

Report of the Strategic Director, Children's Services to the meeting of Regeneration and Economy Overview and Scrutiny Committee to be held on 13 March 2018

AC

Subject:

Skills for Work Update

Summary statement:

This report provides an overview of Skills for Work relating to Government funded Employment Support Programmes, Apprenticeships, Adult Education Budget provision delivered through Skills training, Community and Family learning.

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Strategic Director

Portfolio: Education Employment & Skills

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Overview & Scrutiny Area:
Children's Services

1. SUMMARY

1.1 Skills for Work (SFW) provision contribute to the Council's commitment to both develop better skills, more good jobs and a growing economy and a great start and good schools for all our children as detailed in the District Plan.

1.2 Skills for Work currently deliver against 6 contracts:

ESFA

- Adult Education Budget
 - Family and Community Learning
 - Adult Skills Provision
- Adult Apprenticeships
- 16-18 Apprenticeships

DWP

- Work Choice – subcontract to Pluss
- Work Programme- subcontract to Ingeus
- Work Programme – subcontract to Interserve

1.3 This report provides a summary of the activity undertaken by Skills for Work operating as a fully traded service to meet the learning and employment needs of those at most disadvantage in the District. The delivery model enables Skills for Work to provide learning opportunities for parents, families and unemployed adults in addition to supporting the creation of apprenticeships across the District by providing successful skills and qualifications training matched to local need facilitating a clear pathway into further learning and employment.

1.4 The service contributes significantly to council and local priorities through its role in delivering provision to adults and young people with significant barriers to learning and/or employment. SFW are within scope of the Ofsted common inspection framework and were inspected in December 2017. The inspection team found the provision to have maintained their rating of Good awarded at the previous inspection in March 2014.

2. Background

2.1 The Council has a long tradition of supporting central government funded employment & skills programmes. Skills for Work assist those with multiple barriers which are furthest from the workplace to develop skills and gain qualifications to move into employment or onto further training or apprenticeship

2.2 Work Programme

The Work Programme is a Department of Work and Pensions (DWP) funded provision for people that are unemployed and claiming benefits. The aim of the programme is to help customers gain sustained employment. The programme has been in operation since June 2011 and is currently in the wind down phase. New referrals ceased in March 2017 and programme activity is due to end in March 2019.

2.3 Work Choice

Work Choice is also funded by DWP and is a voluntary employment programme that provides support to people with disabilities and health conditions facing complex barriers to getting and keeping a job. The programme has been in operation since October 2010 this contract is in the final extension phase, new referrals ceased in December 2017 and programme activity is due end in June 2018.

2.3.1 Both Work Choice and Work Programme have been replaced by the DWP Work and Health Programme, Skills for Work is not involved in the delivery of this replacement programme.

2.4 Apprenticeships

SFW are the preferred training provider for apprenticeships within Bradford Council and contribute to the Council's required target for employing apprentices. Apprenticeships are offered in one of the following vocational areas: Management, Business Administration, Customer service, Team leader and Public Service Operational Delivery Officer. Working with the Learning and Development Academy, SFW support council apprentices to gain valuable skills and qualifications including maths and English through individual learning plans and dedicated assessment officers.

2.5 Adult Community Learning

A range of accredited courses are delivered in Functional English, Functional Maths, ESOL and ICT by a skilled and experienced peripatetic tutor team in community based venues and schools across the district. Additionally qualifications in a range of vocational and employability skills are including first aid and customer service are delivered to Work Programme and Work Choice participants to aid their search for work.

2.6 Family Learning

Workshops and short courses are designed and delivered to meet the needs of parents and carers many of which include joint learning session with their children. The programme is delivered in schools and community settings such as Childrens Centres and voluntary organisations across the District and supports families to learn how to support their children in school including keeping up with the children in maths and English and Family Talk and Family Language which help parents to understand what goes on in school and have the language skills to participate in communication about their child from schools and other agencies.

3 DELIVERY ACTIVITY

3.1 Family Learning Festival

A wide range of learning activity across the District is provided through Skills for Work including an annual Family Learning Festival which takes place in October in conjunction with a range of local partners including libraries and museums continuing a long standing partnership with the National Science and Media Museum. The festival is designed to encourage all members of the family to learn as a collective group and to act as a recruitment device for Skills for Work and all delivery partners. In Oct 2017 over 500 people took part.

3.2 Individual Advice and Guidance – Matrix Standard

Skills for Work continue to provide high levels of advice and guidance to learners and apprentices and are accredited to the Matrix Standard. Accreditation was re-assessed in

2017 and the service was highly praised for their guidance provision with individual support within classroom and for apprentice inductions. As result of this strong assessment Skills for Work were nominated for a national guidance award.

3.3 Disability Confident

Skills for Work have been awarded Disability Confident at level 2, an award which underpins access and support for those with disabilities to ensure that all Skills for Work promote and support services which help to remove barriers to disabled people and those with long-term health conditions ensuring opportunities to fulfil their potential and realise their aspirations.

3.4 Ofsted Inspection December 2017.

Skills for Work were inspected by Ofsted in December 2017 under the short-notice inspection regime. Inspectors judged Skills for Work to have maintained their Good rating awarded in March 2014. Inspectors noted the well-established and clear vision of managers and leaders and the contribution to wider council priorities. Inspectors recognised the strong ethos of supporting those from the most disadvantaged backgrounds with Skills for Work creating an inclusive and welcoming environment for learners and Tutors modelling appropriate attitudes and behaviours well, encouraging learners to consider how they can contribute further to community life in the District. Inspectors praised the strong performance management processes which enable swift improvement actions and ensure provision meets learners needs which enables high achievement rates and pathways for next steps in many cases to higher level or accredited courses. Safeguarding continues to be effective with a well-planned training programme for staff to maintain expertise in this area.

3.4.1 Skills for Work main focus is to move toward being outstanding. Quality improvement plans are in place to support and develop for staff to ensure outstanding teaching learning and assessment becomes the norm through rigorous quality monitoring and performance management. Skills for Work aim to increase number of apprentices on programme to contribute to Council recruitment targets expand into growth areas in particular teaching assistants' apprenticeships with the aim to become the second biggest apprentice training provider in the District within three years.

4 OTHER CONSIDERATIONS

None

5 FINANCIAL & RESOURCE APPRAISAL

5.1 Skills for Work is a fully traded service. Current funding levels for community and family learning are received as a direct grant from ESFA subject to success and achievement rates and eligible spending criteria to support learner needs. Apprenticeship funding is received from levy payments within Bradford Council and local employers.

6 RISK MANAGEMENT AND GOVERNANCE ISSUES

6.1 Risks associated with the delivery of Skills for Work programmes are the final phase of DWP contracts and associated costs. Plans are in place to manage this process. Risk to contract delivery and outputs on ESFA provision including apprenticeships is mitigated by stringent contract monitoring procedures undertaken within the Skills for Work team.

7 LEGAL APPRAISAL

No legal issues.

8 OTHER IMPLICATIONS

None

8.1 EQUALITY & DIVERSITY

None

8.2 SUSTAINABILITY IMPLICATIONS

None

8.3 GREENHOUSE GAS EMISSIONS IMPACTS

None

8.4 COMMUNITY SAFETY IMPLICATIONS

None

8.5 HUMAN RIGHTS ACT

None

8.6 TRADE UNION

None

8.7 NOT FOR PUBLICATION DOCUMENTS

None

9. RECOMMENDATIONS

9.1 That members note the content of this report and welcome the continued success of Skills for Work and its delivery of learning and apprenticeships across the District

10. APPENDICES

Appendix 1: Ofsted Report

Appendix 2: Job starts data

Appendix 3: Destination Data

Appendix 4: ESFA performance data

11. BACKGROUND DOCUMENTS

None

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16 January 2018

Ms Judith Kirk
Deputy Director Education, Employment and Skills
City of Bradford Metropolitan District Council
Appleton House
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Dear Ms Kirk

Short inspection of City Of Bradford Metropolitan District Council, Skills for Work

Following the short inspection on 6 and 7 December 2017, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. The inspection was the first short inspection carried out since the provider was judged to be good in March 2014.

This provider continues to be good.

You, other leaders and managers with responsibility for the council's skills for work (SFW) provision have established a well-articulated vision and a clear strategy which clarify how the service will contribute to two of the six strategic priorities in the Bradford Council Plan. You have maintained the strengths identified at the previous inspection and made good progress in addressing areas for improvement.

Leaders have ensured that community education provision is delivered in the areas of the city where residents can benefit from it the most. Learners from these communities who follow family learning programmes gain valuable skills. They increase in confidence to help their children to prepare for, and participate in, their education in local schools. Many of these learners, who very often have not participated in education or training for considerable lengths of time, progress onto accredited courses as a result of their positive experiences on family learning courses.

Leaders promote accredited courses well in English, mathematics and English for speakers of other languages (ESOL) to Bradford residents who lack the skills and confidence to find work and engage in community life. A high proportion of those who undertake courses achieve qualifications. In addition, they gain valuable skills that increase their chances of obtaining work or progressing onto further education and training programmes with other learning providers in the city.

The service provides carefully planned apprenticeships that align with and meet the skills development needs of local employers. This enables residents of all ages to gain the skills and qualifications that they need to improve their career prospects. The SFW service works closely with other education and training providers in Bradford to ensure that apprenticeship provision across the city meets the priorities of businesses and the local enterprise partnership.

Safeguarding is effective.

Leaders and managers have ensured that safeguarding arrangements are fit for purpose and that action is taken to safeguard all learners. The SFW manager has undergone appropriate designated safeguarding lead training, and she ensures the clear communication of safeguarding policies and procedures to staff and learners.

All staff have undergone mandatory child protection, safeguarding and 'Prevent' duty training. In addition, many take up the wide-ranging opportunities available in the SFW service and across the council to improve their awareness about current safeguarding and counter-terrorism issues. Recent training has covered subjects such as forced marriage, modern slavery and female genital mutilation. As a result of this extensive training, staff increase their skills and confidence to discuss safeguarding issues in lessons. This ensures that learners improve their awareness about how to keep themselves safe. Tutors and assessors successfully ensure that safeguarding has a high priority in learning activities, with a strong focus on online safety.

Staff use their knowledge and understanding of safeguarding well to identify the small number of concerns that arise and use the clear and well-publicised procedures that are in place to report these. Logs of safeguarding incidents, which are held securely by managers, record actions taken, including where referrals have been made to other specialists such as social workers.

Inspection findings

- Leaders and managers maintain an effective oversight of the quality of provision. They use feedback from employers and learners effectively to inform their evaluation about the impact of the provision. Leaders and managers take swift action to bring about improvements when these are identified. For example, when leaders recognised that aspects of the delivery of apprenticeships in health and social care were weak, they ensured that underperformance by staff in the team was dealt with swiftly. Through their good links with partners, leaders have identified that other providers in the city are better placed to deliver health and social care apprenticeships. Consequently, the service has not recruited new apprentices in this vocational area since May 2017. Leaders and managers have evaluated accurately the reasons for the slight decline in adult learning achievement rates in the previous year. They rightly recognised that rather than a decline in the quality of provision, this was the result of ceasing the delivery of short qualifications and encouraging more learners to take more demanding full functional skills qualifications. Achievement rates on function skills qualifications remain high and above the average for similar providers.

- Senior leaders within the council maintain a good oversight of the performance of the SFW service and provide good support and challenge to leaders. The deputy director ensures that the elected member with portfolio responsibility for employment and skills is briefed on key aspects of the service's work. However, although plans are in place to establish a clear reporting and accountability framework for formal governance of the service, to be introduced early in 2018, elected members do not currently maintain a sufficiently comprehensive oversight of the performance of the service or scrutinise the outcomes it achieves.
- Leaders and managers use performance management arrangements, including observations of teaching, learning and assessment, well to help staff to improve their practice. These arrangements are effective in sustaining the service's good quality of provision. Reviews of staff performance are comprehensive and targets agreed with staff are appropriately developmental. Managers provide tutors and assessors with high levels of support, including expert mentoring. Staff appreciate and are motivated well by the opportunities that they have to undertake training to support them in their role. These include enabling new staff to take teaching qualifications.
- Tutors on family learning programmes use very effective learning diaries to record initial assessment outcomes and set clear targets for learners. In addition to learning targets, tutors set learners appropriate personal development targets, such as listening carefully to instructions and asking more questions if clarification is required. Tutors provide learners with clear and helpful feedback on work that they complete, which ensures that learners know what they need to do to improve their work. Tutors record accurately the progress that learners make towards achieving their targets. Learners refer to their targets and the feedback that they receive frequently. This helps them to keep track of how well they are progressing and what they need to do further to achieve their learning goals.
- In 2016/17, the proportion of apprentices who completed their programmes within the planned timescales decreased, although it remained above the average for similar providers. The decline was mainly due to the slow progress made by apprentices following health and social care programmes. As a result of improvements that managers have made to the organisation and delivery of these programmes, the proportion of apprentices that now make good progress has increased. For example, managers identified that the slow completion of functional skills qualifications was a significant factor contributing to too many apprentices not completing within planned timescales. As a result, managers now ensure that functional skills are delivered early in apprentices' programmes. Assessors now monitor apprentices' progress very carefully and take early action to support those who are at risk of falling behind. Managers recognise that it is a priority for them to ensure that the proportion of apprentices who complete within the planned timescale continues to increase.
- Managers and tutors provide adults with helpful information, advice and guidance both before they enrol onto courses and during their learning activities. This enables learners to make appropriate choices about their learning and the qualifications that they should take to support them to progress to their next

steps in learning and employment. As a result of participating in English, mathematics and ESOL courses, adult learners are successful in developing the skills, behaviours and attitudes that they need to succeed in achieving qualifications, progress to further learning at a higher level, find employment or engage in volunteering in the community. Through their learning, adults become more independent and increase in confidence to support their families and participate in society. However, managers do not collect and analyse quickly enough information about the learning activities that adult learners move on to with other providers, or the employment that they obtain. This impedes their ability to evaluate thoroughly whether the provision is meeting effectively the needs of all the adults who use the service.

- Leaders, managers and staff promote British values very effectively across the service. Consequently, learners and staff exemplify these values by treating each another with respect and tolerance. Staff create an inclusive and welcoming environment for learners in the diverse venues where learning is delivered. Tutors model appropriate attitudes and behaviours well, and encourage learners to consider how they can contribute further to community life. Learners work collaboratively and support each other well. They take turns to make contributions in lessons and respect each other's points of view.

Next steps for the provider

Leaders and those responsible for governance should ensure that:

- the plans that have been proposed to establish a reporting and accountability framework for governance of the service are implemented without delay
- the changes that they have made to the management and delivery of apprenticeships result in a significantly higher proportion of apprentices who complete within planned timescales
- the service collects comprehensive and timely information about the next steps in education, training and employment that adults move on to so that they can evaluate thoroughly whether the provision is meeting effectively the needs of all adults who use the service, and make any necessary changes.

I am copying this letter to the Education and Skills Funding Agency. This letter will be published on the Ofsted website.

Yours sincerely

Malcolm Fraser
Her Majesty's Inspector

Information about the inspection

Two of Her Majesty's Inspectors and one Ofsted Inspector were assisted by the skills for work manager. We met with leaders of the SFW service and senior leaders

within City of Bradford Metropolitan District Council. We observed lessons and assessments taking place. We held meetings with, or spoke to, managers, tutors, assessors, learners and apprentices. We scrutinised learners' work and assessment records. We scrutinised key documents relating to the provider's strategy and implementation plans, self-assessment and improvement planning and safeguarding. We considered the views of learners through discussions during learning sessions and through the responses received through Ofsted's online questionnaire.

Appendix 2 Job Starts

Work Programme Demographic Data Interserve Learning and Employment

SfW ILE Bradford

GENDER	Number	%age
Male	874	67.39%
Female	423	32.61%
Not known	0	0.00%
Total	1,297	100%

ETHNICITY	Number	%age
White British	697	53.74%
White Irish	3	0.23%
White Other	90	6.94%
Asian	0	0.00%
Bangladeshi	17	1.31%
Black African	17	1.31%
Black British	0	0.00%
Black Caribbean	17	1.31%
Black Other	8	0.62%
Indian	27	2.08%
Other Asian	31	2.39%
Other Ethnic Group	4	0.31%
Other Mixed	40	3.08%
Other White	0	0.00%
Pakistani	279	21.51%
White and Asian	9	0.69%
Not known	33	2.54%
Prefer not to say	25	1.93%
Total	1,297	100%

DISABILITY	Number	%age
Disabled	159	12.26%
Not Disabled	1123	86.58%
Not known	15	1.16%
Total	1,297	100%

AGE BAND	Number	%age
18 – 24	529	40.79%
25 – 34	358	27.60%
35 – 50	314	24.21%
51+	95	7.32%
No DOB	1	0.08%
Total	1,297	100%

Work Programme Demographic Data

Ingeus

GENDER	Number	%age
Male	284	41.95%
Female	160	23.63%
Not known	233	34.42%
Total	677	100%

ETHNICITY	Number	%age
White British	475	70.16%
White Irish	1	0.15%
Asian	2	0.30%
Bangladeshi	19	2.81%
Black African	2	0.30%
Black British	1	0.15%
Black Caribbea	0	0.00%
Black Other	1	0.15%
Indian	2	0.30%
Other Asian	15	2.22%
Other Ethnic Group	8	1.18%
Other Mixed	5	0.74%
Other White	33	4.87%
Pakistani	101	14.92%
White and Asian	4	0.59%
White and Black Caribbean	2	0.30%
Prefer not to say	6	0.89%
Total	677	100%

DISABILITY	Number	%age
Disabled	145	21.42%
Not Disabled	532	78.58%
Total	677	100%

AGE BAND	Number	%age
18 – 24	255	37.67%
25 – 34	179	26.44%
35 – 44	119	17.58%
45 – 54	92	13.59%
55+	32	4.73%
Total	677	100%

Appendix 3

2016-17 Accredited Learning Outcome Tracking and Leaver Destination Data Summary

Outcome	Destination	No	%
Employment		120	17.6%
	<i>16+ hours pw</i>	75	11.0%
	<i>Less than 16 hours pw</i>	32	4.7%
	<i>Self employed 16+ hours pw</i>	7	1.0%
	<i>Self-employed Less 16 hours pw</i>	6	0.9%
Education		204	29.9%
	<i>FE Full time</i>	4	0.6%
	<i>FE Part time</i>	198	29.0%
	<i>HE</i>	1	0.1%
	<i>Apprenticeship</i>	1	0.1%
Voluntary Work		31	4.5%
Other		49	7.2%
	<i>Unable to contact</i>	12	1.8%
	<i>Not known</i>	29	4.3%
	<i>Other</i>	8	1.2%
Unemployed		278	40.8%
	<i>Not looking for work</i>	106	15.5%
	<i>Looking for work</i>	172	25.2%

TOTAL LEAVERS		682
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Skills for Work ESFA Performance

Current Ofsted Grade at December 2017 = Grade 2 (GOOD)

Indicators	2015/16	National Bench-mark	2016/17	
Performance:				
Education & Training				
Achievement	90.7%	85.9% - 15/16	81.0%	
Retention	95.0%	91.9% - 15/16	87.3%	
Apprenticeships				
Achievement	71.6%	67.0% - 15/16	72.5%	
Timely Achievement	69.1%	58.7% - 15/16	66.7%	
Community Learning				
Achievement	79.3%		89%	
Retention	85.1%		95%	
FE Choices Satisfaction Surveys	2015/16		2016/17	
Learner Satisfaction	92%		97%	
Employer Satisfaction	89%		97%	
Student Numbers	2015/16		2016/17	2017/18 (Feb)
Community Learning <i>Learners</i>	1417		690	396
<i>Enrolments</i>	1809		917	416
Skills Learners total	483		387	439
<i>Education & Training</i>	280		240	323
<i>Apprenticeships</i>	203		147	79
<i>Levy & Non-Levy Apprenticeships</i>	-	Introduced 2017	5	37
Gender				
Education & Training <i>Split Achievement</i>	M - 18% / F - 83% M - 91% / F - 90%		M - 6% / F - 94% M - 86% / F - 81%	
Apprenticeships <i>Split Achievement</i>	M - 30% / F - 70% M - 71% / F - 72%		M - 30% / F - 70% M - 71% / F - 71%	
Community Learning <i>Split Achievement</i>	M - 11% / F - 89% M - 79% / F - 79%		M - 3% / F - 97% M - 87% / F - 89%	
Ethnicity				
Education & Training <i>Split Achievement</i>	WB - 31% / BAME - 69% WB - 94% / BAME - 89%		WB - 31% / BAME - 69% WB - 81% / BAME - 81%	
Apprenticeships <i>Split Achievement</i>	WB - 75% / BAME - 25% WB - 70% / BAME - 77%		WB - 57% / BAME - 43% WB - 80% / BAME - 60%	
Community Learning <i>Split Achievement</i>	WB - 22% / BAME - 74% WB - 88% / BAME - 77%		WB - 18% / BAME - 82% WB - 89% / BAME - 90%	

