Priorities

The Council has six strategic objectives that reflect the Council's priorities and its ongoing corporate ambition to deliver high quality, value for money services, including keeping the council tax amongst the lowest in the country:

- Providing the best start in life
- Cleaner, safer, better neighbourhoods
- More homes and greater housing choice
- Helping people get on in life
- Encouraging people to live healthy, fulfilled and independent lives
- Value for money

WCLL's aims and priorities are outlined in its **Three Year Development Plan**, which aligns with The Council's corporate objectives above, priorities include:

- To lead and manage high quality learning
- To increase the number of learners achieving and gaining qualifications
- To meet the needs of individuals, communities and employers in Wandsworth to support effective pathways to employment
- To widen participation in learning
- To link adult skills and community learning to other key strategies and initiatives

Service planning and policy are designed to meet central government and local priorities of, for example, the Department for Education (DfE) and the regional strategies of the Education and Skills Funding Agency (ESFA) and Local Enterprise Partnership.

WCLL contributes to the Council's Children and Young People's Plan in particular, work with vulnerable young people and the Employment and Skills Strategy. Priorities are transparent in team planning and meetings for Community and Family Learning, Work Based Learning ESF NEETS - Not in Employment, Education or Training projects, European projects and, BEST (the Education Business Partnership).



## Executive Summary

### Changes since last report:

- Increased range and volume of short courses available through direct delivery
- Projects – INTEGR8, BREW, ALLIES (Work Experience abroad)
- Increased achievement and timely rates for Apprenticeships – achievement increased by 12% and timely by 51%
- Increased number of delivery locations across the borough
- Increased links with external partners that target the most disadvantaged /hard to reach learners
- Provider CPD, support and monitoring has improved quality assurance within providers
- Effective performance management of subcontract provision
- Standardised training for managers across subcontractors to improve consistency in observation of teaching, learning and assessment
- Increased learner voice activities – 6 additional learner forums
- Increased working with “grass roots” organisations to inform and develop the curriculum

Progress against areas identified as requiring improvement – Ofsted March 2016

<b>Improvement Required</b>	<b>Actions taken</b>	<b>Impact</b>
<p>Improve the attendance of learners by:</p> <p>1: supporting providers to develop strategies to improve attendance</p> <p>2. setting ambitious targets for the attendance of learners</p>	<p>Provider monitoring visits review attendance and agree actions to improve and address areas of concern</p> <p>Attendance policy was implemented from 2017 which includes ambitious targets</p> <p>Monthly data reports now provide a breakdown of attendance per provider upon course completion</p>	<p>81% of Providers attendance rates are over 80%</p> <p>100% of providers now provide registers on a weekly basis</p>

3. monitoring the effectiveness of these arrangements	Each provider is RAG rated on attendance at each meeting. Previous actions agreed are reviewed and further activities agreed if attendance is a concern.	Improved attendance rates in 7 of 11 SSA areas
<p>Increase the availability of accredited:</p> <p>1. English courses</p> <p>2. Math's courses</p>	<p>Commissioned two providers to deliver accredited English courses at different schools and children centres across the borough.</p> <p>Additional maths courses were planned during this year.</p>	<p>Significant take up of accredited English courses – additional 75 enrolments in 17/18 compared to 16/17.</p> <p>Increased offer of courses was planned for 2017/18 but participation remains low. In response WCLL have changed the offer from Functional skills maths to a shorter accredited course.</p>
<p>1. Increase tutor confidence in promoting British values</p> <p>2. Improve learners' understanding of radicalisation and extremism</p>	<p>A number of CPD events have been held including training from the Borough Prevent officer and standardisation meetings which have included opportunities to share best practice</p> <p>Different mechanisms have been used to increase understanding, including an online module, classroom activities and specific workshops delivered.</p>	<p>Evaluation records evidence that a majority of tutors feel more confident to effectively promote British Values.</p> <p>Reviews demonstrate that a majority of learners have a better understanding now.</p>

## **Strengths**

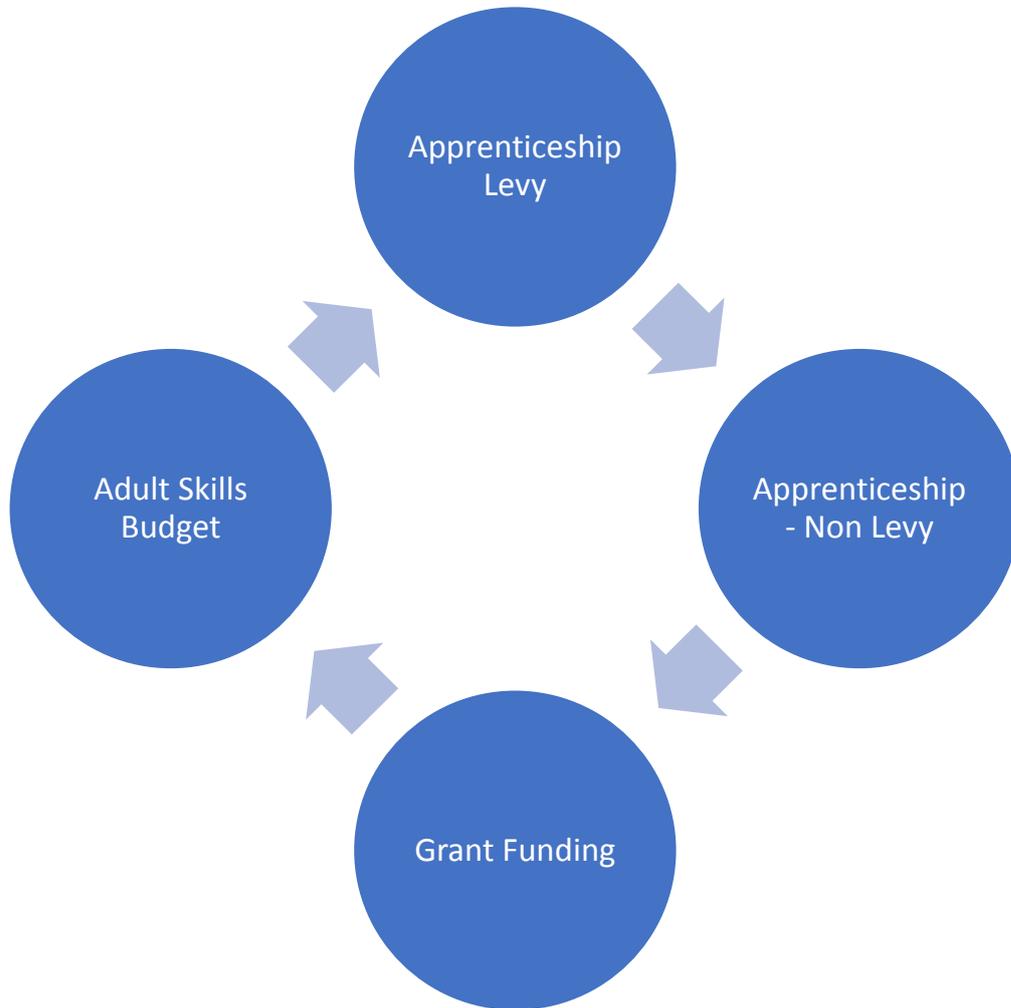
- Improved performance management of subcontractors which has resulted in increased achievement rates
- Strong partnerships and curriculum offer that aligns with council's corporate objectives and meets the needs of community
- Increased learner voice activities across the provision to gain feedback on how to improve services and the curriculum offer
- Good standards of teaching and learning with improved use of target setting for learners
- Online initial assessment tool within CL to gain greater insight into learners starting points
- Increased achievement and timely rates for apprenticeship
- Increased presence of family learning in the community - established links with Children Centres

## **Areas for Improvement**

- Embed employability skills for learners wanting to improve or gain employment
- Increase number of learners under direct delivery provision
- Development of additional interventions to support learner progression
- Improved identification of starting points for learners to ensure learning is planned to meet needs
- Increase availability of introduction and taster vocational routes courses which could lead to progression into employment/accredited courses
- Increase the use of E-learning resources to support with achievement of 20% off the job learning requirement for apprenticeships

## Funding

WCLL has a demonstrable track record of attracting a range of funding from diverse sources. In addition to the Education and Skills Funding Agency's (ESFA) annual main grant, it succeeded in securing European funding and direct revenue from clients. It will continue to develop its fundraising strategy and partnerships to maximise income for Wandsworth residents.



## Governance

This strategic group is chaired by the Council's Cabinet Member for Employment, Skills and Business Development and other members of the group include: the Assistant Director of Education, Performance and Planning, the Head of Lifelong Learning, members of the business community, voluntary sector, Libraries, an education representative from a school, student representative, and an education and skills quality champion. Members of the Group are responsible for bringing support and challenge to the Lifelong Learning Management Team to ensure they deliver highest standards and quality learner experience.

The Lifelong Learning Management Team is present in an advisory capacity.

The focus of the group includes all aspects of governance and service improvement with a particular focus on the following:

Statutory governance requirements include:

- Ensuring safeguarding is effective
- Monitoring of Health and safety arrangements
- Adherence and compliance to General Data Protection Act
- Promotion of Equal Opportunities
- Ensuring government funding is spent with probity
- Overview of the strategic direction of the service

In addition, Group members will focus on monitoring performance by reviewing:

- all aspects of participation rates on all programmes;
- achievement rates on accredited and unaccredited programmes with a focus on the performance of English and mathematics;
- learner profile information;
- progression data on all accredited programmes, including apprenticeships, and identified unaccredited community learning courses;
- the number of learners who are Wandsworth residents/non Wandsworth residents; and
- how well the service meets the needs and priorities of Wandsworth and travel to work communities
- learner satisfaction and feedback

The work of the Lifelong Learning Development Group (LLDG) feeds into LL Monitoring and Advisory Group. The LLDG is chaired by the Head of Lifelong Learning. Consisting mainly of education and training providers the LLDG has an operational focus.

The LLDG has an essential role in influencing service plans, and ensures that local managers and practitioners have a structured opportunity to shape local provision.

## Self Assessment grades profile

	Ofsted Inspection Grades 2016	SAR 16/17	SAR 17/18
Overall effectiveness	2	2	2
Effectiveness of leadership and management	2	2	2
Quality of teaching, learning an assessment	2	2	2
Personal, Development and Behaviour	2	2	2
Outcomes for learners	2	2	2
Apprenticeships	2	3	2
Adult Learning	2	2	2
Traineeships	N/I	3	N/G

Traineeships have not been graded as the number of learners during 2016/17 was 17. This provision will no longer be offered.

## Overall effectiveness - Grade 2

During the last 12 months the service has:

- Permanent Family Learning Co-ordinator post established
- Increased range of short accredited courses directly delivered to support development of personal skills for learners and employers
- Established Equality, Diversity and Steering Group which has helped raise awareness of gaps in achievement, retention and planned activities to address
- Established marketing group which focusses on different ways we can engage learners. This has resulted in new methods of connecting with learners and partners to access and share information e.g. much stronger presence on social media
- Focussed on learners making good progress on their course to achieve personal and learning goals
- Achieved 93.5% result with FE Learner Satisfaction Survey
- Decreased the number of courses previously funded that do not align with borough and national priorities.
- Improved timely achievement rates for Apprenticeships by over 50%

## Leadership & Management- Grade 2

Strengths	Key areas for improvement
<ul style="list-style-type: none"> <li>• Effective management of subcontracted delivery</li> <li>• Strategic planning to meet the needs of the borough</li> <li>• Safeguarding is effective</li> <li>• Increased range of short courses focussing on employability and progression</li> <li>• Positive management impact on apprenticeship achievement and timely rates</li> </ul>	<ul style="list-style-type: none"> <li>• Widen governance – include a greater range including employer, student representative etc</li> <li>• Work with providers to increase the range of “introduction to” vocational courses</li> <li>• Increase partnership working with key networks – Children’s centres</li> <li>• Tutor Teaching Development Programme</li> </ul>

### ***Effective management of subcontracted and internal delivery***

- Closer monitoring of subcontract performance through regular visits and data analysis
- Improved achievement/attendance/retention rates with providers
- Decision made not to continue working with two providers due to under performance
- Quality standards framework developed further to include specific targets and RAG rating
- Destination tracking is recorded effectively by subcontractors and direct delivery, 58% of Apprenticeship learners progressed into a positive destination (Education/Employment)
- Decision made due to progression and attendance to stop delivering Traineeships and instead offer a new pre-employment programme
- Judgements for self assessments by most subcontractors are accurate with individual improvement plans now in place

### ***Strategic planning to meet the needs of the borough***

- Senior managers and panel meet to review all applications for funding
- Increased range of courses commissioned to meet the needs of borough
- Successful bids secured additional funding for focused projects to support learner progression and community cohesiveness

### ***Safeguarding is effective***

- Mandatory safeguarding, Equality and Diversity and Prevent modules are completed by all team members, annual updates are also undertaken
- Designated Safeguarding Leads have attended annual training – Leads are: Santino Fragola (HLL), Joss New (DHL) and Phil Michael (QM)
- New online e-safety and safeguarding training piloted during 2017/18 with learners which has resulted in a greater understanding of potential risks and preventative measures
- Greater focus on increasing learner and staff awareness of Prevent (Prevent officer training, new online course)
- Regular checks completed (reviews, online quizzes, ILP) to check learners

- understanding of safeguarding
- Due Diligence and monitoring meetings scrutinise subcontractors management of safeguarding and all are compliant.

### ***Increased range of short courses focussing on employability and progression***

- New personal development courses delivered aimed at helping learners progress in the workplace or if unemployed progress into a job, 30 learners completed this programme.
- A range of short vocational courses delivered to support individuals to progress within the workplace, 35 learners have completed this programme.

### ***Positive management impact on apprenticeship achievement and timely rates***

- Weekly internal monitoring of progress
- Increased volume of functional skills workshops help to support learners achieve
- E-portfolio One File is used to monitor assessments, assessor feedback and planning skills to ensure effective planning is occurring and appropriate support and action is taken if the learner is off-target

## **Areas for Improvement**

### ***Widen governance***

- Include a greater range of stakeholders including employer, student representative etc
- Increase interaction between governors, staff and learners

### ***Work with providers/networks to increase the range of introduction to vocational courses***

- Develop more qualifications or first steps towards qualifications or work-related programmes to increase the number of learners progressing to employment or further training
- Deliver more short accredited vocational courses (Childcare, Business Admin, Customer Service and Health and Social Care)

### ***Increase partnership working with key networks – Children's' centres***

- Develop and deliver short programmes to engage families and support with health and well being and employability
- Increased partnership working with EDO and JCP

### ***Tutor Teaching Development Programme***

- Standardise tutor development plans across all providers to identify common themes of support and design CPD activities to address
- Roll out What's App best practice sharing groups with tutors – exchanging information on what well when promoting BV's etc



**Quality of Teaching, Learning and Assessment - Grade 2**

<b>Strengths</b>	<b>Key areas for improvement</b>
<ul style="list-style-type: none"> <li>• Good tutor knowledge and expertise that is passed on in the classroom/during 1-2-1 sessions</li> <li>• Online assessment tool now being used in CL settings to enable greater focus on learners starting point and ensure they are signposted to suitable programme</li> <li>• Observations have noted management of learning and variety of delivery as a strength</li> <li>• Learner profiles used to identify individual needs and plan for differentiated learning</li> </ul>	<ul style="list-style-type: none"> <li>• Further development in standardising and improving written feedback to learners across all providers</li> <li>• Develop tutor’s skills in relation to Planning Learning and checking learner progress</li> <li>• ILT within the classroom</li> <li>• Increase embedding and promotion of English and maths where appropriate</li> </ul>

<b>Observation of Teaching, Learning and Assessment</b>				
<b>Year</b>	<b>No of OTLAs</b>	<b>Percentage of OTLAs where over 3 KPIs have been recorded as a strength</b>	<b>Percentage of OTLAs where less than 3 KPIs have been identified as requiring improvement</b>	<b>Percentage requiring improvement or inadequate (more than 3 KPIs require addressing)</b>
<b>2015/16</b>	<b>82</b>	<b>84%</b>	<b>20%</b>	<b>16%</b>
<b>2016/17</b>	<b>86</b>	<b>86%</b>	<b>18%</b>	<b>16%</b>
<b>2017/18</b>	<b>98</b>	<b>86%</b>	<b>25%</b>	<b>15%</b>

## **Strengths**

### ***Good tutor knowledge and expertise that is passed on in the classroom/work based sessions with learners and employers***

- Assessors have all completed specific industry CPD during the year to update and refresh knowledge and skills this has involved spending time in a range of different settings/employers.
- Tutors and assessors have all received review training which has resulted in more meaningful reviews occurring on a 1-2-1 basis with the learner where progress against personal and learning outcomes are discussed and actions and support agreed
- CPD event was delivered to all observers to refresh, focus and standardise effective observation practice. Paired observations and mentoring have also occurred to improve standardisation of judgements across subcontractors.

### ***Online assessment tool now being used in a majority of CL settings to enable greater focus on learners starting point and ensure they are signposted to suitable programme***

- BKSB for ESOL has been used for direct delivery provision which has proved more effective in identifying suitable programme level for learners. The information is then used to plan learning to meet individual learner needs.

### ***Learner profiles used to identify individual needs and plan for differentiated learning***

- Initial assessment now includes a structured interview process which establishes what the learners purpose/need is for enrolling onto the programme
- Information is then provided to the tutor (alongside learning styles, screener results, communication skills and personal information) which is then used to plan learning activities

### ***Observations have noted management of learning and variety of delivery as a strength and safeguarding is promoted***

- Majority of observations have noted that tutors effectively manage the classroom to promote a positive learning environment and respect for peers and tutors.
- Most observations have recorded that learners are making good progress against learning and personal objectives
- Observations have also noted as a strength that tutors are using a variety of delivery styles, pace and methods of assessment to communicate the relevant subject knowledge.
- Learner voice and other activities have confirmed that learners have a good understanding in regards to safeguarding and how to recognise and report risks

### ***Areas for improvement***

#### ***Further development in standardising and improving written feedback to learners across all providers***

- Increase sampling by IQA's/Course Leads on written feedback and identify common issues
- Hold standardisation development days for tutors to discuss common issues and exchange best practice

#### ***Tutor's need to develop their skills in relation to Planning Learning and checking learner progress***

- Further CPD events planned to increase tutor confidence and knowledge with planning P appropriate teaching methods to match the individual student's learning strategies
- Increase standardisation sessions on how to regularly check learner progress against their learning outcome.

#### ***ILT within the classroom***

- Increase the use of electronic resources in the classroom for example encouraging learners to use Apps on their phone that will be useful in their daily lives.
- Increase the use of resources e.g. ipads to support development of learners digital skills

#### ***Increase embedding and promotion of English and maths where appropriate***

- Whilst there has been an improvement in this area missed opportunities still occur across the provision to embed and promote English and maths at appropriate times. During 18/19 this will be one of the areas of focus for learning walks and tutor training.
- Standardisation development days for tutors to discuss common issues and exchange best practice

**Personal development, behaviour and welfare – Grade 2**

Strengths	Areas for improvement
<ul style="list-style-type: none"> <li>• Access to career advisors for all actual and potential learners to signpost and support</li> <li>• Range of enrichment workshops/activities</li> <li>• Progression data – employment/further learning</li> <li>• High majority of learners have found their courses interesting and have enhanced their develop through attending</li> <li>• Increased number of courses within the curriculum that support health and wellbeing</li> <li>• Range of recongition events to celebrate success and build self confidence</li> </ul>	<ul style="list-style-type: none"> <li>• CPD for staff members on mental health and how to identify and discuss issues with learners</li> <li>• Increase learner awareness across the provison of recognising risks in relation to radicalisation and extremism and how to get help</li> <li>• Raise learner awareness of British Values and current issues linking current national/global topics to local level</li> <li>• Increase monitoring of punctuality data</li> <li>• Embed employability skills</li> </ul>

**Strengths**

***Access to careers advisors for all actual and potential learners to signpost and support***

- IAG advisor in place to support and signpost learners, over 200 learners have attended sessions during the year
- During 2017/18 a Career Plan was introduced for apprentices and has helped to focus individuals on what their future ambtions are and subsequently support has then been provided

***Range of enrichment workshops/activities***

- Workshops have helped learners develop life skills which they can apply in the worplace
- Opportunity to complete additional units/short qualifications or additonal functional skills
- Subcontractors offer a variety of enrichment activities including events to exhibt learner work, concerts to perform and demonstrate skills
- Open days and fun activities events have been held at providers and across the borough to promote courses and increase community cohesion

***Number of courses within the curriculum that support health and wellbeing***

- Courses available for 60+ include introduction to IT, Yoga
- Skills for life and employability for LLDD- Baked Bean and Share

***Variety of recognition events to celebrate success***

- Annual awards event to celebrate achievement which was attended by over 150 learners this has increased learners self confidence and encourage progression onto future courses
- Website/Social Media regularly promote case studies from learners on the impact learning has had

***High majority of learners have found their courses interesting and have enhanced their develop through attending***

- Over 90% of learners feel that the courses they have attended have helped to enhance their personal development
- Over 90% feel they have been treated fairly and with respect
- Over 90% of learners are aware of progression routes available to them upon completion of the course

***Areas for Improvement***

***CPD for staff members on mental health and how to identify and discuss issues with learners***

- Increase staff confidence and knowledge with refresher mental health training

***Increase learner awareness across the provision of recognising risk and how to get help***

- Range of materials available for all providers to share with all learners
- Regular checks to occur during classroom activities/ learner voice forums to establish if learners have a good knowledge
- Increase learner awareness of what to do if danger occurred (Run, Hide and Tell)

***Raise learner awareness of British Values and safety issues linking current national/global to local level***

- Increase staff knowledge and confidence of how to put issues into context on a local level that will help learners relate to the subject matter
- Regular standardisation to share best practice on embedding and promoting values
- Future staff training on how to deal with any potential conflict that could arise in the classroom in relation to British Values

***Increase monitoring of punctuality data***

- Regular monitoring of punctuality data and agree with providers actions/strategies to address and improve where required

***Embed employability skills***

- Increase tutor awareness of how employability skills can be promoted and

- embedded during learning for those learners wanting to gain employment
- Creative use of business mentors and entrepreneurs to capture young people and adults

## Outcomes for learners – Grade 2

Strengths	Areas for Improvement
<ul style="list-style-type: none"> <li>• Significant improvement with timely achievement rates for Apprenticeships</li> <li>• Improved Achievement rates for Apprenticeships</li> <li>• Good achievement rates for Community Learning</li> <li>• High learner satisfaction rates</li> <li>• Improved attendance rates within a majority of sector areas</li> </ul>	<ul style="list-style-type: none"> <li>• Increase participation and achievement of maths and English accredited courses</li> <li>• Increase the number of learners that progress into employment/further education</li> </ul>

### Strengths

#### ***Significant improvement with timely achievement rates for Apprenticeships***

- Timely has improved by 50% with 73% of learners now achieving on time
- Regular review of progress occurs with action plans and additional support being provided to support learners to achieve within timeframe

#### ***Improved Achievement rates for Apprenticeships***

- Achievement rates have improved by 12% and are now 84%
- Additional resource has been allocated to support learners with achieving Functional Skills

#### **Good Achievement rates for Community Learning**

- Achievement rate has improved by 2%, achievement and pass rates continue to be above 90%

#### **High learner satisfaction rates**

- 97% of 483 learners that completed the survey rated the support they received with enhancing their personal development service as excellent/good

<b>Overall Achievement and Timely Rates 2017/18</b>	<i>Total Starts</i>	<i>Total Completers</i>	<i>Retention (%)</i>	<i>Achievement (%)</i>
<i>Community Learning</i>	5929		94%	92%
<i>Accredited Learning</i>	388	320		84%
<i>Apprenticeships – Overall</i>		59		84%
<i>Apprenticeships – Timely</i>		48		73%

### ***Areas for Improvement***

#### ***Increase participation and achievement of maths and English accredited courses***

- Review curriculum offer for maths and deliver shorter courses to increase participation
- Increase direct delivery offer of courses for maths and English

#### ***Increase the number of learners that progress into employment/further education***

- Increase interventions to support and encourage learners with successful progression
- Embed employability further into programmes to increase learners confidence and skills to progress

### **Safeguarding**

Safeguarding arrangements continue to be effective. During 2017/18 the service has:

- Implemented a due diligence process with all providers which requires evidence of DBS records and staff CPD records for Safeguarding, Prevent and Health and Safety.
- Updated LARA (Learning Activity Risk Assessment) to include an assessment of safeguarding arrangements/potential risks within the learning environment/premises and actions being taken to reduce risk. All sub-contractors now complete and return this assessment.
- Created an extensive provider monitoring report that regularly reviews safeguarding arrangements to ensure subcontractors are compliant.
- Used different methods to raise learners' awareness of safeguarding and the support available, which includes a new online module and information in the new learner handbook.

- Designed a Prevent Action Plan which is completed internally and by each provider, that documents potential risks and actions being taken to address.
- Implemented a Guest Speaker Checklist to identify and reduce risk and a Lockdown procedure template to establish a suitable safe process in the event of lockdown.
- Followed mandatory safeguarding practices when recruiting new members of staff which includes enhanced DBS check and references being completed to confirm identify and suitability of the individual. All staff members have completed core mandatory online training in safeguarding, equality and diversity and Prevent.
- Designated Safeguarding Leads (Joss New – Deputy Head of Lifelong Learning and Phil Michel – Quality Manager) have undertaken annual training and have current knowledge of required practice
- All team members have completed training on how to effectively report a disclosure and the reporting channels to follow.
- Wandsworth Borough Council Prevent Officer has delivered in-house Prevent training to all staff.

## Apprenticeships

Targets	2017/18 Target	Jun-18 Actual	2017/18 Variance
<b>Apprenticeships</b>			
<b>Apprentices Performance - Levy</b>	<b>Target</b>	<b>Actual</b>	<b>Variance</b>
Levy Starts TOTAL	150	104	-46
Levy Starts 17/18	100	84	-16
Achievements	0	0	0
Withdrawals	0	4	4
PPED		0	
<b>Apprentices Performance - Non-Levy</b>	<b>Target</b>	<b>Actual</b>	<b>Variance</b>
Starts	40	18	-22
Achievements	73	70	-3
Withdrawals		12	
<b>Apprentices Performance</b>	<b>Target</b>	<b>Actual</b>	<b>Variance</b>
Occupancy	0	139	
PPED	0	5	
<b>Provider Performance 17/18</b>	<b>Target</b>	<b>Actual</b>	<b>Variance</b>
Internal Starts	150	99	-51
Banham Starts	3	3	0
<b>Retention and Success</b>	<b>Target</b>	<b>Actual</b>	<b>Variance</b>
· Success Rate	75%	84%	9%
· Timely Success Rate	55%	74%	19%
<b>Learner Profile</b>	<b>Target</b>	<b>Actual</b>	<b>Variance</b>
· Wandsworth - Employed in	60%	51%	-9%
· Declared disabilities/learning difficulties	10%	13%	3%
· Male	22%	22%	0%
· BME	56%	58%	2%

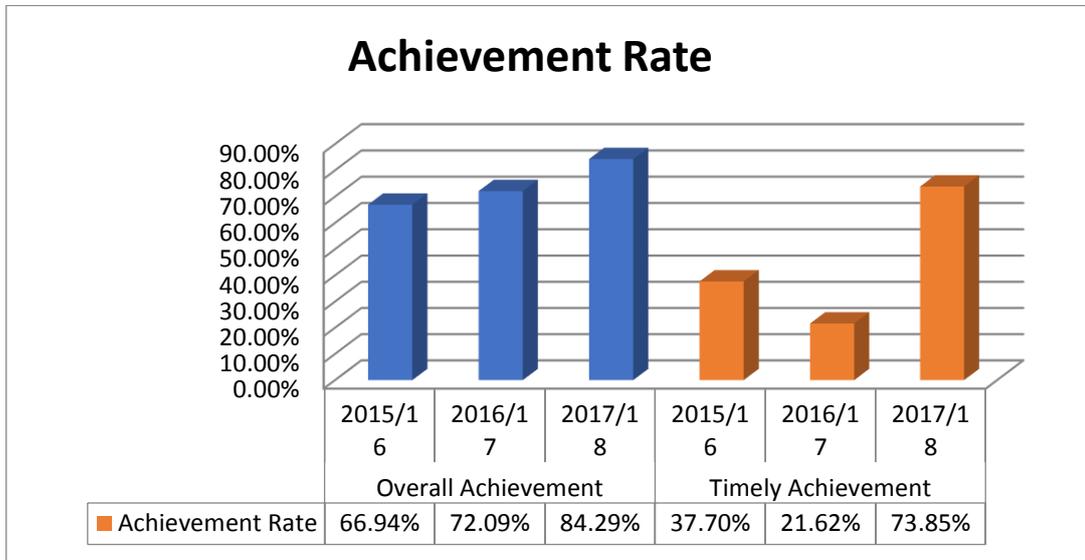
## Apprenticeships – Starts by Academic Year and Level

Level	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	Grand Total
2		7	16	27	36	24	110
3	9	60	27	22	83	71	272
4	1	1			3	5	10
5						4	4
<b>Grand Total</b>	<b>10</b>	<b>68</b>	<b>43</b>	<b>49</b>	<b>122</b>	<b>104</b>	<b>396</b>

## Achievement Rates - Apprenticeships

### Apprenticeships – QAR Overall

	Overall Achievement			Timely Achievement		
	2015/16	2016/17	2017/18	2015/16	2016/17	2017/18
<b>Cohort</b>	121	43	70	61	37	65
<b>Achieved</b>	81	31	59	23	8	48
<b>Achievement Rate</b>	66.94%	72.09%	84.29%	37.70%	21.62%	73.85%



### Apprenticeships – Achievement Rates by SSA Tier 1

		Overall Achievement			Timely Achievement		
		2015/16	2016/17	2017/18	2015/16	2016/17	2017/18
<b>01: Health, Public Services and Care</b>	Cohort	28	10	15	21	10	18
	Achieved	18	9	12	11	1	8
	Achievement %	64.29%	90.00%	80.00%	52.38%	10.00%	44.44%
<b>04: Engineering and Manufacturing Technologies</b>	Cohort	16		17	7		17
	Achieved	12		12	4		12
	Achievement %	75.00%		70.59%	57.14%		70.59%

<b>08: Leisure, Travel and Tourism</b>	Cohort			18			18
	Achieved			17			17
	Achievement %			94.44%			94.44%
<b>09: Arts, Media and Publishing</b>	Cohort	32	6	2	13	7	1
	Achieved	28	4	2	6	3	1
	Achievement %	87.50%	66.67%	100.00%	46.15%	42.86%	100.00%
<b>13: Education and Training</b>	Cohort	35	15	9	11	10	3
	Achieved	17	9	8	0	1	2
	Achievement %	48.57%	60.00%	88.89%	0.00%	10.00%	66.67%
<b>15: Business, Administration and Law</b>	Cohort	10	12	9	9	10	8
	Achieved	6	9	8	2	3	8
	Achievement %	60.00%	75.00%	88.89%	22.22%	30.00%	100.00%

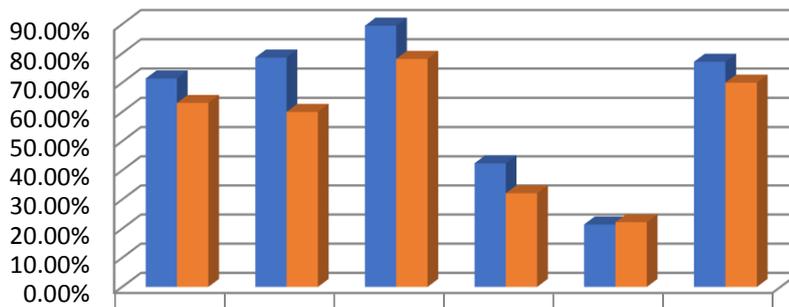
**Apprenticeships – Achievement Rates by Gender**

		Overall Achievement			Timely Achievement		
		2015/16	2016/17	2017/18	2015/16	2016/17	2017/18
<b>Female</b>	Cohort	99	36	48	49	29	44
	Achieved	66	27	37	20	6	29
	Achievement %	66.67%	75.00%	77.08%	40.82%	20.69%	65.91%
<b>Male</b>	Cohort	22	7	22	12	8	21
	Achieved	15	4	22	3	2	19
	Achievement %	68.18%	57.14%	100.00%	25.00%	25.00%	90.48%

**Apprenticeships – Achievement Rates by Ethnicity**

		Overall Achievement			Timely Achievement		
		2015/16	2016/17	2017/18	2015/16	2016/17	2017/18
<b>BME</b>	Cohort	56	28	38	33	28	35
	Achieved	40	22	34	14	6	27
	Achievement %	71.43%	78.57%	89.47%	42.42%	21.43%	77.14%
<b>Non-BME</b>	Cohort	65	15	32	28	9	30
	Achieved	41	9	25	9	2	21
	Achievement %	63.08%	60.00%	78.13%	32.14%	22.22%	70.00%

### Achievement Rates by Ethnicity



	2015/16	2016/17	2017/18	2015/16	2016/17	2017/18
	Overall Achievement			Timely Achievement		
■ BME Achievement Rate	71.43%	78.57%	89.47%	42.42%	21.43%	77.14%
■ Non-BME Achievement Rate	63.08%	60.00%	78.13%	32.14%	22.22%	70.00%

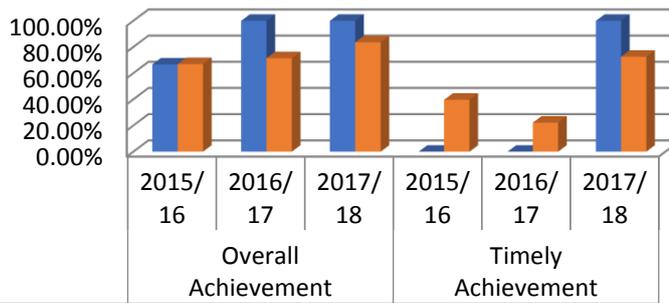
### Apprenticeships – Achievement Rates by Age Band

		Overall Achievement			Timely Achievement		
		2015/16	2016/17	2017/18	2015/16	2016/17	2017/18
<b>16-18</b>	Cohort	41	12	16	20	10	15
	Achieved	30	8	16	7	4	15
	Achievement %	73.17%	66.67%	100.00%	35.00%	40.00%	100.00%
<b>19-24</b>	Cohort	29	11	30	14	9	28
	Achieved	23	8	24	5	2	23
	Achievement %	79.31%	72.73%	80.00%	35.71%	22.22%	82.14%
<b>25+</b>	Cohort	51	20	24	27	18	22
	Achieved	28	15	19	11	2	10
	Achievement %	54.90%	75.00%	79.17%	40.74%	11.11%	45.45%

### Apprenticeships – Achievement Rates by LDD Status

		Overall Achievement			Timely Achievement		
		2015/16	2016/17	2017/18	2015/16	2016/17	2017/18
<b>LDD</b>	Cohort	3	1	3	3	1	3
	Achieved	2	1	3	0	0	3
	Achievement %	66.67%	100.00%	100.00%	0.00%	0.00%	100.00%
<b>98: No disability</b>	Cohort	118	42	67	58	36	62
	Achieved	79	30	56	23	8	45
	Achievement %	66.95%	71.43%	83.58%	39.66%	22.22%	72.58%

### Achievement Rates by Disability



	2015/16	2016/17	2017/18	2015/16	2016/17	2017/18
<b>LDD Achievement Rate</b>	66.67%	100.00%	100.00%	0.00%	0.00%	100.00%
<b>No LDD Achievement Rate</b>	66.95%	71.43%	83.58%	39.66%	22.22%	72.58%

### Apprenticeships Destination Data

Destination	16/17	17/18
Education	7	9
Employment	18	41
Not in paid Employment	8	8
Other	6	28
<b>Grand Total</b>	<b>39</b>	<b>86</b>

Destination	16/17	17/18
Education	18%	10%
Employment	46%	48%
Not in paid Employment	21%	9%
Other	15%	33%
<b>Grand Total</b>	<b>100%</b>	<b>100%</b>

### Data Summary – Apprenticeships

#### Achievement gap between female and male

- There was an unexpected Achievement gap between genders in 17/18 QAR data with 100% of Male participants and 77% of Female participants achieving. The Female cohort size (48) is twice that of the Male cohort (22) and this is likely to have had a significant impact on data, however the high Male achievement is a positive anomaly.

#### Achievement gap BME and non

- BME Learners have Achieved at a higher rate despite appearing to have undertaken similar qualifications at similar levels with comparable cohort sizes. However, 5 of the Non-BME withdrawals were undertaking a Health

and Social Care Level 3 qualification which appears to have skewed the data. There was an issue with the same employer having to unexpectedly restructure which then resulted in 3 learners leaving the programme.

- There is a very low number of LDD therefore achievement gap not statistically significant

## Destination

- 58% of learners progressed into a positive destination (Education/Employment) in 17/18.
- 9 into Education (Apprenticeship of Higher Education)
- 41 Learners are now working full time after completing their Apprenticeship.
- Just 9% of learners had a destination of 'Not in paid Employment'.
- Learners with a destination of 'Other' tend to be more recent Achievements, and will be contacted again to determine their destination. The majority of these are from one of WCLL's subcontractors Let Me Play. Let Me Play are an Apprenticeship Training Agency (ATA) that recruits, employs and arranges training for apprentices on behalf of employers. As Learners were employed by the ATA, destination data is pending.

## Adult Learning - Community learning and Accredited

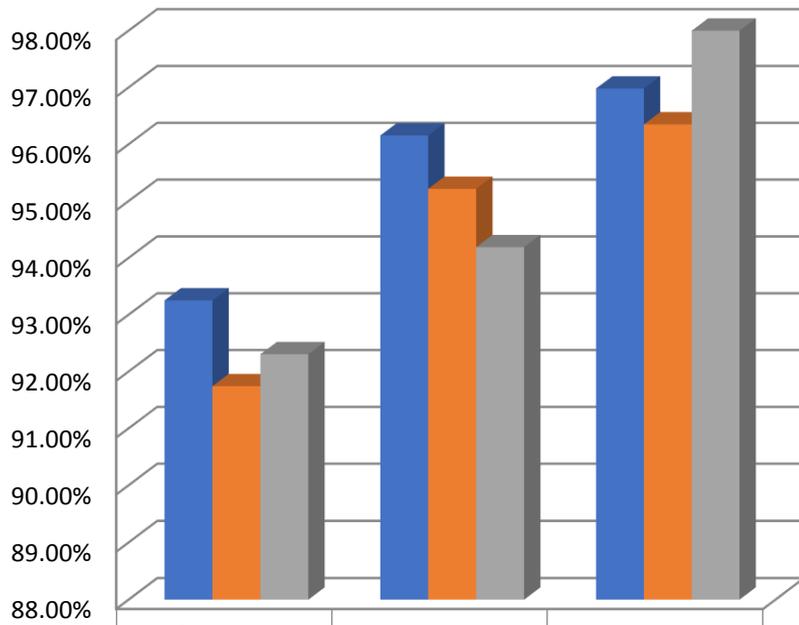
Community Learning	2017/18 Target	Jul-18 Actual	2017/18 Variance
<b>Community Learning Targets</b>			
<b>Number of Enrolments</b>	<b>7,500</b>	<b>5,929</b>	<b>-1571</b>
• Main Providers (STC)		4,576	
• Small Providers		963	
• Internal		390	
• Total Learners (Unique)		3,229	
<b>Commissioning</b>			
• Enrolments Commissioned	7500	5,539	
• Enrolments Commissioned (STC)	4300	4,576	<b>276</b>
• Enrolments Commissioned (Small Providers)	1043	963	<b>-80</b>
<b>Retention and Achievement Rates</b>			
• Overall Retention	96%	94%	<b>-2%</b>
• Overall Achievement	94%	92%	<b>-2%</b>
• Avg. Attendance % (Internal & Small Providers)	90%	85%	<b>-5%</b>
<b>Learner Profile</b>	<b>Target</b>	<b>Actual</b>	<b>Variance</b>
• Wandsworth residents	70%	60%	<b>-10%</b>
• Declared disabilities/learning difficulties	5%	8%	<b>3%</b>
• Male	22%	19%	<b>-3%</b>
• BME	56%	51%	<b>-5%</b>
• 60+	22%	31%	<b>9%</b>
• Aspirations areas	25%	17%	<b>-8%</b>

<b>Targets</b>	<b>2017/18 Target</b>	<b>Jul-18 Actual</b>	<b>2017/18 Variance</b>
<b>Classroom based learning</b>			
<b>CBL YTD Performance</b>	<b>Target</b>	<b>Actual</b>	<b>Variance</b>
Starts		388	
Achievements		320	
Withdrawals		74	
PPED		2	
Occupancy		2	
<b>Retention and Success</b>	<b>Target</b>	<b>Actual</b>	<b>Variance</b>
· Achievement Rate	82%	84%	2%
· Timely Achievement Rate	78%	83%	5%

**Community Learning – Overall Achievement, Retention & Pass Rates**

	<b>Overall Achievement</b>		
	2015/16	2016/17	2017/18
Cohort	10715	5728	5679
Achieved	9992	5255	5242
Achievement Rate	93.25%	91.74%	92.30%
Completed	10303	5454	5349
Retention Rate	96.15%	95.22%	94.19%
Pass Rate	96.98%	96.35%	98.00%

### **Community Learning – Overall Achievement, Retention & Pass Rates**



	Achievement Rate	Retention Rate	Pass Rate
Overall Achievement 2015/16	93.25%	96.15%	96.98%
Overall Achievement 2016/17	91.74%	95.22%	96.35%
Overall Achievement 2017/18	92.30%	94.19%	98.00%

### **Community Learning – Achievement, Retention & Pass Rates by SSA Tier 1**

		<b>Overall Achievement</b>		
		2015/16	2016/17	2017/18
<b>01: Health, Public Services and Care</b>	Cohort	279	92	94
	Achieved	269	82	89
	Achievement Rate	96.42%	89.13%	94.68%
	Completed	276	84	91
	Retention Rate	98.92%	91.30%	96.81%
	Pass Rate	97.46%	97.62%	97.80%
<b>02: Science</b>	Cohort	15	13	

<b>and Mathematics</b>	Achieved	15	11	
	Achievement Rate	100.00%	84.62%	
	Completed	15	12	
	Retention Rate	100.00%	92.31%	
	Pass Rate	100.00%	91.67%	
<b>03: Agriculture, Horticulture and Animal Care</b>	Cohort	79	54	26
	Achieved	77	48	25
	Achievement Rate	97.47%	88.89%	96.15%
	Completed	77	50	26
	Retention Rate	97.47%	92.59%	100.00%
	Pass Rate	100.00%	96.00%	96.15%
<b>05: Construction, Planning and the Built Environment</b>	Cohort	100	136	99
	Achieved	100	120	96
	Achievement Rate	100.00%	88.24%	96.97%
	Completed	100	123	97
	Retention Rate	100.00%	90.44%	97.98%
	Pass Rate	100.00%	97.56%	98.97%
<b>06: Information and Communication Technology</b>	Cohort	584	662	484
	Achieved	554	608	451
	Achievement Rate	94.86%	91.84%	93.18%
	Completed	571	620	467
	Retention Rate	97.77%	93.66%	96.49%
	Pass Rate	97.02%	98.06%	96.57%
<b>07: Retail and Commercial Enterprise</b>	Cohort	412	381	378
	Achieved	396	359	342
	Achievement Rate	96.12%	94.23%	90.48%
	Completed	399	372	345
	Retention Rate	96.84%	97.64%	91.27%
	Pass Rate	99.25%	96.51%	99.13%
<b>08: Leisure, Travel and Tourism</b>	Cohort	837	663	635
	Achieved	776	623	596
	Achievement Rate	92.71%	93.97%	93.86%
	Completed	786	649	609
	Retention Rate	93.91%	97.89%	95.91%
	Pass Rate	98.73%	95.99%	97.87%

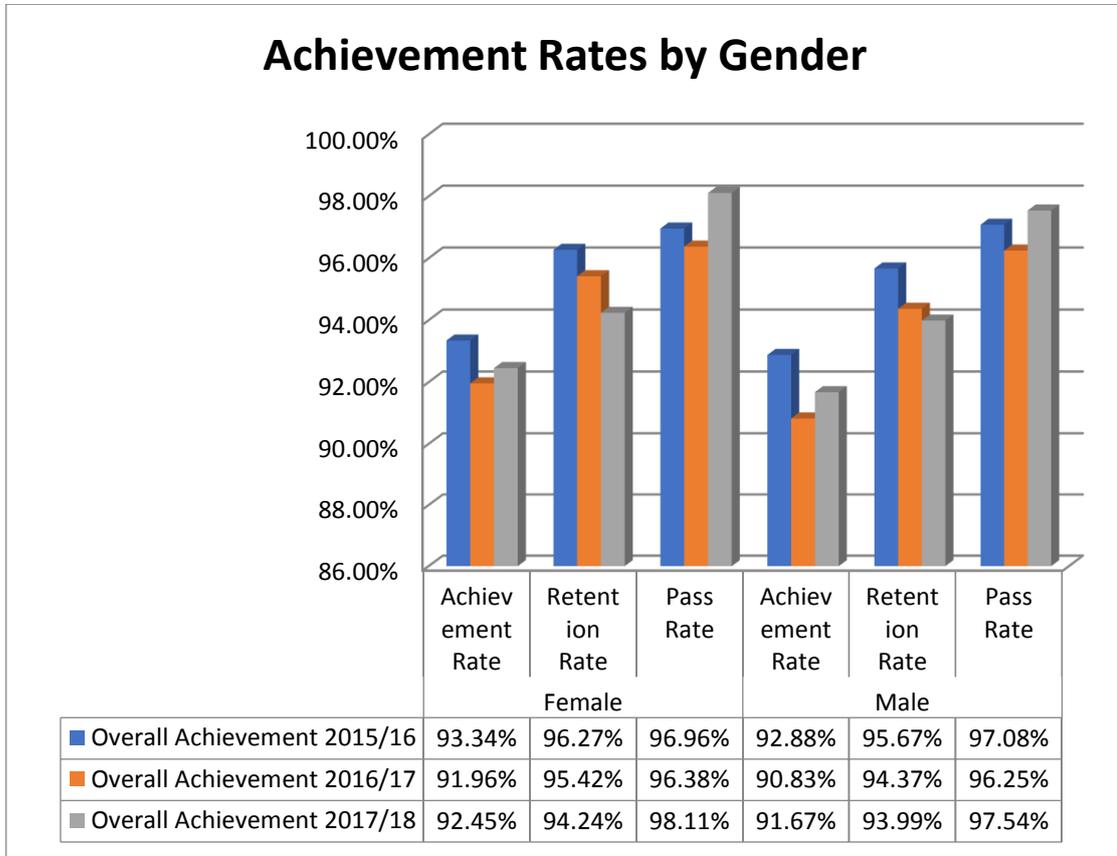
<b>09: Arts, Media and Publishing</b>	Cohort	5315	2043	1617
	Achieved	5009	1878	1467
	Achievement Rate	94.24%	91.92%	90.72%
	Completed	5203	1952	1502
	Retention Rate	97.89%	95.55%	92.89%

	Pass Rate	96.27%	96.21%	97.67%
<b>10: History, Philosophy and Theology</b>	Cohort	132	112	98
	Achieved	122	107	90
	Achievement Rate	92.42%	95.54%	91.84%
	Completed	129	109	92
	Retention Rate	97.73%	97.32%	93.88%
	Pass Rate	94.57%	98.17%	97.83%
<b>12: Languages, Literature and Culture</b>	Cohort	1442	696	1159
	Achieved	1330	651	1073
	Achievement Rate	92.23%	93.53%	92.58%
	Completed	1362	674	1095
	Retention Rate	94.45%	96.84%	94.48%
	Pass Rate	97.65%	96.59%	97.99%
<b>13: Education and Training</b>	Cohort			7
	Achieved			7
	Achievement Rate			100.00%
	Completed			7
	Retention Rate			100.00%
	Pass Rate			100.00%
<b>14: Preparation for Life and Work</b>	Cohort	1464	772	1030
	Achieved	1290	676	956
	Achievement Rate	88.11%	87.56%	92.82%
	Completed	1329	708	967
	Retention Rate	90.78%	91.71%	93.88%
	Pass Rate	97.07%	95.48%	98.86%
<b>15: Business, Administration and Law</b>	Cohort	56	104	52
	Achieved	54	92	50
	Achievement Rate	96.43%	88.46%	96.15%
	Completed	56	101	51
	Retention Rate	100.00%	97.12%	98.08%
	Pass Rate	96.43%	91.09%	98.04%

**Community Learning – Achievement, Retention & Pass Rates by Gender**

		<b>Overall Achievement</b>		
		2015/16	2016/17	2017/18
<b>Female</b>	Cohort	8637	4627	4598
	Achieved	8062	4255	4251
	Achievement Rate	93.34%	91.96%	92.45%
	Completed	8315	4415	4333
	Retention Rate	96.27%	95.42%	94.24%
	Pass Rate	96.96%	96.38%	98.11%
<b>Male</b>	Cohort	2078	1101	1081

Achieved	1930	1000	991
Achievement Rate	92.88%	90.83%	91.67%
Completed	1988	1039	1016
Retention Rate	95.67%	94.37%	93.99%
Pass Rate	97.08%	96.25%	97.54%

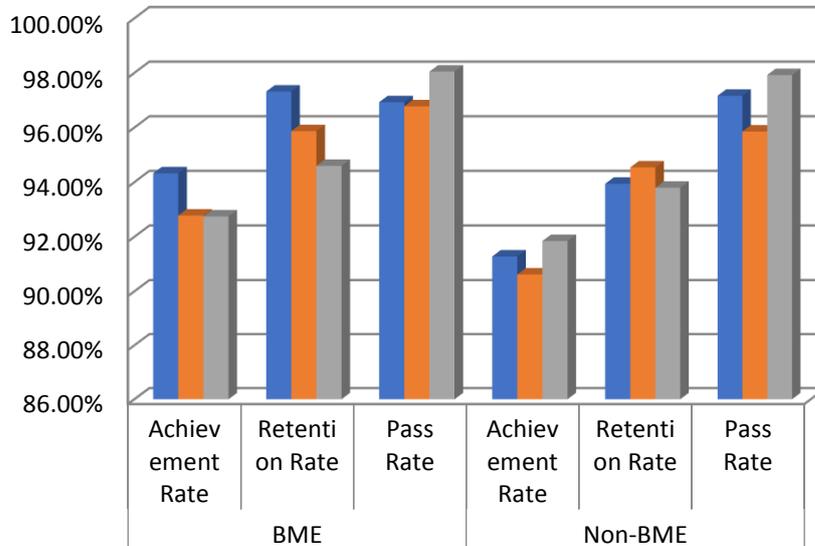


**Community Learning – Achievement by Ethnicity**

		2015/16	2016/17	2017/18
<b>BME</b>	Cohort	6821	2977	2813
	Achieved	6434	2762	2609
	Achievement Rate	94.33%	92.78%	92.75%
	Completed	6638	2854	2661
	Retention Rate	97%	96%	95%
	Pass Rate	96.93%	96.78%	98.05%
<b>Non-BME</b>	Cohort	3715	2729	2821
	Achieved	3391	2473	2591
	Achievement Rate	91.28%	90.62%	91.85%

Completed	3490	2580	2646
Retention Rate	94%	95%	94%
Pass Rate	97.16%	95.85%	97.92%

### Achievement Rates by Ethnicity

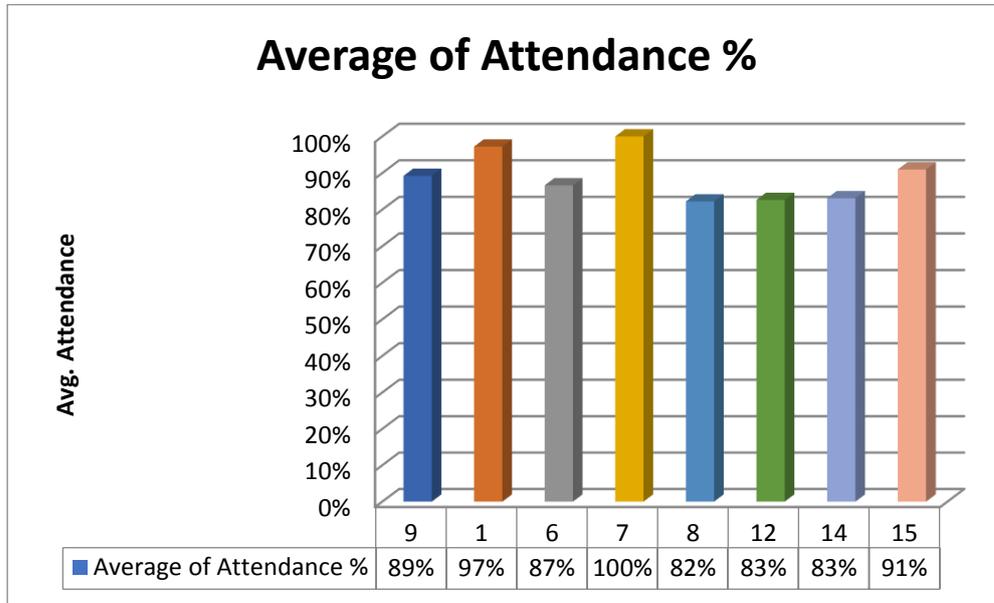


	BME			Non-BME		
	Achievement Rate	Retention Rate	Pass Rate	Achievement Rate	Retention Rate	Pass Rate
Overall Achievement 2015/16	94.33%	97%	96.93%	91.28%	94%	97.16%
Overall Achievement 2016/17	92.78%	96%	96.78%	90.62%	95%	95.85%
Overall Achievement 2017/18	92.75%	95%	98.05%	91.85%	94%	97.92%

## Community Learning – Provider Overview

Provider	Average of Attendance %	Cohort	Achieved	Completed	Retention Rate	Pass Rate	Achievement Rate
Share Community	96%	6	6	6	100%	100%	100%
Baked Beans Education	82%	87	86	86	99%	100%	99%
Wandsworth Borough Council	96%	378	363	365	97%	99%	96%
Deaf First	80%	127	119	120	94%	99%	94%
Libraries	91%	209	197	204	98%	97%	94%
South Thames College	91%	4405	4079	4169	95%	98%	93%
Aspire	71%	82	73	76	93%	96%	89%
Katherine Low Settlement	80%	82	71	71	87%	100%	87%
English For Action	82%	235	202	205	87%	99%	86%
Hestia	65%	46	35	35	76%	100%	76%
Sound Minds	77%	25	15	16	64%	94%	60%

**Attendance Data**  
**Community Learning – Average Attendance by SSA 2017/18 – Internal & Small Providers**

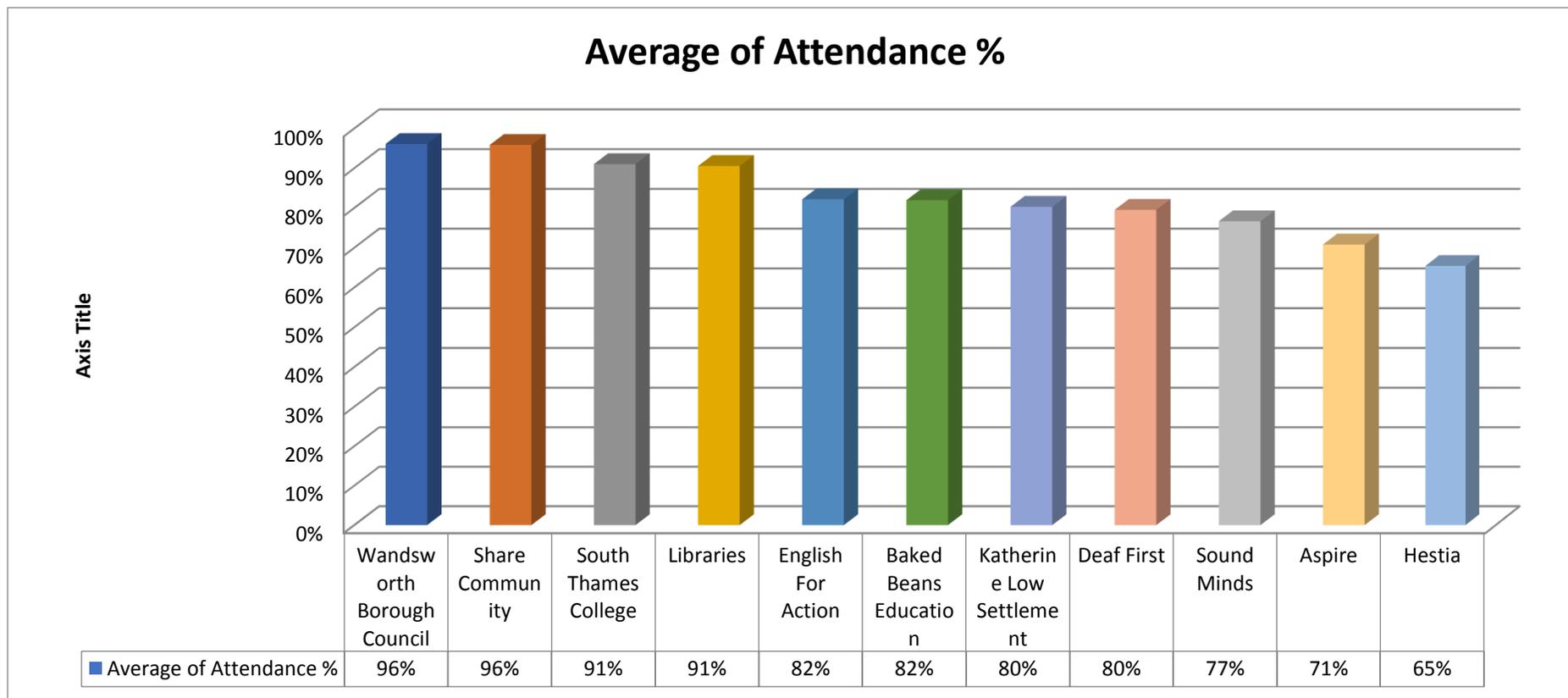


SSA	Average of Attendance %	Enrolments
<b>01 - Health, Public Services and Care</b>	94%	28
<b>06 - Information and Communication Technology</b>	87%	274
<b>07 - Retail and Commercial Enterprise</b>	100%	21
<b>08 - Leisure, Travel and Tourism</b>	82%	102
<b>09 - Arts, Media and Publishing</b>	89%	210
<b>12 - Languages, Literature and Culture</b>	83%	13
<b>14 - Preparation for Life and Work</b>	83%	693
<b>15 - Business, Administration and Law</b>	91%	18
<b>Grand Total</b>	<b>85%</b>	<b>1359</b>

**Community Learning – Overall Average Attendance 2015/16 -2017/18**

<b>SSA 1</b>	<b>SSA Area</b>	<b>15/16</b>	<b>16/17</b>	<b>17/18</b>	<b>17/18 Enrolments</b>
<b>1</b>	Health, Public Services and Care	92.40%	90.09%	87.78%	98
<b>3</b>	Agriculture, Horticulture and Animal Care	100.00%	91.00%	93.33%	27
<b>5</b>	Construction, Planning and the Built Environment	82.10%	83.61%	85.11%	103
<b>6</b>	Information and Communication Technology	92.90%	89.85%	86.79%	532
<b>7</b>	Retail and Commercial Enterprise	83.24%	85.83%	86.43%	388
<b>8</b>	Leisure, Travel and Tourism	88.50%	88.96%	89.42%	669
<b>9</b>	Arts, Media and Publishing	85.80%	85.22%	84.63%	1677
<b>10</b>	History, Philosophy and Theology	83.10%	83.59%	84.07%	102
<b>12</b>	Languages, Literature and Culture	80.20%	84.29%	88.37%	1199
<b>14</b>	Preparation for Life and Work	89.10%	87.09%	85.08%	1054
<b>15</b>	Business, Administration and Law	86.23%	90.89%	92.37%	62
	<b>Avg.</b>	<b>87.60%</b>	<b>87.31%</b>	<b>87.58%</b>	

**Community Learning – Average Attendance by Provider**



## Wandsworth Lifelong Learning Self- Assessment Report - 2017/18

### Community Learning and Accredited Data

#### Decreasing enrolment numbers

- There are several factors for decreasing enrolments. According to the Further Education and Skills: March 2018 publication – “Data reported so far for the first two quarters of the 2017/18 academic year show there were 1,495,300 learners aged 19 and over participating in government-funded further education, compared to 1,537,100 reported at the same time in 2016/17” Lifelong Learning’s participation levels are consistent with this decrease – shown in the table below which charts the general decrease in participation rates since 2013/14.

Adult (19+) further education and skills participation\*, England<sup>1,4</sup>



Figures for 16/17 and 17/18 are very similar, although there is a sharp decrease from 15/16 figures. This was due to a strategic refocus of outcomes towards those more closely aligned to the key principles of Community Learning. Notably the reduction of ‘Leisure’ courses and a greater focus on employment, well-being, family learning, strengthening communities and progression to accredited courses.

Comparatively Wandsworth continues to be one of the highest performing boroughs - Data for 2016/17 shows that in comparison to other London boroughs, Wandsworth had the 8th highest number of people participating in Community Learning of the London boroughs (32 Local Authority ACL providers). In terms of cost per learner, Lifelong Learning were 4th (Budget / Learners) – This is a more reliable metric as it is based on budget, population, areas of deprivation (IMD scores) etc.

#### Improved performance in achievement but retention down

- 2017/18 data indicates a marginal improvement in achievement, although with retention decreasing. However, disparity between cohort groups is minimal.
- Male participation is 19% of provision which is around the Community Learning sector average

## Wandsworth Lifelong Learning Self- Assessment Report - 2017/18

- There are no significant gaps between male and female, BME and non

### **Attendance is low in some sector areas**

- Leisure, Travel and Tourism has low attendance mainly due to one provider, additional support and performance measures have been agreed to support improvement.
- Preparation for Life and Work attendance is low across a majority of providers, additional support is being provided to develop further initial assessment processes and attendance management

## Wandsworth Lifelong Learning Self- Assessment Report - 2017/18

### How this self-assessment report has been produced

The preparation of this self-assessment report has been co-ordinated by the senior managers responsible for Adult and Community provision and Apprenticeships.

Information was drawn from:

- Performance data
- Feedback from termly and monitoring meetings with subcontractors
- Lifelong Learning Development Group
- Observation of lessons and workplace reviews and assessment
- Course feedback from learners and tutors
- Learner surveys
- Feedback from WCLL team
- Three Year Development Plan
- Previous year's Quality Improvement Plan
- Subcontractors Self Assessment Reports
- Feedback from stakeholder meetings

### Moderation

The initial draft of the report is moderated by the Head of Service and Assistant Director, the report is then sent to all of the governors for approval.

### Validation

Once the internal moderation meetings were completed, a draft of the Wandsworth Lifelong Learning Self - Assessment Report is sent to an external consultant. The outcome of this meeting was a set of recommended grades for the Service as a whole. The final ratification of the Self-Assessment Report is undertaken by the Lifelong Learning Development Group. The finished report is uploaded to the Gateway and the Lifelong Learning website.

## Wandsworth Lifelong Learning Self- Assessment Report - 2017/18

Wandsworth Borough Council Lifelong Learning Self Assessment Report 2017/18