

WANDSWORTH BOROUGH COUNCIL

REGENERATION AND COMMUNITY SAFETY OVERVIEW AND SCRUTINY
COMMITTEE – 7TH NOVEMBER 2006

EXECUTIVE - 13TH NOVEMBER 2006

Report of the Director of Education on the annual review of Adult and Community
Education

SUMMARY

Adult education in the Borough is provided under contract by South Thames College, SW18 (Fairfield), the Council's Leisure and Amenity Services Department at the Putney School of Art and Design, SW15 (Thamesfield), local libraries, Southfields Community College, SW18 (Southfields) and up to 50 smaller adult and community learning providers. The Service's main achievements in 2005-06 were:

- the maintenance of high levels of participation in adult learning, with 11,400 enrolments against a target of 11,300, plus 1,642 parents and carers attending Family Learning courses against a target of 950;
- widening participation, in line with Government priorities, to engage disadvantaged and hard-to-reach groups, for example, 353 adults enrolled on new European Social Funded programmes; such as basic skills, English as a second language and courses supporting priority groups of learners such as those with special educational needs;
- a very successful inspection of by the Adult Learning Inspectorate in January 2006, in which the outcomes compared very favourably with those of other London Boroughs. Three curriculum areas, Family Learning, ICT, and Arts, Media and Publishing were graded good (2), as was Leadership and Management. Only one of the 14 areas (sport) was judged unsatisfactory and action has been taken to address this.

Proposed developments for 2006/07 including a significant increase in the number of Skills for Life Learners and closer working with employers. The major issue facing the service in 2006-07 is a cut of £334,000 (16%) in its total funding by the London Central Learning and Skills Council. To minimise the impact of cuts, a reduction of 3% has been achieved through savings in central costs and the flexibility use of grants. This has enabled Wandsworth to operate with the minimum amount of disruption to learners, but will be difficult to sustain in the longer term.

GLOSSARY

ACL	-	Adult and Community Learning
ALI	-	Adult Learning Inspectorate
AQPR	-	Annual Quality Performance Review
BEST	-	Business and Education Succeeding Together
BME	-	Black and Minority Ethnic Groups
CLASS	-	Celebrating Learner Achievement and Student Success (Newsletter)
CLC	-	City Learning Centre
CPD	-	Continuing Professional Development
DDA	-	Disability Discrimination Act
DfES	-	Department for Education and Skills
EAZ	-	Education Achievement Zone
ESF	-	European Social Fund
ESOL	-	English as a Second Language
FLLN	-	Family Literacy, Language and Numeracy
FTE	-	Full-time Equivalent
ICT	-	Information and Communications Technology
ILR	-	Individual Learner Record
LCLSC	-	London Central Learning and Skills Council
LDA	-	London Development Agency
LEAs	-	Local Education Authorities
LIDF	-	Local Intervention and Development Fund
LLDG	-	Lifelong Learning Development Group
LSC	-	Learning and Skills Council
MIS	-	Management and Information Systems
NEET	-	Not in Education, Employment or Training
NIACE	-	National Institute of Adult and Continuing Education
NLDC	-	Neighbourhood Learning in Disadvantaged Communities
NOCN	-	National Open College Network
NVQ	-	National Vocational Qualification
ODPM	-	Office of the Deputy Prime Minister
PCDL	-	Personal and Community Development Learning
PSAD	-	Putney School of Art and Design
RARPA	-	Recognising and Recording Progression and Achievement in Non-Accredited Learning
SAR	-	Self Assessment Report
SCC	-	Southfields Community College
SEN	-	Special Educational Needs
STC	-	South Thames College
WFL	-	Wider Family Learning

RECOMMENDATION

1. The Regeneration and Community Safety Overview and Scrutiny Committee is asked to support the recommendations set out in paragraph 3 below.
2. If the Overview and Scrutiny Committee approve any views, comments or additional recommendations on this report, these will be submitted to the Executive for consideration.
3. The Executive are recommended to:-
 - (a) endorse the targets agreed with the London Central Learning and Skills Council (LCLSC) – paragraph 18 and **Appendix 1** and **6** to this report;
 - (b) agree to continue the methods of allocating funds as agreed in 2004/05 and set out in paragraphs 11, 12, 16, 23, 25, 30 and 36 to this report.

INTRODUCTION

4. On 15th November 2004 (Paper No.05- 1018), the former Education Overview and Scrutiny Committee noted the participation rates and the performance achieved on the delivery of the Council's adult education provision in the academic year 2004/05. The recommendations in the report were approved by the Executive on 28th November 2005. This report outlines progress achieved in 2005/06, agreed provision for Adult and Community Learning (ACL) for the current academic year 2006/07 and proposed developments initiated by the Lifelong Learning Development Group.
5. The Lifelong Learning Development Group is the strategic group responsible for formulating and implementing strategic plans for Adult and Community Learning and reports to the Regeneration and Community Safety Overview and Scrutiny Committee. The Lifelong Learning Development Group is made up of officers in the Council from Education, Leisure and Amenity Services, Economic Development, Social Services as well as representatives from South Thames College, Southfields Community College, Saint Francis Xavier College, Wandsworth Voluntary Sector Development Agency and Prospects. The Lifelong Learning Development Group is supported by several sub groups: the Family Learning Forum, the European Social Fund Group, the National Open College Network and a Quality Steering Group.
6. Contracts or service level agreements are in place with all providers to ensure that contractual targets with the London Central Learning and Skills Council are met. The Lifelong Learning Development Group also allocates smaller budgets to implement strategies for quality assurance, widening participation and engaging the voluntary and community sector.

SERVICE AIMS AND OBJECTIVES

7. The Three Year Development Plan is the principal document outlining the Council's response to local and national priorities in Adult and Community Learning. The Plan highlights five main strategic aims and twenty objectives. These strategic aims are:
 - to increase the number of learners gaining targeted qualifications;
 - to contribute to the culture, health and wealth of Wandsworth;
 - to lead and manage high quality learning;

- to promote learning from pre-school to retirement and beyond;
- to link adult and community learning to other key strategies and initiatives.

During 2006/07 there will be particular emphasis on the following objectives:

- increasing the number of accredited Skills for Life Learners to 1,150;
 - increasing targeted work with employers which involves 4% of total cohort;
 - closer alignment of curriculum change with regeneration initiatives to ensure that ACL learners can develop appropriate skills to access the local labour market;
 - diversifying the funding base in order to develop the ACL offer;
 - increasing the overall number of First Step learners by 3% to 30%.
8. An Executive Summary of the 3 Year Development Plan is attached as Appendix 4. A summary of the twenty objectives is attached as Appendix 5 and the projected participation and outcome rates is attached as Appendix 6. The full Development Plan can be downloaded from the Adult Education section of the Council's website.
 9. The Council has entered into an agreement with the London Central LSC for 2006/07 to deliver 73% of provision in the traditional areas of adult and community learning, now referred to as Personal and Community Development Learning and 27% in First Steps which concentrates on attracting hard to reach learners, often with low levels of literacy and numeracy, and vulnerable in the labour market. A high number of English as a Second Language (ESOL) learners fall into this category. In the Three Year Plan there is a projection to increase First Steps to 33% and reduce Personal and Community Development Learning to 67% in the year 2008-09. This complies with funding requirements to grow provision in areas of deprivation and in response to the needs of disadvantaged learners, and raise the number of full cost recovery courses.
 10. Over the last few years the Council has moved towards a more dispersed delivery model for Adult and Community Learning with an increase in the number of providers and the amount of provision delivered on an outreach basis. This has involved the Council entering into formal agreements with a number of specialist voluntary and community sector organisations as well as encouraging main providers such as South Thames College to deploy staff on an outreach basis. 58% of provision is delivered by South Thames College, 17% is delivered by the Leisure and Amenity Services Department at the Putney School of Art and Design and through the Library Service, 9% is delivered directly by the Lifelong Learning Team, 7% through Southfields Community College with the remaining provision delivered by smaller voluntary and community sector organisations. These include: Wandsworth Mencap, MIND, Share Community, Sound Minds, Urban Voice and Generate.
 11. This strategy is to maintain and increase participation of the following groups:
 - Skills for Life and ESOL Learners;
 - Learners without a Level 2 qualification;
 - People with disabilities and/or learning difficulties;
 - Men (traditionally under-represented in ACL);
 - Members of BME groups;
 - Older people aged 60+;
 - Young people aged 19-25 at risk of becoming NEET;
 - People living in areas of deprivation.

Service targets for the above groups are detailed in **Appendix 1** and **Appendix 6**.

THE LEARNING AND SKILLS COUNCIL (LSC)

12. The LSC assumed responsibility for the planning, funding and quality assurance of all Government funded Post-16 learning from April 2001. The LSC and the National Institute of Adult and Continuing Education (NIACE) continue to explore ways of converting the existing method, a block grant, to one more consistent with that used for funding further education. However further consultation and research continues to decide what is appropriate for the sector.
13. The Council's core grant for ACL from the LCLSC for the period August 2005 to July 2006 was £1,667,820. A number of other supporting grants with a value of £480,413 brought this total to £2,148,233.
14. The Council has received confirmation of an allocation of £1,542,283 for the core grant for ACL for the current academic year, with supporting grants of £266,652, secured against the LCLSC's approval of an updated Three Year Development Plan for 2006-09. This represents a 7.53% cut in funding from the Council's main grant for ACL. This was publicised in 2005 and described in the 2004-05 AQPR. What was less apparent at that time was the LCLSC's intention to withdraw several other supporting grants. These included: grants to support improvements to buildings to comply with DDA legislation and a minor works grant to support maintenance of buildings where ACL takes place; and a quality improvement grant.
15. The total cost of further cuts amounts to £208,412 for Wandsworth. This strategy was applied to all Central London Boroughs. Therefore the real cut in funding from the LCLSC is 15.6%. Whilst national media coverage focussed on the cuts to the core grants and the government's intention to increase fees for learners, particularly learners involved in recreational or personal developments courses, there were further cuts implemented at a much later stage which have been less visible. NIACE is in the process of collecting this information in an attempt to demonstrate the impact of this strategy on participation rates in all post-19 education.
16. The main providers in the Borough are resourced on the basis of actual learner hours delivered with funding clawback arrangements operating where the providers fail to meet agreed targets. In recent years more attention has been given to developing provision to support Skills for Life (Basic Skills), technical and vocational courses, courses supporting priority groups of learners and people with special educational needs (SEN). Whilst a full revision to resource allocation arrangements is dependent on the outcome of the NIACE/LCLSC funding review, it is considered inappropriate to alter current funding arrangements for providers in 2006/07.
17. The method of allocating providers on an output related basis has increased the Council's flexibility to move funding between providers and projects to maximise the number of people participating in learning. To minimise the impact of cuts on the main providers, a reduction of 3% to main contracts has been applied rather than the full 7%. This has been achieved through savings in central costs and the flexibility to fund some projects through the European Social Fund (ESF). This is a limited strategy because the ESF projects are due to end in March 2007, but it is one that has enabled Wandsworth to operate with the minimum amount of disruption to learners. In other London authorities, there has been much greater disruption to learners.

18. Notification of funding for 2007/08 is expected in December 2006 and further cuts are expected. Whilst the service has been able to minimise the impact on learner fees this year, this will be difficult to sustain if there are significant cuts in 2007/08.
19. Outlined in this report are strategies for competing for other available funds from the ESF and Big Lottery to offset the cuts and maintain high levels of participation.

PERFORMANCE OVER THE PAST YEAR AND TARGETS FOR 2006-07

20. In 2005/06 Council provision attracted 11,400 learners against a target of 11,300. In 2006/07 the Council expects to achieve no less than 10,000 learners. The reduction in numbers reflects the new funding levels from the London Central LSC and a need to increase the number of participants on longer accredited programmes. 2005/06 outputs and 2006/07 targets are shown in Appendices 1 and 6. There will continue to be changes to contracts with providers to reflect emerging local and national needs.

SOUTH THAMES COLLEGE (STC)

21. Contract arrangements with STC are negotiated under the terms of the Federation Agreement established between the Council and STC Corporation in 1992. STC has to provide for a number of full-time equivalent students in return for funding from the Council. Final payments each year are adjusted in relation to achievement of the targets. ACL provision is now fully integrated in the College's planning processes.
22. For the period until July 2007 the arrangements for distributing funding need to be similar across all providers.
23. In 2006/07 STC has agreed a provisional target of 7,430 learners, equivalent to 480 FTE, which will enable STC to attract a maximum income of £853,639. By continuing existing funding arrangements the Council provides an incentive to STC to deliver more student numbers, as well as providing additional funding to accommodate the costs of increased community-based learning. STC performance will continue to be reviewed on a termly basis to assess performance against target.
24. The Council and STC will continue to work collaboratively to raise the profile of ACL in the Borough, and to increase the number of learners and venues from which courses take place, particularly in Battersea where there are plans to develop new provision to enhance the local skills base in response to the employment opportunities that will be available through the development of Battersea Power Station, SW8 (Queenstown). In 2006/7 there will continue to be an emphasis on increasing the numbers of learners enrolled on literacy, numeracy, ESOL, information and communications technology (ICT), retail, hospitality and catering, and work preparation programmes. The College's approach to the development of outreach work will continue to be a key feature of its ACL provision.

PUTNEY SCHOOL OF ART AND DESIGN (PSAD)

25. Participation at Putney School of Art and Design (PSAD) increased by 10% in 2005/06 to 1,500 learners, who generated 3,500 enrolments. PSAD agreed a lower target of 1,251 learners for 2006/07, equivalent to 83 FTE, which will attract a maximum income of £121,500, reflecting the reduction in funding from the LSC.

26. PSAD worked closely with the Visual Arts Department of South Thames College in 2005/06, and jointly achieved a Grade 2 (good) assessment from the Adult Learning Inspectorate for Fine Arts. In 2006/07, the PSAD programme includes a part time Diploma in Fine Art to support students who wish to apply to degree courses.
27. PSAD also arranges Family Learning courses on Sundays, a pottery course for adults with learning disabilities, an A-level life drawing course for pupils from Wandsworth schools, termly lectures, master-classes, and group exhibitions in galleries.
28. Students are encouraged to take part in external projects such as Wandsworth Artists' Open House, Putney Art, and the Big Draw. Six PSAD students had work selected for the *Inspired By* exhibition at the Victoria and Albert Museum, while five students attending the portfolio preparation class have been accepted on to degree courses.

SOUTHFIELDS COMMUNITY COLLEGE (SCC) /CITY LEARNING CENTRE (CLC)

29. During 2005/06 SCC and the City Learning Centre (CLC) continued to offer a range of courses in ICT, arts and crafts, digital photography, music technology, literacy/ numeracy, ESOL, sports and keep fit, and Family Learning, attracting 815 learners.
30. In 2006/07 the partnership is looking to expand numbers, particularly in the light of new sports facilities and has agreed a provisional target of 1,218 learners, equivalent to 96 FTE, which will enable SCC/CLC to attract a maximum income of £139,675.

LIBRARY SERVICE

31. The Council's Library Service has become a significant partner in widening and extending participation in learning to groups and communities currently under-represented in the take-up of learning. The Head of Libraries, Museum and Arts joined the Lifelong Learning Development Group in 2003/04. Since then, significant progress has been made towards improving the quality of learning activities in libraries and achieving the standards of the Common Inspection Framework.
32. In 2005/06, activities in libraries, supported by ACL funding, focused on widening participation and building staff capacity to support adult learning and maximise the use of facilities for learners. 401 learners, a decrease of 13% over the previous year, enrolled at 11 out of 12 libraries on 9 or 16 hour ICT courses, and 91% achieved their learning aims in full, an improvement on the previous year's 79%.
33. 47% of learners in libraries were from minority communities, 30% were male, 47% aged over 60, while 70% lacked a Level 2 qualification and 21% had no qualifications. These figures demonstrate that learning activities in libraries are encouraging new adult learners.
34. LSC/European Social Fund (ESF) support for Wandsworth Libraries. The Library Service is contributing to the LSC/ESF projects led by ACL for 2005/07. A successful direct application to the LSC/ESF Objective 3 Co-Financing Programme in 2004 secured £245,000 for a partnership led by the Council's Library Service with 20% of funding for the Royal Borough of Kensington and Chelsea. The purpose of the funding is to engage with 160 unemployed adults at Roehampton Library, SW15 (Roehampton) and 40 at Kensal Library for learners who lack qualifications and have literacy or numeracy needs. The required outcomes are to achieve 100 Skills for Life

entry-level qualifications and 50 National Tests and to progress to college courses or employment. This project, which further develops the pilot set up in 2003 through funding from the London Development Agency, is funded from April 2005 to March 2007. Roehampton Library and Learning Centre became an approved City and Guilds centre in September 2005 to enable learners to achieve recognised qualifications in Literacy, Numeracy and ESOL. To July 2006, 131 unemployed adults have enrolled at Roehampton Library, achieving 32 qualifications at Entry Level, and 19 passes in the National Tests (Level 1/2).

35. In addition, in 2005/06, 53 adults completed First Time Online training funded by a grant from UK Online and 47 obtained an e-skills passport.
36. In 2006/07, the Library Service will further develop its learning activities through a Service Level Agreement and has been recommended for a minimum target of 500 learners or 38 full-time equivalent students supported by total funding of £45,020 for a maximum of 556 learners.

NATIONAL OPEN COLLEGE NETWORK (NOCN)

37. In 2002 the Council was part of a successful European Social Fund bid. Through a partnership bid with NOCN and the other 6 LCLSC borough councils, the Council received a grant of £100,000. The aim of the project was to build a sustainable infrastructure for community and voluntary organisations to deliver flexible accredited learning programmes through the NOCN; this involved the Council providing significant support to organisations in areas such as curriculum development, staff development and quality assurance.
38. Funding for this work came to an end in 2004 but the project has been sustained by other funding streams and is now embedded in the Council's adult and community learning delivery structure. Since the project's inception, it has attracted a total of 413 learners and 22 trainers/assessors have attained formal teaching qualifications.
39. In 2005/06 provision was funded through the LCLSC's Local Intervention and Development Fund (LIDF) of £71,518 and 73 learners achieved accreditation in areas such as Skills for Life (literacy and numeracy), ESOL, Music Technology and Performance, Social and Life Skills, Arts and Crafts and ICT. Participating organisations in Wandsworth include: MIND, Mencap, Generate, Urban Voice, Sound Minds, Servite Housing Association and the Thessaly Community Centre.
40. In 2006/07 a similar level of funding to support 150 learners will be made available by drawing from the Neighbourhood Learning in Disadvantaged Communities (NLDC) grant from the LCLSC and the Widening Participation Fund which is ring fenced by the Council within the core adult learning grant.

ONLINE TEST CENTRES

41. A further related project has been the development of online test centres at the Professional Centre in Tooting and at the City Learning Centre in Southfields. The LCLSC has been funded to work with Central London Boroughs to provide access for learners to flexible accreditation in literacy and numeracy programmes. Learners can achieve accreditation through NOCN at Level 1 or 2 with Level 2 equivalent to grade A*-C at GCSE level.

42. Users of this service can attend classes organised by ACL staff, so that they can develop their skill levels, alternatively learners can study at their own pace and sit the online exam when they are ready. Since the opening of the first test centre in April 2005 there has been a total of 11 passes at Level 1 and 92 passes at Level 2. The courses have proved extremely popular with Teaching Assistants in the Borough and strongly supported by a number of Headteachers.
43. There are plans to extend this opportunity across the Council for employees without a Level 1 or 2 in either literacy or numeracy. This will be further supported by additional income from a successful bid for £30,000 to the London Development Agency (LDA) to embed a strategy for all staff wishing to develop competence in literacy and numeracy to Level 2 standard. The ACL Team is working with staff from all other Council departments, South Thames College and Merton College to ensure that the strategy can be delivered. Funding from the LDA will support 80 Council employees over the next two years to achieve accreditation.
44. The ACL Team is also looking to expand this curriculum area and is currently awaiting verification by City and Guilds to open an on-line test centre to offer ESOL accreditation at Levels 1 and 2, as well as paper-based tests for ESOL Entry Levels (Entry 1- Entry 3).

EUROPEAN SOCIAL FUND (ESF)

45. In 2005 the Council was notified by the LCLSC of two successful bids attracting £562,500 which would be financed through the European Social Fund:
 - (a) **Widening Labour market participation through Basic Skills**

The aim of this project was to enable unemployed adults in the Borough who face the greatest barriers to employment due to poor basic skills or ESOL needs, to re-engage with learning, achieve certification and progression to further learning levels. The project targets minority ethnic people, those who are economically inactive, ex-offenders, homeless people, travellers, long-term unemployed, refugees and asylum seekers. The target is to engage 250 beneficiaries during the life of the project, which continues until March 2007.
 - (b) **Reach**

This project will further develop and extend the capacity of the main adult training providers in the Borough to promote lifelong learning opportunities to new target groups. The project will build on and further develop outreach work, providing taster and 'bite sized' learning opportunities in innovative and non-traditional learning venues and locations, targeting European Social Fund (ESF) priority groups who have not previously and are least likely to participate in learning. The project will provide tasters in a range of areas including Skills for Life, ESOL, ICT, Customer Service, Music Technology, Creative Arts, Return to Learn, and Developing Jobfinding/ Jobkeeping skills. The project also aims to promote and engage learners on a path to vocational progression routes. This project will engage 375 beneficiaries during its life.
46. Both projects will involve direct delivery by the ACL team in a close partnership with South Thames College, the Library Service, Play and Community Services,

Next Education and a partnership between Southfields Community College and the City Learning Centre. Contracts and Service Level Agreements are in place.

47. Additional central staffing resources were considered and approved in March 2005 by the Committee, the Executive and the General Purposes Committee, as appropriate (Paper No. 05-246), which has enabled the appointment of an ESF Project Manager and Skills for Life Tutor to work as a central resource for all partners for the duration of the project.
48. By August 2006 the REACH Programme attracted 216 learners (64% of contract) and the Widening Labour Market Participation Programme 137 learners (55% of contract). Courses such as Confidence with Literacy, Developing Job Skills, English for Customer Service, Looking for the Perfect Job and Developing your Jobsearch Literacy/Numeracy skills have been particularly well attended.
49. To date the focus of both projects has been on ‘starts’, attracting targeted groups of learners through providing an appropriate and attractive curriculum. Administration of the project has been challenging with many potential learners deterred by an extremely rigorous process to check employment status and other eligibility criteria. The emphasis will now shift as there will be more concentrated effort on achieving the on-programme and post-programme outcomes; with a strong focus on participants progressing to further education, training, and/or employment.
50. A comprehensive interim evaluation report for both projects was produced for the LCLSC and circulated to all partners in June 2006 and provides detailed analysis of the strengths and weaknesses of the project, and a robust action plan for the remainder of the project. It is estimated that the project will end on March 31st 2007 and further funds may potentially become available through future funding rounds. £3.3 billion will be available nationally between 2007-2013.

WIDENING PARTICIPATION FUND

51. The Government priority for Lifelong Learning is to widen participation in learning and there is continued emphasis on the engagement of adults who have low levels of educational attainment and employment, and who do not normally participate in further learning. The purpose of the Council’s Widening Participation Fund is to support the research and development of new courses, to target and deliver courses to hard to reach learners, preparation of materials, marketing and promotion activities and other “pump priming” activity. All providers, including community providers, are invited to bid for resources under this fund to cover approved expenditure, with decisions on approval of bids being agreed by the Life Long Learning and Development Group (LLDG).
52. A total of 54 applications have been approved by the LLDG since it began in September 2002, attracting over 6,470 hard to reach learners. Appendix 2 to this report provides a full summary of the 6 approved projects in 2005/06.
53. The budget for Widening Participation activities in 2006/7 has been set at £130,000.

FAMILY LEARNING

54. In the Department for Education and Skills (DfES) five year strategy for children and learners the Government outlines plans to develop provision for all learners, starting

from early years and progressing through to adult learning and provision for those aged 60+. It is an inclusive strategy and there is significant reference to the role of Family Learning, not only as a way of reaching individual learners and their families but as a way of reaching communities to increase participation and achievement. The contribution of Family Learning to Council priorities is described in detail in the Council's Children and Young People's Plan

55. In 2005/06, the Council attracted 1642 adult learners and 2068 children and young people through Family Learning provision. Family Learning has taken place in 28 primary, secondary and special schools, as well as Wandsworth Prison, museums, galleries, Sure Start Centre, South Thames College, Putney School of Art and Design and 16 other community organisations (see Appendix 3 to this report). The Family Learning Co-ordinator has also developed and increased the delivery of direct provision which proves to be both cost effective and often innovative.
56. During 2005/06 there was an inspection by the Adult Learning Inspectorate (ALI) where Family Learning obtained a successful Grade 2 (Good). The strengths highlighted were: good teaching and learning; good retention and achievement; innovative range of Wider Family Learning programmes; well managed provision and effective quality improvement. There were two recommended improvements; to formalise recording of learners' progress and to formalise the delivery agreements with providers, which have been addressed in the Post Inspection Action Plan.
57. Family Learning has continued to offer opportunities to those with low levels of education by delivering literacy, language and numeracy courses from a variety of settings. The programme has expanded significantly this year to attract a wider audience. Family Learning programmes have been created in sports, music, the creative arts, health and fitness in line with the five key areas of the Every Child Matters agenda. These programmes have been carefully developed to attract the interests of young people and their parents and still contain a high level of educational content focussing on key skills.
58. During 2005/06 there has been a greater focus on developing and integrating Family Learning with a number of Council strategies including Every Child Matters, Extended Schools and Children's Centres where Family Learning funding has been used to provide programmes for children and their parents.
59. Six out of the 7 schools involved in the Education Achievement Zone (EAZ) carried out Family Learning. Over 300 parents have participated in Family Learning activities over two years. There has been a strong emphasis on literacy, numeracy and ESOL programmes. Despite the official end of the Zone, the programmes will continue offering a range of family and adult learning programmes.
60. All primary schools have been invited to participate in Family Learning highlighting that Family Language, Literacy and Numeracy programmes contribute directly to the achievement of the Basic Skills Quality Mark.
61. For the second year running Family Learning, in conjunction with the Curriculum and Professional Development Team and Project Music Workshops, one of the country's leading gospel music educators, undertook an ambitious project which included workshops for over 400 singers over a period of ten months. The 'Wandsworth Goes Gospel' project brought together choirs from ten primary and secondary schools, and a community choir culminating in a memorable performance

at the Queen Elizabeth Hall in July. This project has raised the self-esteem and confidence of many young people. The recorded performance can be viewed on the Adult Education pages of the Council website.

There is a provisional agreement in place with Project Music Workshops to join the London Goes Gospel project, which will involve several London boroughs. The project will culminate in a performance at the Royal Albert Hall in June 2007.

62. There is a well-established Wandsworth Family Learning Forum, which meets to share good practice, improve quality procedures and implement both RARPA (recognising and recording progression and achievement in non-accredited learning) and the Family Learning Strategy for Wandsworth. Family Learning opportunities are communicated in a variety of ways; including a termly newsletter, a prospectus which is produced in September and February, an annual conference held in the Borough and use of the Wandsworth Diary on the Council website. All information can be downloaded from the Adult Education pages of the Council website. Plans are in place to develop a Family Learning website to improve communication between providers and provide easier access to policies, documents and learning materials.
63. In 2005/06 the Council has received the safeguarded allocation of £214,626 for Family Learning, with a target of attracting a minimum number of 950 learners parents/carers. In addition to maintaining the current volume and strengths in the provision there will be particular emphasis on:
 - Improving participation rates of men, the over 60s, carers, those with learning difficulties or disabilities, learners from wards of deprivation;
 - Work in prisons;
 - New programmes such as Family Finance;
 - Ensuring that learners have clear information and advice in order to progress to other learning opportunities;
 - The development of programmes that impact on the 5 Children Act outcomes.

MARKETING

64. The Adult and Community Learning Team has produced a signposting document detailing the range of Adult and Family Learning opportunities in the Borough for 2006/07 and this has been distributed widely throughout the Borough. All marketing materials and strategic documents can be viewed on the Adult Education pages of the Council's website and there is a link www.wandsworthlifelonglearning.org.uk with an extensive search facility that contains details of all the providers and courses in the Borough. There are 3 films that can be viewed, featuring Wandsworth learners speaking about their experiences and/or showcasing their talent.
65. In 2005-06 there were two editions of CLASS (Celebrating Learner Achievement and Student Success) and an extensive campaign to promote Adult Learners Week in May 2006 where details of events taking place were publicised on the Council website, in the local press, and a leaflet was delivered to every home in Wandsworth.
66. An Awards Ceremony hosted by MENCAP took place on 20 July 2006 to celebrate the achievements of 130 adult learners across Adult and Community Learning and Family Learning. The Deputy Mayor, Councillor Tessa Strickland presented the

certificates to the learners. The special awards, Learner of the Year and Tutor of the Year were presented by Don McBean of the LCLSC. The music was provided by one of the students from Urban Voice and a singer-songwriter from Sound Minds, who performed several original compositions to an enthusiastic audience.

COMPARISON

67. There are robust systems in place to measure learner satisfaction and performance against other London boroughs. Comparison of Wandsworth key performance indicators for 2004-2005 (taken from Individual Learner Record returns) with London Central LSC and national benchmarks show that Wandsworth consistently comes out as the top performing Central London Borough for many key indicators. Wandsworth has the highest participation rate for Adult and Community Learning and Family Learning in London Central. Appendix 7 to this report contains further details of participation rates for ethnic minorities, disabled learners, male learners and learners aged over 60. Figures for 2005-06 are not available until December 2006 and will be reported in the AQPR for Lifelong Learning and 14-19 Developments.
68. In comparison to other Central London Boroughs the results of the inspection by ALI compare favourably, Wandsworth having the second best inspection (Appendix 8).
69. During the last 3 years Adult and Community Learning has improved and adapted to successfully attract thousands of hard to reach learners and created a gateway to First Step and further learning opportunities with an increasing range of providers who are able to meet a wide range of learning needs. The main improvements are:
 - improved participation rates;
 - 40% of learning now delivered by a wide variety of providers;
 - a robust widening participation strategy attracting 6470 hard to reach learners through the Widening Participation Fund;
 - alignment to other local and national priorities eg implementation of Every Child Matters and Extended Schools, with local regeneration, Libraries, Social Services, the Skills For Life agenda;
 - intensive marketing - particularly at key points in the year: for example, Adult Learners and Family Learning weeks;
 - 1642 parents on Family Learning Programmes;
 - successful ALI Inspection February 06 (report available on www.ali.gov.uk);
 - NOCN programme has enabled 8 voluntary/community sector organisations to deliver accredited learning from a standing start;
 - Skills for Life enrolments have increased by 60% over 3 years.

QUALITY IMPROVEMENTS

70. Adult and Community Learning in the Borough was inspected by the Adult Learning Inspectorate in January 2006. The outcomes compared well with those of other London Boroughs (**Grade 1** Outstanding **Grade 2** Good **Grade 3** Satisfactory **Grade 4** Inadequate - See Appendix 8). Wandsworth LEA was awarded Grade 2 for Leadership and Management, Grade 2 for Equality of Opportunity and Grade 3 for

Quality Improvement. Of the curriculum areas inspected, ICT, Arts, Media and Publishing and Family Learning were graded 2. The following areas were graded overall 3 (Satisfactory): Languages, Literature and Culture, Preparation for Life and Work (ESOL and Preparation for Life and Work.) However, Sports, Leisure and Recreation was graded 4 and will be re-inspected in January 2007. The Council has in place a Quality Improvement Plan that addresses the weaknesses highlighted and identifies strategies for sharing strengths across sub-contracted providers. Improvements already achieved include:

- The establishment of a strategic Quality Steering Group;
- Curriculum leadership groups in all areas with more than one provider;
- Improved sharing of best practice and skills between providers;
- A review of the individual learner plans to ensure better planning and monitoring of progress;
- The introduction of RARPA across all providers from September 2006.

71. The Council will submit its Self Assessment Report (SAR) in December 2006 to both the LCLSC and ALI. The SAR encompasses the work of South Thames College, Southfields Community College, Libraries, the Putney School of Art and Design, community providers and Family Learning. The SAR highlights the key strengths and weaknesses of provision and identifies areas for improvement. This year's SAR will draw significantly on the inspection findings for its identifications of strengths and weaknesses in provision. The Council has in place a quality assurance policy and detailed written procedures relating to the leadership and management of the adult education service in the Borough.
72. To achieve continuing improvements in its provision, the Council carried out a review during October – December 2005 of the service for a third year running which tested the self-assessment of each organisation reviewed in order to confirm its strengths and highlight areas for improvement. These mock inspections formed the basis of the Council's Development Plan and its Quality Improvement Plan which were implemented during 2005/06.

CLIENT SATISFACTION

73. An evaluation system is in place which enable learners to provide feedback at the end of their course through a series of 11 standard questions and an open ended comments section. The forms are entered onto the ACL learner databases and analysed with automated reports. Reports can be run to analyse evaluations by course, provider, funding stream or the Borough as a whole and are used to inform improvement processes.
74. To support the challenging task of evaluating the *impact* of Adult and Community Learning on Wandsworth's citizens, Wandsworth LEA carried out a targeted survey amongst its learners following accredited courses at the end of the last academic year. Its aim was to assess what social and economic benefits learners identified after the completion of their course.
75. This report highlights the results of that research thereby highlighting the wider economic and social value of adult learning and the potential impact it has on individual learners. Feedback from students indicated that the value gained from completing an adult learning course could be grouped into three main areas:

- To enhance employability
- To aid progression / increase their capacity for enterprise
- To seek personal fulfilment

The results of the survey were encouraging. Learners identified a wide range of benefits in all three categories.

76. Of the 290 responses, 79% indicated that completing the course had improved their employment prospects; 40% have progressed to a more advanced course in the same subject and 72% of people reported improved confidence.
77. These results are from a relatively small sample, however they do indicate that the ACL provision at Wandsworth is providing a varied and comprehensive range of benefits for its citizens and therefore meets a wide range of requirements.
78. Almost 80% of students indicated increased employability as a result of their course of study. Further analysis of employment responses indicated that the main benefits gained were improved job prospects, helping the unemployed to return to work or change employment. Other students felt happier with their current employment through improved skills, an improved attitude, increased earnings or promotion.
79. In summary, the key points from the returns were:
- All respondents on accredited courses and 70% of people on other courses felt that completing the course had improved their skills in their current job;
 - Over 20% of students on other courses have gained promotion with their existing employer;
 - Over 80% of people on both accredited and other courses have improved job prospects after completing the course;
 - More than 15% of respondents on all courses have increased their earnings since completing the course.

IMPACT OF SERVICE DELIVERY IN RESPECT OF EQUALITY ISSUES

80. This report has described a number of interventions to reach target groups of learners and the section is working with a larger number of partners to reach priority groups of learners. Participation rates of target groups of learners are good: 5295 learners (46.4%) are from ethnic minority groups, learners over 60 account for 2063 (18.1%) and there are 718 learners with a disability which represents 6.3% of the total cohort. 53.3% (6078) of learners are from wards of deprivation as identified by the LSC.
81. ESF Projects have attracted priority groups of learners. To date 276 (78%) learners are from ethnic minority groups, learners over 50 account for 68 (19%) and those that are economically inactive 142 (40%).

FUTURE DEVELOPMENTS

82. The priority of the service in the year ahead will be to maintain a high quality and widely accessible ACL offer and minimise the impact of funding cuts. As core funds are reduced it will be necessary to seek additional funds to address local priorities:

Train to Gain

83. Train to Gain is a new service to help businesses across England to access the training they need to succeed and stay successful. The initiative will train and up-skill employees in the workforce up to a full Level 2 National Vocational Qualification (NVQ), which is the equivalent of 5 GCSEs A*-C. This will be free training for the candidates, and their employers will have the opportunity to arrange training through various options with the support of a Train to Gain Skills Broker.
84. The ACL Service was part of a successful £3m pan London bid to the LSC to deliver a range of NVQ qualifications over the next 2 years. It is anticipated that in conjunction with Wandsworth Borough Council Training and Assessment Centre and the Wandsworth City Learning Centre the team will deliver 100 NVQs. The partnership is led by Richmond Adult Community College.

European Funding through the British Council - Grundtvig

85. Grundtvig has been part of the European Union's Socrates programme since 2000. Socrates is being replaced by the new Lifelong Learning Programme 2007-2013. The service is in the process of exploring funding opportunities that will support skills development and employability programmes in wards of deprivation. One of the opportunities that this funding offers is the chance to share best practice with 3 other projects across Europe. An expression of interest will be submitted to the British Council in March 2007.

Big Lottery

86. The Big Lottery has just launched a funding round with £40 million available to support Family Learning programmes nationally. There are grants available for between £10,000 and £500,000 and bids can be submitted over the next three years. The service is currently exploring a partnership bid with one or two other London Boroughs to secure the maximum grant available.

CHILDREN ACT 2004

87. Under Section 11 of the Children Act 2004 the Council, as a children's services authority is required to make arrangements for ensuring that:
- (a) its functions are discharged having regard to the need to safeguard and promote the welfare of children; and
 - (b) any services provided by another person pursuant to arrangements made by the Council in the discharge of its functions are provided having regard to that need.

In connection with this requirement, senior staff have attended/will be attending briefing seminars, and in the coming years front-line staff and/or external agencies having contact with clients on behalf of the Council will be monitored to ensure that this duty is being observed. e.g. at locations where contact with the public occurs, such as reception/interview areas.

COMMENTS OF THE DIRECTOR OF FINANCE

88. The Director of Finance confirms the grant allocations from the LCLSC in paragraph 14, which represent a significant year on year reduction in both the core and supporting grants. Consideration needs to be given to methods of replacing this lost funding through reviewing levels of service provision and providers reviewing course fees, although the targets agreed with the LCLSC in paragraph 9 and 20 still need to be achieved to secure future funding. The Councils arrangements for funding providers such as South Thames College and Putney School of Art and Design remain unchanged. This funding is based on targets for student numbers being achieved as set out in paragraphs 23 to 36 of the report.

PAUL ROBINSON
DIRECTOR OF EDUCATION

The Town Hall,
Wandsworth,
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30th October 2006

BACKGROUND PAPERS

There are no background papers to this report.

APPENDIX 1

Wandsworth ACL Performance Indicators - September 2006

Performance Measure	Actual Figures				Targets	
	2002-03	2003-04	2004-05	2005-06	2005/06	2006/07
	<i>Actual</i> *	<i>Actual</i>	<i>Actual</i>	<i>Actual</i>	<i>Targets</i>	<i>Targets</i>
Number of Learners	11,098	10,686	12,567	11,400	11,300	10,000
Enrolments per 1000 adult population ¹	72	71	98	94		
% of learners with disabilities/ learning difficulties	6.1%	7.0%	6.6%	6.3%	8%	8%
% of learners who are male	24.3%	24.7%	24.5%	23.2%	30%	27%
% of learners from ethnic minorities ²	26.3%	42.3%	46.5%	46.4%	42%	43%
% of learners aged 60+	21.6%	18.1%	16.0%	18.1%	19%	19%
% of learners in Wards of Deprivation ³	-	53.5%	53.9%	53.3%	53%	53%
Basic Skills	Basic Skills Learners	-	764	1219	1232	
	Basic Skills Enrolments	-	1000	1855	1851	3,300
Family Learning	Adults on Family Learning Courses	441	904	1819	1642	950
	Children on Family Learning Courses	-	1257	2084	2068	
Number of 3rd Sector Organisations	-	38	45	44	28	28

Provider	Learners	% of total	Enrolments	% of total
South Thames College	6609	58.0%	12617	61.9%
Putney School of Art and Design	1500	13.2%	3500	17.2%
Community provision (includes Family Learning)	2075	18.2%	2694	13.2%
Libraries	401	3.5%	422	2.1%
Southfields Community College	815	7.1%	1152	5.7%
Wandsworth	11400		20385	

Notes

Some 2002-03 actuals differ to those reported the year before, in order to accommodate new LSC *definitions and allow comparison with 2003-04 figures

¹Based on adult population of 217,000

The definition of a learner from an ethnic minority changed in 2003/04, in accordance with LSC ²guidelines (any learner other than white British).

³Wards of Deprivation Indices based on ODPM definitions

** Figure was renegotiated with LCLSC in November 2004

Data extracted from ACL database as @ 26/09/2006

Data based on learners with enrolment start dates between 01/08/2005 and 31/07/2006

APPENDIX 2

Widening Participation Fund Overview – 2005-06

Organisation	Amount Awarded	Activities	Target Number of Learners
Generate	£16,895	Four different life skills courses for people with learning difficulties, including cookery, communication skills, money management and ICT.	64
Thessaly	£9,862	ICT and ESOL courses, particularly targeting Somali and Portuguese communities living in areas of deprivation.	45
Housebound Learners	£11,500	A number of courses for elderly, disabled, frail people, carers, or people with mental ill health who can't get out to classes. Courses include literacy, ICT, local history, complementary therapies, silk painting and sculpture.	83
Wandsworth Libraries	£24,580	Introductory ICT courses for adults with no or low level ICT skills, Adults who have not participated in learning since school and Adults over the age of 50. Introductory word processing as a progression course from this.	368
Prospects	£10,019.62	Careers & educational information and advice for learners on courses funded through the Widening Participation fund, including group sessions, individual interviews and drop-ins.	200
Servite Houses	£12,030	A range of courses including ICT, improving employment prospects and DIY and home safety. Targeted at housing association residents, older people in sheltered accommodation, parents caring for children, offenders, people with mental health issues. Art workshops for deaf and mentally ill residents.	79
TOTAL	£84,886.62		839

APPENDIX 3

Schools and Community Organisations Involved in Family Learning 2005-06

Wandsworth Schools:

Primary:

- Albermarle School, SW19 (West Hill)
- Alderbrook School, SW12 (Balham)
- The Alton School, SW15 (Roehampton)
- Chesterton School, SW11 (Latchmere)
- Christchurch CE School, SW11 (Latchmere)
- Falconbrook School, SW11 (Latchmere)
- Fircroft School, SW17 (Tooting)
- Franciscan School, SW17 (Graveney)
- Furzedown School, SW17 (Furzedown)
- Gatton School, SW17 (Tooting)
- Granard School, SW15 (West Putney)
- Hillbrook School, SW17 (Tooting)
- John Burns School, SW11 (Shaftesbury)
- Riverdale School, SW18 (Southfields)
- Ronald Ross School, SW19 (West Hill)
- St George's School, SW8 (Queenstown)
- St Mary's RC School, SW8 (Queenstown)
- Sellincourt School, SW17 (Graveney)
- Shaftesbury Park School, SW11 (Shaftesbury)
- Sir James Barrie School, SW8 (Queenstown)
- Westbridge Primary School, SW11 (St Mary's Park)

Secondary:

- Battersea Technology College, SW17
(Latchmere)
- Ernest Bevin School, SW17 (Wandsworth Common)
- St Cecilia's School, SW18 (West Hill)
- Southfields Community. College, SW18 (Southfields)

Special:

- Francis Barber Pupil Referral Unit, SW17
(Graveney)
- Greenmead Special School, SW15 (West Putney)
- Oak Lodge Special School, SW12 (Nightingale)

Other Organisations:

- Battersea Baptist Church, SW11 (Latchmere)
- Battersea Children's Centre, SW11 (Latchmere)
- City Learning Centre, SW18 (Southfields)
- London Central Learning & Skills Council
- Parkside Community Centre, SW18 (West Hill)

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- Pump House Gallery, SW11 (Queenstown)
- Putney School of Art and Design, SW15 (Thamesfield)
- Southfields Community College, SW18 (Southfields)
- South Thames College, SW15, SW18 (Fairfield, Roehampton)
- STORM, Yvonne Carr Centre, SW8 (Queenstown)
- Sure Start, Battersea, SW11 (St Mary's Park)
- Tamil Welfare, SW17 (Tooting)
- Threshold, SW18 (Earlsfield)
- Voluntary Association Support, (Borough Wide)
- Wandsworth BEST (Business Education Succeeding Together), (Borough Wide)
- Wandsworth Early Years, (Borough Wide)
- Wandsworth Education Achievement Zone, (Borough Wide)
- Wandsworth Ethnic Minority Achievement, (Borough Wide)
- Wandsworth Libraries, (Borough Wide)
- Wandsworth Museum, SW18 (Fairfield)
- Wandsworth Out of School Hours, (Borough Wide)
- Wandsworth Prison, SW18 (Wandsworth Common)
- Wandsworth Teenage Parents, (Borough Wide)
- Welcare, SW17 (Nightingale)

Wandsworth Lifelong Learning Adult and Community Learning Plan 2006-9 Executive summary

1. Wandsworth Borough Council's Lifelong Learning Adult and Community Learning Development Plan 2006-9 sets out its strategic objectives and targets for the next 3 years.
2. It is prepared by the Lifelong Learning team which is part of the Lifelong Learning and 14-19 Developments Section of the Quality and Evaluation Division of the Education Department.
3. Wandsworth Lifelong Learning (WLL) aims to achieve a seamless transition between key stages of learning. There is something for everyone - from pre-school to senior citizens, from local communities to local businesses.
 - Its strategic objectives are to:
 - Increase the number of learners gaining qualifications
 - Meet the needs of individuals, communities and employers in Wandsworth
 - Lead and manage high quality learning
 - Widen participation in learning from pre-school to retirement and beyond
 - Link adult and community learning to other key strategies and initiatives
4. In line with national priorities and targets, the plan emphasises developing learning for under-represented hard to reach priority groups of learners, who may risk social exclusion.
5. In particular, increased targets have been set for Skills for Life, 'first step' learners and those without a NVQ level 2, or equivalent qualification.
6. The plan includes initiatives targeted at Wandsworth's most deprived areas of Tooting, Roehampton and Battersea
7. Detailed information about Wandsworth's Family Learning, Skills for Life and Information Learning Technology strategies can be found on the Lifelong Learning website.
8. Workforce Development and Employer Engagement strategies are currently being developed.
9. Resource and funding allocations are subject to the outcome of the funding review carried out by NIACE/LCLSC
10. Wandsworth is already among the higher charging fee authorities (37.5% in 2004/5). It is anticipated that this will rise to 45% by 2007/8.
11. Following its successful ALI inspection in February 2006, WLL will implement its quality improvement plan.

WLEA’s strategic aims and objectives 2006-9 – quick reference

<p>Increasing the number of learners gaining targeted qualifications</p>	<p>Meeting the needs of individuals, communities and employers in Wandsworth</p>	<p>Leading and managing high quality learning</p>	<p>Promoting learning from pre-school to retirement and beyond</p>	<p>Linking adult and community learning to other key strategies and initiatives</p>
<p>1. Increase the numbers of accredited learners from entry level to level 2 – with focus on level 2 2. Increase the number of accredited Skills for Life learners and embed Skills for Life in other learning</p>	<p>3. Contribute to social and economic regeneration and neighbourhood renewal 4. Provide learning to promote social inclusion (for example for older people, people with disabilities, people living in areas of deprivation, young people at risk of NEET) 5. Increase employer engagement in targeted ACL programme 6. Increase workforce development initiatives and contribute to the Borough’s Corporate Training Strategy</p>	<p>7. Introduce RARPA (recognising and recording progression and achievement in non-accredited learning) 8. Maintain robust policies and procedures to support equality and quality assurance in adult and community learning 9. Support capacity-building to ensure the involvement of local community groups 10. Continually improve management and information systems (MIS); 11. Promote staff CPD and tutor qualifications</p>	<p>12. Ensure that Adult and Community Learning forms part of the LEA’s seamless provision of learning for all ages 13. Raise the profile of adult learning in Wandsworth 14. Widen and extend participation in learning, particularly to those who are under-represented in the take-up of provision 15. Improve and increase outreach and progression pathways and make them clear to learners</p>	<p>16. Consolidate and integrate Family Learning provision 17. Deliver overall improvements in Skills for Life programmes including the use of ICT 18. Promote and develop cross-sectoral, multi agency partnership working to ensure effective links with other strategies (e.g. Every Child Matters) 19. Explore learning and employment opportunities relating to the Battersea Power Station Development and the 2012 Olympics 20. Promote sustainability throughout adult and community learning</p>

SUMMARY STATEMENT OF ACTIVITY

2006-7						
Skills for Life learner no.s		Numbers progressing to Level 2	PCDL learner no.s & % split	First Step no.s & % split	Family Learning adult & child no.s	Fee income estimates
Entry 1 / 2	Entry level 3					
450	400	300	7,300 (73%)	2,700 (27%)	1800	£905,000
2007-8						
Skills for Life learner no.s		Numbers progressing to Level 2	PCDL learner no.s & % split	First Step no.s & % split	Family Learning adult & child no.s	Fee income estimates
Entry 1 / 2	Entry level 3					
450	450	350	6,650 (70%)	2,850 (30%)	1800	£859,000
2008-9						
Skills for Life learner no.s		Numbers progressing to Level 2	PCDL learner no.s & % split	First Step no.s & % split	Family Learning adult & child no.s	Fee income estimates
Entry 1 / 2	Entry level 3					
480	500	400	6,030 (67%)	2,970 (33%)	1800	£816,000

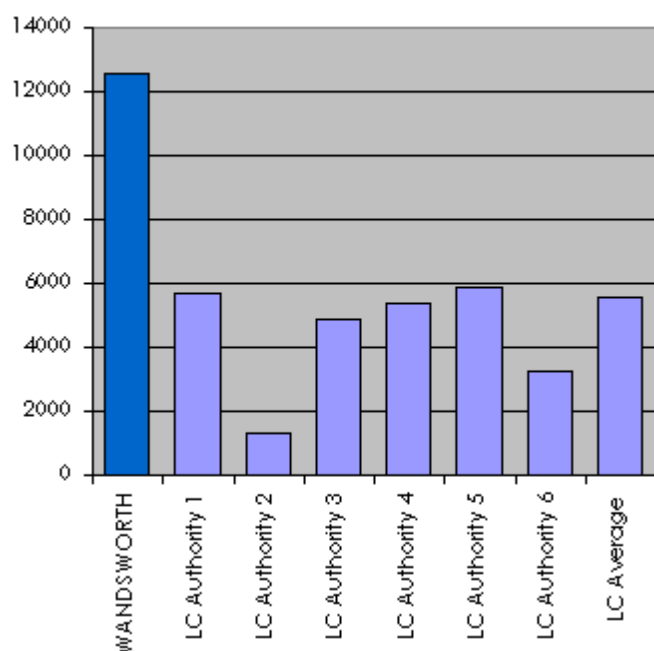
APPENDIX 7

Wandsworth ACL Benchmarking (2004-05)

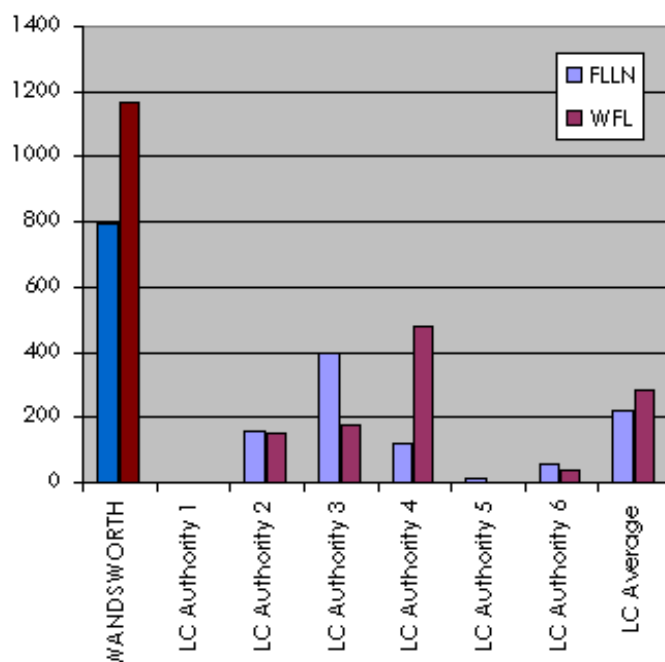
Comparison of Wandsworth key performance indicators for 2004-05 (taken from ILR return) with London Central and National benchmarks. Wandsworth consistently comes out as the top performing London Central authority in terms of absolute numbers for key performance indicators

	Indicator	Wandsworth	London Central Benchmark ¹		National Benchmark ²
			Average	Wandsworth Rank	
Headline Figures ³	Total Learners	12566	5553	1	-
	Total Enrolments	21440	9865	-	-
	Enrolments per Learner	1.71	1.78	-	-
	Total FLLN Learners	794	219	1	-
	Total WFL Learners	1164	287	1	-
	Completion Percentage	87%	70%	-	-
Learner Characteristics ³	Learners with Disabilities	829	508	1	-
	Proportion of learners disabled	7%	9%	5	-
	Number of male learners	3083	1456	1	-
	Proportion of male learners	25%	26%	5	23%
	Learners from ethnic minorities ⁴	3760	1965	1	-
	Proportion from ethnic minorities	31%	36%	6	10%
	Learners aged over 60	2015	1006	1	-
	Proportion over 60	16%	18%	5	26%

Total Learners 2004-05 (Wandsworth vs London Central Authorities)



Family Learning Learners 2004-05 (Wandsworth vs London Central Authorities)



Adult Education Provision 2005/06

Notes

¹London Central information provided by London Central LSC

²National data taken from National Statistics First Release (ILR/SFR08)

APPENDIX 8

ALI Inspection Grades across London Central Boroughs

	Camden	Islington	Lambeth	Kensington & Chelsea	Southwark	Wandsworth	Westminster
First Inspection Grade							
Leadership and Management	3	3	4	4	4	2	2
Equality of opportunity	3	2	3	4	3	2	2
Quality improvement	4	4	4	4	4	3	3
ICT	2	2	3	-	3	2	3
Sport and Leisure		2	4	4	3	4	3
Arts, Media and Publishing	2	2	3	2	3	2	1
Languages, Literature and Culture		-	-	3	-	3	3
Preparation for Life and Work	4	3	-	-	-	3	2
Family Learning	4	3	2	-	-	2	-

Re-Inspection Grade							
Leadership and Management			3	3	3		
Equality of opportunity			3	3	3		
Quality improvement			4	3	3		
ICT			3				
Sport and Leisure			3	3		Pending	
Arts, Media and Publishing			3				
Languages, Literature and Culture							
Preparation for Life and Work	2						
Family Learning	2		3				

- 1= Outstanding
- 2 =Good
- 3 =Satisfactory
- 4 =Inadequate

