

## CABINET MEMBER FOR LIFELONG LEARNING

Venue: Town Hall, Moorgate  
Street, Rotherham.

Date: Tuesday, 28th April, 2009

Time: 10.30 a.m.

### A G E N D A

# **PLEASE NOTE:- THIS MEETING DID NOT TAKE PLACE**

1. To determine if the following matters are to be considered under the categories suggested in accordance with the Local Government Act 1972.
2. To determine any item which the Chairman is of the opinion should be considered as a matter of urgency.
3. Minutes of the previous meeting held on 31st March, 2009 (Pages 1 - 7)
4. Ofsted Reviews of RMBC's Adult and Family Learning (Pages 8 - 18)

**LIFELONG LEARNING**  
**31st March, 2009**

Present:- Councillor Rushforth (in the Chair), Councillors Falvey and Littleboy.

(Councillor Littleboy attended for LEA Governor appointments only)

An apology for absence was received from Councillor Havenhand.

**46. LEA GOVERNOR APPOINTMENTS**

Pursuant to Minute No. C50 of January 2000, consideration was given to nominations received to fill Local Authority vacancies on school governing bodies.

Resolved:- (1) That, with the effective date of appointment, the following appointments be made to school governing bodies, subject to satisfactory checks being undertaken:-

**New Appointments**

Anston Brook Primary	J. Burton	31/03/09
Anston Park Junior	J. Savory	31/03/09
Aston Springwood Primary	C. Trcek	31/03/09
Badsley Moor Junior	A. Rolfe	31/03/09
Greasbrough Primary	D. Ross	31/03/09
Kilnhurst Primary	P. Kitchener	31/03/09
Rawmarsh Rosehill	R. Stone	31/03/09
Rockingham J&I	B. S. Chapman	31/03/09
Thorpe Hesley Infant	M. Buxton	31/03/09
Our Lady & St Josephs Primary	M. Walters	31/03/09
St Gerard's Catholic	T. Fenoughty	31/03/09
Thrybergh Fullerton Primary	R. M. Ackroyd	31/03/09
Brinsworth Comprehensive	C. Potts	31/03/09
Winterhill Comprehensive	S. Currie	31/03/09

**Re-appointments**

Anston Park	V. St. John	28/06/09
Brinsworth Manor Infant	M. Barton	02/07/09
Maltby Hall Infant	A. Brown	02/07/09
Rawmarsh Ashwood	C. A. Eyre	28/06/09
Redscope Primary	B. Watson	28/06/09
Oakwood Technology	A. Emery	28/06/09
Swinton Comprehensive	M. Gabbitas	02/07/09
Abbey Special	T. R. Sharman	28/06/09

(2) That the application submitted by L. Sylvester be deferred pending completion of the form.

**47. MINUTES OF THE PREVIOUS MEETING HELD ON 24TH FEBRUARY, 2009**

Resolved:- That the minutes of the previous meeting held on 24<sup>th</sup> February, 2009, be received as a correct record.

**48. ADMISSIONS CONSULTATION: ANNUAL CONSULTATION FEEDBACK REPORT FOR 2010/11 ADMISSION**

The Manager, School Organisation Planning and Development, submitted a report highlighting the issues that had arisen as a result of the annual consultation exercise with and between schools, other LEAs and parents.

All admission authorities must determine their arrangements by 15<sup>th</sup> April, 2009.

Annex 1 of the report submitted contained details of the LEA's consultation document which was considered by governing bodies during the Autumn Term 2008. Annex 2 summarised the feedback received.

The Local Admissions Forum had also considered the report at its meeting on 19<sup>th</sup> March, 2009.

Resolved:- (1) That the proposed admission numbers contained within Annex 1 for community and controlled schools be confirmed for 2010/11 subject to the clarifications included in Annex 2, 1A.

(2) That the proposed admissions criteria for community and controlled schools for 2010/11, including the changes outlined in the consultation document, be agreed and adopted.

(3) That the changes relating to voluntary aided schools' admissions criteria, as outlined in Annex 2 1B, be noted.

(4) That both Brampton Ellis CE Infant and Brampton Ellis CE Junior Schools be added to the list of schools that could be offered, as appropriate, for those applications falling under 'preferences which cannot be satisfied' contained within Section D of the co-ordinated scheme for primary schools.

(5) That the appropriate notice be published in respect of the proposed admission numbers for schools named in Annex 2 where the admission number will be less than that indicated by the current net capacity calculation.

(6) That the co-ordinated schemes for primary and secondary preferences be confirmed with minor changes to dates as outlined plus

the changes agreed at (4) above.

(7) That this report be placed on the Authority's website.

(8) That the admission criteria for entry to FS1 at community schools be amended to reflect the changes agreed at (2) above in order that the polices apply the same criteria for admission.

#### **49. GCSE EXAMINATION RESULTS 2008**

Consideration was given to a report of the Head of School Effectiveness which set out the GCSE examination results for 2008 and how they compared to previous years, to the national average and to the results of statistical neighbours.

The key aspects of performance, as contained in the report, were:-

##### A. Overview

- i. Performance at GCSE 5+A\*-C across the LA rose for the sixth consecutive year
- ii. On the now critical 5+A\*-C including English and Maths indicator, the LA average rose 1.9% against a national average increase of 0.8%
- iii. Performance at 5+A\*-G including English and Maths also rose 2.8% against a national average improvement of 0.5%. Rotherham now exceeded the national averages at 5 A\*-G and 5A\*-G including English and Maths
- iv. 9 of the 16 schools matched or exceeded Fischer Family Trust "D" measures for progress from KS2-4 i.e. progress equal to that of the top 25% of students nationally
- v. There was important improvement in key core subject departments in the Borough's most vulnerable schools, notably in English, which was helping to improve the overall performance of boys

##### B. Priority areas for action 2008/9

- i. The collaborative programme focussed on 5+A\*-C including English and Maths performance led by a Consultant Head Teacher working with senior leaders across the 16 schools had been sustained for a second year. In 2008 it promoted significant improvement in targeted schools, well above national averages
- ii. The culture of high expectations now pervasive across the secondary phase was exemplified in the aspirational targets set by schools for 2009 and 2010 which were consistently above FFT "D"
- iii. Improvement in the schools' most vulnerable schools (those with the highest proportion of children receiving Free School Meals) remained a priority and had seen significant improvement over the last 3 years
- iv. 2 of the 3 National Challenge Schools had performed above the 30% national threshold in 2008; 1 remained stable at 26%. Rotherham, therefore, had 1 school below the floor target

##### C. Strategic focus of School Effectiveness Service

- i. Targetted support for underachievement is co-ordinated across the School Effectiveness Service, Consultant Head Teachers and the nominated 3 lead consultancy schools
- ii. The School Improvement Partner (SIP) programme had sharpened school self-evaluation, increased school leadership capacity and toughened the focus on Standards and Achievement. Rotherham's practice was judged to be Outstanding by the National Strategies
- iii. Programmes promoting the development of senior leadership capacity in the secondary Phase were an area of excellence receiving regional and national recognition
- iv. Core subject consultancy demonstrated significant impact in underperforming departments in 2008 especially in English and Science
- v. Partnership between schools and SES was unprecedentedly close, responsive and productive

The meeting discussed:-

- The increase in boys' performance at 5+A\*-C
- The performance of pupils from a black and minority ethnic background
- The overall profile of Rotherham schools from Key Stage 2 to Key Stage 4 having moved closer to the national CVA profile with the majority of schools in 2008 being in line with the national profile

Resolved:- (1) That the report be received.

(2) That the improved levels of performance at the end of Key Stage 4 be noted.

(3) That all schools be encouraged to continue to improve their results, and strive to achieve outcomes at least in line with the national rate of improvement.

(4) That the Cabinet Member for Lifelong Learning endorse the drive to:

- reduce the gap between Rotherham's performance and the national average performance especially in relation to 5A\*-C including English and Maths;
- continue to improve boys' attainment
- continue to improve the attainment of black, minority ethnic (BME) pupils and
- continue improve the attainment of Looked After Children (LAC)

(5) That the report be submitted to Cabinet and the Children and Young People's Scrutiny Panel for consideration.

**50. ORGANISATION OF SCHOOL TERMS 2010/11**

David Hill, Manager, School Organisation, Planning and Development,

Resources and Access, submitted a report on the outcome of discussions with the Teaching Unions and the Education Advisory and Consultative Committee in relation to neighbouring authorities term dates and the Local Government Association's recommendations for the school year 2010/2011.

The LGA had published guidance for the setting of term dates with the guiding principles of:-

- A return date for the school year as near as possible to the 1<sup>st</sup> September, 2010 (their proposed return date in 2010, however, was 6<sup>th</sup> September)
- Equalised teaching and learning blocks
- Establish a 2 week Spring Break in early April irrespective of incidence of the Easter Bank Holiday (their proposed Easter break in 2011, however, was the 3<sup>rd</sup> and 4<sup>th</sup> week in April)
- A summer holiday break of at least 6 weeks for those school which wanted this length of break
- A calendar based on 190 pupil days for 2010/11 and allowing the 5 INSET/CPD days to be set by the Head Teacher

Officers from the 4 South Yorkshire authorities had met to consider co-ordinated dates. Doncaster had approved the dates with Barnsley approving a minor variation which started back on the 6<sup>th</sup> September with 2 days taken from the Christmas break and 1 from the Easter break. Sheffield was still consulting on 2 different options: to have the same dates as approved by Doncaster or increasing the October half term break to 2 weeks with a reduction in the Summer Term to 4 weeks and 3 days.

The co-ordination of term dates as much as possible with neighbouring authorities was seen as a key issue for the Education Advisory and Consultative Committee; however the current different proposals did not allow this to happen. The Committee therefore recommended that the proposed dates which are the regionally approved dates for South Yorkshire were supported.

Rotherham's proposed 2010/11 school terms were:-

Autumn Term	Return to school	1 <sup>st</sup> September, 2010
	Half term	w/c 25 <sup>th</sup> October
	Return to school	1 <sup>st</sup> November
	Christmas	w/c 20 <sup>th</sup> December
Spring Term	Return to school	4 <sup>th</sup> January, 2011
	Half term	w/c 21 <sup>st</sup> February

	Return to school Easter	28 <sup>th</sup> February w/c/ 11 <sup>th</sup> April
Summer Term	Return to school Half term Return to school Summer break	26 <sup>th</sup> April, 2011 w/c 30 <sup>th</sup> May 6 <sup>th</sup> June w/c 25 <sup>th</sup> July

Resolved:- That the term dates for 2010/11, as set out above, be approved.

**51. 14-19 STRATEGY INCLUDING LSC DEVELOPMENTS**

The Director of Learning Services submitted a report on the White Paper proposals set out in 'Raising Expectations: enabling the system to deliver' which developed further the intention announced in the Machinery of Government Changes (June 2007) to transfer the responsibility for the commissioning of 16-19 education from Learning and Skills Councils to Local Authorities.

The Legislation required local authorities to group together as formal clusters representing a 'travel to learn' area. The clusters needed to be in place by January, 2009, in order that they could undertaken from March, 2009, the proposed shadowing of the Learning and Skills Councils processes that would precede the transfer of 16-19 responsibilities in 2010/11.

The proposal for Barnsley, Doncaster, Rotherham and Sheffield local authorities to form the South Yorkshire Cluster was approved in November, 2008. The sub-regional group had now made a Stage 2 cluster submission outlining the governance and management arrangements.

The proposal would be assessed for readiness by the Regional Planning Forum which was made up of representatives from the Government Office for Yorkshire and the Humber, Yorkshire Forward, local authorities and the LSC. They would make recommendations to the Department for Children, Schools and Families and Department of Innovation University and Skills.

A sub-regional steering group and an operational group had been formed to prepare for the transfer. A detailed action plan with key dates and decision required would be drawn up and the steering group would report regularly to members and the Chief Executive.

Discussion ensued on the report with the following issues highlighted:-

- Consideration will be given to the funding allocation to each of the providers for the work they would be providing
- The Authority would receive funding on the predicted increase in

numbers of young people although it was known that a number of providers were offering places to young people over and above the predicted numbers. Representations were to be made to the national LSC on the shortfall of funding

- Approval awaited from Government Office
- Transfer of staff from the LSC
- Fully operational by July, 2010

Resolved:- (1) That the report be received.

(2) That the shortfall of funding be raised at the forthcoming meeting with the 3 local Members of Parliament.

**52. PETITION - HOME TO SCHOOL TRANSPORT - NEWMAN SCHOOL**

The Democratic Services Manager reported receipt of a petition containing 6 signatures regarding the proposed changes to the current Home to School Transport arrangements for children and, in particular, with regard to the contract in respect of Ascot Cars.

In light of the Chair's declaration of interest, this matter was referred to the Cabinet Member for Children and Young People's Services for consideration.

(Councillors Falvey and Rushforth declared personal interests in the above item)

**53. PETITION - HOME TO SCHOOL TRANSPORT - MILTON SCHOOL**

The Democratic Services Manager reported receipt of a petition containing 7 signatures regarding the proposed changes to the current Home to School Transport arrangements for children and, in particular, with regard to the contract in respect of Ascot Cars.

In light of the Chair's declaration of interest, this matter was referred to the Cabinet Member for Children and Young People's Services for consideration.

(Councillors Falvey and Rushforth declared personal interests in the above item)

**54. DATE AND TIME OF NEXT MEETING**

Resolved:- That the next meeting of the Cabinet Member for Lifelong Learning take place on Tuesday, 28<sup>th</sup> April, 2009, at 10.30 a.m.



**ROTHERHAM BOROUGH COUNCIL – REPORT TO MEMBERS**

<b>1.</b>	<b>Meeting:</b>	<b>Cabinet Member Lifelong Learning</b>
<b>2.</b>	<b>Date:</b>	<b>28<sup>th</sup> April 2009</b>
<b>3.</b>	<b>Title:</b>	<b>Ofsted reviews of RMBC's Adult and Family Learning</b>
<b>4.</b>	<b>Directorate:</b>	<b>Children and Young People's Service</b>

**5. Summary:**

To inform the Cabinet Member for Lifelong Learning of the outcome of the Ofsted reviews of RMBC's Adult and Family Learning

**6. Recommendations:**

- **That the report be received**

**7. Proposals and Details:**

Rotherham's Adult and Family Learning Service was last inspected by Ofsted in May 2007. The table below gives the grades awarded and compares these with those awarded at the previous inspections.

Key for inspection grades:-

Grade 1 Outstanding

Grade 2 Good

Grade 3 Satisfactory

Grade 4 Inadequate

Grade 5 Very weak

Area of Learning	Grades		
	May 03	May 04	May 07
Leadership and management	4	3	2
Equality of opportunity	4	3	1
Quality of provision	4	3	2
Community Learning	5	3	2
Lit/numeracy/ESOL		4	3
Family Learning	2	2	1
Capacity to improve			2
Achievement and standards			2
Overall effectiveness	5	4	2

In the 2007 inspection, every grade had improved since the last inspection and 2 areas were deemed to be outstanding.

During this academic year 2008/09, Ofsted have made three visits to Rotherham as part of a national survey and evaluation of outstanding practice in adult learning.

The visits were as follows (Ofsted letters attached):-

2<sup>nd</sup> October 2008 – an evaluation of the benefits of family learning for individuals, families and communities

10<sup>th</sup> February 2009 – the impact of the workforce reforms

10<sup>th</sup> February 2009 – good practice in promoting equality

Family Learning and Equality of Opportunity were both areas that had been judged as grade 1 (outstanding) in the inspection in May 2007. In the review, both areas maintained a grade 1.

The strengths were identified as:-

Family Learning

- Very good progress made by parents and children in their learning and development
- High success rates
- Very good teaching
- Very effective partnership work with schools
- Good curriculum management
- Successful initiative that engages significant numbers of men
- Clear strategic direction

Equality of opportunity

- Good use of external providers to deliver programmes
- Successful development of projects for asylum seekers and refugee learners
- Wide range of interesting programmes
- Effective strategies to successfully integrate asylum seekers and refugees

The area of workforce reforms had not been inspected previously. This visit was to collate evidence to inform the national survey of the impact of the new reforms. Rotherham was judged to have a number of strengths in this area along with a number of areas for development.

**8. Finance:**

The Community Learning and Wellbeing Service has accessed a range of external funding for the delivery of Adult and Family Learning. The total LSC funding for 2009/2010 has just been confirmed as £641,024.20. Other external funding sources include Community Cohesion, Yorkshire Forward, Family Learning Impact Funding and a franchise agreement RCAT. The total external funding for Adult and Family Learning for 2008/2009 is £1,068,847. The funding from mainstream C&YP's revenue for 2009/2010 is £59,267.00.

**9. Risks and Uncertainties:**

There has been much concern over the past couple of years around the future of adult learning. Recent national policy has been one of directing funding for adult learning towards provision above level 2 and there has been significant reduction in funding for provision below level 2. It has been the policy of the service to widen participation and attract new learners by supporting non-vocational, non-accredited learning provision below level 2. The service then works to progress first step learners on to accredited and vocational learning as provided by the FE institutions and other training providers.

The Government have recently produced a White Paper on informal adult learning 'The Learning Revolution' (March 2009). In this document, the Government make clear their commitment to supporting this area of work as they recognise how it can transform lives and boost the nation's wellbeing. They comment on how, at this time of economic downturn, learning is essential as a way of getting people back into work and as an activity with a purpose for those affected by the recession. They invite organisations to show their commitment by signing an adult learning pledge. This is extremely positive news for the sector.

However, whilst LSC funding has been affirmed for the next academic year, future funding is unclear, especially given the uncertainty around the LSC. The nature of short term, external funding presents a threat to the long term sustainability of the provision. If the funding for this area of work is withdrawn, there is the significant risk of a reduction in the engagement of those hard to reach learners who, having returned to learning, may well progress on to further learning opportunities, training or employment. Community learning has a key part to play in the social and economic regeneration of communities in Rotherham.

Another risk is that the improvement in the quality of RMBC's Adult and Family Learning that has been recognised by the Ofsted inspections and reviews, needs to be sustained and developed to ensure continuation of funding.

#### **10. Policy and Performance Agenda Implications:**

Adult and family learning delivery contributes to the learning and achieving theme of the Community Strategy. In particular to the priorities of 'Increasing the employability of working age adults by reducing the number of adults lacking essential skills around using computers, reading, writing and maths' and 'maximise participation in adult learning particularly in disadvantaged communities'.

The last Ofsted inspection report makes reference to the positive contribution of the adult and family learning provision to the cross cutting issues of sustainable development, equalities and diversity and regeneration.

'The current action plan takes a broad approach to the adult learning agenda by creating and building sustainable learning by a range of providers in the community'.  
'The service's arrangements for promoting and managing equality of opportunity and diversity are outstanding...and RMBC is outstanding in meeting the needs and interests of learners'.

'The plan addresses regional and sub-regional priorities to create enthusiasm for learning and improving basic skills and skills for everyday work...removing barriers to learning for many communities in areas of high social deprivation'.

#### **11. Background Papers and Consultation:**

Ofsted letter 8<sup>th</sup> October 2008

Ofsted letter 11<sup>th</sup> February 2009

Ofsted letter 3<sup>rd</sup> March 2009

White Paper 'The Learning Revolution' March 2009

#### **Contact Name :**

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20 February 2009

Mr G Baldouf-Good  
ACL co-ordinator  
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Walker Place  
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S65 1AS



Dear Gavin

### **Ofsted initial survey of the Impact of the Workforce Reforms**

Thank you for your hospitality and co-operation during my visit on 10 February 2009. I am particularly grateful to you and all your colleagues for the hard work involved in preparing for the visit and for giving up a great deal of time during the visit to meet with me. Please pass on my thanks to all those concerned.

The visit provided much useful evidence for the survey of the impact of the workforce reforms. Managers are well aware of the reforms and have taken action to comply with the requirements with their own staff. They have also included the requirements in contracts with their large number of commissioned providers, but are unable to guarantee that these partners comply. Managers have used funding well to support their staff in achieving the new initial teacher education and Skills for Life qualifications. The professional development review (PDR) system is good; it links to staff development needs and the authority's strategic and operational needs. The quality of the targets agreed with staff in their PDRs is very variable; whilst many are very well expressed, others are too general and are incomplete. Teachers' developmental needs relate appropriately to the outcomes of their lesson observations. Requests for staff development are considered rigorously, with due reference to organisational aims and professional needs. Because of the nature of the outreach provision, many tutors leave and start each year. This makes monitoring the quality of the provision difficult. It is also difficult to guarantee consistent improvements in teaching and learning and learners' success rates. The analysis of the effectiveness of staff development is underdeveloped. While staff provide feedback on training events, managers do not determine systematically their full impact on the quality of service they provide. Nevertheless, development related to accredited qualifications has enabled staff to gain promotion, confidence, new skills and to become valued employees. Managers work well with other organisations at local and regional levels and share good practice on aspects of workforce reform.

The published survey report will list the names of the contributing organisations in an appendix. If we wish to cite specific aspects of what we observed on this visit in the



form of a detailed case study, we will of course contact you first. We will let you know the date of publication of the survey report when it is confirmed and provide you with details of any other arrangements to disseminate the survey's findings.

Once again, many thanks for your help

Yours sincerely

A handwritten signature in black ink that reads "M. S. Dillon".

Shaun Dillon HMI

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8<sup>th</sup> October 2008

Glynis Briddon  
Rotherham MBC

Dear Glynis

### **Ofsted Good Practice Survey Programme 2008/09**

#### **An evaluation of the benefits of family learning for individuals, families and communities**

Thank you for your hospitality and co-operation during my visit on the 2<sup>nd</sup> of October 2008. I am particularly grateful to you and all your staff for the hard work involved in preparing for the visit and for giving up a great deal of time during the visit to meet with me. Please pass on my thanks to all those concerned.

The visit provided much useful evidence, which will contribute to our national evaluation and reporting for the family learning survey. It was particularly interesting to see provision in 'Rowdy Robots', and its success in recruiting significant numbers of fathers and male carers into family learning.

The evidence used to inform the judgements made on this one day visit included: interviews with staff, partners and learners; scrutiny of the examples of good practice provided including visits to family learning activities. A range of documents was reviewed.

Overall, the family learning provision I sampled during my one-day visit at Rotherham MBC is outstanding. I agreed to provide a summary of the good practice seen and to identify some areas for development, and I outline the main findings as bulleted points below.



The main strengths are:

- Very good progress made by parents and children in their learning and development of personal and interpersonal skills
- High success rates on accredited long courses and In Skills for Life qualifications, for those who progress
- Very good teaching
- Very effective partnership work with schools to support the recruitment of targeted families and in the development of school staff to sustain provision
- Good curriculum management to promote a well balanced curriculum that maximises the impact of family learning on target areas
- Particularly successful initiative that engages significant numbers of men into family learning with their children
- Clear strategic direction that links family learning into the council's mainstream planning for children and young people.

Area for further development

- The extension of family learning provision for children at key stage 3

I hope these observations are useful as you continue to develop your Family Learning provision. If there are any points or aspects of the visit you wish to discuss, please contact me. As we will be evaluating the survey, you may be contacted in the future to find out your views. I hope you will contribute to this evaluation.

As I explained in my previous letter, a copy of this letter will be published on the Ofsted Website.

Yours sincerely

**Susan Bain**  
**Her Majesty's Inspector**



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11 February 2009

Mr G Baldauf-Good  
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Dear Mr Baldauf-Good

### **Ofsted subject survey: good practice in promoting equality**

Thank you for your hospitality and co-operation, and that of your staff during my visit on 10 February 2009 to look at success factors in promoting equality and improving the outcomes for asylum seekers and refugee learners.

The visit provided valuable information which will contribute to our national evaluation and reporting. Published reports are likely to list the names of the contributing institutions, but individual institutions will not be identified in the main text without their consent.

The evidence used to inform the judgements made included meetings with staff, providers, tutors and learners and scrutiny of documentation.

The quality of provision to promote equalities for asylum seekers and refugee learners is outstanding.

### **Features of good practice and success factors observed**

#### **Good use of external providers to deliver programmes**

Rotherham Borough Council Adult and Community Learning (RBCACL) make very good use of external providers to deliver training. The adult and community learning team work with 46 providers who know their communities well, so are able to put on classes to meet the needs of specific groups. Tutors not only deliver classes but provide excellent support for learners on a wide range of issues. This has led to high participation and success rates and good rates of progression. Uptake of education by refugees and asylum seekers is very good.

### **Successful development of projects for asylum seekers and refugee learners**

RBCACL has developed some very successful projects aimed at engaging asylum seekers and refugees in learning. Two current projects are the community cohesion project and the inclusion project. In previous years RBCACL has run a successful Refugee Week project. The aim of the community cohesion project is to assist the integration of new migrants and build stronger ethnic communities. The programme, 'Living in my Community', is ten weeks long and classes are focused on real life practical activities such as protecting the environment where learners learn about recycling and are visited by the waste management team. Other classes cover the law and legal requirements for a range of activities such as driving a car or buying alcohol, behaviour and stereotypes, health, home and the family and community services. The programme has been very effective in breaking down barriers across communities as each group is made up of learners from different communities. It has enabled learners to share information about cultures, foods, clothes and social activities, and to respect differences. Rates of progression to other courses, including ESOL, are very good.

### **Wide range of interesting programmes**

RBCACL have a very good range of programmes that tap into the interests of learners. Data shows that most learners attend classes in a wide range of topics including sewing, crafts, healthy living, exercise, yoga, DIY, henna art and culture, living in the UK and ICT before they move on to ESOL courses. Learners report that they have improved their English significantly by attending classes that interest them and have learnt new skills at the same time. The vast majority of learners progress onto ESOL courses. One learner has been in the country for four years. When she arrived she could not speak any English. She initially attended the sewing class before moving onto the ESOL course. Following this she attended the local college where she has recently completed a qualification in childcare.

### **Effective strategies to successfully integrate asylum seekers and refugees**

Managers have a clear vision for the integration of asylum seekers and refugees, and the vision is articulated in the excellent equality and diversity policy. Equality and diversity are promoted throughout the whole organisation and underpins all the work of the ACL. RBCACL provide comprehensive advice and signposting to enable asylum seekers and refugees to access all aspects of learning, education and training. The action plan linked to the strategy is thoroughly monitored and many of the objectives have been successfully achieved.

### **Areas for development**

- To continue to develop and roll out the community cohesion project to other areas in Rotherham where there are asylum seeker and refugee communities.

- Further develop the collection of progression data in order to measure impact. Anecdotally there are some very good examples of excellent progression into further training and employment but progression data is not routinely collected and analysed.

I hope these observations are useful as you continue to develop promoting equalities in the college.

As I explained previously, a copy of this letter will be sent to your local LSC and will be published on Ofsted's website. It will also be available to the team for your next institutional inspection.

Yours sincerely

Margaret Swift  
**Her Majesty's Inspector**

REF