

For General Release

REPORT TO:	CABINET 12 December 2016
AGENDA ITEM:	10
SUBJECT:	Ofsted Inspection of Croydon Adult Learning and Training (CALAT) on 12 and 13 October 2016
LEAD OFFICER:	Barbara Peacock, Executive Director, People Jane Doyle, Director of Universal People Services
CABINET MEMBER:	Councillor Alisa Flemming, Cabinet Member for Children, Young People and Learning
WARDS:	All
<p>CORPORATE PRIORITY/POLICY CONTEXT/AMBITIOUS FOR CROYDON: The Report supports the delivery of the Corporate Plan 2015-18 priorities;</p> <ul style="list-style-type: none"> • To enable people of all ages to reach their potential through access to quality schools and learning • To enable more local people to access a wider range of jobs 	
<p>FINANCIAL IMPACT The will be no financial impact on the Council's revenue budget</p>	
<p>KEY DECISION REFERENCE NO: This is not a key decision</p>	

The Leader of the Council has delegated to the Cabinet the power to make the decisions set out in the recommendations below

1. RECOMMENDATIONS

The Cabinet is recommended to

- 1.1. Note the outcome of the Ofsted Inspection of CALAT (shown as appendix 1), which took place on 12 and 13 October 2016 and which reports that CALAT continues to be a Good Provider

2. EXECUTIVE SUMMARY

- 2.1 On 12 and 13 October 2016, Ofsted undertook an inspection of the Adult Learning Service, CALAT.
- 2.2 The purpose of the inspection was to establish the quality and impact of the service on Adult learners as measured against *Ofsted's Common inspection framework: education, skills and early years*.
- 2.3 Following the most recent review of the framework in September 2015, Ofsted introduced Short as well as Full inspections. Short inspections are for providers who were previously judged to be Good at the last inspection. The Short inspection will determine whether a provider continues to deliver a good standard of education/training for learners.
- 2.4 CALAT underwent a short inspection in October 2016 by a team of 4 inspectors. The report is shown at appendix 1. This was the first inspection carried out since the service was judged to be Good in June 2010.
- 2.5 The outcome of the October 2016 Inspection was that the service was found to be Good.
- 2.6 The Inspection outcome was based in part on the strong performance of the service delivering high levels of learners achieving (89%) combined with excellent levels of retention (94.3%) making Croydon one of the best performing authorities in the country. Locally, of the 5 Local Authority Adult Community Learning providers in the sub region, we are one of 4 that are judged to be Good with the remaining 1 provider being judged as In Need of Improvement.
- 2.7 **Background**
 - 2.7.1 The Inspection Framework for Adult Learners:
Inspections of further education and skills providers cover a wide range of provision. They are:
 - 16-19 study provision
 - Apprenticeships
 - Adult learning

- Traineeships
- Provision for Learners with high needs
- Full time provision for 14-16 year olds

Inspectors will make overall judgements on the:

- effectiveness of leadership and management
- quality of teaching, learning and assessment
- personal development, behaviour and welfare
- outcomes for learners

2.7.2 Inspectors draw on a wide range of information in order to help them make a judgement. Besides the achievement rate for learners they also observe and judge the quality of teaching and learning as well as getting the views of managers, tutors, partners and most importantly, the learners.

2.7.3 The key document for the inspection team is the Self Assessment Report. This is produced annually by the provider and is the judgement by the organisation as to how well they consider they are performing. The inspection team will consider the accuracy of the judgement, and therefore, the prospect that the service will continue to improve.

2.7.4 There are two forms of inspection – a Full inspection or a Short inspection. The Full inspection can take up to 4 days to complete and can consist of 4 or more inspectors, depending on the size of the organisation. At the end of the Full Inspection the organisation is then judged to be one of the following 4 categories:

- Outstanding
- Good
- In Need of Improvement
- Inadequate

2.7.5 As indicated above an organisation previously judged to be Good may be eligible for either a Full or Short Inspection. A Short Inspection will consider the following:

- whether the provider remains good
- whether safeguarding is effective or not
- the capacity of all leaders, managers and governors to drive continued improvement
- how well the provider has dealt with any areas for improvement identified at the previous Full inspection or areas identified as requiring attention following a previous Short inspection.

2.7.6 There are three possible outcomes for a Short inspection:

Outcome 1: the provider continues to be a Good provider

Or

Outcome 2: the provider remains Good and there is sufficient evidence of improved performance to suggest that the provider may be judged Outstanding, in which case, the short inspection will be converted to a Full inspection

Or

Outcome 3: the inspection team has insufficient evidence to satisfy themselves that the provider remains Good or there are concerns, in which case, the Short inspection will be converted to a Full inspection.

3. DETAIL

3.1. The process

3.1.1 During the two days, inspectors interviewed a wide range of people including the Cabinet Member for Children, Young People and Learning and her deputy, senior officers, service managers, tutors and most importantly, learners. In addition, the inspection team undertook a wide range of observations of teaching and learning and assessment in all three CALAT centres and the community.

3.1.2 The inspection was a concentrated period of activity, checking that the judgements the council published in its Self Assessment Report were accurate and properly reflected those areas of the service that were good or outstanding and those areas that needed further improvement.

3.2. The outcome of the inspection

3.2.1 Ofsted published the report on their website on 28th October 2016. This is shown at appendix 1. The report contains the strengths and changes that CALAT need to make to become an Outstanding Provider. The inspectors found that:

- The leadership and management of CALAT continue to be good, and ensure that learners needs and priorities continue to be at the centre of our work, irrespective of the significant management changes and financial challenges over the last few years.
- CALAT is highly valued and regarded in the wider work of the council and by local communities, as well as by the borough's councillors, senior managers and by Croydon's residents.
- Since the last inspection in 2010, outcomes are much improved, with high achievement for learners, both for accredited and non accredited provision.
- Councillors and senior council officers carefully review the work of the service, maintain good contact with its managers, staff and

learners and have a good understanding of CALAT.

- CALAT continues to have a good capacity to make improvements.
- More work needs to be undertaken to ensure personal learning plans are of a consistently high standard and comprehensively well used by tutors and learners to maximise learners progress.
- Safeguarding is effective. The leadership team has ensured that safeguarding arrangements are fit for purpose and action is taken to safeguard CALAT's learners.

3.3 Next Steps

3.3.1 In order to become an outstanding provider, CALAT needs to ensure that:

- Teaching, learning and assessment are consistently good or better.
- Building on existing good practice, all personal learning plans are comprehensively well used by tutors and learners.
- Based on the service's very good understanding of the areas that require improvement, write a more rigorous quality improvement plan.
- Improve achievement in the very small number of poor performing courses especially foundation and GCSE mathematics.

3.3.2 As long as learners with CALAT continue to achieve at the current levels or better and assuming there is no significant changes in the management of the service that could impact on learners, it is likely that the service will not be inspected again before 2020. The Lead Inspector indicated that unless there are national changes to the Inspection process the next inspection is also likely to be a Short inspection.

3.4. Responding to the findings of the Inspection

3.4.1 The Council are committed to responding to the outcomes from the inspection, ensuring that there is effective learning from the process and appropriate action taken:

- The service are integrating the Inspection findings into the next Self Assessment Report (SAR) and the Quality Improvement Plan(QIP) that details the actions to be taken to deal with any issues emerging out of the SAR.
- The SAR and QIP will be reviewed by the CALAT Advisory Governance Board before being taken to the People Department's Leadership Team for approval in December 2016, before being submitted to Ofsted by the end of the calendar year.

- The Advisory Governance Board will regularly monitor progress against the QIP and where appropriate, introduce additional targets to further stretch and improve the quality of teaching and learning available to adult learners across the borough.

4. CONSULTATION

4.1 There are no needs for consultation arising from this report.

5 FINANCIAL AND RISK ASSESSMENT CONSIDERATIONS

5.1 There are no financial considerations or risk with this report.

(Approved by: Lisa Taylor, Assistant Director of Finance and Deputy S151 Officer).

6. COMMENTS OF THE COUNCIL SOLICITOR AND MONITORING OFFICER

6.1 There are no legal considerations or risks with this report.

(Approved by: J Harris Baker, Acting Council Solicitor and Acting Monitoring Officer).

7. HUMAN RESOURCES IMPACT

7.1 There are no Human Resources considerations arising from this report.

(Approved by: Debbie Calliste on behalf of the Director of Human Resources)

8 EQUALITIES IMPACT

8.1 The Council is continuing, through its work, to reach the most disadvantaged adults across the borough, providing high achievement rates above the national average. There is a small area of underperformance in Functional and GCSE mathematics that needs to improve. This will be built into the Quality Improvement Plan for the 2016/17 educational year.

9. ENVIRONMENTAL IMPACT

9.1 There are no direct implications contained in this report.

10. CRIME AND DISORDER REDUCTION IMPACT

10.1 There are no direct implications contained in this report.

11. REASONS FOR RECOMMENDATIONS/PROPOSED DECISION

11.1 This report is for information and there are no recommendations other than to note its contents.

12. OPTIONS CONSIDERED AND REJECTED

12.1 Not relevant.

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Appendix 1: Report from Ofsted published on 28 November, outlining the findings of the Short inspection of Croydon Adult Learning and Training (CALAT) which took place on 12 and 13 October 2016

BACKGROUND PAPERS – LOCAL GOVERNMENT ACT 1972: None

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23 November 2016

Mr Jim Austin
Interim Head of Adult Learning
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Dear Mr Austin

Short inspection of London Borough of Croydon, Croydon Adult Learning and Training, (CALAT)

Following the short inspection on 12 and 13 October 2016, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. The visit was the first short inspection carried out since CALAT was judged to be good in June 2010.

This provider continues to be good.

Your learners continue to receive good-quality education and training. Learners make good progress on their courses and achieve very well. CALAT's work is highly valued, both by the borough's councillors and senior managers, and by Croydon's residents. Managers work particularly closely and effectively with managers throughout the council to promote a clear vision and mission for community learning.

Since the previous inspection, leaders and managers have continued to place improving the quality of provision for learners at the heart of their work. During the last two years, a successful and substantial structural review of the service has taken place, largely as a result of the significant reduction in funding for adult learning. Leaders and managers have taken the opportunity to better understand the educational and training needs of their local communities and employers, to help them prioritise the curriculum. Provision with poorer outcomes has been closed. Learning takes place in good-quality venues that are appropriately resourced.

Leaders and managers are strengthening the capacity to maintain and further improve the quality of provision. They now systematically use good-quality performance information as presented in your 'data dashboard' to inform their management actions, and there is good-quality overview and challenge by lead

councillors and the advisory governance board. Leaders and managers have a good understanding of what CALAT needs to do to further improve. However, this is not fully identified in the detail of quality improvement plans, to best help curriculum managers and tutors play their full part in improvement. You also understand that, although your lesson observation scheme identifies well the positive and weaker characteristics of teaching and learning, your current assessment of teaching and learning, especially for the significant proportion identified as outstanding, is too generous.

All of the areas for improvement noted at the previous inspection have been effectively actioned and are reflected in your own priorities for improvement, together with maintaining, and improving, standards of teaching, learning and assessment. You have been particularly successful in improving learners' achievements. Their overall achievement is now high, reflecting learners' good attendance and hard work, and the large amount of good teaching and learning.

Achievements for learners on a small minority of programmes, often those with small numbers, are too low. The service correctly identifies the need to improve these areas, and particularly so for foundation and GCSE mathematics, although achievement rates are well above the low national rates.

Tutors establish supportive learning environments and manage learning well. Learners with specific identified needs benefit from effective additional support; tutors implement appropriate strategies which ensure that learners are not disadvantaged or excluded from working with their peers.

Learners work well together and many make good progress. They enjoy their learning and develop good attitudes to their studies. Tutors plan for, and use, a good range of interesting tasks and activities that learners find interesting. These relate well to their interests and planned employment, and promote learning, understanding and skills development.

The majority of tutors make skilful use of questioning to check learners' understanding, encourage peer support effectively and enable learners to reflect on their learning. However, too many tutors of English for speakers of other languages (ESOL) and English are insufficiently skilled at checking learning in lessons, sometimes failing to provide sufficient challenge for more-able learners and on other occasions paying insufficient attention to the needs of less-able learners.

The effective use of information and learning technology (ILT) in lessons, an area for improvement at the previous inspection, has improved significantly. The majority of tutors use ILT well to promote more independent learning, although in English and ESOL lessons its use by tutors and learners is less well developed.

Learners' English and mathematical skills are well developed by tutors and in the better lessons they enthuse learners with appropriately paced teaching and learning

activities. Learners' speaking and listening skills in ESOL, English and vocational learning are also developed well.

You recognise that managers have more work to do to ensure that personal learning plans are of a consistently high quality and are always used well by tutors and learners. In the growing proportion of effective plans, learners identify their own clear and challenging targets and record their learning and progress effectively. However, too many plans have insufficiently challenging targets and do not always include learners' personal and social development or their development in English and mathematics.

Safeguarding is effective.

The leadership team has ensured that safeguarding arrangements are fit for purpose and action is taken to safeguard CALAT's learners. Since the previous inspection, you have kept pace effectively with the various changes to safeguarding legislation, including implementing management obligations under the 'Prevent' duty.

CALAT's specific safeguarding arrangements are thorough and comprehensive and are well integrated with those of the local authority, usefully providing another level of monitoring and review. Safeguarding training for staff and learners is sound. Learners are successfully introduced to the risks of radicalisation and extremism.

Safer recruitment arrangements are in place and well used. Pre-employment checks are carried out on the basis of the thorough assessment of risk and the different roles of staff. Risk assessment is also well used to ensure that the safeguarding of identified vulnerable adult learners, and of children, is secure.

Inspection findings

- The leadership and management of CALAT continue to be good, and ensure that learners' needs and priorities continue to be at the centre of your work, irrespective of the significant management changes and financial challenges over the last few years.
- CALAT is highly valued and regarded within the wider work of the council and by the local communities it serves. The curriculum is increasingly directed towards meeting better the priorities set by learners, the borough and employers.
- Outcomes are now much improved, with high achievement for learners, both for accredited and non-accredited provision. Achievements are too low in a very small proportion of courses.
- Leaders and managers have ensured that the quality of provision for learners remains good. Learners often benefit from good teaching and learning, which promotes the good progress that many make. In a small minority of lessons, tutors pay insufficient attention to meeting the individual needs of all learners. Overall, the quality of learners' personal learning plans are not yet good.

- CALAT's programme for judging the quality of teaching, learning and assessment successfully identifies aspects which require improvement, and managers take action to help tutors improve. However, as you have recognised, managers over-grade the quality of teaching and learning.
- CALAT continues to have good capacity to make and sustain improvements. The recent structural review has secured the place of the service within the borough's work and the competent and ambitious management team have a clear direction for quality improvement and development. They have a very good understanding of what needs to be done to further improve, although quality improvement plans do not make best use of this detailed understanding to help secure improvement.
- Councillors and senior council officers carefully review the work of the service, maintain good contact with its managers, staff and learners, and have a good understanding of CALAT's work.

Next steps for the provider

In pursuit of CALAT's aim to become an outstanding provider, leaders and managers should ensure that:

- teaching, learning and assessment are consistently good or better, particularly tutors' planning and implementation of lessons, systematic checking of learning and meeting the individual needs of all learners
- building on the existing good practice, all personal learning plans are used comprehensively and well by tutors and learners to maximise learners' progress
- their very good understanding of the quality of provision and of areas which require improvement is fully used to write more focused quality improvement plans, to help maximise improvement
- learners' achievement improves further in the very small proportion of poorer-performing courses, and especially for foundation and GCSE mathematics.

Yours sincerely

David Martin
Her Majesty's Inspector

Information about the inspection

During the inspection, inspectors were assisted by the strategic service manager, curriculum, funding and performance, as nominee. We met with you and your management team, senior council officers, tutors, learners and councillors. Inspectors observed teaching, learning and assessment, and reviewed learners' written work. We reviewed key policies and documents, including those relating to self-assessment, performance and safeguarding. We also considered the views of learners and employers.