

LEARN HILLINGDON ADULT COMMUNITY EDUCATION SELF-ASSESSMENT REPORT, 2023-24

Committee name	Children, Families and Education Select Committee
Officer reporting	Debbie Scarborough, Service Manager Adult & Com Learning
Papers with report	Learn Hillingdon Self-Assessment Report 2023-24
Ward	All

HEADLINES

The Self-Assessment Report from Learn Hillingdon is produced by the service annually and evaluates the effectiveness of the education delivered to learners and its impact on them.

RECOMMENDATION

That the Committee notes the report.

SUPPORTING INFORMATION

This report is submitted to the Local Authority for scrutiny and to Ofsted and the GLA for their information. It is used by Ofsted to support initial decisions about inspections planned for the service and by the GLA for funding and quality purposes.

PERFORMANCE DATA

Please see the attached report.

RESIDENT BENEFIT

The support and challenge provided to the Service Manager by Committee Members enables service developments and helps the service to improve where necessary.

FINANCIAL IMPLICATIONS

There are no direct financial implications for this matter.

LEGAL IMPLICATIONS

There are no legal implications for this matter.

BACKGROUND PAPERS

NIL.



HILLINGDON
LONDON

Learn Hillingdon Self-Assessment Report 2023-24

Grade 2: Good.

"I am beginning to believe in myself so my confidence is growing"

Learner on Specific Learning Difficulties Level 2 Certificate

Debbie Scarborough

October 2024

Context of the provision

Hillingdon is the second largest and most westerly borough of London with a population of 319,000 (ONS mid-year estimate, 2023) and is divided into 21 wards. There is an older population in wards in the north and a younger, more diverse population in the southern wards.

Although there are large employers in the borough, such as Heathrow Airport, RAF Northolt, Hillingdon Hospital and Brunel University, approximately 91% are micro-businesses (UK Business Counts, 2023). Whilst unemployment levels are showing a small rise from 2023, overall rates remain lower than neighbouring boroughs.

Skills levels vary between wards, with wards in the south of the borough having lower qualification levels, greater levels of deprivation and higher claim rates of most benefits than wards in the north. The south also has the highest rates of people not in education, employment or training.

Hillingdon's Strategy for 2022-26 focuses on five priorities including a thriving economy and thriving, healthy households. Hillingdon has high prevalence levels of obesity and Type 1 diabetes, and whilst prevalence varies by ward, wards in the south typically have higher rates of obesity and diabetes, with wards in the north seeing higher rates of cancer and dementia.

Total number of grant-funded learners/enrolments	1526 learners	4451 enrolments
Including Multiply*	1582 learners <i>56 learners</i>	4665 enrolments <i>214 enrolments</i>

**Multiply is a government-funded initiative to improve the everyday numeracy and maths skills of adults in England. All data contained in this document excludes Multiply Project numbers, unless stated otherwise.*

Learners' Residency (by enrolment)	2020-21	2021-22	2022-23	2023-24
Hillingdon resident	2978 90.3%	3275 90%	3117 91%	4065 91%
London resident, (outside LB Hillingdon)	249 7.5%	291 8%	230 7%	337 8%
Out of London resident	73 2.2%	73 2%	70 2%	49 1%
Total	3298	3639	3417	4451

Our learners are adults, and many are parents of the young people who attend the large local college. 18% of learners are male (23% of enrolments). Most learners are female, of white heritage and 35-49 years of age. 65% of learners who are Hillingdon residents live in the most deprived areas in the south of the borough, who in turn are most likely to study ESOL*, English

and digital skills. Many enrol on programmes of learning with more than one qualification taken at a time.

*ESOL: English for Speakers of Other Languages.

Breakdown of enrolments	No of learners	No of enrolments	Retention rate	Achievement rate
Female	1246 82%	3448 77.5%	93.8%	90.9%
Male	281 18%	1002 22.5%	93.3%	91.2%
Unspecified	1	1	100%	100%
North of the borough	497 32%	1415 32%	94.9	92.0%
South of the borough	885 58%	2650 60%	93.0	90.5%
Other London Boroughs	123 8%	337 7%	93.4%	89.6%
Outside of London	23 2%	49 1%	98.0%	98.0%

Improvements in year

Support for learners was improved through greater access to financial and practical help which, when combined with consistent data monitoring and focused staff development, contributed to higher pass rates.

Learners studying vocational qualifications benefitted from refined initial digital skills assessments, supported by dedicated lessons in virtual learning which enabled them to build the confidence and skills they needed to succeed in their vocational course.

New accommodation in the south of the borough improved the learning environment for learners.

Service Strengths

The service successfully reaches its target group of the most disadvantaged adults (65% live in the most deprived areas in the borough) resulting in 97% of learners on qualification courses being fully funded.

Overall attendance, retention, pass and achievement rates are all 91% or above. A service-wide focus on targeted interventions for learners facing financial hardship addressed achievement gaps for three key groups, e.g. Caribbean learners achievement rate increased from 80.7% to 93.6%, Speech and Language skills for learners with learning difficulties and disabilities from 84.3% to 98.6%, and learners living out-of-London doing qualifications from 84.1% to 91.2%.

Strong, targeted learning support is effective in enabling learners facing additional barriers to achieve. Learners who have declared learning difficulties and/or disabilities achieved at 4% above those who have no declared disabilities.

Learners are engaged and enjoy learning, and many report their increased confidence leading to wider opportunities in their own lives.

Areas for Improvement

Improve consistency in the quality of teaching and learning in a minority of classes to ensure every learner has an excellent learning experience that helps them progress towards their goals.

The service needs to identify innovative ways of recruiting to increase teaching capacity to engage greater numbers of residents in learning.

Quality of Education

Intent

The intention of the provision is to target and recruit the most socially and economically disadvantaged residents; the low-skilled, low- paid adults often from deprived areas who are furthest away from education and least likely to improve their and their family's life chances without support. We aim to help these groups improve their prospects, which for some means increasing their ability to better support their children's education or gaining practical skills for everyday life, whilst others wish to improve their ability to find a job or improve their employment prospects. The intention is well understood by staff, who work hard to engage and retain learners and to make the learning as impactful as possible.

The curriculum offer reflects local need and national, regional and local priorities well and 97% of those on our qualification programmes are fully funded from within the grant, resulting in programmes that are free to most residents. Learners understand the steps they need to take to achieve their goals. Progression between and within subject areas is good, with additional support utilised well to help learners to achieve their qualifications and goals.

“Multiple areas of improvement for mental health awareness, improved confidence along with coping with stress a lot better than I ever have before. 100%, everyone has been brilliant and I have loved learning again in the new electronic way of learning. It has helped me understand how my daughter has to do her homework too, she also uses Google classrooms.” Learner on HSC1001(S) Mental Health and Stress Awareness Level 1 Award

Implementation

Teaching is good. Learners are engaged and enjoy learning in classes and teachers have cultivated a good classroom atmosphere conducive to learning. Robust initial assessment processes ensure that learners are enrolled on the most suitable course quickly and efficiently. Learning support mechanisms are well utilized to meet individual needs, which has in turn helped to develop learners' confidence and increased pass rates.

Managers monitor lessons regularly and feedback to teachers to ensure a continuous learning process. New skills are being developed in lessons. Most lessons have been planned well with learning tasks and activities well-sequenced. Teachers have good subject knowledge. Teachers in vocational areas are very skilled at teaching and developing technical vocabulary well. Teachers make lessons interesting and include a range of approaches and methods to inspire and motivate learners. The majority of teachers differentiate learning materials well and stretch and challenge learners effectively.

Learners with special educational needs report that they enjoy learning, with lessons that reflect individual needs well, for example, using scissors safely. Learner participation is good and learners particularly like practical sessions. Learners benefit from learning that promotes independence, confidence, responsibility and self-management, making decisions, maintaining and improving basic skills such as fine motor and speech, language and communication. Learners also develop employability skills through various opportunities such as the Enterprise project, work experience and volunteering on the Clothing and Toy Banks that they created this year. Some learners with special educational needs have been supported with their application to volunteer with the service e.g. assisting with DBS and other requirements to provide continued work experience as they prepare for external work, and one learner is now a member of staff.

“I can use a computer and do all my homework, before I had problems” Learner from Preparing to Work in Schools Level 1 Award

Learner feedback is consistently positive as demonstrated by the learner survey. Learners speak highly of their teachers and feel well supported. Learners develop underpinning transferrable skills very well across the service. Many ESOL learners have gained confidence in using their improved English skills outside the classroom, for example, making hospital appointments, in shops, talking with parents in school. Learners in vocational courses feel better prepared for work because their time management and employability skills have improved as well as their literacy skills. Learners

have gained new skills, for example, in targeted outreach groups, learners have learnt how to use emails and iPads and learn cooking skills, and one learner, who is a carer, felt that it gave her much needed “me time”.

“I know how to copy and paste the links, do whiteboard activities, apply for jobs, fill out forms, and last but not least, I am now more confident than before.” Learner from Early Years, Level 1 qualification.

Impact

“My dream was from a young age to work in a school environment and by doing these courses I feel that I will be confident to do it professionally. I also feel confident to discuss [topics] in front of others and express my ideas clearly” Learner from Safeguarding in a Learning Environment Level 1 Award.

The impact of learning is good. Although learner numbers remain largely stable, enrolment numbers significantly increased this year due to the focus on underpinning English, maths and/or digital skills needed by learners undertaking qualification courses. Retention, pass* and **achievement rates remain consistently strong at 91% or above.

Service overall	Learners	Enrolments	Retention	Pass *	Achievement**
2023-24	1526	4451	93.7%	97.1%	91.0%
2022-23	1505	3417	94.7%	96.0%	91.0%
2021-22	1681	3639	93.4%	92.5%	86.4%

*Pass rate: results of those who stayed until the end of the course, excluding those who left.

**Achievement rate: results for all enrolled learners, including those who left before the end of the course.

Learners achieve their aims well across curriculum areas. Some groups achieved significantly above the overall service level, i.e. learners studying for floristry qualifications, adults with learning difficulties and disabilities on independent living courses, and targeted groups of learners on outreach courses. However, slightly lower retention impacted on some achievement rates; one employability pilot in IT reduced achievement rates overall; and staffing issues in counselling led to weaker results. As a result, we reviewed the number of qualifications each learner could undertake, we reorganised the employability course and decided to withdraw the counselling programme for 24-25.

Results by curriculum area, including the Multiply project.

Curriculum Area	Learners	Enrolments	Retention	Pass	Achievement
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Emotional Health and Wellbeing	111	324	92.9%	97.7%	90.7%
Multiply project	153	214	94.4%	100.0%	94.4%
Childcare	207	514	94.5%	96.5%	91.2%
Floristry	60	88	96.6%	100.0%	96.6%
Arts, Media, Leisure (AML)					
Arts	65	112	92.9%	95.2%	88.4%
Languages	40	65	93.8%	100.0%	93.8%
Leisure	30	43	95.3%	97.6%	93.0%
AML Total	135	220	93.6%	97.1%	90.9%
IT and Digital Skills	162	287	91.6%	92.4%	84.7%
English, Maths, ESOL (EME)					
English	134	301	89.7%	92.3%	82.8%
ESOL	439	996	90.3%	97.5%	88.0%
Maths	23	54	83.3%	97.8%	81.5%
EME Total	560	1351	89.9%	96.4%	86.6%
Independent Living (adults with LDD)	138	898	98.5%	98.0%	96.5%
Targeted Outreach (TO)					
ART	80	141	100.0%	100.0%	100.0%
ENG	3	3	100.0%	100.0%	100.0%
ESO	68	108	84.3%	97.8%	82.4%
FLO	14	17	100.0%	100.0%	100.0%
HOR	55	60	100.0%	100.0%	100.0%
HSC	8	8	100.0%	100.0%	100.0%
ITS	57	111	100.0%	100.0%	100.0%
TO Total	257	448	96.2%	99.5%	95.8%
Health and Social Care					
Counselling	31	31	90.3%	92.9%	83.9%
Health and Social Care	103	290	93.4%	98.0%	91.5%
H&SC Total	132	321	93.1%	97.5%	90.7%

Achievement gaps are defined as results 5% or greater below the overall service achievement results, (91% this year) and are denoted in red ink.

There are no significant achievement gaps by gender, age or those living in the north or south of the borough. Achievement gaps identified for learners from a Caribbean background, those who

live outside London, and learners with speech and language difficulties have been addressed. However, they remain for White/Asian and those aged 19-24 years. As a result, for 2024-25 we reviewed the number of qualifications each learner could undertake, we reorganised the employability course and decided to withdraw the counselling programme.

Achievement Gap	Enrolments and % of enrolments	Retention	Pass	Achievement	Achievement rate 22-23
White/Asian	46 1%	82.60%	100.00%	82.60%	84.8%
Caribbean	115 2.6%	95.70%	97.90%	93.60%	80.7%
Out of London ASB	74 1.7%	95.90%	95.10%	91.20%	84.1%
Speech & Language difficulties	71 1.6%	98.60%	100.00%	98.60%	84.3%
19-24 years	83 1.9%	88.50%	95.40%	84.40%	85.5%

Partnership work is effective and has a direct impact on learners.

- 32 council and local partners ran workshops at our careers event for 98 residents. As a result, residents accessed 252 places on these workshops.
- 61 learners accessed 1-1 careers advice with National Careers Service advisors.
- Partnership work with the Youth team led to 45 residents in receipt of free school meals cooking healthy meals as a family through the Holiday Activities and Food Programme.

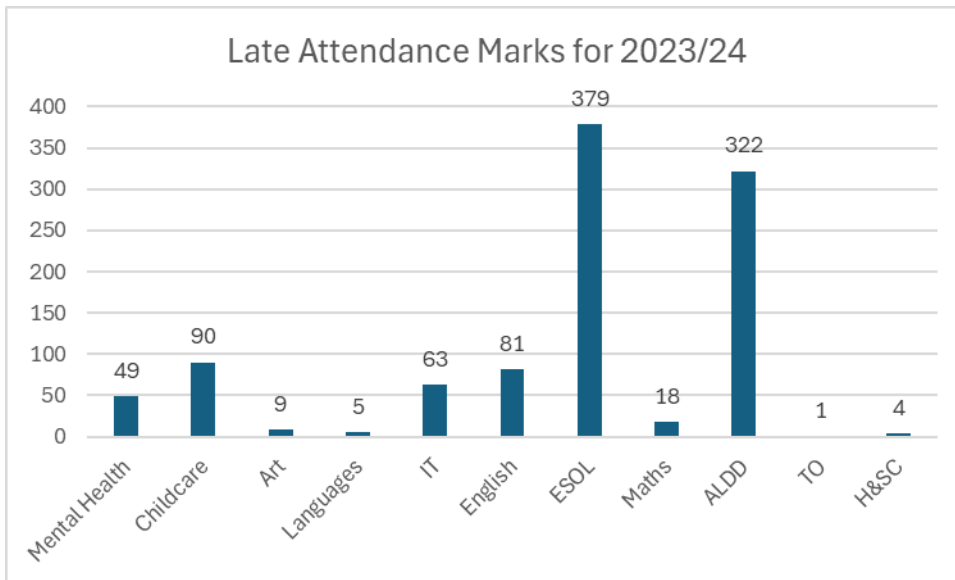
Progression is good. 60% of learners progressed onto the next level of qualification in 2023-24 and 37% progressed within non-qualification courses. Most learners progressed to the next qualification within their subject areas, such as 73% within ESOL and 65% within childcare, whilst 24% of those who studied English moved into vocational provision. Based on 143 responses from an internal survey, 18 (13%) learners in vocational qualification courses obtained employment and 37 (26%) were actively seeking employment.

“I have secured employment while on this course. I have been offered a job today. I need to sign the contract”

Learner on Adverse Childhood Experiences Level 2 Certificate

Behaviour and attitudes

Staff and learners maintain a respectful atmosphere in the service. Learners are aware of the importance of attendance, punctuality and commitment to learning from the beginning. As a result, the service attendance rate is high at 94% and punctuality is good, demonstrated by late marks that account for 1021 (2.5%) of our total attendance marks (41,293).



Safeguarding is effective and encompasses the safety of learners and staff well. The Staying Safe Board monitors the quality of safeguarding actions well and the service is a member of the council's Adult Safeguarding Board and Prevent Partnership Boards.

Learners enjoy their time with the service. The service's end-of-course learner survey attracted 836 individual responses, of which:

- 99% said they felt safe and respected in their class
- 98% said they were supported well to complete their course
- 97% said their teacher gave helpful feedback
- 97% agreed or strongly agreed they know what safeguarding is and they know what to do if they have a concern
- 93% agreed or strongly agreed they know what to do if they have a concern about someone at risk of becoming involved in extremism or terrorism
- 86% learners said they achieved their work skills goals; 91% learners achieved their social skills goals and 88% achieved their wellbeing goals.

One learner with learning difficulties and disabilities reported,

"I've got more confident. I travel more on the bus by myself now, but I didn't before." Learner Forum.

Personal Development

Personal development is good. Learners' benefit from a wide range of personal development opportunities that enhance their learning and help them link that learning with their lives outside the classroom.

Learners with difficulties and disabilities volunteer in the clothes bank and nine volunteers help learners and staff across the service, including helping at events and acting as an interpreter for learners during enrolment. 11 learners were elected to the Learner Council by their peers. They act as secret shoppers and meet with management termly to help drive improvement.

The rights and duties of active citizens are embedded into the vocational curriculum well through discussions and workbooks on topics such as learner council, course representation, the UK voting system and community service. Learners are encouraged to volunteer for the NHS and local charities, and vocational learners volunteer within their chosen sector, all of which encourages them to develop new skills and support their community. Embedded employability provides the opportunity to experience a mock interview, which for some learners is a first.

In English, Maths and ESOL, in addition to helping learners gain qualifications, tutors embed a wide range of themes that support learners' holistic learning. These include health (Mental Health Awareness week, Movember) and equity (International Women's Day, Black History Month). All courses also successfully embed elements of active citizenship, digital skills and employability skills that help learners in their everyday lives and in their pursuit of further study or employment. 14 Level 1/2 English and ESOL learners took part in a Parliament Week debate about the sugar tax, which was attended by the Portfolio Holder for Children, Families and Education. 93 English and ESOL learners attended Parliament Week workshops, one of which included a visit from the local MP at the time, who told learners about MPs roles and responsibilities and how Parliament works.

The learner feedback from the UK Parliament Week workshop attended by Steve Tuckwell, MP included *"It was the first time that I saw our MP"*

'I learned about the Houses of Parliament, petitions, making laws, that there are 650 Members of Parliament'.

Hillingdon Talking Therapies ran several free workshops for learners during the academic year. 102 learners attended Healthy Heart Month workshops where topics included 'Activity and Mood' and 'Nutrition and Mental Health'; workshops during Mental Health Awareness Week were attended by 50 learners, including 'Exam Stress', 'Worry Management' and 'Physical Activity and Mood'; and 56 learners attended workshops on World Mental Health Day.

Certificate presentation ceremonies are led by local dignitaries, with 85 learners and their guests attending the qualification achievement celebration, and 75 learners and guests attending the equivalent celebration for adults with learning difficulties and disabilities.

Good information, advice and guidance helps learners to enrol on the right course and to take their next steps. A digital screener was developed and introduced in-year to quickly and accurately identify learners who needed to develop their digital skills before beginning other qualifications.

"The classes have changed my life. Before these courses, I didn't understand anyone and found it difficult to speak. Now I'm happy to speak in public, help my children with homework and be able to go to the GP by myself. I want to finish my studying and be a Teaching Assistant, and I've applied to be a Teaching Assistant in a school." ESOL learner, quoted at the Celebration of Learning event.

Leadership and Management

Leadership and management are good. A well-designed curriculum offer reflects local needs, targeting residents who face the most disadvantage and encouraging them from their first steps back into learning towards challenging career goals.

The flexible and committed team prioritise individual needs well to ensure learners feel safe and confident in the centres and receive high quality learning opportunities. 30 learners discussed their experiences of learning with the Service Manager through Learner Forums, as did 8 tutors in the Staff Forum. One learner's suggestion led to a simplified enrolment process for learners re-enrolling termly in-year. The Service Manager also attended one of the termly Learner Forums for adults with learning difficulties and disabilities, where one of the 13 learners reported, *'I couldn't make choices before. They were made for me. Now I can make my own choices and use my own voice'*.

At one Learner Forum, H explained that she had just started her Health and Social Care class. She was studying about mental health, and she 'loves it'. She said, 'if you miss a lesson, you're stuck it can pile up, so you need to get into a routine. It is training me in routines as I have no excess time.' When asked how learning will help with her career, she explained, *'I'd like to be a Mental Health Support Worker, but don't know yet. Doors are opening up'*.

The service prioritised and reviewed support for learners this year, from the Loan and Learn scheme which provides learners studying for qualifications with IT equipment to the 68 learners who received financial support with bus fares, introduced in the summer term. When asked to update managers on how well the bus fares were being received by learners, a Student Services Officer commented, *'It's been super popular here and the feedback is lovely. I had one learner cry as £7 per week was a lot for her and it's taking real pressure off her family. She was given a form some time ago and did not fill it in as she couldn't understand it. Feedback honestly has been so positive. It's amazing that we can make an instant difference to our learners.'*

The management team took a new approach to quality improvement this year, clarifying the expectations and monitoring of quality standards for staff. The importance of learning support was emphasised at the annual staff conference which focused on strategies to support learners with mental health issues and dyslexia, and the Specific Learning Difficulties qualification armed six staff with new skills to develop their practice. The transition to an individualised approach to professional development for teaching staff began this year, however staff sickness and vacancies meant this work was limited in scope, so it will be further developed next year.

Staff development is good within the service. Managers encourage learners to get involved in activities outside class, and those who volunteer within the service undergo mandatory safeguarding and data protection training. Since 2019, 41 learners that volunteered with us have progressed into work, 18 of whom have continued into employment with the service whilst 13 work at local schools. Two current senior managers began as learners and many staff have been promoted within the service.

Partnership work is strong in providing learning opportunities for residents. In the community, a variety of successful workshops were delivered for families from 13 local primary schools, which included short ESOL programmes and a bespoke programme for parents to support the emotional

needs of their children. Provision at a Children's Centre supported a small group of female travellers into learning, which is continuing in 24-25.

A tailor-made programme for a local charity enabled local women back into employment by strengthening their basic maths and budgeting, and bespoke IT workshops at local libraries were provided for service users from a range of partners, including The Carers Trust, H4All, Age UK, Hillingdon Women's Centre and several Children's Centres.

Partnerships with mental health providers are well developed, resulting in a significant increase in enrolments by learners with mental health issues this academic year. 21% (23/110) of our learners have been referred by these partners, such as Care Assist, Splendid Supported Housing, and New Horizon Health Care. These residents enrolled in classes such as 'Understanding and Managing Symptoms of Stress' and 'Tapping into Positive Health & Wellbeing'

Internal partnerships within the Local Authority (LA) enabled learners to volunteer in schools, which were struggling to fill vacancies; enabled nine LA staff to engage in qualifications that supported their practice in mental health, working with children and young people, and adverse childhood experiences, saving the LA almost £12k in course fees; and we collaborated with the Early Years team to deliver a Childminding conference that increased 20 residents awareness and understanding of that career option.

Learners benefited from three new classrooms in a premises move in a school in the south of the borough in September 2024, with two additional rooms there enabling us to better meet local demand.

Governance is good. The Advisory Board was introduced this year to strengthen the governance arrangements beyond the Local Authority structures and into the wider learning community. This governance structure is being embedded and evolving over time to ensure board members have appropriate oversight and challenge, in addition to the existing governance arrangements within the local authority. This work will be strengthened in 2024-25.

"I've become more confident in using my digital skills and I gained more confidence in working with teachers and supporting students in their learning journey. I am pleased to say that taking this course has been incredibly rewarding. I have developed significantly and learned many new things from my time volunteering in school. This experience has truly enriched my professional growth."

Learner on STL Level 2 Certificate

DS/December 2024.