

Brighton & Hove City Council

For general release

Meeting: Children, Families and Schools Sub-Committee

Date: Monday 14th March 2005

Report of: Director of Children, Families and Schools

Subject: Self-Assessment Report and Development Plan for the Family Learning Service for 2003-04

Ward(s) affected: All

1. Purpose of the report

- 1.1 This report provides an update on the self-assessed quality of Family Learning that is provided by Brighton & Hove City Council. Specific recommendations for improvement are made in the form of a Development Plan. The Self-Assessment Report and Development Plan are attached as Appendix 1.
- 1.2 To report progress in raising the quality of Family Learning across the city from 'satisfactory' to 'good' over the past twelve months.

2. Recommendations

- 2.1 That it should be noted that the Self-Assessment Report forms an accurate picture of the quality of service provided by the City Council
- 2.2 That the recommendations for improvement in the quality of services, which are contained in the Development Plan, be approved.

3. Information/background

- 3.1 All Councils should secure a wide range of high quality, cost-effective services, tailored to the needs and preferences of citizens. This requires a constant focus on improvement and a constant challenge to current ways of delivering services. The process of self-assessment is therefore an important and structured way of involving staff and users in evaluating the quality and effectiveness of the service provided. The Self-assessment report must have a firm basis in evidence and should be integral to organizational development.
- 3.2 The Learning & Skills Council requires Local Education Authorities, and any other providers of Adult & Community Learning or Family Learning, to produce an annual Self-assessment report and development plan. This should be based upon the requirements of the Common Inspection Framework, produced by the Adult Learning Inspectorate. Local Learning & Skills Council staff will assess the rigour of the processes and evidence in the Self-assessment report. In addition all providers also have to produce a Development Plan that outlines their quality improvement strategy, and the local Learning & Skills Council will have to approve this.
- 3.3 The Common Inspection Framework tests provision against seven key questions, which are designed to focus upon the experience of the learner and these questions form the basis of the Self assessment report. The seven questions are:
- How well do learners achieve?
 - How effective are teaching, training and training?
 - How are achievement and learning affected by resources?
 - How effective are the assessment and monitoring of learners' progress?
 - How well do programmes and courses meet the needs and interests of learners?
 - How well are learners guided and supported?
 - How effective are leadership and management in raising achievement and supporting all learners?
- 3.4 Each of these questions is used to assess quality of service and particular strengths and weaknesses are identified and related to the available evidence as set out in the report. The balance between strengths and weaknesses enables grading to take place based upon the Adult Learning Inspectorate's five point scale. The descriptors for the five grades are:

Grade 1 – outstanding
Grade 2 – good
Grade 3 – satisfactory
Grade 4 – unsatisfactory
Grade 5 – very weak

4. Further information

- 4.1 The Self-assessment report is based upon the results of visits to family learning in action undertaken by an independent consultant and on the basis of his recommendations alongside other evidence from moderation reports and actions undertaken by Family Learning staff the quality of our Family Learning is judged to have improved over the last twelve months from Grade 3 - 'satisfactory' to Grade 2 - 'good'.
- 4.2 Future funding for Family Learning is likely to continue to be a mixture of Learning & Skills Council and City Council funding. From 2006, Single Regeneration Budget funding is likely to be replaced by Single Programme funding directed through the Area Investment Framework. Given the range of funding it is especially important that the quality of service continues to improve.

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Financial implications

There are no additional financial implications for items included in the Development Plan as the authority will receive external funding or fund from within the approved budget for 2005-06.

Finance Officer consulted: Paul Brinkhurst Date 23 February 2005/

Legal implications

The Learning & Skills Council requires Local Education Authorities to produce an annual self-assessment report and development plan, based upon the requirements of the Common Inspection Framework, produced by the Adult Learning Inspectorate which tests provision against seven key questions described in the body of the report. Quality services of the type identified in the report will assist the council to improve the well being of the families in their area.

Lawyer consulted: Natasha Watson Date 2 March 2005

<p>Corporate/Citywide implications This Self-assessment report and development plan provide an important process in continuously improving services provided by the City Council for the benefit of residents.</p>	<p>Risk assessment Potential poor quality services should be avoided.</p>
<p>Sustainability implications The higher the quality of service the more likely the City Council is to retain external funding in the future.</p>	<p>Equalities implications Higher quality of service also incorporates a high commitment to Equal Opportunities and should enable us to build upon recent success in attracting numbers of Black and Minority Ethnic learners into high quality learning.</p>

Implications for the prevention of crime and disorder

According to the analysis of area level crime data for the 43 police forces of England and Wales from 1975-1996, conducted by Machin and Meghir in 2000, increases in education where this leads to higher wages is likely to reduce the likelihood of individuals engaging in crime. Although this only relates to property crime and not violent crime, a 10% increase in the 25th percentile wage could reduce the vehicle crime rate by 4.8 percentage points, the theft and handling rate by 0.4 and the burglary rate by 0.18. All these effects are strongly statistically significant.

Feinstein, L (2002) Quantitative Estimates of the Social Benefits of Learning, Crime Centre for Research on the Wider Benefits of Learning

Background papers

Contact Officer

Chris Minter, Adult Learning Manager 01273 293518

APPENDIX 1: Self Assessment Report and Development Plan for Family Learning, submitted to Sussex Learning & Skills Council, for the period 2003-04

Context

Brighton and Hove City Council is a unitary local government authority with a resident population of 247,817 according to the 2001 Census. The city is densely populated with 30 residents per hectare. Car ownership in Brighton and Hove is the lowest in the South East region as over a third of households do not own a car (36.5%, compared to the average for the South East of 19.4%)

The presence of two universities makes for a highly educated workforce (28.7% at level 4 or above) and 8% of adults aged between 16 and 74 are full time students. However there are also a high proportion of residents with no or very few qualifications (35.6% have either no qualifications or below level 2).

The proportion of young people in Brighton and Hove who achieved five or more general certificates of secondary education (GCSEs) at grade C or above in 2001 was 47%, compared with a national average of 47.9%.

Hotel & catering, financial services and education are key sectors to the area. Yet unemployment at 3.2% remains at more than twice the regional rate (1.7%), average earnings are relatively low (at £432.06 average weekly gross income for full time workers) and particularly in East Brighton, there remains severe social and economic disadvantage. The East Brighton wards of Marine and Moulsecoomb are among the top 10% most deprived in England.

The proportion of the population from minority ethnic groups in Brighton and Hove is 5.8%, compared with the national average of 6.2%.

Grades for Family Learning

	Grade
Leadership and management	3
Contributory grades:	
Equality of opportunity	2
Quality assurance	3

Areas of Learning	Grade
Foundation programmes	2

These grades have been based upon the ALI five-point scale to summarise judgements about the quality of both provision and leadership & management. These grades have been decided by the Adult Learning Manager in consultation with the external consultant. The decision was based upon an analysis of strengths and weaknesses in relation to the seven key questions of the Common Inspection Framework).

The descriptors for the five grades are:

Grade 1 – outstanding

Grade 2 – good

Grade 3 – satisfactory

Grade 4 – unsatisfactory

Grade 5 – very weak

The provision of Family Learning

Family Learning is provided by the City Council and is therefore represented at the Consortium. The City Council does not supply a separate Self-Assessment report for Family Learning but this is included in this overall Self-Assessment Report. In 2004-5, Funding for Family Learning is provided by Sussex Learning and Skills Council (80%), Brighton and Hove LEA (10%) and SRB6 (10%). The majority of accredited basic skills courses are provided in primary schools that are located in the areas of highest deprivation. Family Learning is included in the LEA Education Development Plan and aims to develop integrated support for families by delivering courses in partnership with schools and their communities. Close working is encouraged with extended schools initiatives as well as the literacy and numeracy support provided for schools.

Family Learning is now part of the Adult Learning Team, part of the Quality, Standards and Leadership branch of the Children, Families and Schools directorate of the City Council. The service is run by a part-time Family Learning Co-ordinator (0.8FTE), a Development Officer (0.6 FTE) and an Administrative Officer (0.7 FTE). A peripatetic team of 8 tutors who are employed on fractional contracts provides teaching for the longer courses.

In 2003-4 , Family Learning ran 68 courses, for a total of 675 adults and 650 children across Brighton and Hove; this was more than double the number of courses offered in 2002-3 and more than four times the number of adult participants in the previous year.

In Brighton and Hove we have developed a range of Family Learning courses:

Family Literacy and Numeracy courses for parents/ carers with basic skills needs.

These courses are run on a model designed by the Basic Skills Agency and are accredited by the Open College Network. They are intended to help parents to brush up their own basic skills, whilst giving their children extra support. They run for 12 weeks, for two mornings a week, and are taught by an Adult Basic Skills tutor and a primary school teacher. There are separate sessions for parents and children as well as joint sessions when parents and children work together.

Pre-school Family Learning courses

These courses are for parents/carers with their pre-school children. They are taught by primary staff, employed directly by Family Learning, and are intended to help families find out more about how children are taught in schools whilst enjoying a range of practical learning activities. They run for 6 weeks, one morning or afternoon a week.

'Keeping Up with the Children' courses

Short courses for parents to find out more about literacy and numeracy teaching in schools. These are 12 hour courses and are usually taught by school staff, with supply cover provided by the LEA. The programme is designed to supply 6 two-hour sessions with plenty of handouts supplied. It is based on using teaching materials for the literacy and numeracy hours.

Literacy and Numeracy workshops

These are short 'taster' sessions for parents and pupils to enjoy a range of literacy and numeracy activities together. They can also boost the confidence of parents in supporting their children.

Family English as an Additional Language (EAL) courses

These are 10 week courses aimed at families without English as a first language. They are taught by Family Learning staff in school, with the active support of SEAL (Service for English as an Additional Language) staff, who identify suitable locations for the course. The aim of the course is to help parents support their children's learning, by teaching them how their children are taught in school and looking at the issues relevant to the education of bilingual children. Translators and bilingual support assistants are employed as required.

Early Start Courses

These are courses for parents and pre-school children (usually aged between 2-3yrs). The courses run for a minimum of 30hrs, usually one day a week, and are held in community and family centres. The courses are designed specifically to encourage early speech and language development in young children, and to develop parents' skills in supporting this development. We run a targeted recruitment programme through Sure Start, through speech and language therapists and Playlink workers and other community workers in order to recruit those families most likely to benefit from the course.

Family Learning – an External Perspective from Alan Hollands, LSDA Consultant

Alan Hollands carried out a review of Family Learning in Brighton and Hove through discussions and observations. During the period 9th – 17th November 2004 the following activities were carried out:

- Discussions with Chris Minter at Kings House (10/11);
- Discussions with Gill Meyne at the Learning and Development Centre, Moulscombe (9/11);
- Visit to a Family Learning session for parents who do not have English as their first language at Goldstone Primary School including discussion with the tutor Sophie Sheehan and observation of a parents' session. (9/11);
- Visit to Family Numeracy session at Whitehawk Primary School including discussions with the tutors, Jo Roeg and Judith Ledger, discussions with parents taking part in the course and observation of a parents' session (9/11);
- Visit to an Early Start group at Phoenix Community Centre including discussions with the tutors, Susan Daines and Alison Ellson, discussions with the parents and observation of the parents and children together and a parents' session. (10/11);
- Visit to a Family Numeracy session at Bevendean Primary School including discussions with the tutors, Margaret Allan and Kerry Fawcett, discussions with parents and observation of a parents' and children's session. (10/11);
- Visit to a Family Learning Workshop for parents and pupils of Year 2 at Westdene Primary School, including discussions with the tutors, Jenny Stratton and Kevin Holding, discussion with some parents, observation of two parents' and children's sessions and observation of a parents' session. (17/11).

“How well do learners achieve?”

Strengths	Evidence
The good structure of the long and	Report by external consultant

medium length courses ensures that appropriately challenging learning goals and targets are set.	OCN 'Planning to Learn' Unit provides structure for on-going review of students' progress – inc. students' learning goals and final evaluation.
Introduction of new OCN units to accredit the joint sessions for the courses enabled parents on Early Start and EAL courses to complete accreditation.	OCN External moderator report 03-04 72% students on longer courses completed at least 1 OCN unit in 03-04
The development of appropriate accreditation for parents with English as an additional language (eg translated observation sheets, the creation of bilingual books) enabled these parents to complete OCN units.	OCN Moderation report. 75% students on EAL courses completed at least 1 unit of OCN accreditation in 03-04. 12% Ethnic minority out of total number of FL participants in 03-04

Weaknesses	Evidence
Attendance is sometimes an issue for longer courses, particularly with the parents of the younger children on Early Start and pre-school courses- sometimes inevitable for courses with very young children	Report by external consultant

“How effective are teaching, training and learning?”

Strengths	Evidence
The Family Learning team are very well qualified and experienced and are working together to develop the courses to meet the needs of the learners.	Report by external consultant Tutor/teacher qualifications. Paid in-service training for staff in response to staff needs and regular opportunities funded for participation in training by external agencies (04-05 Training through SfL Development Centre for Family Numeracy and Early Start. SEAL Inservice training for working with bilingual parents. EY Consultant training 'Working with parents in EY settings'.
Time was available for planning and to give the team opportunities to share	Report by external consultant Minutes of team meetings

ideas. Objectives were shared with and understood by learners who seemed to appreciate that the course was shaped to meet their needs.	Learners' evaluations very positive
Good quality, appropriate materials were developed jointly and shared across the team and the methods used were very appropriate for the learners both the parents and the children.	Report by external consultant OCN Moderation reports based on visits to programmes Co-ordinator records of programme visits
Weaknesses	Evidence
There are currently no 1:1 formal interviews with tutors, nor are there training plans.	Tutors and teachers do have a high level of personal support from the Family Learning Co-ordinator, who meets to plan course content with individual tutors.

“How are achievement and learning affected by resources?”

Strengths	Evidence
Tutors are well qualified and experienced and there are sufficient to meet the needs of the present programme with an additional pool of potential tutors	Report by external consultant All Staff training opportunities available to all staff ie primary and adult staff are able to develop understanding of each other's area of expertise. Staff handbook developed Autumn 04
There are monthly team meetings, materials are developed collaboratively and there is a start of term staff development period.	Report by external consultant Minutes of monthly staff meetings Joint planning of adult/child sessions Single course framework document
There is a “minimum standards” checklist for accommodation and facilities.	Report by external consultant Copy available of the checklist
Clear Health and Safety policy now in place to ensure that the learners and activities are Risk Assessed in addition to the premises.	Copies of risk assessment forms designed following consultation process with BHCC Risk Assessment officer. Procedures for visits and risk assessment now in place for all settings.
Alternative out of school venues such	Report by external consultant

as the Brighton Centre, pre-school settings and other communities of interest (EAL families, speech and language referrals, Bookstart and Playlink) used to widen the range of opportunities available.	Regular pre-school courses developed with Playlink staff. Early Start courses (speech and language) run in Family Centres with Sure Start, and other community providers.
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Weaknesses	Evidence
It remains difficult to attract fathers and male carers, and also parents who work full time, into Family Learning provision.	Report by external consultant 12% male participants in 03-04. Planned developments for work with Sussex CC club and other sports providers might help to address this issue.

“How effective are assessment and monitoring of learners’ progress?”

Strengths	Evidence
Forms of assessment in the accredited courses are very good and are supportive of learning. Assessment is integrated into the teaching and learners are kept informed of the progress they are making.	Report of external consultant OCN ‘Planning to Learn’ Unit OCN Moderation report ILPs, Completed Half term reviews, Final Evaluations
Assessment information has been used and continues to be used in the development of programmes. New OCN units have been developed, EAL courses have been started and consideration is being given to breaking the long course down into smaller units of delivery.	Report of external consultant Supporting Children’s Learning’ now available at Level 2. Review of appropriate evidence requirements for parents with English as an Additional Language, and parents on Early Start courses.

“How well do the programmes and courses meet the needs and the interests of learners?”

Strengths	Evidence
There is a very good range of programmes available and new	Report by external consultant Expansion from 4 Literacy

<p>courses have been developed such as Family Learning for EAL and Early Start for 0 – 3 year olds.</p>	<p>programmes in 1999 to broader range of current programmes including pre-school Family Learning, and shorter units such as ‘Keeping Up’ and workshop programmes. Shorter programmes offered to all schools, but longer FLLN programmes only offered to targeted schools. Science workshops, and ICT based delivery of longer programmes.</p>
<p>The OCN programme has been rewritten to include units of the National Basic Skills Qualification, and 4 units on supporting children’s learning have been added. The “Planning to Learn” allow parents to reflect on their own learning, and to identify needs. Parents can be accredited at a level appropriate to their own skills/knowledge.</p>	<p>Report by external consultant New course units adopted in response to parental requests, and expanded Jan 05 to add more Level 2 units. OCN Moderation report 03-04</p>
<p>Community needs are met by targeting Action Zones, SRB areas, areas of the city with high social deprivation and LEA categories of concern. Links have also been established with projects such as Play Link, Sure Start, Baby Talk, Book Start and the work of Health Visitors. All of this has helped to identify children and parents in greatest need of support.</p>	<p>Report by external consultant Close working links with Central Sure Start, SRB (both funding FL) and with Neighbourhood Renewal Agenda (Hollingdean and Tarnar) 65% total number of FL participants on longer courses ‘new learners’ in 03-04. Regular courses run with Moulsecoomb Playlink, and Hangleton Playlinks, Sure Start, Chimneys Family Centre, and the Phoenix Community Centre.</p>

“How well are learners guided and supported?”

Strengths	Evidence
<p>Careers guidance is very good on the long, accredited programme with a visit from a careers adviser in addition to the use of the OCN units “Planning to</p>	<p>Report by external consultant EAL courses supported by bilingual teaching assistants. Record of visits from Adult IAG</p>

Learn”.	provider (Sussex Careers)
Progression routes for English language provision now follow regularly for families who have taken part in Family EAL courses.	Report by external consultant Courses established in 2004-5 at St Andrews school, Moulsecomb Primary, Carlton Hill Primary school
National Tests for Adult Literacy and Numeracy now available through Family Learning via set of laptops – to be taken to community settings and schools.	All participants on longer courses invited to participate in National test courses from Jan 05.
Paid childcare offered for all courses, and appreciated by the parents. Course tutors are sensitive to the needs of parents of young children and allow parents to attend flexibly within the limits of the OCN course – course times for example altered to fit in with childcare arrangements/ shift patterns etc.	Report by external consultant

Weaknesses	Evidence
Basic Skills needs are identified and supported on Family Learning courses – but it is only possible to complete units of National Basic Skills qualification rather than the full qualification, because of the funding structure of FLLN.	Report by external consultant Students referred to other ACL Sfl provision, but do not always follow up progression opportunities with other providers. National Test Level 1 and 2 available through Family Learning from January 2005.

“How effective are leadership and management in raising achievement and supporting all learners?”

Strengths	Evidence
The roles of the Co-ordinator and Development Worker are important in ensuring that appropriate schools and parents are targeted and provision in out-of school settings is established.	Report by external consultant Family Learning now part of the ‘Quality, Standards and Leadership’ branch, therefore close working links with schools advisory team and attendance at School Support Plan meetings, and input into the Education Development Plan.
Learners, tutors and schools are all	Report by external consultant

involved in the quality assurance arrangements. Central planning of courses and course materials/ central resource bank in order to support peripatetic staff.	Course material folders developed by staff – e.g. new evidence sheets for new OCN programme. Minutes of monthly team meetings. Family Learning Co-ordinator visits all programmes termly, and is Internal Verifier for OCN programme so reviews all completed student files.
l School Governors and Headteachers now receive final written report on conclusion of FL courses.	Copies of these reports also held centrally by Family Learning.
Race Equality Impact Assessment Process completed Autumn 04.	Review of policy and procedures on-going through Council 3 rd tranche in 04-05. Information developed for EAL parents and to support school staff Jan 05. Enrolment data allows us to monitor ethnic minority participation.
The use of workshops seems to be very successful in stimulating interest for the outlay of small amounts of money. All schools offered opportunity to run workshop and 'Keeping Up' programmes – longer taught programme only offered to targeted schools.	Report by external consultant Development of regular annual FL programme now in 10 schools with key member of school staff. Increasing no of Schools seeking to match provision to school improvement cycle and pupil needs. 67% of courses offered in deprived areas in 03-04 (Percentage decreased because of number of increased number of EAL courses)

Weaknesses	Evidence
There are no 1:1 meetings with members of the team to review performance and quality.	Report by external consultant However regular PR meetings are held with office based staff and the FL Co-ordinator visits all programmes.

Development Plan for Family Learning 2005-06

Action	Outcome/target	Timescale and milestones	Person responsible	Monitoring, evaluation and reporting arrangements	Success criteria
1. To improve accreditation rates for all adults on FL courses	More students to complete OCN units on longer courses following review of non-completion rates.	Review of attendance/participation on Summer Term 04. Guidance in place by Sept 04 Increase from 72% to 75% percentage of students on longer courses completing OCN units by July 06	Family Learning Co-ordinator and teaching staff	6 weekly reports to Adult Learning manager in Performance review meetings	Improvement in accreditation rates on longer courses.
2. Improve the opportunities for progression	More comprehensive support system in place with other ACL providers for FL students with skills levels below E3	By July 06, to establish supported referral system with ACL consortium for below E3 students. Tracking system in place to monitor progression. July 06	Family Learning Co-ordinator and ACL consortium	6 weekly reports to Adult Learning manager in Performance review meetings	A realistic system of SfL progression for students who need further support than can be offered through current FL funding structure.
3. Offer higher level courses in Family	Increase number of students completing	Monitor the number of Level 2 OCN courses delivered on FL	Family Learning Co-ordinator	Termly reports	Number of students completing OCN units at Level 2.

Learning in schools	Level 2 qualifications and/or National Test	courses to establish realistic target July 05. 30 students to complete NT by July 05			Number of students completing National Test at Levels 1 and 2.
4. To review established provision, and to set up new courses to increase male participation in FL courses	Increase number of fathers/male carers participating in Family Learning courses	To increase from 12% to 15% percentage of male participants in FL provision by July 06	Family Learning Co-ordinator	Annual report on participation in FL/FLLN courses	Increase in number of courses attracting higher numbers of male participants.
5. Produce individual training plans for Family Learning tutors	Develop template Discuss with each tutor/teachers Write up and monitor ITPs through regular team meetings	July 2005 July 2006	Family Learning Co-ordinator	Reports to Adult Learning Manager on progress with ITPs in Performance Review meetings	Individual training plans in place and reviewed regularly

