Self-Assessment Report 2022-23
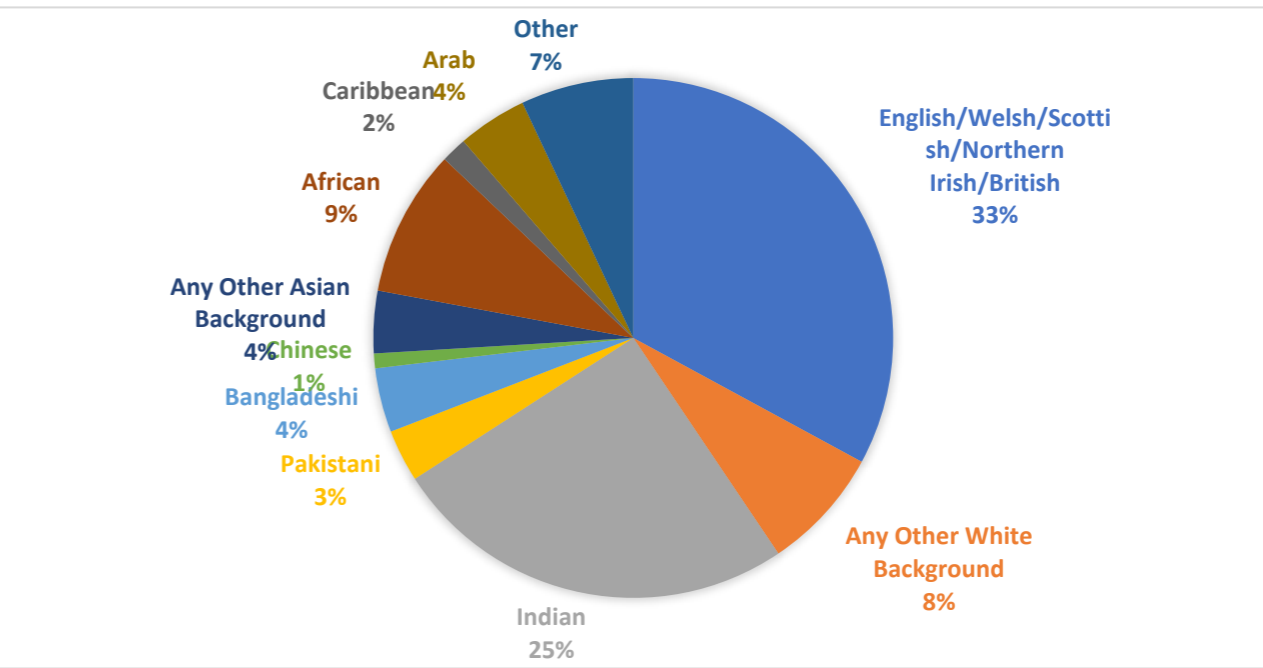
UKPRN: 10003866

The Adult Education service supports Leicester City Council's ambition to re-engage more adults on the margins of the labour market and to further develop suitable skills progression pathways that can effectively respond to local labour market needs. It provides learning opportunities that enable all adults, irrespective of background, to develop their skills and improve their wellbeing for themselves, their families and their communities. It also actively targets learners who are low skilled; have no or low qualification levels; are living in poverty; unemployed, workless, or vulnerable to social exclusion; and adults with learning difficulties and/or disabilities and mental ill health. Courses are shaped by learners' needs which are identified through working with learners and effective networking and partnership arrangements across the city.

According to the 2021 Census, the Leicester population size has increased by 11.8%, from around 329,800 in 2011 to 368,600 in 2021. This is higher than the overall increase for the East Midlands (7.7%) and for England (6.6%). Leicester is now ranked 19th for total population out of 309 local authority areas in England and is the most densely populated area in the East Midlands. (ONS, 2022)

At the 2021 census, 151,492 Leicester residents were born outside of the UK. This represents 41% of Leicester's population.

- The number of Leicester residents born outside of the UK has increased since the 2011 census, when there were 110,843 residents born outside of the UK, representing 34% of the city's population
- 217,079 residents were born in the UK, representing 59% of the city's population. The number of Leicester residents born in the UK has not changed substantially since 1981.
- Excluding the UK, the most common countries of birth were: India (59,842); Other South and East Africa inc Uganda* (12,674); Poland (8,924); Kenya (6,417); Pakistan (4,989); Romania (4,698)
- India, Romania and Italy saw the largest increases. There are 15 times more Leicester residents who were born in Romania than 2011.
- The number of Chinese-born residents fell to 1,386 from 2,401 in 2011. This is likely related to overseas students returning to, or remaining in, their home country as a result of COVID-19.
- Leicester now has the largest proportion of residents with Portuguese passports in England at 5.1%. It is likely most Portuguese passport holders are descendants of people born in former Portuguese colonial areas of India.
- The increase in the number of residents born overseas and their countries of origin is broadly consistent with England overall, although more pronounced in Leicester.
- Leicester is the fourth most deprived upper-tier local authority by proportion of households with at least one deprivation domain. It should be noted that this is a different and less comprehensive, form of classification than the IMD.

2022-23		Ethnicity
Total Enrolments	9024	
Total Learners	3395	
Retention	98%	
Attendance	83%	
Achievement	93%	
Male	22%	
Female	78%	
Disabled	20%	

SAR Grades

Whole Service	SAR Grade
Overall effectiveness of provision	**Good**
Quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good

Curriculum Areas	Overall Effectiveness of provision
ESOL	Good
English and Maths	Good
Employability and Digital	Requires Improvement
Vocational and Professional	Good
Family Learning	Good
Arts	Good
Languages and Humanities	Good
Community Inclusion	Good
Remit	Good

Progress made since last SAR

Key Areas for improvement in 21-22 SAR	Progress made
Rebuilding participation to pre-COVID levels: 11317	Good progress made: Learner numbers have increased by 28%, from 2657 to 3395 and enrolment numbers have increased by 47% from 6125 to 9024.
Ensuring that all qualifications are planned, managed and administrated effectively, in order to secure timely achievement.	Achievement rates have increased by 4.9% from 88.2% to 93.1%
Review of curriculum offer to ensure it continues to meet funder, community and employer needs and is financially sustainable.	Good development of new initiatives and diversification of funding to secure the long-term viability of the Service. New processes implemented to ensure the viability of individual courses.

Key strengths

- The broad and diverse Community Learning curriculum provides accessible learning opportunities including those with severe mental health difficulties, impacted by the cost of living crisis and/or digitally excluded.
- Learner retention and achievement are excellent.
- Staff work effectively with learners, employers and other partners and provide a diverse range of enrichment activities to ensure that teaching, learning and assessment enable learners to develop personal, social and employability skills that prepare them well for their intended job role, career aims and/or personal goals.
- Partnership working is outstanding. Effective and innovative partnerships are developed with a wide range of local stakeholders.

Key Areas for Improvement

- In some areas attendance is below expectations.
- In a few curriculum areas a shortage of tutors limited the programme delivered.

	EIF ref	Strengths	Evidence	AFI	Evidence

Quality of Education

1	Leaders take on or construct a curriculum that is ambitious and designed to give all learners, particularly the most disadvantaged and those with special educational needs and/or disabilities (SEND) or high needs, the knowledge and cultural capital they need to succeed in life.	Each strand of the adult learning programme has a clearly defined purpose that is relevant to the education and training needs and interests of learners, and to local employment opportunities, and supports local and national priorities.	Service Plan Accountability Agreement Outcomes and Impact Review data Programme Plan Individual Learning Plans	In a few curriculum areas a shortage of tutors limited the programme delivered. Underdeveloped Wellbeing curriculum Further develop an arts curriculum that reflects the diversity of the city.	Tutor vacancies list, Course closures. Lack of courses/enrolments Curriculum offer
		The broad and diverse Community Learning curriculum provides accessible learning opportunities including those with severe mental health difficulties, impacted by the cost of living crisis and/or digitally excluded.		Underdeveloped Wellbeing curriculum	Lack of courses/enrolments
2	The provider's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.	Each curriculum area is coherently planned and sequenced to provide flexible routeways and enables learners to accumulate the knowledge, skills and behaviours they need for progression in learning, employment and life.	Programme plans and course information sheets. Schemes of work Lesson Plans, OTLAs Learning walks Outcomes and Impact Review data	Detailed needs analysis is required for the development of the IT curriculum to ensure courses, equipment and staff skills meet the current and future needs of learners.	Achievement of qualifications, programme plan and course information sheets, schemes of work,
3	Teachers and leaders use assessment well, for example to help learners embed and use knowledge fluently or to check understanding and inform teaching. Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens for staff or learners	Assessment is used extremely well in most areas.	EQA reports, OTLAs, assessment materials, results.	Setting smart learning outcomes, efficient assessment and evidence collection on some Arts, Languages and Wellbeing courses could be improved and burdens on staff reduced.	RARPA moderation, ILPS, Tutor feedback on workload, Learners' feedback, OTLAs
4	Learners develop detailed knowledge and skills across the curriculum and, as a result, achieve well. Where relevant, this is reflected in results from national tests and examinations that meet government expectations, or in the qualifications obtained	Learners achieve well on vocational courses and English, maths and ESOL full qualifications	Outcomes and Impact Review data	Essential Digital Skills and L2 Functional Skills Maths results require improvement. Achievement on some English and Maths units is below expectation.	Outcomes and Impact Review data
5	Teachers having expert knowledge of the subjects that they teach. If they do not, they are supported to address gaps so that learners are not disadvantaged by ineffective teaching	Tutors are recruited with high levels of subject knowledge and supported to develop and diversify their skills.	OTLAs, Staff Qualifications and CPD records, Learner Feedback, recruitment requirements	Tutors on IT courses require ongoing upskilling in new technologies.	CPD and Quals records
6	Teachers encourage learners to use subject-specific, professional and technical vocabulary well. Over the course of study, teachers design and use activities to help learners remember long term the content they have been taught, to integrate new knowledge into larger concepts and to apply skills fluently and independently.	Learners, including many for whom English is a second language, use subject-specific, professional and technical vocabulary well. Teachers design and use effective activities to support the application of skills and language.	OTLAs, Learning Walks, Learners' work, ILPs		

Behaviour & Attitudes

7	The provider has high expectations for learners' behaviour and conduct and applies these expectations consistently and fairly. This is reflected in learners' behaviour and conduct Relationships among learners and staff reflect a positive and respectful culture.	Learners' behaviour and conduct is excellent. Expectations are high and any complaints, issues or concerns are managed consistently and effectively.	Safeguarding and Exclusion Log Outcomes and Impact Review data - Course Evaluation		
8	Learners' attitudes to their education or training are positive. They are committed to their learning, know how to study effectively and do so, are resilient to setbacks and take pride in their achievements.	Learners are very diligent and resilient, overcoming challenges and barriers to learning.	Group profiles, case studies, achievement and progression.		
9	learners have high attendance and are punctual.			In some areas attendance is below expectations (80%)	Attendance 22-23 Overall 83%

Personal development

10	The curriculum extends beyond the academic, technical or vocational. It provides for learners' broader development, enabling them to develop and discover their interests and talents. at each stage of education, the provider prepares learners for future success in their next steps.	Staff work effectively with learners, employers and other partners such as Jobcentre Plus, to ensure that teaching, learning and assessment enable learners to develop personal, social and employability skills that prepare them well for their intended job role, career aims and/or personal goals	Volunteers, partnerships, exhibitions and performances, enrichment programme, jobs fairs, careers strategy.	More consistent communication of enrichment and progression opportunities.	Currently dependent on Tutor diligence.
11	The provider prepares learners for life in modern Britain by: equipping them to be responsible, respectful, active citizens who contribute positively to society; developing their understanding of fundamental British values; developing their understanding and appreciation of diversity; celebrating what we have in common and promoting respect for the different protected characteristics as defined in law.	Tutors actively promote British values and celebrate the diversity of the city which equips learners with the necessary knowledge and language to play an active role in society and challenge discrimination and assert their rights.	No of learners seeking welfare support, in particular in relation to domestic violence. Lesson plans, resources, learner feedback.	Resources and materials for the promotion of British values, Sustainability and EDI need refreshing	In some areas resources have not been updated recently.
12	Providing an effective careers programme that offers advice, experience and contact with employers.	A much improved careers programme offers 1:1 advice from a well-qualified Careers Leaders, class visits and support to access online resources.	Data and tracking, feedback, padlet and classroom resources, information corner.	Contact with employers requires further development	Missed opportunities to work more closely with The Council's Employment Hub to maximise opportunities for learners.
				Promotion of careers programme to further increase engagement	Access to the careers programme largely driven by tutors rather than independent access by learners.

Leadership & Management

13	Leaders have a clear and ambitious vision for providing high-quality, inclusive education and training to all. This	A strong vision and purpose which is aligned with the Council's priorities and values	Clear service plan with objectives focussed on the		

			quality of teaching and learning. Policies and procedures and Tutor Handbook which articulate shared values and practice.		
	is realised through strong, shared values, policies and practice				
14	Leaders focus on improving staff's subject, pedagogical and pedagogical content knowledge to enhance the teaching of the curriculum and the appropriate use of assessment. The practice and subject knowledge of staff are built up and improve over time.	Leaders focus on and invest in supporting and improving tutors' subject and pedagogical skills through individual and group professional development and peer support.	CPD investment, CPD records, OTLAs, Induction,	Strategic, service level monitoring of CPD needs and participation is underdeveloped.	Overview of CPD needs and completion was not available to senior managers.
15	Leaders engage effectively with learners and others in their community, including – where relevant – parents, carers, employers and local services	Partnership working is outstanding. Effective and innovative partnerships are developed with a wide range of local stakeholders.	Range of partners, project reports, successful partnership bids, increase in approaches from new partners.	Learner engagement with the Learner Forum requires improvement and a new approach to ensure it is representative.	Attendance and lack of representation of all curriculum areas.
16	Those responsible for governance understand their role and carry this out effectively. They ensure that the provider has a clear vision and strategy and that resources are managed well. They hold leaders to account for the quality of education or training.	Local democratic arrangements provide robust accountability to local people. The Lead Member for Jobs and Skills and the Chair of Scrutiny have a background in Adult Education.	Lead Member Briefing, Scrutiny, City Mayor Briefing,		
17	Leaders have created an open and positive culture around safeguarding that puts pupils' interests first and actively seek and listen to the views and experiences of learners, staff and parents, taking prompt but proportionate action to address any concerns, where needed.	Safeguarding arrangements are robust and responsive. Staff and students understand their responsibilities and report safeguarding and welfare concerns promptly. Proportionate actions are taken. Support for staff with safeguarding responsibilities is effective.	Safeguarding records and follow up, Safeguarding case review meetings. Individual Risk Assessments. CPD records. Stay Safe card and Google classroom section.	E-safety learning content requires continual refreshing to ensure it is up to date with current risks, scams etc.	In some areas resources have not been updated recently.

Supporting Evidence:

- **Curriculum Areas' SARs**

  - ESOL

  - English and Maths

  - Employability and Digital

  - Vocational and Professional

  - Family Learning

  - Arts

  - Languages and Humanities

  - Community Inclusion

  - Remit

- Outcomes and Impact Review: Data includes achievement, retention, summary of course evaluations, progression and destinations for the whole service and for each curriculum area.

- Safeguarding and Prevent supporting report

- Observations of Teaching, Learning and Assessment: Moderation reports/ Learning Walks- a brief summary

- Tutor Handbook

- Policies and Procedures site