LIFELONG LEARNING AND COMMUNITY DEVELOPMENT DIVISION

STRATEGIC COMMUNITY LEARNING PLAN 2002 -2007

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STRATEGIC COMMUNITY LEARNING PLAN 2002 - 2007

INTRODUCTION

Leicester City Council uses a broad and inclusive interpretation of lifelong learning. It believes that participation in learning is a vital and effective way to sustain and develop the quality of life for citizens in the city. It promotes learning by individuals of all ages, organisations and communities across the city. The Lifelong Learning and Community Development Division focuses on both informal and formal learning, alongside its partners in schools, colleges, universities, voluntary, community and faith organisations.

This plan sets out the purpose and direction of the Lifelong Learning and Community Development Division of Leicester City Council for the period 2002-2007. It identifies three strategic objectives (each with a sub-set of service specific objectives) that underpin all our work:

- **To widen participation in learning and community development:** The Division wants to draw new learners in; promote the value of learning for all with a particular focus on the needs of disadvantaged and excluded groups and contribute to building the social capital of communities across Leicester by encouraging participation and involvement.
- **To raise standards of achievement through learning and community development:** The Division will play its part in helping to raise standards of achievement in schools so the city has a set of high achieving, high quality and popular schools; it will also work with partners to increase skill levels to improve employability and the economic base of the city.
- **To improve the leadership and management of community learning services:** The Division will work to develop leadership capacity that is learner focused, responsive to people's needs and engages directly with communities and groups; we will work to strengthen partnerships and joined up working to tackle the complex problems associated with social exclusion.

The Strategic Community Learning Plan provides the basis for clear target setting through the Division. This target setting is achieved through the Cluster Community Learning Plans that identify local need and demands, the strengths and weaknesses of local services in meeting them and clear actions, with targets, to meet both these and the strategic objectives set out in this document. Individual business plans are then developed for each school based or free standing setting. In addition these plans inform the development of the Service Specifications for Grant Aided Projects to secure the key contribution of this sector to the achievements of the Division's targets.

The plan is written at a time of continuing change to the policy, organisational and funding arrangements within which the Division operates. The plan provides the clarity of vision and objectives that are essential to enable the Division to provide a high quality service to the people of Leicester, making the best use of all available resources. The plan provides the basis for the Division's engagement with its partners. Almost all the

work of the Division is carried out in some form of partnership. The first part of this plan is intended to be a succinct summary of the Division's purpose and priorities to enable our partners to engage with us. The plan also, by containing clear objectives, provides a basis for stakeholders to hold the Division to account.

The Strategic Community Learning Plan provides an integrated framework to join together service development plans for Children, Young People and Adults, each of which sets out specific targets.

The Principles underpinning the Division

Defining the core principles for a service establishes the ethos within which all the Division's decision-making and operations occur. The principles also provide a reference point against which all the strategic objectives and operational goals can be tested for suitability.

The Division has set out the following principles. We will:

- Work with schools, colleges and other partners to ensure that people gain their maximum level of attainment.
- Work with partners and colleagues to raise standards of achievement and promote social inclusion in all schools across the city.
- Collaborate and cooperate with partners and other providers of lifelong learning to develop and implement a vision for a learning city.
- Work with communities and partners towards community regeneration and neighbourhood renewal.
- Work to challenge structural inequalities and reach out to individuals and communities to enable people to be socially included.
- Acknowledge the place of individuals within families and communities to empower them to influence the decisions that affect their lives within a local, national and international context.
- Ensure the active involvement of children, young people and adults in the design, delivery and evaluation of services.
- Recognise the voluntary nature of participation and, therefore, the need for provision that offers choices that are accessible, flexible, enjoyable and appropriate.
- Deliver high quality provision to respond to identified needs with clear, measurable outcomes.

The Mission of the Division

We will work with our partners promoting equality and inclusion through complementary and integrated provision, to enrich the lives of people in Leicester enabling them to be:

- Effective learners
- Healthy and confident individuals, and
- Empowered citizens.

Vision for the Service

Within 5 years we will be:

- A higher performing, learner-centred service
- A valued and active partner
- Engaged with all Leicester's communities
- Sufficiently resourced to meet our objectives

With

- A skilled, motivated and reflective staff, representative of the communities we serve.

THE CONTEXT FOR THE DIVISION

Leicester City Council set up the Lifelong Learning and Community Development Division in 2001, following an extensive process of review and reorganisation. The Assistant Director heading the Division was appointed in June 2001.

The Division is operating in a local, regional and national context characterised by the Government's drive to:

- Secure higher educational achievement throughout the population (leading to greater flexibility, higher levels of employment and competitiveness)
- Improve the quality of public services (in particular to improve their leadership, management and evidence of quality in delivery)
- Strengthen the voice of citizens and services users in the design and delivery of public services.
- Improve the connections between service providers through various forms of partnership
- Widen participation in learning
- Use learning to help rebuild and regenerate local communities

We set out in Appendix One some of the most important drivers that will influence the direction of the Division over the next five years. After each section we draw out the main implications for the Lifelong Learning and Community Development Division.

Some drivers are experienced by the service as a whole whilst others have a more service specific impact. The Division is affected by both national and local drivers. In summary the principal drivers are as follows:

National drivers on the service as a whole

- Education policy and extended schools
- Strong local leadership: quality public services
- The national strategy for neighbourhood renewal
- Community cohesion strategies
- Social inclusion policies
- Equalities frameworks and legislation
- Inspection and Best Value regimes
- Partnerships and partnership working
- Contracting out of services through public private partnerships and the voluntary sector

National drivers on services for children

- National childcare strategy
- Children and young people strategy
- OFSTED inspection and registration requirements
- Space for Sport and Art

National drivers on services for young people

- Transforming youth work
- The common planning framework
- Adequacy and sufficiency model for youth services
- The Connexions service
- Other providers of youth services
- OFSTED inspection of Youth Services and Connexions Services

National drivers on services for adults

- The Learning and Skills Council
- Improving basic skills
- Widening participation in learning
- UfI (formerly University for Industry) and LearnDirect

- Voluntary sector adult learning provision
- Adult learning inspectorate (ALI)

Local drivers on the service

- Leicester Community Plan
- The new Education Partnership Board
- Revitalising neighbourhoods
- Democratic renewal and restructuring
- School improvement and raising standards
- Diversity and disadvantage in the city
- Quality and reputation of services

PROFILE OF LEICESTER

Summary of Population Data

Leicester has a population of 279,949 which is predicted to rise to 330,00 by 2021. The city is ethnically diverse, multi-cultural and includes some areas of considerable affluence and many areas of significant deprivation. 13 wards in the city score in the highest 10% nationally for all indices of deprivation. The position of each ward in the city in the index is set out in appendix two along with more detailed statistics about the ethnicity and age structure of the population.

The arrangement of wards into clusters by the Division has created an uneven distribution of deprivation scores in each cluster and between the clusters. The Division will need to be careful in its collection and use of data so as not to mask pockets of deprivation (and affluence) through aggregation.

A defining characteristic of the city is its diversity. In the 2001 census 63.7% of the population were recorded as white whilst 36.3% were of black or minority ethnic origin. The single largest minority ethnic group is that of Indian origin. The 2001 census has shown 7.8% growth in the black and minority ethnic population as a proportion of the city's population.

The ethnic mix of the city is not evenly divided between wards. In some (e.g. New Parks) the vast majority of the population is white. In others the vast majority is Asian (e.g. Spinney Hill). Any effective strategy to tackle social inclusion must take account of the overlay of the location of the different minority communities with other socio-economic data. The development of a Social Inclusion Strategy for Leicester (reporting later in 2002) should provide the Division with further data on which to plan its activities.

Over the last two years there has been a significant movement of people of Somali origin in to the city. Between September 2001 and December 2001 the number of Somali pupils at City schools rose to 827, representing 2% of the school population (4-16 years).

Over half of Leicester's children live in over-crowded households compared to a national average of 11%. Just under one in five of Leicester's children live in households headed by people in the higher social groupings compared to a national average of just under one in three (31%). Leicester has a relatively youthful age profile compared to the national average.

Unemployment in the city stood at 4.8% in January 2003 (compared to the national average of 2.8%). The has been a significant reduction in the unemployment rate in many of the wards where the number of unemployed remain high. The Wycliffe ward is the only one in double figures standing at 12% which is due partly to the influx of asylum seekers.

The Council has a wealth of information on socio-economic criteria across the City. Rather than reproduce it here the Division should refer to the Atlas of Socio-Economic Conditions which is available on line on the Council website. The data provides a sharp picture of deprivation and affluence in the city.

Children and Young People

Standards of school achievement

The statistical data on the performance of City children and young people against key government indicators shows a pattern of varied improvement. Good progress was made towards the Key Stage 2 targets in English and Maths up to 2000, but the improvement dipped slightly in 2001. However, the English performance was up by 1.3% on the previous year and a significant increase of 5.6% in Maths. Schools sustained improvements at Key Stage 2 in 2002 against a national position of no improvement and slight declines in performance in some comparator authorities.

The pattern of achievement across the city varies from school to school. There are marked differences in the levels of achievement between groups of schools across the lifelong learning clusters. In 2002 only 62% of 11 year olds educated in the Beaumont Leys cluster reached the expected level in the English tests compared with 71% in the Leicester East (Crown Hills / Evington) cluster. 56% of primary schools English Key Stage 2 results were graded as E/E* when compared with results nationally. Again this pattern of performance and achievement is not distributed evenly across the city. For example 9 out of 10 schools in the Highfields Cluster were graded E/E* compared with just 2 of 7 schools in Leicester East. The results for primary schools are a broad reflection of levels of achievement of children living locally, however this does not apply to the same extent for secondary schools where children and young people are more likely to travel to schools in other parts of the city.

The target of 41% of pupils gaining 5 A*-C grades at GCSE was met in 2002, and results continue to improve in all measures at GCSE significantly faster than national trends.

More detailed figures for school achievement (2002) are set out in appendix two.

The LEA has set targets for GCSE as part of its Public Service Agreement (PSA) with Government. By Summer 2004 the LEA has set a target of 46% of 16 year olds gaining 5 or more A*-C GCSE.

Schools Population

Out of a school population of 44,000 in 2001:

- 15,931 (36%) came from a minority ethnic background
- 26.4% of Leicester's primary school children and 22.9% of secondary school children were eligible for free school meals
- 9,787 pupils were on the SEN register
- 518 pupils were classified as vulnerable in 2001.

All these percentages are well above national and statistical neighbour[1] averages.

The City has a higher than average rate of school exclusions: 134 permanent exclusions in 2001 (compared to 124 in 2000). The target figure was 88 per year.

The City falls below the national and statistical neighbour averages in school attendance. Six out of ten primary and four out of ten secondary schools were judged to have poor attendance in 2000.

Special educational needs

As at November 2000, 4.3% of children in Leicester schools had SEN statements, 21.8% of children had special needs but without statements and 1.4% of children were in special schools (including residential and independent). This represents a gradual fall in the special school roll as well as a steady gradual reduction in the number of pupils with statements.

Children looked after

Between 2000 and 2001 the City provided education to 317 looked after children. The performance of these children in education is improving but is still below the levels of the City's statistical neighbours, e.g. the average percentage of pupils leaving care at 16+ with at least one Grade A*-G GCSE was 20% in the City compared to 34% for statistical neighbours and 37% nationally.

Adults

The City performs badly in respect of adult literacy, showing levels in several wards of nearly double the national average (see appendix two for detailed estimates for each ward in the city). The Basic Skills Agency survey estimated that 21% of the city's population aged between 16 and 60 had low or very low levels of literacy compared with 15% nationally.

Levels of participation in basic skills programmes tend to be higher in wards with lower levels of literacy and numeracy. However levels of adult participation in these programmes in some wards e.g. Saffron and Braunstone is very low (1.7% and 2% respectively) compared with estimates of low levels of literacy (25.8% and 29.7% respectively).

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[1] Wolverhampton, Sandwell, Coventry, Blackburn with Darwen, City of Derby, Walsall, Luton, Birmingham, City of Nottingham, and Southampton.

Implications for the work of the Division

Leicester is a complex city and the Division needs to take this complexity into account when planning its services. The pattern of underachievement across the city is a result of a complex interaction of factors which are set out in the LEA's Education Development Plan. Lifelong learning has a number of contributions it can make to raising standards of achievement. These interventions range from the specific e.g. family learning programmes to support the development of early literacy to the more general such as raising expectations and aspirations through the provision of a range of attractive learning opportunities. The Division has significant resources deployed in areas of low educational achievement. In the implementation of this plan, the Division will need to take into account:

- High levels of disadvantage in over half of the city's wards means that the service will need to continue, over the lifetime of this plan, to target its resources more closely to communities with high levels of need.
- Different combinations of disadvantage in different parts of the city, for example the interaction between ethnicity and poverty, mean that the Division must implement planning processes that are sensitive to local context. Service provision must be planned taking into account local need and the views of local residents and users through, for example, cluster learning forums.
- The generally low levels of achievement in schools and in the adult population mean that the Division must work closely with the strategy to raise school standards and identify its specific contributions for example
    - Focusing on children and young people at risk of exclusion;
    - Implementing family learning programmes across the city with a particular emphasis on schools graded E/E* at Key Stage 2;
    - Playing a full part in the city's adult basic skills strategy;
    - Providing a range of attractive opportunities that use informal learning styles to promote personal and social development and stimulate the desire to return to, and stay in learning.

RESOURCES AND THEIR DEPLOYMENT

Background

The Division inherited a spending pattern that had developed in two services over a long period of time. In the first year of the life of the Division a new budget structure has been developed that identifies spend more accurately for each of the Division's services as well as allocating resources to each cluster and cost centre. Appendix Three sets out the Division's budget for 2002-2003 by cluster and cost centre as well as by service.

Assessing the Division's spend against key indicators

The spend by the Division is split between children (0-12), young people (13-19), adults (18 upwards) and community development. It has developed over time and represents a

mix of history, prioritizing of need and political decisions. The Division has mapped its spend in each cluster for each of the four services against:

- Indices of Multiple Deprivation – standardized scores reflecting need across the country
- Achievement at KS2 – a proxy indicator for school standards and achievement.

The current spend correlates only weakly with mean levels of deprivation by cluster. Total spend per head ranges from just over £40 in Leicester East to around £110 in the Saffron, Eyres Monsell and Knighton cluster.

The spend on children correlates most closely with the index of multiple deprivation scores. Spending for youth and adults shows a slightly more inconsistent pattern. General community spending appears to be the most inconsistent with the deprivation scores. There does however, appear to be a general tendency to be spending slightly more per head in those clusters with greater need.
The relationship between spend and levels of school achievement is more complex still.

The review by PriceWaterhouseCoopers also gave an indication of spend in the Division relative to other local authorities' spend in these areas. Again the comparisons should be treated with caution as local authorities use different definitions of lifelong learning and community development and different ways of building up budgets. The broad findings of the PwC review were that spend in Leicester is higher than other local authorities. This is reflected in the high level of funding received in the first two years of LSC funding of adult and community learning. As the LSC moves to formula funding of adult and community learning the LEA will have to demonstrate that it is an efficient and effective provider.

Financial resourcing strategy

The targets set out in this plan are judged to be achievable within the resources currently available to the Division. The longer term targets will need to be reviewed if the level of resourcing changes over the lifetime of the plan. The principal risks the Division faces include:

- Potential changes in the level of funding available for adult and community learning as a result of LSC formula funding.
- The use of NRF to cover approximately £700,000 of activity in disadvantaged wards.
- Securing increases in youth service spend in line with government expectations.
- Managing the continued growth in early years funding streams.
- Changes in government policy in relation to the administration of grants and awards.

The annual review of the strategic plan and revisions to cluster plans will provide the principal means of risk management.

The Division will also need to continue to develop and implement more transparent resource allocation mechanisms. Over the course of the implementation of this plan the Division will target its spend more effectively in relation to need. This will be achieved by developing more accurate targeting of resources into neighbourhoods and to key

groups and communities. This will shift the focus of resource allocation from an input focus to outputs and outcomes.

The Division will also need to take into account relative effectiveness in the allocation of its resources. The development of formula funding approaches will assist in ensuring that there is a more level playing field. Incentives will also need to be built into the system to encourage high performance and collaboration. The Division will also need to make continuous decisions about who is best placed to make provision – this could be the voluntary sector, other providers as well as in-house provision.

THE PLANNING CONTEXT FOR THE STRATEGIC COMMUNITY LEARNING PLAN

The Strategic Community Learning Plan is being developed alongside the cluster planning process and changes in the performance management framework of the city council. The plan aims to link the work of the Division with the overall priority of the LEA to raise standards of achievement (as set out in the EDP) and promote social inclusion and the council's wider priorities and strategic direction. The graphic below sets out the relationships between the SCLP and other plans within the Division, the LEA and the council as a whole.

The planning framework allows for a dynamic interaction between the wider priorities and drivers on the service and local patters of need and demand. The cluster plans are the key intersection between the analysis of local needs and priorities and the identification of wider priorities, external demands and standards. The community learning forums within each cluster provide the arena within which consultation and feedback can influence the shape and direction of the services as they are planned and provided. The strategic community learning forum provides the opportunity for city wide stakeholders and partners to contribute.

The targets and performance indicators set out in the SCLP provide the basis for the specification of the requirements in each cluster plan. The business plans for each setting will show how the cluster plan will be put into operation. The individual performance management of staff will be in relation to the targets in the plan for which they are responsible or to which they make a contribution. The principal accountabilities are as follows:

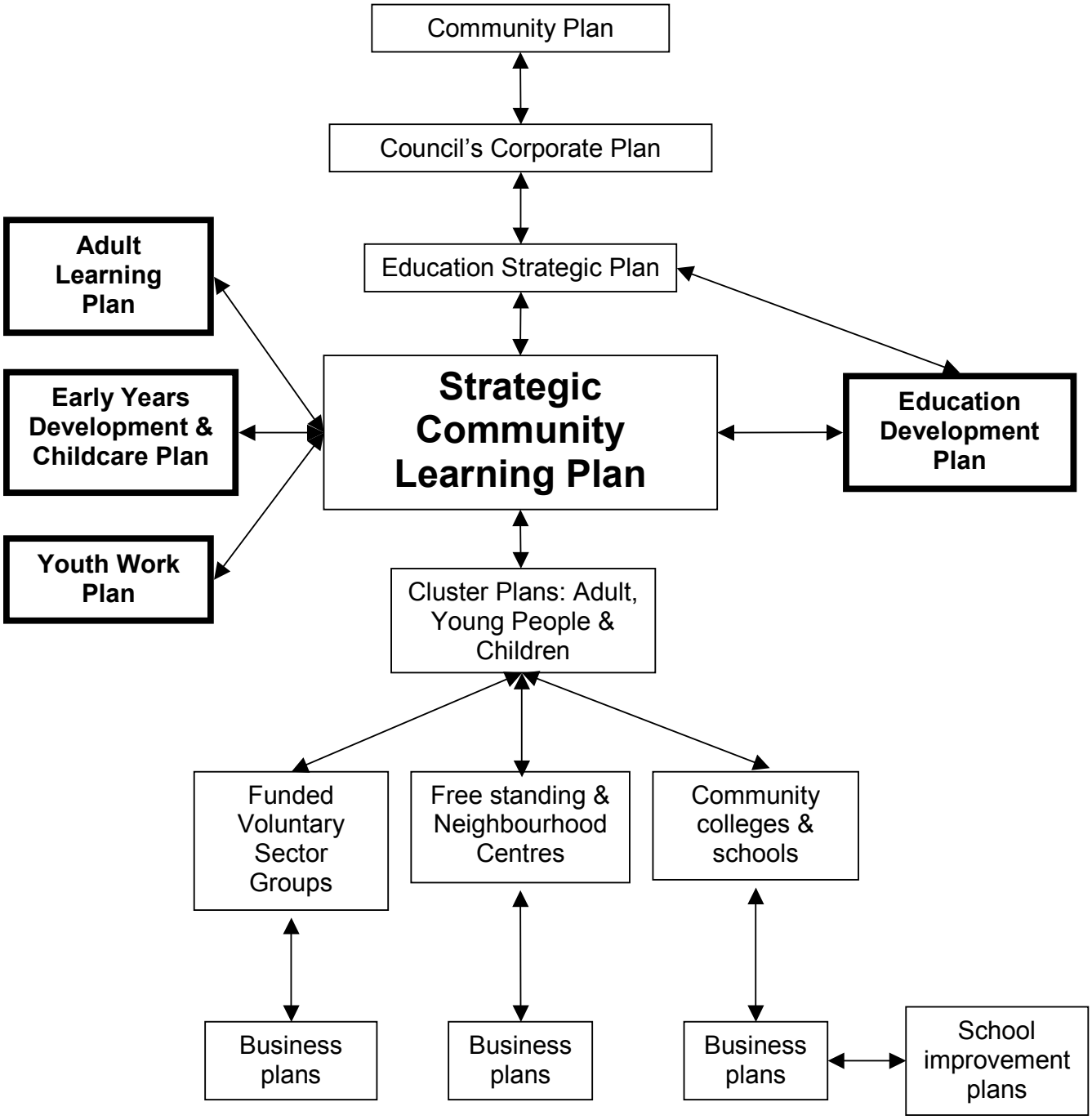
Service Director	SCLP
Head of Support and Development	SCLP
Principal Officers	SCLP & ALP, EYDCP and LAYWP
Senior Community Learning Managers	Cluster plans
Community Learning Managers & teams	Business plans

The Division is also responsible for preparing three mandatory plans – the Early Years Development and Childcare Plan, the Adult Learning Plan and most recently the Local Authority Youth Work Plan. The SCLP provides the framework within which these three plans are coordinated and supported. Each cluster prepares a cluster wide plan for

adults, young people and children so there is an appropriate focus on each of the principal services of the Division.

The voluntary sector groups grant aided by the Division have had their specifications reviewed to bring them into line with the Division's mission and priorities. The funding agreement will set out the particular contribution the grant aided project makes to the achievement of cluster targets and priorities.

The business plans prepared in community college and school based settings will link with the school's improvement plan and demonstrate how they would contribute specifically to the school's strategies for raising standards and promoting inclusion.



IMPLEMENTATION AND REVIEW

The Strategic Community Learning Plan will be implemented through the Cluster Community Learning Plans and the Setting Business Plans and Programmes that underpin them. The performance management system will ensure that each target

whether at cluster or city wide level will be the responsibility of specified individuals and teams.

The Division has introduced a Management Information System that enables the monitoring of services that will enable officers to evaluate the achievement of the one year targets set out above. In April each year officers in the Performance and Achievement Section will review this document to ascertain if there have been any significant changes in the drivers on the Division and if so amend the Strategic Objectives. Using the monitoring information they will then set targets for the following year that will maintain the Division's progress to achieving its five year strategic objectives. Cluster teams will review the local context and changes in pattern of need and will then update the targets in Cluster Community Learning Plans, Business Plans and Programmes.

A major review of this plan will be carried out starting in January 2005.

Each service is currently developing a quality strategy to ensure the Division meets all requirements in advance of any external inspection. The LSC already expect a self assessment and development plan to be submitted in respect of the Division's adult learning programmes. This approach to quality assurance based on self assessment using agreed evaluative frameworks will underpin the approach adopted across the Division's services.

STRATEGIC OBJECTIVES 2002 - 2007

STRATEGIC OBJECTIVE 1: TO WIDEN PARTICIPATION IN LEARNING AND COMMUNITY DEVELOPMENT

1.1 We will increase the participation in our services of groups experiencing disadvantage, discrimination and exclusion.

The Adult Learning Service will ensure that our learners are representative of the city's adult population

- To achieve this we will agree with the LSC target percentages of priority groups including:

  Ethnic Minority Learners

  Older Learners

  Learners with Disabilities / Learning Difficulties

The Children's Service will increase the participation of under represented groups in our services so that our usage profile at least matches the socio-economic profile of the city

- Reduce the childcare gap in 20 areas of deprivation
- Reach more children aged 8-14 years across the city
- Increase the % of vulnerable children receiving services in universal provision
- Provide inclusive services for children with SEN and disabilities

The Youth Service will ensure that the percentage of young people reflects the demographic profile of the city's youth

population.

- To achieve this strategic target the service will undertake a detailed audit of provision and young people reached.

1.2 We will secure year on year increases in the numbers of new learners and participants in the Divisions services.

The Adult Learning Service will continue to be in the top 20 LEA's for participation in Adult Learning

- To achieve this, we will set an annual target for 'new' learners (2002/03 – 25%)

The Children's Services will secure year on year increases in the numbers of new learners and participants in the Division's services

- Increase % of children aged 0-14 years in each cluster and citywide receiving services
- Increase early education provision for three year olds in areas of deprivation
- Develop crèches in areas of deprivation to become providers of early education
- Foster and support networks of childminders approved to provide early education

The Youth Service will reach 25% of the youth population by 31st March 2007

- To achieve this strategic target the service will reach at least 10% of the youth population in each cluster by 31st

August 2003.

1.3 We will promote and enable equality of opportunity as a core element within each learning programme and every service and facility

The Adult Learning Service will be at Level 5 of the Equalities Standard by 31st March 2007

- To achieve this strategic target the service will achieve Level 2 of the Equalities Standard by 31st March 2003

The Children's Service will be at Level 5 of the Equalities Standard by 31st March 2007

- To achieve this strategic target the service will achieve Level 2 of the Equalities Standard by 31st March 2003

The Youth Service will be at Level 5 of the Equalities Standard by 31st March 2007

- To achieve this strategic target the service will achieve Level 2 of the Equalities Standard by 31st March 2003

1.4 We will have in place robust and effective mechanisms to engage with and involve communities.

The Adult Learning Service will put learners at the heart of its service and maintain the 90% satisfaction level

- To achieve this we will engage with Learners through Learner Surveys, Learner Forums and Cluster Learning Forums

The Children's Service will have in place robust and effective mechanisms to engage with and involve communities.

- Engage parents and carers in the management of children's services
- Consult children, parents, carers, local providers and other stakeholders on need and demand for services.
- Develop the capacity of parents and carers to establish new provision.
- Participate in the EYDCP.

The Youth Service will have fully integrated young people in the decision making of the service

- To achieve this strategic target the service will establish a specialist worker role in each Cluster and identify the current extent of young people's participation in decision making by 31st August 2003
- Established a Voice of Young People Unit to work across the City to create coherence and develop a range of new initiatives

STRATEGIC OBJECTIVE 2: TO RAISE STANDARDS OF ACHIEVEMENT THROUGH LEARNING AND COMMUNITY DEVELOPMENT

2.1 We will secure year on year improvements in the achievements of learners using our services.

The Adult Learning Service will increase achievement levels in both accredited and non-accredited provision so that 75% of learners are achieving their goals.

- To achieve this, we will benchmark achievement in accredited courses by 'Areas of Learning', programme areas and set yearly targets.
- We will train tutors in ensuring that Learning Outcomes are identified in all provision and that learners' progress

is adequately recorded.

The Children's Service will secure year on year improvements in the achievements of learners using our services.

- Ensure that the early education provided by the Division achieves satisfactory or better in delivering the Early Learning Goals

- Secure a qualified and well-trained childcare and play workforce.

- Enable parents to engage in and support their children's play, learning and development.

The Youth Service will increase the number of young people receiving accreditation via participation in the service year on year.

- To achieve this strategic target the service will increase the number of young people currently achieving accreditation by 25% by 31st of August 2003.

2.2 We will make an effective contribution to improving standards of achievement in schools.

The Adult Learning Service will extend Family Learning Provision by working with all E & E* performing schools at Key Stage 2 and extending the SHARE Scheme to 50% of all Primary Schools by 2007

- To benchmark our current work with E & E* schools and ensure this SHARE Scheme works with 25% of primary schools by 31/08/03

The Children's Services will make an effective contribution to improving standards of achievement in schools.

- Increase opportunities for before, after school and year round out of school childcare, where appropriate in conjunction with out of school learning
- Operate effective protocols for transition from pre-school to school
- Improve working relationships between childcare and play providers and schools

The Youth Service will make an effective contribution to improving standards of achievement in schools by:

- Raising the general standard of youth work by improving all youth work staff's understanding of the young people outcomes that are required
- By introducing/extending the use of accreditation for young people participating in the service
- For Young People at risk of exclusion or excluded from school
- By its contribution to collaborative work with some groups in the context of the 14-19 Curriculum (i.e. specially-tailored programmes for Young People who are currently under-achieving, under valued and not sufficiently engaged in education, training or employment to promote re-integration into mainstream provision.
- With reference to particular groups experiencing barriers to learning (particularly African Caribbean young men)

2.3 All learning and development programmes will meet or exceed satisfactory standards as judged against external criteria.

The Adult Learning Service will at least meet and where possible exceed the standards outlined in ALI's Common Inspection Framework

- To action this strategic target we will:

  Introduce a Learning Policy by 2003

Introduce a Tutor Observation Policy by 2003 incorporating a 3 year cycle of observation

The Youth Service will meet or exceed the standards set out on page 7 of the OFSTED Inspection Framework

- To achieve this strategic target the service will establish and Quality Working Group and introduce new systems and practices for a range of monitoring and evaluation activity by 31st August 2003.

2.4 We will monitor and evaluate the effectiveness of all learning programmes and to use the findings to improve future programmes

The Adult Learning Service will meet the standards outlined in ALI's Common Inspection Framework

- To achieve this strategic target we will

Conduct an annual Self Assessment Review with additional training and support for managers in 2002

Take part in the LSC Pilot Provider Performance Review in 2002/3

The Youth Service will meet or exceed the standards set out on page 7 of the OFSTED Inspection Framework

- To achieve this strategic target the service will establish and Quality Working Group and introduce new systems and practices for a range of monitoring and evaluation activity by 31st August 2003.

2.5 The community development work we carry out will lead to positive, measurable, sustainable outcomes for those involved and their communities

The Adult Learning Service will ensure that Learners receive a quality learning experience.

- To achieve this strategic target we will

  Introduce a Learner Entitlement Statement in 2002/3

  Ensure that Learners receive feedback on their progress

  Contribute to Community-Capacity building

The Youth Service will demonstrate the positive, measurable, sustainable outcomes for those involved and their communities

- To achieve this strategic target the service will introduce a Quality Framework with a range of methods that demonstrate the extent to which young people and communities receive quality learning experience and the outcomes achieved by young people as a result of their participation.

- To achieve this strategic target the service will introduce clear process structure(s) and outcomes that increase the extent to which young people and communities take responsibility and work collaboratively on service delivery.

STRATEGIC OBJECTIVE 3: TO IMPROVE THE LEADERSHIP AND MANAGEMENT OF COMMUNITY LEARNING SERVICES

3.1 The Division is well led and managed with front-line staff able to be flexible and responsive to users needs demonstrated by achieving 90% satisfaction ratings in the MORI Pole.

- The Division will complete the second stage of the Lifelong Learning and Community Development Review by the 31st August 2003

3.2 All staff in the Division are motivated, understand and are committed to the Division's mission and priorities and are supported

by an effective system for staff development and learning with 90% of staff indicating they are satisfied in their role

- A survey of staff satisfaction will be undertaken to identify baseline of satisfaction and allow targets to be set in future years to meet the strategic target
- All staff over .25 fte will have had their review and appraisal meeting in line with the Staff Development Policy by 31st December 2003.
- A system for managing, monitoring and evaluating staff development will be developed in line with the Staff Development Policy by the 31st March 2003.

3.3 The Division will have improved its representativeness at all levels in its workforce to a level in line with the population profile of the city.

- A survey of all staff will be undertaken to ascertain a baseline for the staff profile by 31st December 2002
- A Race Equality Action Plan will be developed by 31st January 2003.
- An Equalities Action Plan within a departmental framework will be developed by 31st March 2003.

3.4 The Division will work to establish a partnership with schools across the city to raise standards of achievement and promote social inclusion:

- A partnership agreement with Community Colleges and Primary Schools and Community Centres with clear roles and responsibilities by March 31st 2003

3.5 We will work effectively in our partnerships with other agencies so that 90% of our partners indicate satisfaction with our input.

- A protocol for partnership working will be drawn up by 31st September 2003
- A survey of our partners will be undertaken to ascertain a baseline level of satisfaction and to enable targets to be set for future years that will achieve the strategic target
- We will contribute to the establishment of neighbourhood forums across the city in 2003
- We will work to establish an effective Connexions Local Management Committee in 2003
- We will work with the Post-16 group of the Lifelong Learning Partnership to review and create an effective partnership to promote and coordinate lifelong learning across the city in 2003.
- We will ensure the Early Years and Development Childcare Partnership involves all partners and stakeholders

in the achievement of childcare and early education targets in 2003.

3.6 The Division has a performance management framework and quality assurance process that drives continuous improvement so that external inspection requirements are at least met and often exceeded.

- The Division completes the introduction of an effective management information system to enable all its services to provide evidence about the delivery to the customer through effective monitoring, evaluation and assessment by 31st March 2003
- The Division completes the introduction of an effective ICT system to ensure data capture and information for planning, delivery and monitoring of all its services and invests in developing forms of computerised technology by 31st July 2003
- The Division has a consultation and communication strategy that will improve the internal and external communication of the Division to ensure effective operations as well as learner input to, and awareness of, the service by March 31st 2003.

3.7 The Division has an effective resource management system that matches service to need.

- The budget build up is revised to better reflect service needs by 31st March 2003.
- The Division develops a needs driven resource allocation model by 31st August 2003.

STRATEGIC COMMUNITY LEARNING PLAN 2002-2007

APPENDICES

APPENDIX ONE: DRIVERS ON THE SERVICE

National & regional drivers acting on the service as a whole

Strong local leadership: quality public services

The Local Government White Paper "Strong local leadership: quality public services" was published in January 2002. It sets out a new vision for local government, working in partnership with central government and leading the delivery of high quality public services. The paper seeks to:

- Establish a national framework of standards and accountability for the delivery of high quality services and effective community leadership.
- Build local front line capacity to exploit opportunities to improve services
- Provide services users with more choice.

The main proposals include:

- Deregulating councils so they are freer to respond to local need and to innovate.
- Encouraging partnerships with other service providers and businesses
- Giving councils more powers to serve their communities
- Setting up a new performance framework based on a streamlined Best Value framework and building on Pubic Service Agreements. Councils will be classified as: high-performing, striving, coasting and poor performing. Results based on the framework will be available to the public as a "scorecard". High performing councils will be given extra freedoms and resources.
- Inspections will be proportionate and co-ordinated.
- Measures to ensure greater diversity of provision.
- Encouraging and supporting training and development for council staff

Partnerships & partnership working

Working with and through partnerships is a major strand of current government policy. Partnerships are expected to bring all available resources to bear in improving public services and tackling social exclusion.

Much emphasis is put on the development of the Local Strategic Partnership as an overarching partnership which will co-ordinate and streamline the work of all partnerships in their area. The Government Office in the Region plays a crucial role in accrediting LSPs as a condition of NRF funding.

The accreditation criteria put considerable weight on the active engagement of traditionally excluded individuals and groups. This includes providing opportunities for learning and community development to support involvement.

Social inclusion policies

Policies to create social inclusion lie at the heart of the Government's agenda. They seek to tackle a growing divide between those who are educated, in work and involved in society and those who have been failed by education, lack relevant skills,

have poor work prospects and are perceived to form a growing underclass that threatens the cohesion of society as a whole.

Individuals and communities face the problem of social exclusion because of the complex interaction between unemployment; poor skills; high crime; poor health; poor housing, family breakdown and so on. Solutions to these problems cannot come from any single agency acting alone, but only through joined up working between all concerned. It is also seen as essential that local people (including service users) are involved in developing better services.

Government set up the Social Inclusion Unit to report on "how to develop integrated and sustainable approaches to the problems of the worst housing estates, including crime, drugs, unemployment, community breakdown and bad schools etc." [2]

The UK National Action Plan on Social Inclusion 2001 – 2003 highlights four main priorities:

- Ensuring wider participation in education, training and employment (and fair access to other public services).
- Preventing the risk of exclusion
- Targeting help towards the most vulnerable
- Mobilising all relevant bodies to work together - effective partnerships

These priorities have a significant bearing on the development of lifelong learning services in Leicester. They underpin and support a raft of policies and initiatives which follow.

The National Strategy for Neighbourhood Renewal

The National Strategy for Neighbourhood Renewal was launched by the Social Exclusion Unit in 1998. It set up 16 Policy Action Teams, each of which produced a report. These influential reports led directly to the New Commitment to Neighbourhood Renewal: National Strategy Action Plan which was launched in January 2001. This set out a vision that within 10-20 years no-one should be seriously disadvantaged by where they live. The plan has two main goals:

- In all of the poorest 10% of neighbourhoods to reduce worklessness and crime and to improve health, skills, housing and the physical environment.
- To narrow the gap on these measures between the 10% most deprived neighbourhoods and the rest of the country.

In pursuing these goals the Action Plan seeks to:

- Harness the power of all sectors to work in partnership;
- Focus existing services and resources explicitly on deprived areas;
- Give local residents and community groups a central role in turning their neighbourhoods around.

To achieve these goals government has established a Neighbourhood Renewal Unit and Neighbourhood Renewal Fund. This fund is intended to enable authorities to

[2] Tony Blair, PM 1997

make an impact on social exclusion by changing the way mainstream services operate, rather than by setting up new services or projects. Leicester contains 13 of the most disadvantaged 10% of neighbourhoods in the country and is eligible for £18.8 million from the Neighbourhood Renewal Fund over three years to 2004. To access the money Leicester is required to develop a Local Strategic Partnership (The Leicester Partnership) and to produce a multi agency Community Plan and a Neighbourhood Renewal Strategy (NRS). The government has set floor targets for neighbourhood renewal covering education, employment, housing, crime, health and housing. The floor targets set out lowest acceptable standards.

The Action Plan also sets up Pathfinder projects across the country to develop Neighbourhood Management; the Community Empowerment Fund to enable communities to take part in LSPs; and Community Chests to provide small grants to local community groups.

Community cohesion strategies

Following the riots in the North of England in 2001 and the publication of the report of the Review Team led by Ted Cantle, Government has set up a Community Cohesion Task Group. The Review team recommended:

- A meaningful concept of 'citizenship' in which the responsibilities of citizenship are clearly established.
- The setting up of a national debate, heavily influenced by younger people, to discuss in an open and honest way the issues preventing community cohesion and develop a permanent infrastructure to give young people a bigger voice and stake in society.
- Develop clear values of what it means to be a citizen of a modern multi-racial Britain and use them to provide a more coherent approach to education, housing, regeneration, employment and other programmes.
- Each local area needs to prepare a local community cohesion plan which will combat fear and ignorance of different communities.
- The promotion of cross-cultural contact between different communities to foster understanding and respect and develop a programme of 'myth busting'.
- This policy development has substantial implications for the Division.

Equalities frameworks and legislation

Leicester City Council is committed to addressing issues of unfair discrimination and inequality and to creating equality of opportunity.

The council works within the existing framework of legislation and policy which includes the following recent developments:

The Race Relations Amendment Act (2000) requires the council to have due regard to the need to eliminate unlawful discrimination and to actively promote equality of opportunity and good relations between persons of different racial groups when performing its functions.

The Disability Discrimination Act 1995, (DDA) requires employment and services to be accessible to disabled people. The Special Educational Needs and Disability Act 2001 (SEND) ends the exemption of education from the provisions of the DDA. It

places duties on education providers not to discriminate against disabled people seeking to participate in learning and to make reasonable adjustments to ensure that disabled people are not prevented by their disability from enjoying the same educational experience as other students. SEND is introduced in three stages:

- From September 2002 it will be unlawful to discriminate against disabled students by treating them less favourably than others. The LEA must be able to provide reasonable adjustments to provision to enable disabled people to be involved.
- From September 2003 responsible bodies will be required to make adjustments that involve the provision of auxiliary aids and services
- From September 2005 premises will be required to be adapted so as not to put disabled people at a substantial disadvantage.

Government is allocating additional funds to LEAs to enable them to comply with the legislation.

The Government is currently consulting on the European Community Directive on equalities that introduces rights in a number of new areas i.e. age, sexual orientation and religion.

Education policy and extended schools

The DfES has set out a strategy to 2006 with the following priorities:

- Providing high-quality early education and childcare for more children.
- Continuing the progress already made in primary education.
- Transforming secondary education.
- Developing a flexible and challenging 14-19 phase of education.
- Increasing and broadening participation in higher education.
- Developing the skills of the workforce – particularly the basic skills of some adults.

For each of these priorities government has set targets.

The government has recently announced changes in legislation to allow the creation of “extended schools”. This builds on the Social Exclusion Unit’s Policy Action Team Report “Schools Plus” and allows schools to provide a range of services and activities, often beyond the school day, to help meet the needs of its pupils, their families and the wider community.

This is an important development that permits an extension of many lifelong learning services to a wider range of schools than might currently be the case. It also allows schools to play a much fuller part in regeneration and renewal programmes in disadvantaged areas.

Schools that wish to become extended schools will need to consult with the LEA and other partnerships to ensure their provision is part of a wider strategic provision.

The contracting out of services through public private partnerships and the voluntary sector

Government continues its policy that, generally, it does not matter who provides public services as long as they are of good quality and give value for money. Two reviews are underway (Treasury and Policy and Improvement Unit) to explore how to make it possible for voluntary organisations to play a greater role in delivering public services. These are due to report in Spring 2002.

It is explicit in the Best Value regime and other legislation that public services will be opened up to competition. This includes youth services (the Association of Principal Youth and Community Officers estimates at least ten youth services are in the process of outsourcing substantial parts of their provision); adult and community learning services (the local LSCs will use a bidding process to secure service provision after 2003).

Inspection and Best Value regimes

Government is determined to drive up the standards and performance of public service providers. It has two main tools to achieve this: the Best Value regime and a parallel regime of statutory inspection by a range of different inspection bodies. Government is continuing its policy of rewarding the best performers and "naming and shaming" the worst. Poor performers face sanctions and the threat of having their services transferred to another provider.

The duty of Best Value (Local Government Act 1999) requires authorities to deliver a rolling programme of review of all their services. It is intended that this will produce a cycle of continuous improvement in service delivery. Each service is reviewed against the four Cs of Best Value – challenge, consult, compare and compete. In addition all authorities are subject to inspection by the Best Value Inspectorate.

The Local Government white paper "Strong local leadership: quality public services" (see above) proposes change and development to Best Value, without reducing the main policy thrust for continuous improvement.

Government has introduced Comprehensive Performance Assessments (CPA) through the Audit Commission as an integrated performance framework to help local councils deliver better services. CPA draws together information from all the inspections and reviews (both internal and external) carried out in an authority and combines them into a simple, easy to understand framework. Every local authority will be assessed using the framework, and will be star rated up to a maximum of four, higher performing authorities will be subject to less stringent external inspection and be awarded additional resources.

The initial rating for Leicester City Council will be published on 12th December 2002

The Audit Commission is also piloting a set of thirty-two Quality of Life Indicators that measure social, economic and environmental elements.

Local Public Service Agreements (PSAs) are part of an initiative whereby local authorities agree to meet 12 tough targets agreed with local people and partners. The targets cover both local and national priority issues. In return, authorities are offered a financial reward and extra freedom locally to decide how to deliver. There are currently 20 English authorities piloting PSAs and the process will roll out to up to a further 130 local authorities in the next two years.

Implications for the Division

The Division must be able to show how its activities contribute to the delivery of government policy and the achievement of government targets. The Division will need to be able to demonstrate that it is delivering the government agenda whilst balancing this with the pursuit of local policies to meet local need in the most effective ways.

There is a tension between the aspiration of a universal service (see Mission) which is provided through people choosing to engage, and the government's determination to see resources targeted on those most in need. This is not new but will require skilful application of the principle of "universal and targeted". The Division will need to be able to interrogate both its plans and the nature of the services it provides against both its own mission and the targets set by government. This itself has implications for data collection and knowledge management.

The tide of initiatives from central government shows little sign of abating. This produces an opportunity to attract new resources to the City. It also creates a tension between the pursuit of long-term local plans (as in the Community Plan) and the need to deliver short term government targets as set out for each programme or initiative. The Division will need to be crystal clear about its mission and main objectives so as to be able to make a sound business case for any new initiatives and avoid strategic drift.

Although the Division currently provides a high level of funding and has strong links to the Voluntary Sector improved cooperation and joint planning will be required in the future.

Government's drive towards inclusion and cohesion has particular resonance in Leicester with its rich diversity of peoples. Responding visibly and effectively to this agenda must be a priority in the City.

The further development of the Best Value regime and introduction of CPA provides an opportunity to raise both the standards and the profile of the division. Staff will need to develop their skills in data collection and marshalling evidence of good practice.

Delivering continuously improving services requires investment in staff and organisation development. Given that the Division is still new and starts from a relatively weak position, this investment is likely to be considerable over the next two to three years.

Finally the division will need to be able to demonstrate excellent leadership if it is to be effective and satisfy the various review and inspection processes.

National and regional drivers on services for children

National Childcare Strategy

The Government's National Childcare Strategy aims to ensure that there is enough, good quality, affordable, accessible (a) early education for all three and four year olds and (b) childcare for all children aged 0-14 years whose parents wish to use it. Its purpose is to raise educational attainment, and enable parents to return to studying or paid employment in order to address poverty and social exclusion.

Among DfES targets are to establish 100 Early Excellence Centres as beacons of good practice, by 2004 and to establish 900 Neighbourhood Nurseries in disadvantaged areas, by 2004.

Government expects local collaboration to bring together Education, Sure Start, Children's Fund, Sure Start Plus and regeneration programmes to develop universal services that meet the needs of 'vulnerable children.' This term refers to those children experiencing life circumstances that may result in them becoming 'at risk' or 'in need' such as young carers, homeless children and asylum seekers. Sure Start programmes focus on children aged 0-3 years to prepare them to be effective learners, the Children's Fund looks at early intervention strategies for 4-13 year olds, and Sure Start Plus seeks to support teenage parents and their children to break the cycle of deprivation and social exclusion.

Children & young people strategy

Government has set out a strategy covering all services for children and young people: Tomorrow's Future: building a strategy for Children and Young People. The strategy is spearheaded by the Children and Young People's Unit located in the DfES. It seeks to co-ordinate existing government policies and programmes so that they focus on the needs of children and young people.

OFSTED registration and inspection requirements

Since 2001 Ofsted has been responsible for inspecting child day care, childminding, crèches and out of school clubs. Services are inspected using a new framework of national standards.

Space for Sport and Art

Under this programme the government is seeking to expand opportunities for children to take part in sport and arts activity. Leicester City Council has secured £3.4 million for eight projects located in primary schools.

Implications for the Division

The division is the corporate lead for the National Childcare Strategy and the multi-agency partnership which drives and co-ordinates it (EYDCP). It will need to ensure effective response to the strategy.

National and regional drivers on services for young people

Transforming Youth Work

This Government Green Paper published in 2001 is aimed at reassuring Local Authorities and their Youth Services as they approach involvement in Connexions whilst setting out the challenges and their expectations of future youth work. The challenges and expectations are covered within 4 main themes:

- Delivering High Quality Services
- Developing the Voice of Young People
- Personal and Social Development role with Connexions

- Targeted contact and interventions with disaffected and disengaged young people

The green paper informs the Transforming Youth Work strategy which has already seen a sharp increase in funds available to youth work services to drive up standards (£20 million over two years).

The Green Paper provides a broad context within which the Division should be planning its work with young people.

The Common Planning Framework

Government, through the DFES, is implementing a common planning framework for all youth services. The Framework was recently published and youth services will be expected to implement its plans from April 2003.

This Framework requires the involvement of and partnership with the voluntary youth sector in the planning of youth services and therefore requires the strengthening of links with it.

Adequacy and sufficiency model for youth services

The Government has consulted upon and will shortly publish standards for Adequate and Sufficient Youth Service provision within any geographical area. A model has been developed by the National Youth Agency (NYA) which published a reference pack of Youth Work Standards in March 2002. These include the Youth Pledge of Entitlement; Ethical Conduct in Youth Work; Draft Standards of Youth Work Provision; the Ofsted framework; National Occupational Standards for Youth Work and the Hear by Right Standards.

A government announcement was made in December 2002 setting out clear expectations in terms of adequacy and sufficiency and a vision for youth work for the next five years.

The Connexions service

The Connexions strategy and service represents a radical shift in the delivery of support to young people. The national programme aims to deliver improved high quality, consistent and co-ordinated support, advice and development, to meet the needs of young people aged 13-19, in their transition to adulthood and working life. Each Connexions service is delivered through a partnership that is co-terminous with Learning and Skills Council areas. Each partnership delivers its work through local management committees which mainly correspond to local authority areas. Connexions provides a universal service with additional attention to those most at risk of disengagement or underachievement.

The development planning documents for the Connexions programme envisages that "youth workers should be critically and intrinsically engaged with the Connexions Service through case-loading, tracking or supporting young people with whom they have regular contact". The Division will need to be a key partner in the raft of provision available to young people through Connexions.

Other providers

A growing amount of youth and community work is being delivered outside the statutory youth service (through regeneration and neighbourhood renewal initiatives in particular).

OFSTED inspection of Youth Services and Connexions Services

Youth work is inspected by Ofsted using the revised framework for youth service inspection (June 2001). The work of Connexions partnerships is also inspected by Ofsted using "Connexions Partnerships – a Framework for Inspection". In addition youth services are subject to Best Value inspection usually as part of inspections of whole authorities or cross-cutting services. Best Value inspections usually trigger an Ofsted inspection within 12 months. Government is seeking to co-ordinate inspections to avoid duplication. Government is emphasising self-evaluation of youth work as part of the process of continuous improvement.

Implications for the Division

In planning the provision of services for young people, the Division will need to:

- **meet or exceed national service provision standards and targets**
- **conform to the requirements of the common planning framework**
- **build effective links so as to integrate its work with Connexions**
- **build effective relationships with other providers of youth and community work so as to develop and sustain a city wide strategic overview as well as help plan and drive up standards among all providers**
- **focus on provision for 13-19 year olds**
- **seize the opportunities for training and development provided by the uplift in Standards Fund**

National and regional drivers on services for adults

The Learning and Skills Council

The LSC is responsible for funding, national strategy and planning the delivery of all post-16 education and training throughout England, excluding Higher Education. It encompasses workplace learning, continuing education, further education, vocational training, adult advice and guidance, and education-business links. The LSC is concerned to raise participation and attainment in a system that places the needs of learners first.

The LSC has an annual budget of £5.5 billion and operates through a network of 47 local LSCs. Each local LSC is responsible for funding local education authority managed adult learning programmes as part of an initiative to increase accountability within adult learning programmes.

Together with University for Industry and the Adult Learning Inspectorate, the LSC is creating a new network of central co-ordination, funding, delivery and inspection bodies for post-16 education and training.

The LSC has been given a clear remit by Government:

- To encourage young people to remain in learning and to increase their attainment
- To increase the demand for learning by adults
- To maximise the contribution of learning and training to improved economic performance
- To improve training and teaching standards and ensure equality of opportunity for all

The LSC has in turn established a clear set of national priorities: basic skills, widening participation and family learning.

The LSC is currently working on the introduction of formula funding for Adult Community Learning.

Improving basic skills

The national £1.5 billion strategy "Skills for Life" is progressing, led by the DfES Basic Skills Unit. The strategy prioritises key groups of people most likely to have basic skills needs. These include: unemployed people, low skilled workers, homeless people. The strategy aims to improve the basic skills of 750,000 people by 2004. Standards will be improved by developing new assessment procedures, training basic skills tutors, developing a national basic skills curriculum and implementing quality assurance systems.

Widening participation in learning

Government is committed to widening and broadening participation by adults in learning at all levels. This includes increasing the proportion of people who go into higher education (towards 50% of 18-30 year olds by 2010); increased learning opportunities through the University for Industry's LearnDirect service; increased access to IT via a full network of UK online centres to widen access to IT in the most disadvantaged communities; new Centres of Vocational Excellence in colleges of FE; expansion of e-learning by opening up the learning opportunities and enjoyment offered by digital TV and the Internet; and a revitalised adult and community learning sector.

Reaching out to and involving individuals and communities that have traditionally been excluded continues to be a high priority.

Family Learning

'Family learning' has been defined by the LSC as:

(i) learning as or within a family, which complements the broader parental involvement agenda and

(ii) learning to help people operate as or within a family

(iii) the promotion of lifelong learning for the whole family.

Family learning should include opportunities for intergenerational learning and that wherever possible, this leads adult and children to pursue further learning, either for its own sake or for qualifications or for the enhancement of personal, social and work

skills. The broad objectives of family learning are to raise achievement, widen participation and counter social exclusion.

Family learning was specifically endorsed in the Secretary of State's November 2000 remit letter to the LSC. LEAs and their partners (e.g., schools, museums, libraries, community and voluntary groups etc) already deliver a wide range of family learning activities. There is a dedicated budget (£7.5m in 2002/3) for family learning available to Adult and Community Learning services from the LSC.

UfI (formerly University for Industry) and LearnDirect

UfI has responsibility for implementing the Government's vision of a nationally available 'University for Industry' in which adults can pursue their learning ambitions though a network of over 1,000 learning centres throughout England, Wales and Northern Ireland. Each learning centre is approved and monitored by LearnDirect and are located within schools, colleges, workplaces, community centres, neighbourhood shopfronts, libraries and other accessible locations.

There are currently 400 plus courses on offer from LearnDirect, of which over 80% are on line. Some are as short as 20 minutes. Courses currently include information and communication technology courses at a range of levels, a selection of basic courses in reading, writing and number skills and nearly 300 business and management programmes suitable for small businesses.

The National Grid for Learning ICT strategy

This is increasing the amount of technology available in schools, and will support the development of schools as learning communities.

Voluntary sector adult learning provision

Government is keen to see the voluntary sector as an active partner in the development and delivery of locally responsive adult learning plans. Plurality of provision is stressed, in which a range of different sector providers are used to provide a comprehensive mix of services recognising the particular strengths of each contributor.

Adult Learning Inspectorate (ALI)

A new inspection regime through ALI puts the learner at the centre of inspection.

ALI piloted the new Common Inspection Framework for all post 16 education in ten settings during 2001. The lessons learned will be incorporated into guidance for inspectors and providers of post 16 education. Early indications suggest an emphasis on improving leadership and management; evidence for learning, progression, and outcomes; evidence of varied and effective learning methods and approaches.

Implications for the Division

In supporting and developing adult and community learning in the City the Division will need to be:

- **Clear about its strategic roles as provider and commissioner, and about the particular contribution it makes to provision of services in the City.**

- **Clear how it will deliver the LSC priorities directly and through its partners**
- **Developing an effective relationship with the local LSC and as appropriate with the national LSC**
- **Working to sustain cluster and city wide partnerships for adult and community learning, each of which contributes to the Division's strategy and helps to deliver the LSC and government agendas.**
- **Able to respond to particular initiatives such as learning centres**
- **Able to respond to the implications of formula funding for ACL**

Local drivers on the service as a whole

Set against the national context, the Division also works within a local context in which there are the following main drivers.

School improvement and raising standards of achievement

The Education Development Plan focuses on school improvement & raising standards of achievement in the City as a matter of urgency and importance.

The EDP focuses on school improvement and raising standards of achievement. The most recent EDP was approved in 2002 and received a grade 2 (very good). The plan sets out eight priorities for improvement for the next five years which are:

1. Raise attainment for pupils aged 3-7
2. Raise attainment for pupils aged 7-11
3. Raise attainment for pupils aged 11-14
4. Raise attainment of 14-19 students
5. Narrow attainment gaps and tackle underachievement for pupils with special educational needs, looked after pupils and vulnerable pupils
6. Schools causing concern
7. Implement a co-ordinated strategy for teacher supply, recruitment and retention
8. Promote effective language acquisition for all pupils

The Lifelong Learning and Community Development Division has a part to play in the achievement of all these priorities but a particularly important role in priority 8 in supporting family learning.

Partnership with schools

Leicester has a long tradition of community education and has 10 secondary schools designated as community colleges and 10 primary schools designated as community centres. These schools have much experience of the provision of lifelong learning to their children's parents and the wider community. The Division also works with a wide range of schools especially on family learning initiatives. The principal focus for all schools is raising standards of achievement for their pupils and to promote educational inclusion but all need to work with their communities to ensure that commitment to achievement and high aspiration are secured. The Division is

establishing a new relationship with community colleges and primary community centres based on a partnership agreement and clear roles and responsibilities.

Leicester qualifies for Excellence in Cities and is pursuing three main strands under the initiative: Gifted and Talented; Learning Mentors and Learning Support Units.

The New Education Partnership Board

Following the first inspection of the LEA, an Education Partnership Board was set up to oversee the improvements required by OFSTED and the Secretary of State. As the Partnership Board was completing its work, the newly established Strategic Partnership asked it to take on the role of Education Theme Group for the Partnership. A new Partnership Board is being established with a broader membership which encompasses the principal education providers in the city along with key stakeholders in the education system. The Partnership Board is publishing its manifesto which will set out its vision for the future of education in the city and the steps that need to be taken to become a learning city.

Revitalising Neighbourhoods

Leicester has three SRB programmes, a New Deal for Communities programme (in Braunstone) three Sure Start programmes; and an Education Action Zone. Leicester as a whole is a Health Action Zone and contains a number of areas eligible for European Union objective two and three funding. Leicester also receives money from the Neighbourhood Renewal Fund. It is required to have an effective LSP and a Neighbourhood Renewal Strategy agreed by the LSP as a condition of funding. The implementation of the Neighbourhood Renewal Strategy is still at a relatively early stage, involving various working groups to identify structures and processes for achieving its aims.

Leicester City Council has responded to this agenda through the Revitalising Neighbourhoods Project. This has seen the responsibility for Neighbourhood Renewal being allocated to a new Department, the Culture and Neighbourhood Renewal Department, with a dedicated Service Director.

Ten Neighbourhood Forums are being established to enhance the involvement of local people in the planning and delivery of Council services. Nine Neighbourhood Coordinators have been appointed to service these forums and to improve facilitate local planning and coordination of services.

Project Teams have also been established to report on Community Development and Service Integration.

Democratic Renewal and re-structuring

Leicester has chosen to renew its council by developing a Leader and Cabinet model. The old committee structure has been dismantled and the full council plays an overall policy-making and scrutiny role. The council has established a number of scrutiny committees.

Alongside these changes it becomes particularly important to develop participative structures which ensure that the voice of citizens and service users is heard.

The Council has set up the Education Partnership Board which oversees strategy and monitors the progress of the Education Department. It has also set up the

School Development Support Agency which supports the work of School Development Groups.

Quality and reputation of services

Government requires each Council to prepare and publish an Annual Best Value Performance Plan. In Leicester, the most recent plan reports on the Council's progress in relation to the six priority areas within the Community Plan. In 1999/2000, the Council was shown to have performed well in relation to both Adult Education and the Provision of Play Areas, and to have under-performed in relation to Educational Achievements.

Within the Education strand, Performance Plan aims to raise standards of achievements in all schools and includes a broad, non-specific commitment to develop activities and services outside of schools to help educational achievements. Within the Health and Social Care strand, the Performance Plan, aim to improve educational achievements amongst looked-after children and improve and extend services for children in need.

The Comprehensive Performance Assessment uses a limited range of indicators to incorporate the performance of the Division into the Education Department and the Department into the Council. The Council will be seeking to be a high performing council and will be demanding that each of its services to improve so that this can be achieved. High performance will yield additional resources.

Diversity and disadvantage in the City

Leicester is one of England's most diverse cities and contains wide variations of wealth and deprivation. The Council is determined to focus resources on those most in need and to address the issues of diversity and equality of opportunity.

The Division will need to be able to map its service provision very clearly against indicators of need and diversity to help it to demonstrate its effectiveness in this area.

Leicester Community Plan

The Community Plan provides a city-wide multi agency vision and strategy for developing and enhancing the quality of life and services in the City. It forms a central co-ordinated framework for the development of services across the city. The Plan is developed and co-ordinated by the Leicester Strategic Partnership (LSP). The Partnership contains an Education Theme Group which connects all education stakeholders in the city. There are proposals to convert the Theme Group into a Partnership Board. Within the council there is an Education Board which co-ordinates and promotes educational issues of a corporate nature.

The Community Plan prioritises six broad themes which will inform and influence all other plans and programmes in the city over the next five years:

- Diversity
- Community Safety
- Education
- Health and Social Care

- Environment, and
- Jobs and Regeneration

Within the Education strand, the plan endorses action to support opportunities for lifelong learning and community regeneration by increasing access for all and particularly those from disadvantaged groups and communities. It proposes increased attention to promoting the importance of education and the value of a positive attitude to learning and achievement. One of the education indicators is the number of adults enrolling in adult learning programmes.

Within the Jobs and Regeneration stand, the plan proposes the development of a lifelong learning strategy as part of the goal of creating sustainable communities. The focus is particularly on disadvantaged groups and deprived neighbourhoods. A further economic goal envisages a strategic approach to employment and training involving a wide range of public and private partners.

Implications for the Division

In working in partnership in the council and with other agencies the Division will need to understand its contribution to:

- **Raising standards of achievement for children and young people in schools by**
    - **Linking the Divisions strategic and cluster based plans to the Education Development Plan and schools' own improvement plans;**
    - **Targeting its support for schools to those where standards need to be improved the most;**
    - **Ensuring it adult, children and youth services provide an effective range of programmes that will impact on low levels of achievement, e.g. family learning, adult basic skills;**
    - **Supporting schools through effective relationships and partnership agreements.**
- **Contributing to corporate and inter-agency priorities by:**
    - **Linking with other departments to tackle shared issues e.g. anti-social behaviour;**
    - **Playing a full part in corporate initiatives such as community cohesion and social inclusion;**
    - **Ensuring Divisional capacity to lead and contribute to partnership working and be prepared to develop new ways of working to tackle social exclusion.**

APPENDIX TWO: PROFILE OF LEICESTER

Profile of Leicester

The index of multiple deprivation provides a basket of indicators that indicate levels of deprivation relative to the nation and to the city as a whole.

Index of Multiple Deprivation 2000

Ward Name	Cluster	Index of multiple deprivation score	City rank	National rank
Abbey*	1	31.79	20	1796
Beaumont Leys	**1**	**49.09**	**11**	**600**
Mowmacre	**1**	**52.33**	**7**	**490**
St. Augustine's*	1	33.27	19	1651
Abbey*	2	31.79	20	1796
Belgrave	**2**	**51.31**	**8**	**517**
Latimer	**2**	**48.82**	**12**	**612**
Rushey Mead	2	35.57	16	1443
Humberstone	3	26.18	23	2477
Thurncourt	3	41.14	14	1048
West Humberstone	**3**	**52.41**	**6**	**488**
Charnwood	**4**	**48.67**	**13**	**621**
Spinney Hill	**4**	**55.55**	**3**	**371**
Stoneygate	4	27.03	21=	2342
Wycliffe	**4**	**65.79**	**2**	**150**
Coleman	**5**	**49.12**	**10**	**599**
Crown Hills	5	35.09	17	1489
Evington	5	21.54	24	3264
Aylestone	6	27.03	21=	2343
Castle	6	19.49	26	3662
East Knighton	6	6.37	28	7683
Eyres Monsell	**6**	**49.27**	**9**	**594**
Saffron	**6**	**55.17**	**4**	**383**
West Knighton	6	14.81	27	4787
New Parks	**7**	**54.58**	**5**	**410**
North Braunstone	**7**	**71.75**	**1**	**57**
Rowley Fields	7	36.10	15	1408
St. Augustine's*	7	33.27	19	1651
Westcotes	7	24.71	25	2699
Western Park	7	33.43	18	1629
City Wide		**39.91**		

Ethnicity

The population breaks down as shown below (2001 census). The 2001 census shows continued changes to the ethnic mix of the city.

	Leicester		UK
	Numbers	**%**	**%**
White	178,758	63.7	90.9
Black	8,622	3.1	2.3
Indian	72,024	25.7	2.1
Pakistani	4,283	1.5	1.4
Bangladeshi	1,931	0.7	0.6
Other Asian	5,514	2.0	0.5
Chinese and Others	8,817	3.2	2.2

Age structure of the city's population

The city had the following age structure in 2001. The age profile is relatively youthful compared with the national average.

	Number	**%**	**UK%**
Pre-school: 0 to 4	19119	6.83%	5.96%
School age: 5 to 9	19483	6.96%	6.35%
10 to 15	23793	8.50%	7.84%
Working age: 16 to 19	16571	5.92%	4.91%
20 to 29	47643	17.02%	12.66%
30 to 39	42134	15.05%	15.60%
40 to 49	35378	12.64%	13.38%
50 to 59	26858	9.59%	12.55%
Male working age: 60 to 64	5259	1.88%	2.40%
Female retirement age: 60 to 64	5857	2..09%	2.48%
Pensionable age: 65 to 74	19231	6.87%	8.35%
75 and over	18614	6.65%	7.54%

Summary of school achievement in 2002

Achievement Rates

	National			Leicester			Derby			Nottingham		
	2001	2002	Diff	2001	2002	Diff	2001	2002	Diff	2001	2002	Diff
	%	%		%	%		%	%		%	%	
Key Stage 1 - Reading	84.0	84.0	0.0	76.0	76.0	0.0	84.0	83.0	-1.0	74.0	73.0	-1.0
Key Stage 2 - English	75.0	75.0	0.0	64.5	65.3	0.8	71.3	69.3	-2.0	61.9	62.4	0.5
GCSE 5+ A*-C	50.0	51.5	1.5	36.9	40.5	3.6	43.0	45.2	2.2	30.3	31.3	1.0
GCSE 5+ A*-G	88.9	88.9	0.0	82.1	83.8	1.7	88.3	86.8	-1.5	76.7	76.0	-0.7
Source Key Stage 1 - National Curriculum Assessment of 7,11,&14 year olds 2001 & 2002 Key Stage 2 - Performance Table 2001 & 2002 GCSE Results for Young People in England 2000/01 (provisional) & 2001/02												

Achievement rates across clusters in 2002

	Cluster Average						
	1	2	3	4	5	6	7
Key Stage 1 - Reading	70%	78%	71%	70%	84%	79%	76%
Key Stage 2 - English	62%	68%	63%	65%	71%	67%	64%
GCSE 5+ A*-C	42%	55%	25%	32%	51%	52%	21%
GCSE 5+ A*-G	82%	95%	85%	89%	91%	87%	73%
No.of Primary Schools	9	9	8	10	7	12	15
No.of Primary Schools with one or more E/E* rating within the 3 subjects	6	5	6	10	3	7	9
No.of Primary Schools with E/E* rating for KS2 English	5	5	5	9	2	6	7

Achievement of looked after children

City, National and Regional Comparisons

	National	Leicester	Derby	Nottingham
Looked After Children for at least one year	42200	317	335	431
Preschool aged Looked After Children 5 years old & younger	7500	87	77	121
Looked After Children aged 6 to 9 years old	9000	88	45	86
Looked After Children aged 10 years and older	25700	142	213	214

Source: Department of Health September 2000

Levels of adult literacy across the city

Estimates of population with v low/low literacy skills

Ward Name	**Ward Pop 16-60 (1995)**	**Pop 16-60 with V Low/Low Literacy**	**% Pop 16-60 with V Low/Low Literacy**
ABBEY	5535	1186	21.4
AYLESTONE	6469	1115	17.2
BEAUMONT LEYS	10473	2213	21.1
BELGRAVE	6537	1629	24.9
CASTLE	7865	998	12.7
CHARNWOOD	6031	1569	26.0
COLEMAN	5420	1316	24.3
CROWN HILLS	6343	1700	26.8
EAST KNIGHTON	6582	541	9.7
EVINGTON	4702	582	12.4
EYRES MONSELL	4979	1183	23.8
HUMBERSTONE	4922	918	18.7
LATIMER	5124	1357	26.5
MOWMACRE	3775	834	22.1
NEW PARKS	5742	1306	22.8
NORTH BRAUNSTONE	4701	1396	29.7
ROWLEY FIELDS	6450	1305	20.2
RUSHEY MEAD	7481	1908	25.5
SAFFRON	6487	1670	25.8
ST AUGUSTINES	6568	1137	17.3
SPINNEY HILL	6587	1959	29.7
STONEYGATE	6402	1068	16.7
THURNCOURT	6548	1144	20.6
WESTCOTES	7416	909	12.3
WESTERN PARK	6664	1257	18.9
WEST HUMBERSTONE	6227	1431	23.0
WEST KNIGHTON	5735	705	12.3
WYCLIFFE	7742	2024	26.2
LEICESTER TOTAL	173507	36360	21

Estimates of population participating in basic skills

(Based on 1998/9 FEFC programme area 10 data)
Shown against estimated need (BSA survey)

Ward Name	% Population in Programme 10	% Pop-Low Literacy	% Pop-Low Numeracy
ABBEY*	3.4	21.4	19.03
AYLESTONE	1.3	17.2	14.77
BEAUMONT LEYS	2.5	21.1	18.53
BELGRAVE*	5.4	24.9	22.95
CASTLE	3.4	12.7	10.92
CHARNWOOD*	3.8	26	23.74
COLEMAN	2.3	24.3	21.81
CROWN HILLS*	5	26.8	24.48
EAST KNIGHTON	1.4	9.7	8.13
EVINGTON	1.7	12.4	10.07
EYRES MONSELL	1	23.8	22.03
HUMBERSTONE	1.3	18.7	16.22
LATIMER*	5	26.5	24.11
MOWMACRE	1.5	22.1	19.88
NEW PARKS	1.3	22.8	20.66
NORTH BRAUNSTONE	2	29.7	27.68
ROWLEY FIELDS	2	20.2	17.73
RUSHEY MEAD*	2.7	25.5	23.4
SAFFRON	1.7	25.8	23.55
ST AUGUSTINES	2	17.3	14.49
SPINNEY HILL*	6.8	29.7	26.39
STONEYGATE	3.2	16.7	14.78
THURNCOURT	1.5	20.8	18.21
WESTCOTES*	2.8	12.3	10.89
WESTERN PARK	1.9	18.9	16.52
WEST HUMBERSTONE	2.8	23	20.47
WEST KNIGHTON	1.6	12.3	9.69
WYCLIFFE*	7.5	26.2	23.35
* These wards have higher numbers participating in ESOL provision			

APPENDIX THREE: RESOURCES AND KEY INDICATORS

Basic budget information about the Division 2002/03

COMMUNITY LEARNING		Base budget	NRF
	CLUSTER 1 BEAUMONT LEYS		
341111	CLM BABINGTON	354,500	
341112	CLM STOCKING FARM	313,000	82,500
341113	CLM TUDOR	104,000	82,500
341119	VOL. SECTOR GRANTS CLUSTER 1	63,000	
	Total - Cluster 1	834,500	
	CLUSTER 2 BELGRAVE		
341121	CLM SOAR VALLEY	262,500	
341122	CLM BELGRAVE	469,800	
341125	GLEN STREET ROOMS	11,000	
341129	VOL. SECTOR GRANTS CLUSTER 2	637,200	
	Total - Cluster 2	1,380,500	
	CLUSTER 3 HUMBERSTONE		
341131	CLM HAMILTON	295,600	
341132	CLM NETHERHALL	26,600	102,200
341133	CLM NORTHFIELDS	2,600	115,900
341134	WEST HUMBERSTONE	122,000	
341139	VOL. SECTOR GRANTS CLUSTER 3	114,200	
	Total - Cluster 3	561,000	
	CLUSTER 4 HIGHFIELDS		
341141	CLM MOAT	470,700	
341142	CLM HIGHFIELDS	349,200	
341143	CLM ST MATTHEWS	311,300	135,000
341144	AFRICAN CARIBBEAN CENTRE	156,900	
341149	VOL. SECTOR GRANTS CLUSTER 4	417,700	
	Total - Cluster 4	1,705,800	
	CLUSTER 5 LEICESTER EAST		
341151	CLM JUDGEMEADOW	91,400	
341152	CLM CROWN HILLS	256,200	
341159	VOL. SECTOR GRANTS CLUSTER 5	4,400	
	Total - Cluster 5	352,000	

	CLUSTER 6 LEICESTER SOUTH		
341161	CLM EYRES MONSELL	237,300	106,900
341162	CLM SAFFRON	604,300	
341163	CLM SIR JONATHAN NORTH	137,200	
341169	VOL. SECTOR GRANTS CLUSTER 6	204,400	
	Total - Cluster 6	1,183,200	
	CLUSTER 7 LEICESTER WEST		
341171	CLM RIVERSIDE	262,800	
341172	CLM FULLHURST	335,700	
341173	CLM BRAUNSTONE	506,700	
341174	CLM NEW COLLEGE	300,400	
341179	VOL. SECTOR GRANTS CLUSTER 7	575,400	
	Total - Cluster 7	1,981,000	
	CLUSTER 8 CITY WIDE		
341181	REMIT - MAIN	162,500	
341182	REMIT - HEALTH AUTHORITY	12,300	
341183	REMIT - CITY SSD	800	
341186	LEIC. ADULT EDUCATION COLLEGE	227,400	
341188	INTERNATIONAL YOUTH HOUSE	83,800	
341189	VOL. SECTOR GRANTS CLUSTER 8	662,800	
	Total - Cluster 8	1,149,600	
341110	SCLM 1 & 3	61,800	
341120	SCLM 2 & 6	90,600	
341140	SCLM 4&5	89,700	
341170	SCLM 7 & 8	153,300	
TOTAL - COMMUNITY LEARNING		9,543,000	
PERFORMANCE & ACHIEVEMENT			
	Adult Services		
341601	ADULT SERVICES	(2,005,800)	
	Total - Adult Services	(2,005,800)	
	Youth Services		
341501	YOUTH SERVICES	462,800	75,000
341502	YOUNG PEOPLE'S COUNCIL	55,400	
	Total - Youth Services	518,200	

	Children's Services		
341701	CHILDRENS SERVICES	409,300	
343168	PRE-REGISTRATION & ADV WRKER	30,900	
	Total - Childrens Services	440,200	
	Childcare Facilities		
341711	WORK PLACE NURSERY	114,600	
341712	SHOPPERS PLAY CENTRE	79,300	
	Total - Childcare Facilities	193,900	
343021	DFES-CCPG-SUPP COMM BIDS-AW	(1,300)	
343022	DFES-CCPG-CHILDMINDERS-GB	(3,000)	
343023	DFES-CCPG-CIS-KS	(1,700)	
343174	FOUR YR OLDS EARLY YRS DEV.GRANT	480,300	
343176	DFES-CCPG-CHILDCARE GRANT	1,300	
	Total – Children's Services Grants	475,600	
TOTAL – CHILDREN'S SERVICES		1,109,700	
TOTAL - PERFORMANCE & ACHIEVEMENT		(377,900)	
SUPPORT & DEVELOPMENT			
	Support & Development Services		
341901	SUPPORT & DEVELOPMENT	531,500	
	Total - Support & Development Services	531,500	
	Awards & Grants		
343210	AWARDS&GRANTS SERV	269,000	
343211	DISCRETIONARY AWARD	5,500	
	Total - Awards & Grants	274,500	
TOTAL - SUPPORT & DEVELOPMENT		806,000	
TOTAL - LIFE LONG LEARNING & COM. DEVELOPMENT		**9,971,100**	**700,000**

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TOTAL - COMMUNITY LEARNING	9,543,000	
Total - Adult Services	(2,005,800)	
Total - Youth Services	518,200	
Total – Children's Services	1,109,700	
TOTAL - PERFORMANCE AND ACHIEVEMENT	(377,900)	
Total -Support and Development Services	531,500	
Total - Awards and Grants	274,500	
TOTAL - SUPPORT AND DEVELOPMENT	806,000	
TOTAL - LIFELONG LEARNING & COM. DEVELOPMENT	**9,971,100**	**700,000**

The spend on lifelong learning and community development is high and dependent upon income from a number of sources. Over the course of this plan levels of

resourcing will inevitably change. Central government is expecting local authorities to increase their spend on youth provision and LSC is intending to introduce a formula funded arrangement for adult and community learning. The council has also, as part of its budget strategy to maximise drawdown of standards fund by match funding from its own resources, secured £705,000 from NRF to support the Division's budget. This funding is secure only as long as NRF supports this expenditure and at the end of the NRF regime the council will need to consider its budget strategy in relation to this element of the Division's budget.

Resource allocation against key indicators

Allocation against index of multiple deprivation

Cluster	Aggregate IMD ranking	Most deprived ward ranking	Least deprived ward ranking	Budget 02/03
Beaumont Leys	57	7	20	834,500
Belgrave	56	8	20	1380500
Humberstone	43	6	23	561000
Highfields/St Matthews	18	2	13	1131200
East	51	10	24	352,000
Saffron/Eyres Monsell/Knighton	94	4	28	1183200
West	83	1	25	1981000

Allocation against levels of school achievement

Cluster	% achieving >=L4 KS2 English 2001	Budget 02/03
Beaumont Leys	56	834,500
Belgrave	70	1380500
Humberstone	66	561000
Highfields/St Matthews	60	1131200
East	67	352,000
Saffron/Eyres Monsell/Knighton	65	1183200
West	64	1981000

Some conclusions about resources and their allocation

The current spend correlates only very weakly with mean levels of deprivation by cluster. This partly arises because each cluster covers a number of wards with widely varying levels of deprivation for example, Leicester West has the most deprived ward in the city (North Braunstone) and the third least deprived (Westcotes). Total spend per head ranges from just over £40 in cluster 5 to around £110 in cluster 7. There does however, appear to be a general tendency to be spending slightly more per head in those clusters with greater need.

The spend against KS2 achievement also suggests only a very weak association. There is a slight tendency for spend to be lowest in areas where levels of achievement are higher. However again the level of aggregation of both the spend and school results may be concealing stronger correlations.
The Division does not at present have the means to identify spend per ward. This might overcome the distortions caused by aggregation across the clusters. The data on spend is either broad geographic area (cluster or city wide) or specific centres. This does not tell much about who actually uses the services. If the Division aims to be more transparent and accountable it may need to develop systems to provide data on where service users themselves live. This would help move the data from input focus to output. Building a picture of how the Division's spend is allocated will also need to take account of other spending in each cluster and ward. Over the course of the implementation of this plan the Division will need to be able to disaggregate its spending much more finely and link spending more clearly and coherently with need.

Best value performance indicators and performance relative to metropolitan authorities

Ref. No.	Description (2001/02)	00/01 target	00/01 actual	Metropolitan comparator c.f. 2000/01 actual	01/02 target	01/02 actual (or estimate)	Metropolitan comparator c.f. 2001/02 estimate
BV 32	Expenditure on adult education per head of population	£13.14	£9.65	Bottom quartile	£13.24	£10.06 (estimate)	Bottom quartile
BV 33	Youth service expenditure per head of population in the Youth age range	£72.66	£72.07	Upper middle	£72.98	£74.05 (estimate)	Upper middle
BV 30	Percentage of 3-year olds receiving a good quality, free, early years education place in the voluntary, private or maintained sectors.	83.10%	91.30%	Top quartile	83.10%	126.9% (estimate)	Top quartile
BV42	The number of enrolments on all adult education courses provided and secured by the local authority per 1,000 adult population	159.8	65	Top quartile	147.0	123.05 (estimate).	Top quartile
BV 158	The percentage of adult education hours for which students attended	77.10%	80%	Lower middle	77.40%	80% (estimate based on 00/01 figs)	Below average
Local	Number of users in Neighbourhood Centres	913,834	850,714		869,729		

Commentary on Best Value Performance Indicators

The best value performance indicators for 2001-2002 reflect only a small proportion of the indicators required by the LSC for the adult learning plan and by the DfES for the Early Years Development and Childcare Plan. The requirement to prepare a Local Authority Youth Plan will also generate a further set of indicators against which performance of the service will be judged. Performance on current Best Value indicators is mixed. Spend on Lifelong Learning and Community Development has been historically high compared with national and metropolitan authority averages, this places the service in the lower quartile in relation to spending. However the

picture for performance indicators that cover service provision generally show better performance. The challenge for the Division as it is held to account over a wider range of indicators is to demonstrate efficient and effective service provision and that it is securing Best Value.