



Cabinet Member (Education)

Time and Date

12.00 pm on Wednesday, 5th September, 2012

Place

Diamond Room 2 - Council House

Public Business

1. **Apologies**
2. **Declarations of Interest**
3. **Minutes**
 - (a) To agree the minutes of the meetings held on 18th July and 9th August 2012 (Pages 1 - 10)
 - (b) Matters arising
4. **Adult Education Service Strategy** (Pages 11 - 40)

Report of the Director of Community Services
5. **Appointment to the Coventry Standing Advisory Council for Religious Education** (Pages 41 - 44)

Report of the Director of Children, Learning and Young People
6. **Appointment of Local Authority Governors** (Pages 45 - 48)
7. **Any Other Items of Public Business**

Any other items of public business which the Cabinet Member decides to take as matters of urgency because of the special circumstances involved.

Private Business

Nil

Bev Messinger, Director of Customer and Workforce Services, Council House Coventry

Friday 24th August 2012

Note: The person to contact about the agenda and documents for this meeting is Michelle Salmon, Governance Services Officer - Tel: 024 7683 3065, E-mail: michelle.salmon@coventry.gov.uk

Membership: Councillor D Kershaw (Cabinet Member)

Please note: a hearing loop is available in the committee rooms

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CABINET MEMBER (EDUCATION)

18th July, 2012

Cabinet Member

Present: Councillor Kershaw

Employees Present:

S. Brake (Community Services Directorate)
C. Green (Director of Children, Learning & Young People)
D. Haley (Children, Learning & Young People's Directorate)
J. Newman (Finance & Legal Services Directorate)
U. Patel (Customer & Workforce Services Directorate)
C. Reed (Community Services Directorate)
M. Simpson (Children, Learning & Young People's Directorate)
D. Wallis (Children, Learning & Young People's Directorate)

In Attendance:

L. Williams (Work Experience)

Public Business

7. Declarations of Interest

There were no declarations of interest.

8. Minutes

(a) The minutes of the meeting held on 20th June, 2012 were signed as a true record.

(b) There were no matters arising.

(c) The minutes of the Joint Meeting of Cabinet Member (City Development) and Cabinet Member (Education) held on 18th June, 2012 were noted.

9. Library Service Strategy and Facilities Strategy

The Cabinet Member considered a report of the Director of Community Services which sought approval of the overall library strategy and the facilities strategy as a way forward in the future development of services in the city.

The Library Service Strategy "Making a difference" had been developed to produce a library service vision that would show how library service could develop in the future and support the council's wider priorities. The library service strategy "Making a difference" was attached as Appendix 1 of the report.

The Facilities Strategy (as attached at Appendix 2 of the report) was linked to this as it examined factors that may influence any future developments with library buildings.

The report stated that no funding implications had been identified at this stage as the purpose was to identify priorities and then focus on the development opportunities that could support this.

Public libraries are a statutory service and local councils were required to provide a "comprehensive and efficient" service. The context in which library services operate was changing with lifestyles and changing needs and in Coventry there were several local factors that influenced the way in which libraries operate. Many of these issues were challenging the traditional role of the library service and this provided an opportunity to develop a new library service vision that reflected the changes faced and showed how library services could develop and support the council's wider priorities and needs of its communities. The strategy outlined what was currently being done and how the library service would be working in the future, giving examples of the impact already made and the priorities for the future.

The Library Service Strategy " Making a Difference" had been developed taking into account the changing context in which services were now operating in including, amongst other things limited time for people to access traditional services, increased downloading of information, music and ebooks, increased customer expectation of service delivery and 24/7 accessibility and technological developments i.e. self service, online access and communications.

In addition to these, several local factors had influenced the strategy, such as a strong political commitment to support current level of library provision across the city; a young and growing population; areas of high deprivation where groups did not readily engage with council services per se; use of digital services and computers to be developed to better support the needs of today's user; a well utilised central library and libraries across the city in a wide range of buildings influencing services that were offered.

This resulted in the development of a strategy that focused on the following key priorities:

- Knowing our communities
- Enjoying books and reading
- The right books at the right time for everyone
- A digital offer 24/7 Library Service
- Addressing inequalities
- Working together
- Employment, jobs and training
- Welcoming helpful knowledgeable staff
- Libraries for the future

The Facilities Strategy supports the strategy by emphasising the need to maintain the current stock of buildings whilst linking to the new priorities by offering opportunities for other services to share library premises or for us to explore co-location/relocation. The facilities strategy would allow for opportunities to be taken as they arise and it may be that some priorities would need change to take advantage of these. In the current financial climate decisions would then have to be made about financial options for any specific developments and the priorities given to this by the Council.

The Children, Young People, Learning and Culture Scrutiny Board (Scrutiny Board 2) considered the 'Library Facilities Strategy – Jubilee Crescent Library' on 20th April 2012 and requested that the following recommendations be forwarded to the Cabinet Member for considerations as part of the overarching report:

- (a) that the priority rating for Jubilee Crescent Library be changed from "high" to "essential" and;
- (b) that officers continue discussions in order to identify what resources and options might be available to improve the facilities at the library.

The Cabinet Member noted the recommendations above and requested officers to explore the feasibility of improving the facilities at Jubilee Crescent and that this matter be discussed in greater detail at the next meeting.

In considering the report, the Cabinet Member made the following observations:

- i) That in an increasingly digitalised arena, the human element was becoming more important. Consequently, it was becoming more important for staff working in public services to be welcoming, knowledgeable, pleasant and friendly. Friendly staff would encourage people to return.
- ii) Officers be requested to explore every opportunity for library services to be incorporated into the school environment to develop their role as centres for community learning.
- iii) Officers be requested to liaise with the communications team to raise the profile of this as a good news story. It was suggested that the Coventry Literacy Festival could be held in local libraries creating more opportunities for the local community to engage with their local libraries.

RESOLVED that after due consideration of the report and matters raised at the meeting, Cabinet Member (Education):-

- (1) Considered and noted the analysis of the key issues that will influence future developments for library services in the city.**
- (2) Commented on the vision and priorities in the library service strategy and facilities strategy as above.**
- (3) Considered the recommendations from Scrutiny Board 2 that the priority rating for Jubilee Crescent Library be changed from high to essential and officers continue discussions in order to identify what resources and options might be available to improve the facilities at the library and requested that this matter be discussed in greater detail at the next scheduled meeting.**

10. Home to School Travel Assistance for pupils with Special Needs and Disabilities

The Cabinet Member (Education) considered a report of the Director of Children, Learning and Young People which outlined how the Directorate had continued to identify ways in which home to school transport might be better managed, offer better outcomes for children and young people and provide greater choice and control for parents.

A range of measures to improve the budgetary position of the SEN Home to School Transport budget had been taken. These included amongst others:

- Tighter decision making and linking responsibility for the budget with the manager who makes the decision on placement for pupils with SEND.
- Joint working between SEN Management Services and the Travel Bureau to ensure that routing is as efficient as possible.
- Greater involvement of special school headteachers to ensure efficiencies.

- Changed arrangements to support nursery aged pupils with SEN following the closure of the two enhanced resource nurseries in July 2011 which had resulted in substantial savings.

The City Council also commissioned support from Impower consultancy with the aim of identifying efficiencies whilst preserving services and reshaping its relationship with citizens. Focus groups of parents with pupils with SEND were held to seek their views and look for new ways of working. Following this work two key work streams were established to take forward the provision of Independent Travel Training (ITT) and Personal Transport Budgets.

An additional Independent Travel Trainer (ITT) was appointed to the Travel Training Team based in Community Services. Two staff now focused their work on school aged pupils and their aim would be to support a young person to improve their independence skills which would also reduce the number of adults needing training in subsequent years. ITT was now also being rolled out to other special schools for appropriate young people. Savings have been forecasted at £0.3m per year by 2013-14.

The Local Authority also developed a scheme to offer Personal Transport Budgets to parents whereby an amount of money would be provided to parents of pupils with SEND who are eligible for travel assistance, in lieu of council transport provision. They are designed to be voluntary, tailored and non-prescriptive. They also financially benefit parents who can negotiate better deals locally, joint commission and spend money more imaginatively.

Once a level had been established for personal transport budgets (PTBs), a pilot was undertaken with parents of pupils at Castle Wood School which showed that there was interest from parents with 12% of parents accepting. This was then rolled out to the rest of the special school population.

In the summer of 2011 all parents of pupils transported to the local authority's special schools were contacted and offered a PTB (approximately 650 families). As a result, 116 families whose children were previously using transport or who would have taken up transport, were now receiving a PBT (16% take-up). The amount of money provided in a PTB was based on the distance the child lives from the school. This was then paid directly into the parent's bank account on a monthly basis. The pricing level was designed to be high enough to incentivise parents to accept a PTB, while being low enough to deliver savings for the council compared to council-provided/funded transport. Feedback from young people, their families and the schools involved has been very positive.

In accepting a PTB, a parent would agree in writing to be responsible for arranging safe and timely travel to school and to inform the Council SEN Team if the child's needs changed or they no longer wished to receive a PTB and want to access other forms of travel assistance instead.

The attendance and punctuality of children with a PTB was monitored by the SEN Team and schools, and if it dropped below an acceptable level, the PTB could be stopped by the Council. Beyond this there was a deliberate lack of restrictions or guidance on how the money was spent, and parents were not asked to account for expenditure.

The support offered by Impower consultancy cost £153k of which £73k was paid for from a ring fenced grant from the DFE. There were no further costs expected from Impower that relate to this project. This cost was set against forecast savings over three years 2011/12 to 2013/14 of £892k.

This work would be kept under regular review and work would continue to improve arrangements and make efficiencies. Officers would in particular be considering how ITT and PTBs could be offered to pupils in other provisions in the city.

As part of a consultation exercise, parents were asked for feedback on both the travel training and the provision of personal transport budgets and the feedback was very positive. Examples of the comments made by parents were detailed in the report.

Independent travel training and the offer of personal transport budgets have been made since summer 2011. This work was now embedded and part of the normal offer to pupils/parents. Parents of pupils moving to secondary special school provision have been offered a personal transport budget and parents of pupils starting at primary special school provision were currently being made this offer at the conclusion of their child's statutory assessment. The outcome of the level of take up would determine the level of transport provision which the Council would need to make for the start of the next academic year.

RESOLVED that after due consideration of the report and matters raised at the meeting, Cabinet Member (Education): -

- (1) **Endorsed the actions taken to date and the ongoing work with regards to this area.**
- (2) **Thanked Marion Simpson and all the other senior support officers on the work undertaken to improve the service.**
- (3) **Requested that his grateful thanks be extended to the admin support team, in particular Sharron Warner, Senior Admin Officer, who has been an incredible asset on this piece of work.**

11. Appointment of Authority Governors

RESOLVED that, having met the Local Authority criteria for the appointment of Local Authority school governors, Cabinet Member (Education) approved the appointment and re-appointment of the persons listed below for the schools and terms of office indicated:-

Authority Governor: New Appointments

Name	School	Term of Office
Nigel Chilvers	Foleshill Church of England Primary	17 July 2016
Ruth Winters	Hill Farm Primary	17 July 2016
Sandra Shipton	John Gulson Primary	17 July 2016
Melanie Harvey	Joseph Cash Primary	17 July 2016
Alexander Breeze	Pearl Hyde Primary	17 July 2016
Eleanor Barry	St Patrick's Catholic Primary	17 July 2016
Sue Beldon	Stretton Church of England Primary	17 July 2016
Eileen Leech	Stretton Church of England Primary (Additional LA Governor)	17 July 2016

Authority Governor: Re-Appointments

Name	School	Term of Office
Mr H Maeers	Courthouse Green Primary	29 September 2016
Cllr D Chater	Ernesford Grange Community School	31 August 2016
Cllr T Sawdon	Grange Farm Primary	31 August 2016
Mr H Hall	Stoke Heath Primary	31 August 2016
Cllr S Bains	Stoke Heath Primary	31 August 2016

12. **Outstanding Issues**

There were no outstanding issues.

(Meeting closed at 2.45pm)

CABINET MEMBER (EDUCATION)

9th August, 2012

Cabinet Member

Present: Councillor Kershaw

Other Members Present: Councillor Lakha (for the matter in minute 14 below)

Employees Present: E. Atkins (Finance & Legal Services Directorate)
C. Green (Director of Children, Learning & Young People)
I. Merryfield (Children, Learning & Young People Directorate)
M. Salmon (Customer & Workforce Services Directorate)
A. Simpson (Children, Learning & Young People's Directorate)

Public Business

13. Declarations of Interest

There were no declarations of interest.

14. Petition - Response to a petition against the expansion of Ernesford Grange Primary School

The Cabinet Member considered a report of the Director of Children, Learning and Young People that responded to a petition, bearing 109 signatures, sponsored by Councillor Chater, a Binley and Willenhall Ward Councillor, and presented to the City Council on 24th July 2012. The petition was from parents and local residents urging the City Council to halt the expansion of Ernesford Grange Primary School from September 2012 onwards. The petition had been submitted following the urgent measures already implemented to create an additional 30 reception places at the School for September 2012 admissions. Councillor Lakha, a Binley and Willenhall Councillor, attended the meeting to present the petition on behalf of Councillor Chater, who was unable to attend, together with the petition organiser.

The City was experiencing a significant rise in birth rate and inward migration. When the initial allocation for September 2012 admissions to Primary Schools was made in April 2012, there were sufficient places available across the City for the reception cohort, but insufficient reception places to meet parental demand in some parts of the City. In some Wards children were unable to be allocated a reception place in their catchment school or where their sibling attended school.

Department for Education 2012 School Capacity Collection data indicated that considerable pressure on reception places would continue over the next few years. Compared with September 2012, the pressure should ease for 2013 with a predicted surplus of 161 (3.6%) places (excluding additional September 2012, but there was an estimated shortfall of 132 (3%) places for September 2014. A minimum of 210 permanent additional places would therefore be needed to cover this shortfall and leave a 1% level of surplus places across the City. The Local Authority usually aimed to achieve between 4 and 5% above forecast to enable a reasonable degree of parental preference to be exercised.

To meet this rising pressure on school places, a total of 615 additional reception places across 28 schools had already been created since 2008. These included an additional 120 planned expansion places which would be available at 5 schools from September 2012. A total of 4,380 reception places were therefore planned to be available for September 2012

admissions against a forecast of 4,331. A total of 4,397 reception places had actually been allocated as at 23rd July 2012.

Under Section 14 of the 1996 Education Act, the City Council had a statutory responsibility to provide sufficient places for pupils in the City. The position for September 2012 admissions was extremely tight. The City Council had therefore been in discussion with a number of primary school Headteacher's and Governing Bodies to create some additional 'emergency' reception places for September 2012 because the demand for places was likely to exceed supply in certain parts of the City:

Broad Heath Primary from 2 forms of entry to 3 forms of entry (+30 Places)
Clifford Bridge Primary from 1 forms of entry to 2 forms of entry (+30 places)
Ernesford Grange Primary from 2 forms of entry to 3 forms of entry (+30 Places)
Moat House Primary from 1.5 forms of entry to 2 forms of entry (+15 places)
Frederick Bird Primary from 3 forms of entry to 4 forms of entry (+30 places)

The net effect of the admission changes for September 2012 was that a total of 4,515 reception places were available; there remained 118 (2.6%) unallocated places at 23rd July 2012 at 19 schools. It was likely that a large proportion of these would be allocated through the late applications process.

Legally with such short notice the Local Authority could only make a temporary change for September 2012 only. This had been confirmed by the Office of the Schools Adjudicator. For September 2013 admissions, the City Council would need to formally vary the admission number through a Variation Notice submitted to the Office of the Schools Adjudicator. This was because school Published Admission Numbers for September 2013 had already been determined by the City Council's Cabinet at it's meeting on 13th March 2012 (minute 136/11 referred). In order to permanently increase the size of Ernesford Grange Primary School and the other schools identified, it would be necessary to undertake formal consultation to be undertaken in 2012 Autumn Term prior to the City Council considering whether to publish formal Statutory Notices.

A Project Group, comprising officers, the Headteacher, Deputy Headteacher and Governing Body representatives, would plan for the admission of the additional pupils in September 2012 and identify key issues impacting on any permanent expansion from September 2014. Should the City Council decide to permanently extend the school, the headteacher, staff and governors would be fully supported by the Local Authority. The Local Authority had confidence that the school would continue to deliver high quality teaching and learning to all pupils should it be expanded at a future date. The 2010 Ofsted Report acknowledged the school's strong leadership team, highly committed staff, high expectations for pupils and drive for continual improvement.

Should the Council decide to permanently expand the school, it would need to consider opportunities to improve the existing infrastructure including traffic management to address the school's inadequate on site car parking facilities for staff and visitors resulting in cars being parked in neighbouring roads causing congestion particularly at the beginning and end of the school day. It should be noted that for September 2012 admissions, some 85% of reception pupils live less than a mile from the school.

In considering the report and the comments made by officers, Councillor Lakha and the petition organiser, the Cabinet Member confirmed that:

- i) The measures to expand the school from September 2012 had been taken under the Authority's emergency powers to enable them to comply with their legal obligation to provide sufficient school places for pupils in the City.

- ii) Any future proposals for expansion of schools would be communicated to Ward Councillors, the local community and parents at the earliest opportunity.
- iii) He acknowledged the concerns raised regarding traffic congestion, parking provision and health and safety issues for the school following the increase in admission numbers and indicated that, although there was no budgetary provision to support the infrastructure of the school for September 2012, resources would be identified for any permanent expansion proposals.
- iv) The City Council had every confidence that the school would continue to deliver high quality teaching and learning to all pupils and that this would not be compromised due to the increase in admission numbers.
- v) Any proposals to expand the school permanently from September 2014 would follow the formal statutory process for consultation, prior to the City Council considering whether to publish formal Statutory Notices.

RESOLVED that after due consideration of the report and matters raised at the meeting, Cabinet Member (Education):-

- (1) Noted the petition presented to the City Council on 24th July 2012 from parents and local residents urging the City Council to halt the expansion of Ernesford Grange Primary School from September 2012 onwards.**
- (2) Confirmed the urgent measures already implemented to create an additional 30 reception places at Ernesford Grange Primary School for September 2012 admissions.**
- (3) Noted that a report will be presented to Cabinet in October 2012 which will consider whether to formally consult on proposals to permanently expand Ernesford Grange Primary School from September 2014**

15. Any Other Public Business

There were no other items of public business.

(Meeting closed at 4.15pm)

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Cabinet Member (Education)

5 September 2012

Cabinet Member (Education) - Councillor David Kershaw

Director Approving Submission of the report: Director of Community Services

Ward(s) affected: All

Title: Adult Education Service Strategy

Is this a key decision?

No

Executive Summary:

The Adult Education Service (AES) delivers accredited and non-accredited learning opportunities to adults in a wide range of venues across Coventry, with a particular focus on working in priority neighbourhoods and supporting learners who have not yet achieved a first level two qualification. The AES strategy includes the key actions for the Service to undertake over a three year period to improve its performance and delivery and highlights its progress to date. The improvements are required to ensure AES continues to meet learner expectations as well as the requirements of Ofsted and to support it in meeting funding body targets and its on-going sustainability.

Recommendations:

That the Cabinet Member (Education) approves the proposed Adult Education Service Strategy.

List of Appendices included:

Appendix 1 - Adult Education Service Strategy

Other useful background papers:

Document: Common Inspection Framework for Further Education and Skills 2012

Date: June 2012

Location (URL): <http://www.ofsted.gov.uk/resources/common-inspection-framework-for-further-education-and-skills-2012>

Has it been or will it be considered by Scrutiny?

Yes. Scrutiny Board 2 on 19 April 2012.

Has it been or will it be considered by any other Council Committee, Advisory Panel or other body?

No

Will this report go to Council?

No

Report title: Adult Education Service Strategy

1. Context (or background)

1.1 The Adult Education Service (AES) delivers accredited and non-accredited learning opportunities to adults in a wide range of venues across Coventry, with a particular focus on working in priority neighbourhoods and supporting learners who have not yet achieved a first level two qualification. In order to ensure that AES continues to meet learner expectations as well as the requirements of Ofsted, and to support it in meeting funding body targets and its on-going sustainability the Service needs to have an improvement strategy in place. The AES strategy includes the key actions for the Service to undertake over a three year period to improve its performance and delivery and highlights its progress to date.

2. Options considered and recommended proposal

2.1 As AES requires an improvement strategy to support its development, no other options were considered.

2.2 Proposal: The Cabinet Member approves the proposed strategy (copy of proposed strategy attached).

3. Results of consultation undertaken

3.1 Consultation took place with multiple groups including all managers in AES; tutor representatives; learners via formal feedback on courses and through specific learner involvement events; and partner organisations to clarify and develop areas for improvement. Discussions also took place with other Local Authority Adult Education Services to share ideas and good practice. In addition other organisations were approached for specialist advice, e.g. Niace (the National Institute of Adult Continuing Education); JISC (Joint Information Systems Committee); and City Council departments such as the Safeguarding Adults team and the Referral and Assessment Service. City Council departments were also approached to ensure that any policies or procedures which were being proposed were in line with Council and statutory requirements.

4. Timetable for implementing this decision

4.1 Implementation: Immediate

4.2 Monitoring: termly and at the end of each academic year.

5. Comments from Director of Finance and Legal Services

5.1 Financial implications

There are no additional financial implications arising from this strategy. Where any future changes to national funding regimes have significant impact in terms of financial implications, these will be subject to further member reports.

5.2 Legal implications

Section 15 B of the Education Act 1996 provides that the local authority may secure provision in their area, of full or part-time education suitable for persons aged 19 or above. In making this provision the local authority must have regard to the needs of persons with learning difficulties.

In determining arrangements for the provision of adult education providers are subject to equalities legislation, the Authority arrangements must not discriminate against any person

on the basis of a protected characteristics (disabilities, age, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation). The Authority decision makers must have ongoing due regard to avoid discrimination and advance opportunity for anyone with the relevant protected characteristics. "Due regard" requires more than just an awareness of the equality duty. It requires rigorous analysis by the public authority, beyond broad options.

6. Other implications

None.

6.1 How will this contribute to achievement of the Council's key objectives / corporate priorities (corporate plan/scorecard) / organisational blueprint / Local Area Agreement (or Coventry Sustainable Community Strategy)?

The wide range of programmes offered by AES will support adults in Coventry to: gain skills and qualifications that will allow them to improve their job prospects, thus supporting economic activity in the city (e.g. via Essential Skills courses, vocational qualifications); live longer, healthier lives (e.g. via fitness classes, cookery courses); and it is hoped it will allow them to play a larger part in their local community (e.g. via volunteers programme, Essential Skills courses).

6.2 How is risk being managed?

No additional measures are required in addition to those in place in all Council services. The strategy provides proposed timing for actions to be implemented. Unexpected priorities may arise which mean some timings may not be achieved. The strategy's action plan will be reviewed on a regular basis by AES's Strategic Management Team to ensure that actions are put in place for any concerns raised.

6.3 What is the impact on the organisation?

No additional level of activity is required to implement the strategy other than that which is already expected through the on-going quality improvement activities of the Service. It is expected that the strategy will have a positive impact on the quality of the service AES is able to deliver to learners and the overall learner experience, as well as supporting the development of its staff.

6.4 Equalities / EIA

AES positively promotes equalities through its provision, e.g. financial support to access courses; location of the majority of courses in community venues in priority neighbourhoods; and a process to identify additional needs of learners with disabilities and or learning difficulties & the provision of support and adjustments. No negative impacts have been identified and there are no significant gaps in achievement rates between differing groups of learners.

6.5 Implications for (or impact on) the environment

None.

6.6 Implications for partner organisations?

None.

Report author(s):

Name and job title: Heather Blevins, Service Manager, Adult Education Service

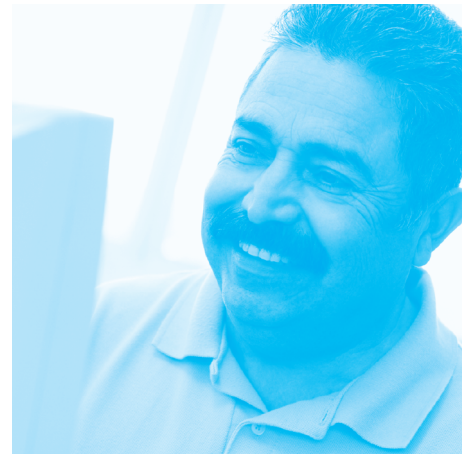
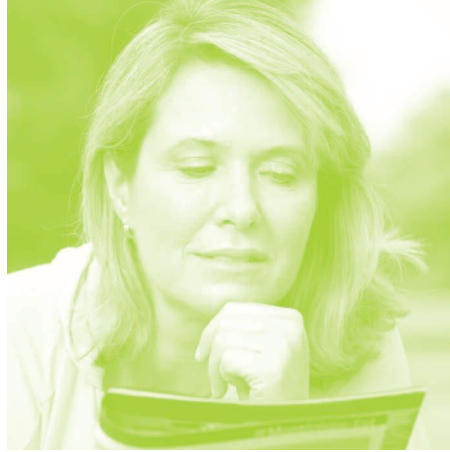
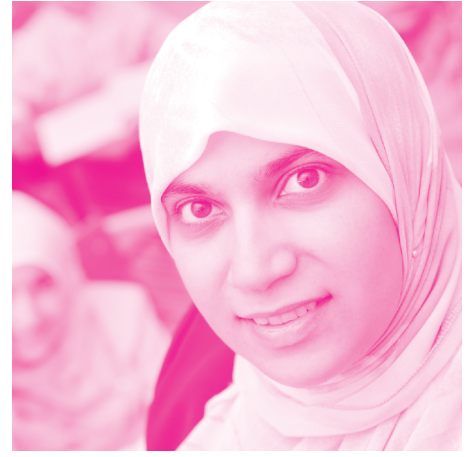
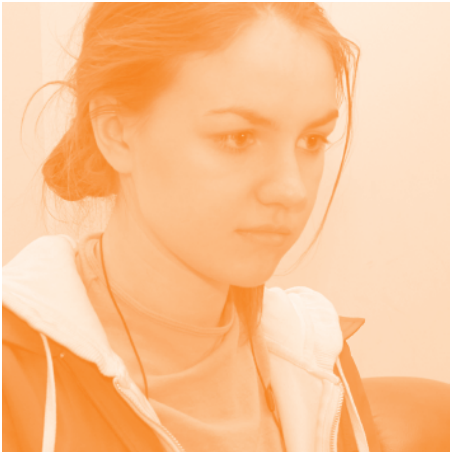
Directorate: Community Services

Tel and email contact: 024 7678 7978 heather.blevins@coventry.gov.uk

Enquiries should be directed to the above person.

Contributor/approver name	Title	Directorate or organisation	Date doc sent out	Date response received or approved
Contributors:				
Simon Brake	Assistant Director (Policy, Performance, Health, Libraries & Adult Education)	Community Services Directorate	09/07/12	01/08/12
Lynne Amery	Service Manager	Community Services Directorate - AES	09/07/12	01/08/12
All Academic Managers (14 members of staff)	Academic Manager	Community Services Directorate - AES	09/07/12	01/08/12
All Programme Managers (31 members of staff)	Programme Manager	Community Services Directorate - AES	09/07/12	01/08/12
Michelle Salmon	Governance Services Officer	Customer & Workforce Services Directorate	01/08/12	01/08/12
Names of approvers for submission: (Officers and Members)				
Diane Jones	Lead Accountant	Finance & Legal Services Directorate	09/07/12	01/08/12
Elaine Atkins	Solicitor, Legal Services	Finance & Legal Services Directorate	09/07/12	01/08/12
Carol Williams	Human Resources Manager	Community Services Directorate	09/07/12	01/08/12
Brian Walsh	Director	Community Services Directorate	09/07/12	01/08/12
Councillor D. Kershaw	Elected Member	Cabinet Member (Education)	09/07/12	01/08/12

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Adult Education Service Strategy

Foreword

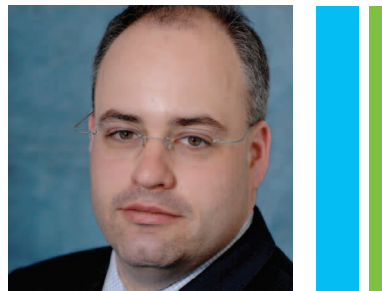


Councillor David Kershaw
Cabinet Member for Education,
Libraries and Adult Education

I welcome the Adult Education Service Strategy as an opportunity to emphasise the commitment the Council has made towards its adult education service in Coventry. We intend to continue to support the provision of adult education services across the city as we value the contribution they make to the lives of our communities and in helping deal with inequalities through prioritising working with under-represented groups of adults, the unemployed and people and families living in priority neighbourhoods.

The strategy shows what the Adult Education Service is doing and the impact they can make in many areas. It highlights the role that adult education plays in supporting communities and developing people. Understanding the role that adult education has to play in delivering wider council priorities is key to their future development and effectiveness. They are uniquely placed to play a vital role in supporting people to gain qualifications and therefore increase their opportunities to gain employment and the strategy reinforces this direction.

Nationally many adult education services are facing major changes following the publication of the New Challenges, New Chances: Further Education and Skills System Reform Plan. Coventry, with the commitment the Council has shown to adult education, can through this strategy adapt to changing needs and new challenges with confidence in the future.



Simon Brake
Assistant Director Policy
and Performance Health,
Libraries and Adult Education

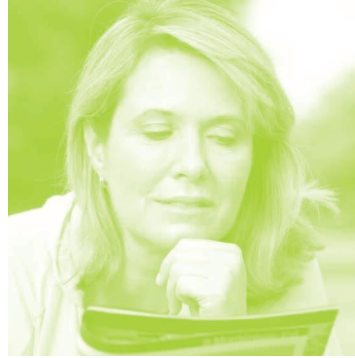
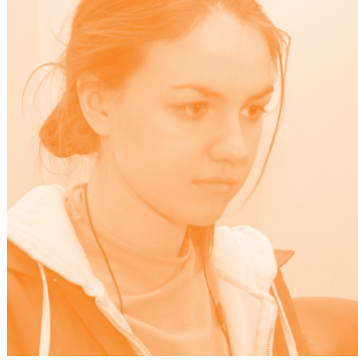
I am pleased to be presenting the Adult Education Service Strategy. The strategy describes what we are doing now and how we have performed as well as showing the difference we have made to learners and communities.

Nationally the scene for adult education is changing, offering challenges for all and the strategy will help shape how we can respond to these. Linking to key council agendas and priorities will be vital to the future development of adult education and the strategy shows how we are doing at the moment and what we can be doing in the future.

The change of responsibility for public health to local authorities makes it even more relevant that we can show the positive health and wellbeing benefits adult education can deliver. This ranges from improving the essential skills of literacy and numeracy to the provision of fitness classes. The service have demonstrated the ability to work effectively with local communities and this will be a key asset in tackling health inequality.

Responding to the changing needs of learners and employment landscape of the city will be at the centre of our strategy and we will be prepared to adapt services to support these and new challenges we face.

Our contact details are provided at the end of the strategy and we welcome any comments.



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Adult Education Service Strategy

Overview of the Service

The Adult Education Service (the Service) is part of the Community Services Directorate and has a contract with the Skills Funding Agency (SFA) to provide adult and community learning (ACL) services to learners across the city. The Service focuses on widening participation and social inclusion, prioritising work with under-represented groups of adults, the unemployed, people living in priority neighbourhoods and communities of interests.

Total course enrolments in 2010-11 were 13,853 with 6,902 learners. This is a reduction of 15% from 2009-10 when enrolments were 16,396 with 8,828 learners. Reasons for this decrease include the overall reduced programme size as a result of venue reductions from 40 to 30 at the end of 2009-10 following a reduction in funding and the non-inclusion of 1,400 Family Learning enrolments due to the limited number of course guided learning hours. The Service offers courses in 11 sector subject areas, comprising accredited and non-accredited programmes and including vocational qualifications, Family Learning, English, Maths and English for Speakers of Other Languages (ESOL). In 2011/12 the Service is using 26 centres for its provision including schools, community centres, libraries and voluntary organisations, a reduction from 30 in 2009-10 in response to further SFA funding reductions. Family Learning programmes are located in additional venues, mainly in primary schools and children's centres.

During 2010-11, in response to the funding reductions, the Service restructured the Family Learning team and the Service's strategic management team. The strategic management team formerly comprised a Head of Service and 4 Service Managers, and was reduced to a total of 2 Service Managers. The Service Managers

are each responsible for a number of curriculum areas and other strategic areas, for example, quality improvement, equality and diversity, safeguarding and staff development. They also manage Academic Managers in the sector subject areas and other staff in the Service. The provision is delivered by approximately 180 tutors and managers.

The Adult Education Service worked with 6,902 learners in the 2010-11 academic year; 5,276 female and 1,626 male. 143 learners attended discrete courses for Learners with Learning Difficulties and/or Disabilities (LLDD). In addition, 783 learners on non-discrete courses indicated that they had a learning difficulty or disability. Just over a quarter of the population in Coventry are from black and minority ethnic (BME) groups (25.9% in 2010) and across the Service 46.3% of learners were from BME groups in 2010-11, a slight increase of 2% on 2009-10.

Coventry has both affluent neighbourhoods and areas of considerable social and economic disadvantage. Overall, the city was ranked as the 61st most deprived local authority area in 2007 with 17% of the population living in areas that are in the 10% most deprived areas in England and around a third (32%) live in areas that are in the 20% most deprived areas in England. In January 2011, 38% of people aged 16-64 were living in priority neighbourhoods; 44% of the Service's learners were from priority neighbourhoods in 2010-11.

74% of the city's population are economically active (employed or actively seeking work and claiming JSA). The proportion of residents claiming out of work benefits varies across the city and over 40% of the working age population claim out of work benefits in parts of the priority neighbourhoods of Willenhall, Wood End and Bell Green. Course fees were remitted for 67%

of learners in 2010-11, because they were receiving a means tested benefit, attending a free Essential Skills course or held a Coventry City Council Passport to Leisure and Learning (PTLL).

A recent Ofsted report showed that the Service had the 17th highest average level of deprivation amongst learners undertaking accredited courses, out of 107 similar providers, but was in the top 10 providers in terms of overall success rates. Overall the Service's success rate is 90%, notably higher than the national average success rate of 82% for 'other publicly funded' providers. Compared to all learners who are similarly deprived, the Service's learners do well with a success rate of 90% compared to an average of 74% amongst all learners nationally in the most deprived quartile. Service success rates were predominantly above the national average for all BME groups. In 2010-11 the success rate for learners with a disability or learning difficulty was 91% compared to 81.9% nationally.

The Service supports the growth in health and education employment in the local area by providing accredited courses in Health and Social Care, Children and Young People's Workforce and Supporting Teaching and Learning in Schools. 289 learners were enrolled on Health and Social Care and Childcare courses in 2010-11; the success rate was 84%, slightly above the national average of 83.3%. 153 learners enrolled on Supporting Teaching and Learning courses in the same year, the national average was 86.5% and the Service's success rate was 90.7%.

Case Study

Yoga brings benefits to local learners

Learner feedback...

Michaela has been attending yoga classes at Stoke Aldermoor Community Centre for over 12 months. She says it has helped her with anxiety and that she now sleeps better and feels more relaxed.

Pushpal, who has been attending yoga classes at Stoke Park School and Foleshill Community Centre, has experienced significant benefits, including weight loss, stress reduction and a general improvement in her health and well-being.



Funding

The Service is a wholly grant funded service with 98% of funding coming from the Skills Funding Agency and 2% from the Young People’s Learning Agency. In 2011/12 the value of funding was circa £7 million, a slight decrease on the previous year. The Service is experiencing part of the Government’s cuts for adult learning and as such is coming to the end of the first year of a series of four years of cuts which will result in an overall reduction to providers of 25%. Although in 2011/12 the actual reduction in allocation has only reduced slightly the funding rates on many courses have been reduced significantly, so to reach funding targets the Service has had to engage and work with more learners. Funding levels have been confirmed for 2012-13. There will be a further decrease on 2011-12 funding levels by circa 2% overall, with the most significant reduction being 4.5% for accredited learning programmes.

Quality

The Service is monitored for quality by Ofsted, and was last inspected in October 2007 when it received a grade 2 (good) for its provision overall. Of particular note were the contributory grade for Equality of Opportunity and the sector subject area for Health, Public Services and Care, where grade 1 (outstanding) were awarded.

During the inspection, key strengths were identified as follows:

- High success rates
- Good progression for most learners
- Wide range of provision
- Very well directed and managed service
- Good partnership working
- Outstanding arrangements for social inclusion.

The key area for improvement was identified as follows:

- Standard of teaching.

Case Study

Art class leads to university for local learner

A local man who until recently had no experience of art has won a place at university, after joining an art course run by Coventry Adult Education Service at City College. Mark Andrews describes below how his course helped him to achieve his goal.

“I joined in the Spring Term primarily as a means to broaden my art skills. In the past I’ve tended to shy away from Painting, Watercolours especially and I hoped that the leisure surroundings would prove conducive to learning.

In a very short time frame I learned the fundamentals and was very impressed by how each class was structured in order to impart a series of individual aims that progressively improved my skills.

There was constant support from the tutor who was more than happy to offer up constructive advice and help. In fact, I gained so much confidence in my painting skills that I began to consider the possibility of re-entering full-time education.

After discussing my options I decided to apply for the Foundation Course in Art and Design at Coventry University. I was accepted on to the course following a successful portfolio interview. What I had learned in the classes was crucial in achieving this goal.

My advice for anyone considering taking an Adult Education Course is that they should go for it. In my experience they offer a friendly and relaxed environment in which to learn, and you never know where it might take you.”



As a result of this inspection the Service has worked to improve its quality of teaching and learning, through the implementation of a formal process via its 'Three Year Strategy to Improve Teaching' from 2008 to 2011, with the aim of achieving 75% of lessons deemed good or outstanding by December 2011 (was 52% at inspection). The Service's Self-Assessment Report of December 2011 reported that this target had been achieved with a result of 81%. This improvement was achieved through a series eleven key measures including a more rigorous observation process with associated moderation activity introduced; the development of coaches and mentors in the Service to support identified needs; a commitment to supporting staff to gain level 5 teaching qualifications and the introduction of a systematic way to share good practice.

To support on-going quality improvement the Service completes a Self-Assessment Report (SAR) each year (in November), which is posted on the SFA's portal. This is followed by the Quality Improvement Plan (QIP) (in December) which is monitored on a regular basis with formal reviews monthly across the Service. In addition the Service's strategy is included in the 3-Year Strategic Development Plan which is used to monitor key developments within the Service.

Accommodation

The Service delivers provision from 26 centres in 2011/12 including schools/colleges (6), community centres (8), libraries (2), voluntary organisations (3) and other community settings (7). Family Learning programmes are located in additional venues, mainly in primary schools and children's centres. The number of venues has decreased over recent years as a result of funding reductions and as a result the Service has consolidated provision in a smaller number of venues. The Service has also committed funding to improve the accommodation it works from to ensure that it meets Ofsted requirements and offers a positive learning environment.

Future Developments in Adult Learning

The Government issued a consultation ('New Challenges, New Chances: Next Steps in Implementing the Further Education Reform Programme') during the summer of 2011 with regards to the future of the delivery of adult learning.

The outcomes were published at the end of 2011 ('New Challenges, New Chances: Further Education & Skills System Reform Plan 1 Dec 2011' & 'New Challenges, New Chances: Skills Investment Statement 2011-2014').

The following are areas which the Service is following closely as they could affect the offer which is able to be provided in the future:

- A new funding system will be introduced for accredited learning in 2013/14;
- A pilot of 'Community Learning Trusts' will take place in 2012/13 for non-accredited learning programmes. If successful, this will be rolled out in September 2013 and will modify the funding model used;
- The introduction of loans for learners on Level 3 courses in 2013/14;
- The further promotion of Apprenticeships;
- An 'Employer Ownership' pilot to be run in 2012/13 (money given directly to employers to choose learning provider rather than funding being given directly to providers);
- A progression funding pilot to be held in 2012/13 based on the distance travelled by a learner rather than the end qualification in English & Maths. In addition free GCSE English & Maths programmes will be introduced in September 2012.

Strategic Priorities

(3-Year Strategic Development Plan)

Underlying all the Service priorities is the aim of being recognised as a grade 1 (outstanding) provider through the Ofsted inspection process. In order to achieve this, the Service has identified the following key priority areas for the next three years:

1. Embed and promote equality and diversity and tackle unfair discrimination in all aspects of teaching and learning.
2. Implement the Sector's Safeguarding policies and good practice
3. Increase the strategic involvement of learners
4. Ensure all learners receive initial, formative and summative assessment of learning
5. Ensure all accommodation and resources are fully fit for purpose.
6. Ensure E-Learning is used effectively throughout the Service to enhance learning
7. Fully embed Adult Education quality processes in Family Learning
8. Continue to provide a focused, comprehensive staff development programme

1 Equality and Diversity

The Service achieved a grade 1 (outstanding) for the contributory grade for Equality of Opportunity at its 2007 Ofsted inspection both in relation to widening participation & social inclusion and in relation to the embedding of Equality and Diversity in the curriculum.

The Service has continued to achieve consistent participation, retention, achievement and satisfaction by gender, ethnicity, disability, age and demography, contributing significantly to narrowing the achievement gap in local communities. It has also continued to address inequalities relating to income and education and has put strategies in place to allocate resources in priority neighbourhoods to minimise the impact of reduced funding. The procedures for providing support and adjustments relating to learners with additional needs have been improved over the past three years.

Case Study

Learners who recently completed a childcare Level 2 vocational qualification at Stoke Park School are now ready to go out and look for jobs working with children.

Tracy from Wyken says "As a result of undertaking this qualification at Stoke Park I felt confident enough to apply for a job in a children's centre. At the interview I felt prepared and had the knowledge when answering interview questions. I was

successful and I am now working as an early years assistant in a children's centre. I have also applied to do an Early Years foundation degree in September."

Fathima from Stoke has also made great progress. She says "After being unemployed for 10 years and being a mother of 4, I have now achieved the Children's Care Learning and Development NVQ Level 2. I now feel that I have the experience and knowledge to progress further, perhaps into employment, and then undertake a Level 3 qualification."

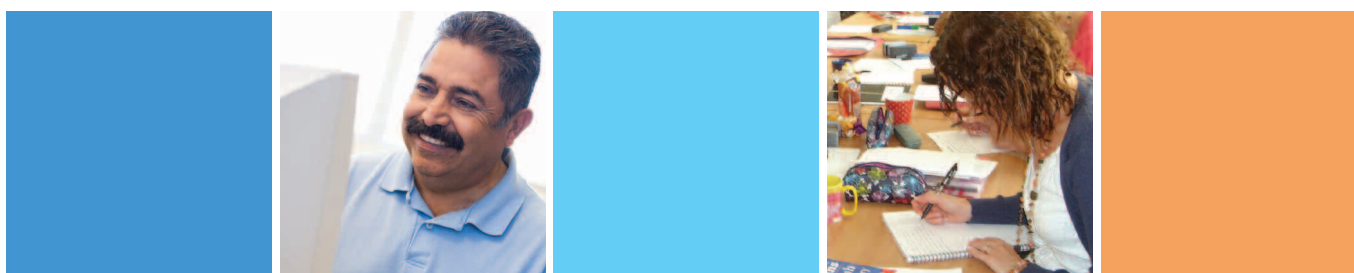
Key priorities	Target 2010	Target 2011	Target 2012	Risk and issues to be addressed
Produce Equality Impact Assessments for each key policy, practice and procedure, in response to new equality legislation, to replace the Service's current single EIA.	All key policies, practices and procedures which need an impact assessment identified, staff responsible briefed and EIAs drafted.	EIAs completed, approved and disseminated. Actions implemented to address inequalities identified.	All EIAs reviewed and updated.	EIAs not completed on schedule.
UPDATE	EIAs identified for adult learning and crèche provision. EIAs completed, approved and disseminated. Identified actions implemented.	Above actions implemented in 2010. Additional EIA completed April 2011 on Essential Skills provision in Foleshill due to reduction in number of venues to be used in this area		
Use data at class level to more closely monitor the achievement of BME and disabled learners in order to address any gaps in achievement.	A system for producing and analysing data at class level identified and implemented at curriculum team level autumn 2010. Identified gaps in achievement addressed.	The monitoring system sustained and further gaps addressed.	The monitoring system sustained and further gaps addressed.	Tutors and curriculum teams unable to address achievement gaps.
UPDATE	System identified and implemented. Overall there were no statistically significant gaps in achievement amongst different groups.	System has been sustained. No statistically significant gaps in achievement amongst different groups. Where lower achievement had been identified for statistically insignificant numbers of specific groups amongst BME learners in 2010, data in 2011 showed that these did not represent any trends. Overall success rates amongst different categories of learners are above the national average. In 2010-11 success rates for learners with learning difficulties or disabilities was 91% compared to 82% nationally.		

2 Safeguarding

The Service puts the learner at the centre of service delivery and has many years good practice in working supportively and responsibly with all learners including vulnerable adults and young people. Through its Safeguarding Policy the Service aims not only to meet the requirements of legislation, City Council policy and Ofsted but to be proactive and energetic in its practice. The emphasis is on a whole service approach to promoting a safe environment for all learners and for children in crèches, and to ensuring that vulnerable adults and young people on its programmes are supported and protected. The Service adopts a broad definition of ‘vulnerable adult’ in order to ensure a full consideration of learners’ needs and an effective response to disclosures. A commitment is also made to the safeguarding of children and young people at venues where courses take place.

The Service's strategies for safeguarding include: CRB clearance procedures, staff training, clear expectations on staff with reference to the City Council’s Code of Conduct and clear expectations on learners communicated through the Learner Pack. The Service promotes safeguarding and disseminates its procedures for reporting and responding to incidents and to allegations of abuse. The Service also undertakes safe recruitment practice through its strict adherence to the City Council’s recruitment and selection procedures.

Key priorities	Target 2010	Target 2011	Target 2012	Risk and issues to be addressed
Produce and disseminate a Safeguarding Policy, action plan and staff Code of Behaviour	Policy and staff code of behaviour disseminated and implemented.	Monitoring shows that safeguarding policy and procedures are embedded.		
UPDATE	Draft developed and reviewed for improvements. Final version implemented November 2010.	Policy updated in June 2011 to include the use of mobile phones and cameras by learners. Observation and class visit reports showed good evidence of safe working practice. Policy and procedures monitored by designated safeguarding officer. Learner safety also monitored through all learner surveys.		



Continued...

Improve procedures for responding to issues and incidents.	Systematic reporting and recording processes in place.	Monitoring shows that learners feel safe and issues and incidents are addressed.		There are issues/ incidents which are not reported so not addressed.
UPDATE	Implemented Jan 2010.	Learner surveys show satisfaction rates regarding their own safety as very high (consistently 95%+). Any issues identified from surveys are addressed promptly. 9 cases related to AES staff/provision reported in 2011, all of which were thoroughly investigated and addressed.		
Update the CRB clearance process to ensure that all relevant staff have clearances.	Service's central register shows that all relevant staff have CRB clearance.			Evidence of CRB checks from the past is not available from HR
UPDATE	Register shows that all relevant staff have CRB clearance.	Register was reviewed following staff and venue changes in July-September 2011 and as a result all outstanding AES staff and support staff in Business Services obtained clearance.		
Identify a SMART approach to risk assessment embedded in safeguarding/keeping all learners safe.	The disability support/ adjustments form revised to include learner risk assessment	All staff fully briefed, aware of potential risk and using the revised form		Learner risk assessments not undertaken consistently by all relevant staff
UPDATE	Revised July 2011 to include learner risk assessment at start of course.	Staff were briefed at staff development sessions Sept 2011 and all staff now using revised form.		

3 Strategic Involvement of Learners

The Service collects learner views from a range of sources to improve the quality of provision (predominantly through learner surveys, end of course evaluation, lesson observations and class visits, and written or emailed comments from learners). Learner end of course evaluations have not been widespread enough or used effectively, and the Service has been currently developing new end of course evaluation forms which seek learner feedback on the key questions within the Common Inspection Framework and which are relevant to individual curriculum areas in relation to format and additional questions.




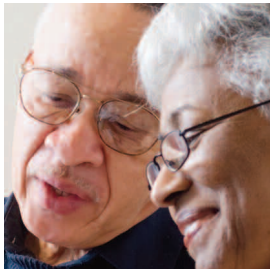

The Service has recognised the need to develop and implement an effective learner involvement strategy. This will include measures to improve learner feedback through surveys and end of course evaluations, and learner involvement in: observations and class visits; assessment of learning; the disability disclosure process; learner induction and support; marketing; and self assessment and quality improvement.

Key priorities	Target 2010	Target 2011	Target 2012	Risk and issues to be addressed
Develop and implement an effective learner involvement strategy	Learner involvement strategy produced with targets and deadlines	Learner involvement strategy disseminated to all learners	Targets and deadlines met	
UPDATE	Produced November 2010.	Strategy, including June 2011 review of progress, was disseminated to learners via Moodle June 2011.		
Further develop and promote a culture of learner involvement through increased opportunities for learner feedback.	<p>a) Enhanced learner end of course evaluations piloted, evaluated and amended</p> <p>b) Learner feedback email address established and opportunities for learner feedback widely publicised</p> <p>c) Identify further actions based on good practice of similar providers</p>	<p>a) Learner evaluations rolled out to all learners</p> <p>b) Learner feedback used in self assessment and quality improvement processes</p> <p>c) Pilot strategies identified through good practice of similar providers</p>	<p>a) Increase the use of online learner evaluations</p> <p>c) Refine and implement strategies</p>	<p>Lack of rigour amongst tutors in distributing and collecting evaluations</p> <p>Some learners may make suggestions that it is not possible or appropriate to address</p> <p>Lack of rigour amongst some staff in addressing issues and monitoring actions</p>

Continued...

	<p>d) Robust process, timescale and targets established for collating and responding to learner feedback</p>	<p>d) Process implemented and monitored to ensure learner feedback is effectively dealt with</p>	<p>d) Process refined and improved if necessary</p>	
<p>Update</p>	<p>a) Piloted October 2010, evaluated and amendments made to the collation & collection processes and forms.</p> <p>b) Established September 2010. Publicised through Choice magazine, Local Learning, in the Learner Pack, on posters & business cards, and on Moodle.</p> <p>c) Research carried out by consulting Ofsted reports, Ofsted good practice database, and through attendance at conferences and events. No improvements identified at this time.</p> <p>d) In place for autumn 2010 survey.</p>	<p>a) Achieved for all learners except Family Learning in Dec 2010, & for Family Learning in July 2011. On-line evaluations piloted in ICT provision.</p> <p>b) Learner evaluations, surveys, observations, class visits, correspondence, conferences and events used as evidence for self-assessment and quality improvement.</p> <p>c) Identified the need to further improve learner and visitor areas of Moodle, currently at the planning stage.</p> <p>d) Manager responsible for learner involvement ensures feedback from evaluations and surveys is effectively and promptly dealt with. MIS officer monitors individual learner emails to ensure prompt responses.</p>		

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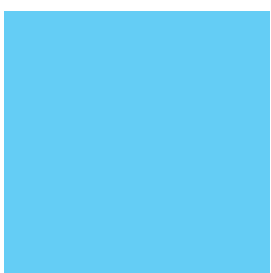
<p>Increase learners' involvement in quality improvement.</p>	<p>Pilot learner involvement in 2010 SAR and QIP. Outcomes evaluated and improvements to process identified</p>	<p>Improvements made and processes embedded</p>	<p>Further increase learner involvement in quality improvement</p>	<p>Learners may not wish to be involved in process.</p>
<p>UPDATE</p>	<p>Learners took part in curriculum SAR sessions in autumn 2010. Process and outcomes were evaluated and agreed to implement improved process in autumn 2011 (service wide learner specific event).</p>	<p>A feedback conference in Feb 2011 for learners with learning difficulties and disabilities was very well attended. All learners invited to a Service wide event at a central venue in Oct 2011 in advance of SAR, to which a representative group attended. This was evaluated, and the process will be repeated in autumn 2012.</p>		
				

4 Assessment of Learning

The Service identified in its 2009 self assessment report inconsistencies in the setting of personal learning goals, the recording of learner progress and achievement both by learners and tutors, and no moderation process in place. Inconsistencies were also identified through internal inspections of provision.

The Service established a working group to develop a whole Service approach to address these issues. Comprising representatives from curriculum teams whose provision includes non-accredited learning, the group has been sharing good practice in the five-stage process of recognising and recording progress and achievement (RARPA), developing and piloting new RARPA paperwork and delivering training to teaching staff to improve the consistency of RARPA recording. It is also trialling approaches in a sample of courses in the verification and moderation of the RARPA process.

Key priorities	Target 2010	Target 2011	Target 2012	Risk and issues to be addressed
Develop a consistent approach to initial, formative and summative assessment of learning throughout the Service's non-accredited provision	Evidence of consistent RARPA processes and practice embedded throughout the Service's non-accredited provision Improvements identified to increase rigour of processes and practice	Initial, formative and summative assessment of learning rigorously applied by all tutors throughout the Service's non-accredited provision	Monitoring and evaluation of RARPA practice and actions show improvement in learning and achievement	Learners do not wish to keep/give evidence of progress Insufficient rigour by some tutors in recording progress effectively
UPDATE	A working group developed and implemented more consistent processes. Training was delivered to tutors and improvements identified to increase the rigour of recording.	Evidence showed that tutors were employing effective strategies to assess learner progress, with learners actively involved. Whilst good assessment practice was being applied, recording of progress against clearly identified learning aims required further improvement, and the need to review recording systems appropriate to different settings was identified.		
Develop a verification and moderation process to ensure consistent standards and good practice in RARPA	Verification/moderation process piloted with a sample of teaching staff	Verification/moderation process rolled out to all courses where subject moderators are available within Service External moderators identified where necessary	Moderators in place and moderation process operating effectively across non-accredited provision	Moderators not available for some courses
UPDATE	Process was piloted with a sample of teaching staff.	Process was implemented in all curriculum areas. No curriculum areas identified a need to appoint external moderators.		



5 Accommodation and Resources

The Service locates its provision in a variety of community venues including secondary and primary schools, community centres, voluntary organisations, and children's centres. The Service has remained committed to the improvement of its accommodation since the issue was highlighted in the 2004 Inspection. In 2009 the number of venues used for provision reduced from 49 to 40, a reduction of 20%. This enabled the Service to focus on investment and improvement of facilities in other accommodation, including increasing the accessibility for disabled learners. The enhanced facilities have proved very popular with learners and resulted in increased numbers in the venues concerned. The integration of Family Learning into Adult Education brings a significant challenge to maintain the benchmark for the standard of accommodation whilst continuing to run programmes in traditional Family Education venues, such as primary schools. There is still a tension between operating out of appropriate accommodation and being in high priority areas and locally based, and therefore accessible to non car owners. Of the 40 venues in use in 2009-10, 23 were based in high priority areas, and 2 in specialist venues for high priority users.

The lines of responsibility and accountability with reference to accommodation, equipment and resources have been redefined, with curriculum teams being responsible for the improvement of curriculum resources, and the Quality Improvement Manager responsible for the improvement of cross curricula equipment and accommodation.

Key priorities	Target 2010	Target 2011	Target 2012	Risk and issues to be addressed
Identify and address new accommodation issues through a programme of visits to Family Education venues.	50% of Family Learning venues meet the AES quality standards	75% of Family Learning venues meet the AES quality standards	All Family Learning venues meet the AES quality standards	The Adult Education Service is heavily dependent on schools and other organisations as locations for programmes Lack of funding to make further accommodation improvements
UPDATE	Achieved.	Achieved Sept 2011.		
Further improve access for disabled learners	Improve the quality of information on disabled access on Venue Visit forms to elicit more specific information.	Improved recording and evidence of issues having been addressed	No evidence of issues not being addressed for the benefit of disabled learners	
UPDATE	Implemented.	Venue visit reports evidence improvements made. Accommodation spread sheet implemented to track progress.		

Continued...

<p>Consolidate the programme in order to increase quality whilst and ensuring value for money, and the spread of learning venues across the city continues to focus on high priority areas</p>	<p>a) Reduce by 2 to 38 venues (excluding Family Learning). b) Reduce by one evening in 5 schools. c) Reduce the number of teaching rooms in 5 centres. d) Increase the no of rooms in 1 centre. Maximise use of our teaching rooms in other centres.</p>	<p>Reduce by 7 to 28 venues. Maximise use of space in other venues</p>	<p>Reduce by a further 3 to 25 venues</p>	
<p>UPDATE</p>	<p>a) Reduced by 3 (1 venue withdrew offer of space to AES). b) Achieved. c) Achieved. d) Achieved – increase of room at Muslim Resource Centre.</p>	<p>Reduced by 9 venues to support funding reductions and quality requirements.</p>		

Updating skills and qualifications

Janet came to England from Ghana in 2000. In Ghana she was a qualified teacher, holding a degree in Early Childhood studies. In England she gained a position as a Teaching Assistant in London.

On moving to Coventry, Janet decided to join a maths class with the Adult Education Service near her home. She wanted to develop her mathematical skills, improve her knowledge of modern maths and become aware of methods which are taught in schools in England. During her time in the class Janet gained a Level 2 qualification in maths. She has used the knowledge she gained to help her children

with their homework and to become a volunteer within one of the Service’s maths classes helping others to learn.

Janet also joined an English class where she gained a level 2 qualification in English.

Her learning and experience with the Adult Education Service have helped to improve her prospects of employment. Janet has now successfully gained supply work with a recruiting agency for education.



Case Study

6 E-Learning

The Service has provided a range of resources with relevant training, which is resulting in increased access to, and use of, technology to support teaching and learning. The use of e-portfolios has been extended to learners, allowing greater access to assessment and learning resources which can be accessed at any time by learners.

The Service has developed its own learning platform (Virtual Learning Environment (VLE)) since 2007. The VLE has been used to share good practice and curriculum teams have been active in uploading resources. It has also been used as a central repository for Service information, documentation and communication with staff. A move is planned from August 2010 to a Moodle based platform to encourage the development of courses on the VLE, increase engagement with learners and the community, include more accessibility features and allow more collaborative work across the sector.

Service e-leads meet termly to share good practice and developments in e-learning and monitor the development of e-learning across the service.

The Service has completely refurbished 5 classrooms with computer suites, 3 tutor areas have been updated with new computers and, 2 new IT suites were installed in priority neighbourhoods in 2009. Eight new interactive whiteboards have been installed, as well as updating other equipment and IT resources across the city.

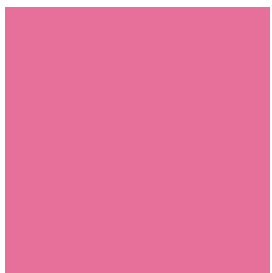
Key priorities	Target 2010	Target 2011	Target 2012	Risk and issues to be addressed
Develop and embed e learning in Leisure, Visual and Performing Arts, and Family Education provision	E-learning embedded in 25% of programmes	E-learning embedded in 50% of programmes	E-learning embedded in 75% of programmes	Reduction in funding to support the development of e-learning
UPDATE	Use of e-learning has increased in AOL 3/9 to 30% and Family Education to 90%. AOL 7/8/10 (Leisure and Special Interest courses) - some form of e-learning is being used in 33% of courses overall and in all classroom based courses.	Use of e-learning has increased in AOL 3/9 to 30% and Family Education to 90%. AOL 7/8/10 (Leisure and Special Interest courses). Some form of E-Learning is being used in 33% of courses overall and in all classroom based courses.		

Continued...

<p>Extend use of e portfolios to all NVQs</p>	<p>E-portfolios offered in all vocational ICT programmes and 20% of other NVQ programmes</p>	<p>E-portfolio offer extended to 60% other NVQ programmes</p>	<p>E-portfolio offered in 100% NVQ programmes</p>	
<p>UPDATE</p>	<p>Achieved for vocational ICT courses. Also offered in 20% of other programmes (Business & Administration).</p>	<p>E-portfolios are used for all vocational qualifications in ICT and Business & Admin courses. Extended to AOL 1/13, all Advice and Guidance courses and trialled in Health and Social Care and STLS. Following evaluation of the pilot, changes to vocational standards, and changes to the programme in AOL1/13 it was agreed to suspend transition to e-portfolios. In addition Advice and Guidance was withdrawn as a qualification.</p>		
<p>Increase the proportion of learners with access to the VLE to support their learning programmes</p>	<p>Access given to course and service information for all learners. Four courses piloted in two curriculum areas</p>	<p>Course content developed across all curriculum areas, blended learning courses piloted in all curriculum areas.</p>	<p>Blended courses available in 30% programmes</p>	

Continued...

UPDATE	Provider of VLE transferred from Digital Brain to Moodle. All service documentation was made available in the whole service area, and curriculum content was in development in all priority curriculum areas. Courses were piloted in AOL 14 (Essential Skills) - 9 courses and AOL 6/15 (ICT/Bus Admin) - 3 courses.	Increase in users of VLE from 242 in January to 1080 in December. 167 out of 316 courses now have content on Moodle and 53 courses are accessed by learners. Courses were piloted in all curriculum areas.		
E-ILPs established	E-ILPs identified and piloted in two curriculum areas.	E-ILPs developed and implemented in two curriculum areas	E-ILPs piloted in two further curriculum areas	
UPDATE	A Moodle based ILP was identified and trialled by AOLs 14 and 6/15, however was not suitable for purpose.	E-ILPs continue to be researched to identify an effective medium. The cost of commercial ILPs is prohibitive and restrictions apply to access open source solutions.		
All sites to have access to IWB	IWBs in 75% of sites	IWBs in 95% of sites.	All sites to have access to IWB.	
UPDATE	Achieved.	Achieved.		



7 Family Learning

A range of Family Language Literacy and Numeracy and Wider Family Learning programmes have been delivered for many years in schools. More recently successful partnership working, notably with the Early Years Service and children's centres, has increased access to parents and carers. In 2008/9 Family Learning Impact Fund (FLIF) funding supported this with a range of innovative programmes.

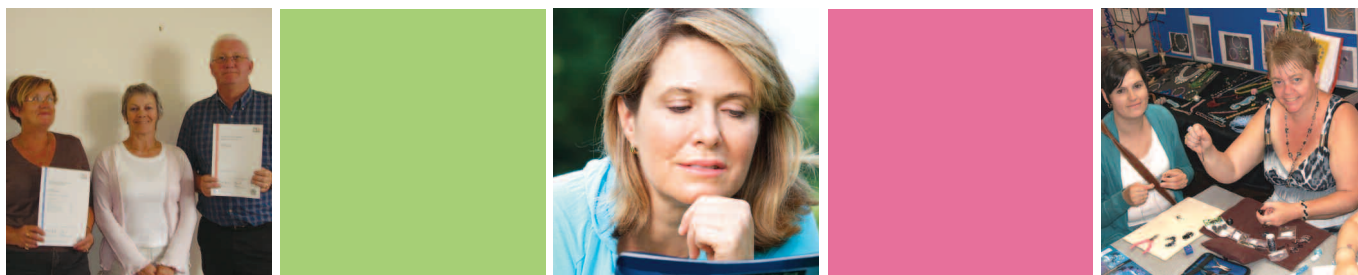
In November 2009 Family Learning moved from the Children, Learning and Young People's Directorate to be incorporated within the Adult Education Service. The 2009 self assessment process identified that although there are some strengths in the delivery of Family Learning, there is a need for all Adult Education Service policies and quality improvement procedures to be fully implemented within the curriculum area and this represents a strategic priority for the Service.

Importantly, an internal inspection of Family Learning by an Ofsted inspector in May 2010 identified that the standard of teaching and learning was significantly below the national benchmark and that significant changes in the focus and delivery of the programme were needed.

Key priorities	Target 2010	Target 2011	Target 2012	Risk and issues to be addressed
Embed all quality improvement measures into all family learning programmes and in particular raise the standard of teaching and learning.	70% of classes good or outstanding	75% good or outstanding	80% good or outstanding	Ensuring all staff are committed to and confident about QI. Lack of rigour by some managers.
UPDATE	75% achieved.	100% achieved.		
Prioritise Family Language Literacy and Numeracy provision and target schools with 20%+ eligibility for FSM. to reach parents who do not have Level 2 qualifications.		All learners starting long FLLN programmes have qualifications below Level 2.	All learners starting long FLLN programmes have qualifications below level 2.	The take up on the remodelled FLLN programme may not reach the Service's target.
UPDATE		Majority of learners had qualifications below Level 2.		

Continued...

Increase accreditation in Family Language Literacy and Numeracy provision,		90% learners completing FLLN courses will take qualifications. 60% will achieve Level 2.	100% learners completing will take qualifications. 70% will achieve Level 2.	Not all learners may be able to achieve a qualification.
UPDATE		92% took qualifications and 53% achieved Level 2.		
Redesign other Family Learning provision and promote the programme to parents who do not have Level 2 qualifications.	A coherent programme with 60% of adult learners with no Level 2 qualification	70% of adult learners with no Level 2 qualification	80% of adult learners with no Level 2 qualification	Staff not proactive enough in promoting the programme to the target group
UPDATE	Achieved.	Achieved.		
Ensure clear progression routes within Family Learning offer and also onto Essential Skills (and other) programmes.	Progression routes identified and good practice implemented	Self assessment identifies effective progression	Self assessment identifies very positive progression	Staff in Family Education and Essential Skills not proactive enough
UPDATE	Progression flowchart produced for tutors to signpost learners. Essential Skills staff attended sessions to promote progression opportunities.	82% of learners accessed other courses.		
Negotiate service level agreements with schools and children's centres	Agreements in place in schools.	Agreements in place in children's centres	All schools and children's centres fully implementing the agreements	Lack of efficiency in providing the data agreed in the SLA
UPDATE	Agreement in place but not effective.	Agreement reviewed and updated. Agreement in place with children's centres July 2011.		



8 Staff Development

The Service has a comprehensive staff development plan and programme, based on national priorities, curriculum and organisational needs, and individual needs as identified through the annual performance development review process. All staff have a training/staff development entitlement, There is an allocation of paid time for staff development within tutors' contracts which enables the Service to address priority training issues.

Whilst many staff development priorities change from year to year the key staff development priorities for the next three years are:

Key priorities	Target 2010	Target 2011	Target 2012	Risk and issues to be addressed
All teaching staff to gain QTLS status (ATLS status for PCDL tutors) through the nationally recognised processes	10%	30%	55%	Staff reluctance to obtain qualifications or recognition of teaching skills
UPDATE	Achieved.	17% achieved. Staff reticent to undertake QTLS accreditation process immediately after achieving other qualifications.		
Increase the number of Essential Skills tutors with level 5 teaching and subject specialist qualifications or equivalent from current level of 26%	34%	48%	63%	
UPDATE	Achieved.	51% achieved.		

Continued...

<p>All teaching staff to gain subject spec qualifications at the level above which they teach.</p>	<p>50%</p>	<p>65%</p>	<p>90%</p>	
<p>UPDATE</p>	<p>Achieved.</p>	<p>61% achieved.</p>		
<p>All staff benefit from training on broad equality and diversity issues and appropriate specific issues.</p>	<p>All new staff receive training in E&D. 30% of managers will have attended updating training in E&D</p>	<p>60% of managers will have attended updating training in E&D.</p>	<p>90% of managers will have attended an updating training in E&D.</p>	<p>Appropriate and timely training is not available due to pressure on training providers. Appropriate and timely training is not available due to pressure on training providers.</p>
<p>UPDATE</p>	<p>2 Service Managers attended City Council E&D training in summer 2011 and following evaluation, agreed tailored training to be delivered in 2011-12 to meet the particular needs of AES staff.</p>	<p>34% of managers had attended updating training by December 2011. Less than target as tutors and other staff now also attending training. Training to be complete for all staff in 2012.</p>		
<p>Increase the awareness and knowledge of staff through a programme of Safeguarding training</p>	<p>All staff have had initial training, SMT and curriculum leads have undertaken online certificated training.</p>	<p>Identified staff have received further training in safeguarding vulnerable adults and e safety</p>		

Continued...

UPDATE	Majority of staff received safeguarding training during 2010. SMT and curriculum leads undertook online training for which they were awarded certificates.	<p>Remainder of staff trained in safeguarding.</p> <p>Managers & tutors in AOL 1/13 and creche managers attended additional training delivered by the local Safeguarding Children Board.</p> <p>Training in safeguarding vulnerable adults delivered June 2011, attended by managers & tutors from LLDD team.</p> <p>E-leads were briefed on e-safety documentation and they disseminated e-safety information to their curriculum teams.</p>		
All staff to receive training in initial, formative and summative assesement (Rarpa)	90%	100%		
UPDATE	Achieved – all curriculum areas except Family Learning.	Achieved – completed with Family Learning.		

If you need this information in another format or language please contact us.

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Coventry City Council

Public report
Cabinet Member report

Cabinet Member (Education)

5 September 2012

Name of Cabinet Member:

Cabinet Member (Education) - Councillor Kershaw

Director approving the report:

Director Children, Learning and Young People

Title

Appointment to the Coventry Standing Advisory Council for Religious Education

Is this a key decision?

No

1. Executive summary

The report asks the Cabinet Member to confirm the appointment of a representative of the Free Churches to the Coventry Standing Advisory Council for Religious Education (SACRE).

2. Recommendation

The Cabinet Member is recommended to confirm the appointment of Ms Pauline Lockett to Group 2 of the Coventry Standing Advisory Council for Religious Education for a period of four years as the representative of the Free Church.

List of Appendices included:

None

Other useful background papers:

None

Has it or will it be considered by scrutiny?

No

Has it, or will it be considered by any other council committee, advisory panel or other body?

No

Will this report go to Council?

No

Report Title: Appointment to the Coventry Standing Advisory Council for Religious Education

1. Context

1.1 The Standing Advisory Council for Religious Education (SACRE) was established under the Education Reform Act 1988 and comprises four Groups:

- A Church of England group (Group 1);
- A group representing other Christian denominations and other Faiths which reflect the principal religious traditions in the area (Group 2);
- A group representing teachers (Group 3); and,
- A group representing the City Council (Group 4)

1.2 The City Council is responsible for appointing members to the 4 statutory Groups which comprise SACRE.

1.3 The purpose of the Standing Advisory Council for Religious Education is to advise the Local Authority on matters concerning religious education in community schools and the religious education provision to be made in accordance with an Agreed Syllabus. These matters may include methods of teaching, training for teachers; and, choice of materials and resources.

2. Proposal

The membership of Group 2 of SACRE is currently undersubscribed and as a member of the West Orchard United Reform Church Ms Pauline Luckett has been nominated to serve on this Group to represent Free Churches. Ms Luckett was previously a representative for NUT on Group 3 of SACRE. The Cabinet Member is recommended to confirm this nomination.

3. Results of consultation undertaken

Not applicable

4. Timetable for implementing this decision

Appointment to be made to enable the nominated representative to attend the next meeting of SACRE in 15 October 2012.

5. Comments from Director of Finance and Legal Services

5.1 Financial implications

There are no financial implications.

5.2 Legal implications

The City Council is responsible for establishing a SACRE and appointing its members.

6. Other implications

6.1 How will this contribute to achievement of the council's key objectives / corporate priorities (corporate plan/scorecard) / organisational blueprint / LAA (or Coventry SCS)

Not applicable

6.2 How is risk being managed?

Not applicable

6.3 What is the impact on the organisation?

Not applicable

6.4 Equalities / EIA

Not applicable

6.5 Implications for (or impact on?) the environment

Not applicable

6.6 Implications for partner organisations?

Not applicable

Report author(s)

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Directorate:

Children, Learning and Young People

Tel and email contact:

Tel: (024) 7683 1506 / dave.wallis@coventry.gov.uk

Enquiries should be directed to the above person.

Contributor/approver name	Title	Directorate or organisation	Date doc sent out	Date response received or approved
Contributors:				
Michelle Salmon	Governance Services Officer	Customer and Workforce Services		
David Haley	Assistant Director (Education and Learning Services)	Children, Learning and Young People		
Names of officers and Members approving submission of report				
Teng Zhang	Finance Manager (CLYP)	Children, Learning and Young People		
Elaine Atkins	Senior Solicitor	Finance and Legal Services		
Colin Green	Director	Children, Learning and Young People		
Councillor Kershaw	Cabinet Member (Education)			

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Coventry City Council

Public Report

Cabinet Member (Education)

5 September 2012

Authority Governor: New Appointments

Name	School	Term of Office
Mr Robert Griffiths	Allesley Primary	4 September 2016
Cllr P Townshend	Allesley Hall Primary	4 September 2016
Mrs M Cantillon	St John Fisher Catholic Primary	4 September 2016

Authority Governor: Re-Appointments

Name	School	Term of Office
Mrs Haley Short	Alderman's Green Primary	21 October 2016
Mrs Gill Browett	Charter Primary	21 October 2016
Mrs Pauline Davies	Ernesford Grange Community School	21 October 2016
Cllr J O'Boyle	Gosford Park Primary	21 October 2016
Mr Muneeb Mirza	St Augustine's Catholic Primary	21 October 2016
Dr M Chappell	Sowe Valley Primary	21 October 2016
Mr A Guymer	Woodfield School	21 October 2016
Mrs D Sherwood	Wyken Croft Primary	21 October 2016

All the above meet the criteria for appointment as LA Governors set out below.

- Have a commitment to the provision of high quality education and the pursuit of excellence for all children
- Be supportive of the LA's policies, its aspirations for Coventry's children and the partnership between a publicly accountable LA and its schools
- Show a willingness to be a supportive and critical friend to the school
- Have the time to attend meetings of the governing body and to get to know the school
- Possess skills and/or experience relevant to the work of school governing bodies.

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Coventry City Council

Revised Document (Tabled)

Cabinet Member (Education)

5 September 2012

Authority Governor: New Appointments

Name	School	Term of Office
Mr Robert Griffiths	Allesley Primary	4 September 2016
Cllr P Townshend	Allesley Hall Primary	4 September 2016
Mrs P Burton	Bishop Ullathorne Catholic School	4 September 2016
Mr T Sharman	Gosford Park Primary	4 September 2016
Mrs M Cantillon	St John Fisher Catholic Primary	4 September 2016
Mr R Drew	Whitmore Park Primary	4 September 2016

Authority Governor: Re-Appointments

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