

Adult Learning Service Self-Assessment Report



'I have been very pleasantly surprised at how motivating and helpful the sessions were, they have helped me in my ability to find a job, aspire to a career and given me a purpose'

Learner Quote, Realise Futures

Contents

| Topic | Page number |
|---|-------------|
| Adult Learning Service Overview | 2 |
| Contextual Information | 3 |
| SCC Adult Learning Service Provision 19-20 | 4 |
| Self-Assessment Process | 6 |
| Self- Assessment Grading | 7 |
| Service Strengths and Areas for Development | 8 |
| Quality of Education | 10 |
| Intent | 10 |
| Implementation | 12 |
| Impact | 15 |
| Behaviours and Attitudes | 17 |
| Personal Development | 19 |
| Leadership and Management | 20 |
| Self-Assessment Data | 23 |
| Learner Feedback | 23.12 |
| Learner Case-studies | 23.18 |
| Staff Feedback | 23.19 |

Adult Learning Service Overview 19-20

The Suffolk Adult Learning Service is led by Suffolk County Council, which holds a £2.8m contract with the Education and Skills Funding Agency to provide Adult and Community Learning within the County.

The Council provides the central management of the service including strategic direction, commissioning, safeguarding and quality assurance. All learning programmes are delivered through a network of local organisations that form a group of sub-contracted learning providers.

This model enables a very flexible and accessible offer to meet the needs of residents and communities who find it difficult to access other adult learning programmes. The service particularly targets those learners who have missed out on previous educational opportunities or who come from groups with the highest levels of need.

Many of our learners therefore start from very low educational levels, often overcoming many barriers in order to achieve success. Sub-contractors provide inclusive learning environments and build in support for learners to enable them to progress towards their personal, educational and employment goals.

2763 adults across Suffolk accessed learning through the service in 19-20. Of those, 1799 were female and 964 were men.

The number of learners is significantly reduced from the previous year. An impact of the COVID-19 pandemic and national lockdown restrictions. Before the lockdown was enforced in March 2020 Suffolk County Council (SCC) Adult Learning Service was on track to increase the number of learners compared with the same time the previous year. This was evident from the data and funding return sent to the ESFA in February 2020. SSC delivered 81% of the contract value. 81% performance is well above the reduced threshold of 68% set by ESFA as a minimum standard of delivery

Courses offered focus on supporting learners to develop their skills in order to increase their employability or their ability to be active in their local community. Courses include English, mathematics, information technology, English as a second language, employability skills, mental health recovery, family learning and provision for adults with learning disabilities. Our largest sub-contractor, Realise Futures, delivers just over 90% of the programmes on offer, with a further six providers delivering the remainder in 19-20.

Performance has remained stable over the last 5 years. Achievement rates are high, with an overall achievement rate in 19-20 of 90%. This is down on the previous year due to the impact of the COVID-19 pandemic but in the circumstances a very positive result. This is also above the national average.

In February 2018 Ofsted rated the Suffolk Adult Learning Service as 'Good'. This was a short inspection.

The self-assessment report does reflect the whole service with its many good features, such as engagement of learners with the highest needs and outcomes for learners, but also aspects where improvement is needed.

Contextual Information 19-20

A high proportion of Suffolk's working age residents (16-64) are in employment, 78.9% compared to 75.9% for Great Britain (NOMIS 2020). High levels of employment have been maintained, despite the economic downturn in 2008/09.

However, Suffolk suffers from a low paid economy, aggravated by a workforce which has relatively low skills and qualification levels. Whilst the proportion of Suffolk residents with no qualifications is healthier than the national average (6.3% in Suffolk compared to a national average of 7.7%), the number of residents with higher-level skills, i.e. qualifications above or equivalent to NVQ2/NVQ3+ is significantly lagging behind the national average. Similarly, Full-time Median earnings for employees living in Suffolk is lower than both the national and East of England value (Suffolk £538, compared to £587 nationally, and £604 in the East of England) (NOMIS, 2020).

Moreover, the ageing demographic of Suffolk has important consequences and influences on the overall economy. The 'old-age dependency ratio', which is a measure between the number of people aged 65 and over and the number of persons aged between 15 and 64, shows that Suffolk has a higher ratio than the regional, national and European levels (Hidden Needs Report 2020). Population projections for all persons aged 65+ is expected to represent 31% of the Suffolk population by 2041, compared to 24.2% nationally (ONS, Suffolk Observatory 2019).

Suffolk is less ethnically diverse than the East of England and nationally. Over 95% of the population is white, compared to 85% nationally. According to the Census data in 2011, 9.2% of the Suffolk population class themselves as being from minority ethnic groups, that is, not white-British (90.8%).

Whilst Suffolk is not among England's most deprived local authorities, deprivation has increased over the last decade. The most deprived neighbourhoods are concentrated in Ipswich and East Suffolk, but also include small concentrations of deprived neighbourhoods across the county. Ipswich is currently in its fourth year as an Opportunity Area which is one of 12 areas in England designated by the Department of Education which looks to boost social mobility and address inequality in skills and employment. Current learning provision is generally well spread across the County with good penetration in areas of education and skills deprivation.

The recent coronavirus pandemic and the unprecedented impact this has had on the national and local economy has highlighted major economic and skills challenges for our local people and businesses. The UK has seen its lowest downturn in nearly 400 years, and the long-term economic impact of the pandemic for Suffolk is somewhat uncertain. We know from existing indicators that Suffolk has seen an unprecedented rise in the number of people claiming unemployment benefit, with younger and older workers seeing the highest increases proportionally. In-work poverty has increased by 97% since March 2020, which means that there are now more than 23,000 people in Suffolk that are in work but claiming universal credit.

The pandemic has generated significant needs and opportunities for skills and training which are vital to supporting people and businesses as we emerge out of the pandemic and into a 'new normal'. Adults over 50 are particularly exposed to these changes and are more likely to require additional assistance and support in gaining new skills required for modern ways of working and finding routes into sustainable employment. Suffolk has high numbers of adults claiming ESA and incapacity benefit, including those with learning difficulties / disabilities and mental illness who continue to be under-represented in the workforce.

Retaining the current EU workforce, both low and high skilled, is key to the current and future successes of some of Suffolk's most productive and important industries, including agriculture, manufacturing, and health and social care.

SCC Adult Learning Service Provision 19-20

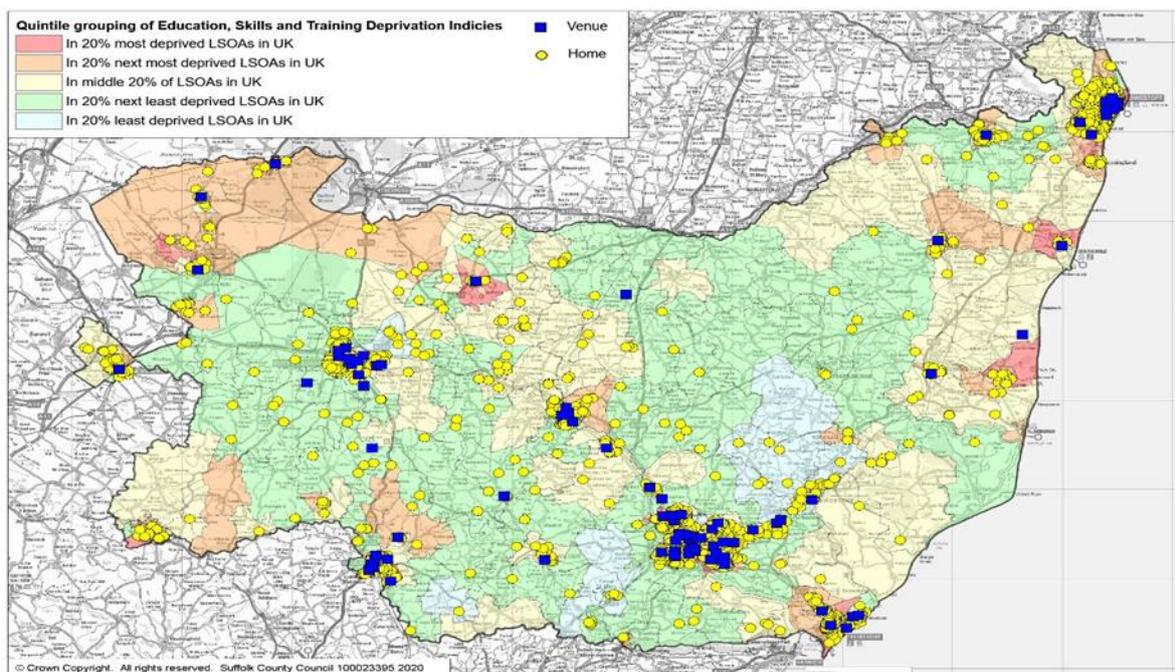
SCC Adult Learning Service subcontracts 100% of the delivery of adult and community learning in Suffolk.

The total funding is split accordingly between adult skills funding (40%) and community learning funding (60%).

The delivery is commissioned to a network of locally based providers, with 90% of the learning being delivered by Realise Futures who hold a three-year contract (2019 to 2022).

Realise Futures deliver all of the adult skills funding (ASF) and a large proportion of the community learning funding (CLF). Traditionally delivering a mix of accredited and non-accredited learning to learners across the county, working on a spoke and hub model with centres in key locations, as well as using a range of partner and community venues to reach learners furthest away from learning and work. This model had to be adapted in response to the national lockdown restrictions applied in March 2020.

Learning centres are in locations targeted where the need for adult and community learning is greatest and in areas of higher deprivation. This is to contribute to the aim of the Service to support the more vulnerable in the County. Learners travel to key locations however there are gaps due to rurality where learning is not accessible to all. A programme of online learning was added to the curriculum offer in March 2020 and will be a permanent feature moving forward. This adds an opportunity to bridge the gap for people isolated from accessing learning due to rurality. The map below highlights the delivery venues & learners address distribution in Suffolk map overlay against the deprivation demographic.



Realise Futures offer learning delivered in key themes: Core Skills, Learning in Families, Life Skills/ Pre-Employability, Vocational/ Employability. There is also dedicated provision for adults with care support needs and those experiencing or recovering from mental ill health. Tutors are arranged in four teams: English Maths and ESOL, Learning in Families, Digital and Work Skills and Health and Wellbeing.

The Learning in Families offer provides contextualised Family Learning and Parenting programmes which support partner, local community, and individual needs. Content is linked to the New Primary Curriculum and Early Years Foundation Stage Curriculum.

The Digital and Work Skills offer is designed to develop and build the skills and confidence of those with little or no digital skills, develop new approaches to searching and securing employment and gain qualifications to improve their life and work.

Digital Skills courses take the complete novice and slowly build confidence and skills in using computers, tablets, and smartphones to send email, take photos and use the internet safely. More advanced courses give learners the qualifications they need to help secure employment where using a computer is part of the core skills required to do the job.

Work Skills courses are specifically designed to take learners from very low-level skills to a Full Level 1 Certificate qualification in a specific vocational area and enable them to either secure employment or progress to Further Education and access higher level qualifications.

The English, Maths and ESOL offer allows learners to progress at their own pace by providing a range of accreditation pathways, based on learners' starting points. Where learners are not ready to achieve a qualification, non-accredited provision is used to enable them to work towards their goals. Learning aims are negotiated at an individual level, focussing in on the specific areas needed to upskill and achieve. Progress is continuously measured, and learners are clear as to how their skills are developing and what they need to do to develop them further.

The Health and Wellbeing offer focusses on those at most disadvantage. The offer includes life skills and pre-employability provision for people with learning difficulties/ disabilities and a range of confidence and wellbeing, stress management and personal wellbeing programmes for those experiencing or recovering from mental ill health. The Health and Wellbeing themes are embedded across the offer, with regular contextualised opportunities to explore positive mental health and wellbeing as part of other studies.

The remaining 10% of the funding is commissioned on a 12-month basis and split into smaller lots of funding. All of this delivery is part of the community learning funding and adds a more bespoke offer to SCC Adult Learning Service.

Providers that delivered during 19-20 are as follows:

Green Light Trust, who deliver courses to support adults with mental health conditions and/or learning disabilities which enables them to make progress towards taking a more active role in society and work.

Out Loud Music, who deliver courses for support adults with a learning disability, autism, sensory loss and/or mental health conditions, to improve their social inclusion, health, and wellbeing.

Ipswich Community Media, who deliver courses to support those with English as an additional language with their English skills and support them into moving onto accredited learning.

Sentinel Leisure Trust, who deliver courses to support adults to make a positive and active lifestyle change and to assist in the removal of barriers to the labour market.

Inspire Suffolk, who deliver courses to support long term unemployed adults to move them into or closer to the labour market with a focus on key sector areas.

West Stow Country Park, who deliver courses to support marginalised and vulnerable adults to assist them in the removal of barriers to the labour market.

Self-Assessment Process 19-20

| | |
|-------------|--|
| Continually | <ul style="list-style-type: none"> • Tutors and managers monitor retention, pass and achievement rates and act as required • Managers review any external quality reports (e.g. from External Verifiers) and respond as required • RARPA process undertaken and findings monitored and actioned by managers • Lesson observations are completed; improvement actions are planned and followed up by both SCC Managers and Internal Managers • Quality deep dive visits are completed by SCC Managers. • Learner feedback is collected, and action taken to respond • Feedback from partners and stakeholders is gathered and action taken to respond where needed |
| Every term | <ul style="list-style-type: none"> • SCC Managers meet with each sub-contractor on a quarterly basis to review quality and performance. • The Governing Board monitors progress against actions in the Strategic Development plan |
| November | <ul style="list-style-type: none"> • Self-Assessment Reports (SARs) completed on the basis of September data • Emerging SCC key strengths and areas for improvement produced • Final SCC data available and analysed |
| December | <ul style="list-style-type: none"> • Draft SCC Self-Assessment Report (SAR) – meeting with all providers and governing board members. |
| January | <ul style="list-style-type: none"> • Final SAR , including grades and key actions for improvement, signed off by the Board. • Publish Self- Assessment Report 2019-2020 |

Self-Assessment Grading 17-20

2019/2020

| | |
|--|----------|
| Overall effectiveness | 2 (Good) |
| Quality of Education | 2 (Good) |
| Effectiveness of Leadership and Management | 2 (Good) |
| Behaviours and attitudes | 2 (Good) |
| Personal Development | 2 (Good) |

2018/2019

| | |
|--|----------|
| Overall effectiveness | 2 (Good) |
| Quality of Education | 2 (Good) |
| Effectiveness of Leadership and Management | 2 (Good) |
| Behaviours and attitudes | 2 (Good) |
| Personal Development | 2 (Good) |

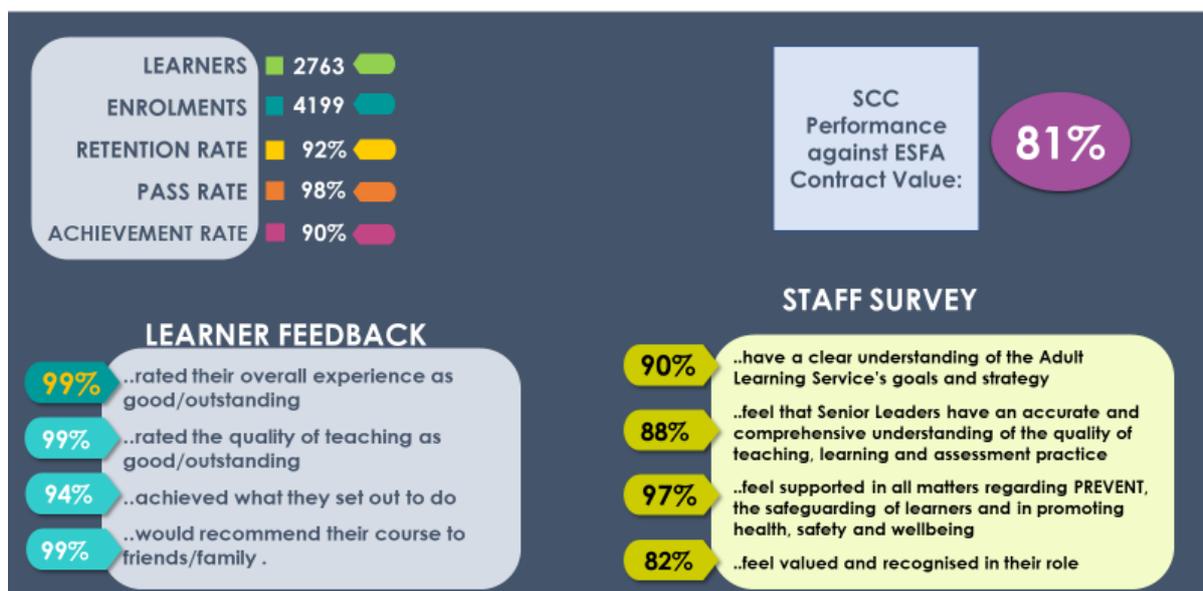
2017/2018

| | |
|--|----------|
| Overall effectiveness | 2 (Good) |
| Quality of teaching, learning and assessment | 2 (Good) |
| Effectiveness of Leadership and Management | 2 (Good) |
| Personal development, behaviour, and welfare | 2 (Good) |
| Outcomes for learners | 2 (Good) |

Overall Effectiveness 19-20



Suffolk County Council Adult Learning Service



SCC Adult Learning Service continues to be a good provider of adult and community learning. Despite the barriers faced in 19-20 the Service has continued to provide high quality learning, essential pastoral support, and a wide diverse curriculum to a large number of learners across Suffolk.

The quality of the delivery is very good with elements of outstanding practice; however, the consistency needs to be developed further to move the grading forward.

Learners enjoy their learning, feel safe in the learning locations, and make very good progress towards their personal learning goals and accredited aims. Learners are highly engaged in their learning courses, feel supported and are proud of their developments and achievements.

Leadership and Management are effective. Leaders demonstrate good understanding of the local area and business needs which informs the offer and ensures that the service meets learner requirements and supports their future prospects.

Leaders effectively manage the quality of teaching, learning and assessment through monitoring of retention and achievement, quality of delivery and the extent to which learners use their learning in their personal lives and communities.

The following table outlines the Service's key strengths and areas for development. The areas of development are detailed to support the Services ambition to move to an outstanding grade.

| Key strengths | Evidence |
|--|---|
| Outcomes for learners are consistently good regardless of levels or barriers to learning. | The pass rate for 2019-2020 is 98% The achievement rate for 2019-2020 is 90% No significant difference in pass rate or achievement rate across the board. |
| Proactive Service response to the challenges posed by Covid-19 including a move to online and blended learning balanced with pastoral support. | All learners contacted and provided with pastoral support recorded. All sub-contractors moved learning online and continued to deliver where possible 82% of the contract delivered Good participation levels in the circumstances. 4199 enrolments. |
| Highly effective curriculum which is well aligned to offer learners with highest needs and with multiple barriers to learning. Therefore, we have a high number of learners who are unemployed, inactive and learners who identified they have a learning need or barrier to learning. | High number of learners unemployed High number of learners who have an identified learning need Outcomes are consistently good regardless of barriers. |
| Learner satisfaction is excellent and engagement in learning is very good and consistent across the service regardless of level or barrier, showing that learners attend well, complete their course, and move faster towards their personal target. | 99% of learners rated their overall experience as either outstanding or good. Retention rate is high at 92% Pass rate is high at 98% |
| Leaders effectively manage the quality of teaching, learning and assessment with a robust quality assurance process in place that provides a high-quality learning experience for learners. | Comprehensive quality process implemented by SCC. |
| The Adult Learning Governing Board is well established with stable membership and committed attendance, and this means that the board provide clear and robust support and challenge. | Membership has been stable throughout 2019-2020, with membership enhanced with highly qualified professionals. Reports to the Adult Learning Governing Board are accurate, valid, and effective in providing members with the information they need to provide effective challenge and support to managers |

Key areas for development

Consistency of approach in the targeting and implementation in continuously assessing acquisition of knowledge and skills in class and for progression/ destination/ application to real life settings.

Develop the access for our priority learner groups through using LMI, gathering intelligence on need, monitoring participation by characteristic and responding to identified gaps in participation.

Strengthen the quality assurance system further to focus on developing excellence in teaching, learning and assessment and the best possible outcomes for learners, effectively incorporating current OFSTED inspection methods fully.

While a curriculum and quality committee has been established during the last year, it is not yet providing the level of reporting to the Governing Board necessary to enable board members to have sufficient oversight of the quality assurance of the service

Establish a communications programme to promote the Suffolk Adult Learning Service and widen access to information about the whole service offer.

Develop the capacity of the Adult Learning service to deliver blended and virtual learning using technology to enrich access to learning and the quality of interaction and pedagogy.

Quality of Education

Intent

SCC Adult Learning Service has been working towards a three-year strategic plan, which is due to be renewed in academic year 20-21. It reflects the local needs of Suffolk and is an integral part of the skills agenda in the county. The plan sets out the following vision for Suffolk.

The vision for Suffolk is to be a place where lifelong learning enables all its citizens to enjoy life, take part in society and have the skills for sustainable and productive skilled employment.

To support the realisation of this vision the service has the following **intent (aim)**. *To maximise adult participation in high quality skills and community learning to achieve economic growth, full employment, social inclusion, community cohesion, health, and wellbeing.*

In order to deliver the aim and support the vision for Suffolk the intent has been split into four priorities.

Our Priorities:

1. Deliver learning programmes that meet the needs of Suffolk communities and supports local economic plans.
2. Provide high quality learning that is at least rated good by Ofsted, with an aim to move to outstanding and is highly valued by learners and employers
3. Improve equality of access to learning for adults from different communities across all parts of Suffolk

4. Build strong and effective partnerships with providers, employers and other stakeholders that increase and improve outcomes for learners

The Suffolk Adult Learning Strategy 2017-2020 has been embedded within all of the functions of the Service including, governance, commissioning, compliance, and quality. Sub-contractor staff have a good understanding of the strategy through network and development forums. 90% of staff across the service state they have a good understanding of the strategy (*Sub-contractor Staff Survey March 2020*).

The SCC Adult Learning Service Governing Board has oversight of the strategic plan and provide robust challenge and support to the Service Manager to deliver the direction and the intent of the Service.

The commissioning structure of the Service outlines the ambition and intent for its Adult and Community Learning provision; to secure high quality learning provision with sub-contractors, at community venues across the county. This ensures that a wide range of area-based learning opportunities which supports learning, skills, and personal development for adults to meet the needs of employers, communities, and individuals.

The Service through its sub-contractors delivers a wide and diverse curriculum. Through procurement and quality visits all sub-contractors identify the intent of their provision well and how it links to the strategic objectives of SCC Adult Learning Service.

The wide range of courses across the Service enable learners to develop appropriately their knowledge, skills and behaviours and meet the local priorities as well as needs of local communities and employers. Leaders and managers across the Service use a range of data and work effectively with local partners to review and shape how the curriculum meets the needs of learners and employers and local partnerships although the effective use of LMI data requires further development.

An example, the Learning in Families offer delivered by Realise Futures, provides contextualised Family Learning and Parenting programmes which support partner, local community, and individual needs. Content is linked to the New Primary Curriculum and Early Years Foundation Stage Curriculum. In 19-20 courses were delivered to 867 learners (1,056 enrolments) in 70 venues across Suffolk, including 63 partnership settings of which 24 were children's centres and 34 were primary schools.

Leaders and managers carefully plan the provision to ensure that there is a clear progression pathway to further learning and employment. A holistic support system ensures that the vast majority of learners consistently progress onto higher level courses and/or into employment. There is an effective range of course to meet the needs of disadvantaged learners including those with special education needs and disabilities. The majority of learners achieve equally well regardless of starting points, additional learning needs or the BAME group with which they identify.

The curriculum is designed to ensure that learners develop their skills such as, team working, confidence, communication and problem solving throughout their journey. 93.80% of learners achieved what they set out to do.

"I am now feeling so much confident, better about myself, motivated (among other things thanks to you and the course) and have started looking for work, and to apply for jobs." *Learner, Sentinel Leisure Trust*

Good skills to get employed and for volunteering. Both IT and nature knowledge. *Learner, Green Light Trust*

'The course has given me the ideas of how I can help my girls have fun with maths and the activities we can do. It also gives me a better idea of how maths is taught in school, as I would like to become a TA.' *Learner, Realise Futures*

SCC Adult Learning Service's aim during 19-20 is to respond effectively to the COVID-19 pandemic and to offer continued support to learners and the wider community.

In March 2020 SCC Adult Learning Service's traditional face to face ACL offer was transformed very quickly to 100% online or remote provision. All sub-contractors reacted promptly to provide pastoral support for adult learners and change their mode of delivery. An online offer was established which proved an essential lifeline during the national lockdown. This also supported the development in the learners' ability to access digital technology.

An example: Green Light Trust (GLT) pioneered a new online offering called AIR which was rolled out and used to complete the remainder of their 2019/20 courses. They were able to set up a completely online offer based around group video calls, developed their own video content developed, activities for learners to work on at home, wildlife discussions and challenges and wellbeing support. GLT managed to secure around 30 smart phones and sim cards to deliver to learners who did not have any way of accessing the online platform and then empowered them to access the sessions by talking them through how to use these devices to get online and access the learning.

Learner feedback on this online course is seen below:

'Bird boxes to twig tiaras, no skill too small with support from staff to achieve it. My zoom group has given me a focus for the week during these dire times. Having a project to think about with others has been invaluable. It is keeping me on track, holding me up and I can still see a positive future when the world begins to breathe again.' *Learner, Green Light Trust*

This type of commitment and 'out of the box thinking' was commonplace across the Service from March 2020 and remote and online offer is now blended with face to face learning for delivery in 20-21.

Implementation

The overall Quality of Education continues to remain consistently good with SCC managing the quality of the service effectively during 19-20.

SCC have continued to develop the quality assurance process of the Service during 19-20. They are robust, clear and support the development of the service. The process however needs to effectively incorporate current OFSTED inspection methods fully. 20-21 has seen this area of development actioned.

The quality assurance processes are recorded in the Quality Handbook 19-20 which sets out the quality expectations for all sub-contractors. Service Managers ensure compliance and quality of the provision through recorded quarterly contract review meetings, quality visits and audits, with also a schedule of session observations and walk throughs.

SCC scheduled observations throughout 19-20 across all sub-contractors and also verifies sub-contractors' internal observations and walk throughs. Managers' observations and walk throughs are accurate.

Realise Futures internal observations were also externally assessed during visits from awarding bodies as well as a compliance check from Highfield and a sample called for EQA

by Gateway in line with the Extraordinary Regulatory Framework. All validated the approach and concurred with the accuracy of judgements.

Through the observation process it is clear that teaching and learning is very good. The information gathered is used very effectively to help staff improve their skills and to develop a curriculum offer which adapts to changing community and Service needs. As a result, good progress has been made in addressing areas of concern.

All sub-contractors conduct internal quality assurance processes. It has been identified through QA processes and external assessments that sub-contractor managers have a good knowledge of quality assurance and have high expectations of staff.

The sub -contractors submit annual self-assessment reports which reflect the strengths and weaknesses of their provision, and that clearly identifies where improvements are needed, which in turn will lead to improved outcomes for learners. These improvements are monitored and reviewed as part of the above processes. There is a need to develop a consistency in the quality of the self-assessment reports received from sub-contractors. This will be actioned in 20-21.

Learner feedback is collected through a SCC managed survey, learner voice forums, commissioned videos, and case studies. Learner voice at Governing Board meetings was planned in 19-20 but not implemented fully due to the COVID-19 pandemic. This will be implemented in 20-21 should circumstances allow. In 19-20 80.2% of learners responded to the SCC learner survey.

99.4% of learners stated that the quality of the teaching was either outstanding or good.

Tutors are highly experienced and well qualified in their respective subject area. SCC collates qualification details of each Tutor across all sub-contractors. Through the observation process, it is evident that Tutors have high expectations of their learners. As a result, learners engage in learning very well, are highly motivated to learn and the vast majority make very good progress.

Tutors make accurate assessments of learners' prior skills and knowledge to plan effectively, stretch and challenge learners appropriately. Tutors use a wide range of assessment strategies very well to reflect the individual needs of learners. They plan and carry out assessments well. 96.8% of learners felt their course was at the correct level for them.

Realise Futures had a 100% internal quality audit of accredited learning aims to verify and validate judgements and ensure that no learner was disadvantaged. All of the judgements were upheld by awarding bodies and learners were able to receive awards and grades according to their documented progress. Evidence is detailed below:

(Realise Futures) C&G 09/07/2020 Assessment and IQA Strategy and Processes (J Connor)
There is a clear Assessment & IQA Strategy in place, which is comprehensive and informative- the IQA ensures that all cohorts have a ratio of sampling across the units. The assessment strategy and process is embedded within the organisation- no issues identified. (No Action or Improvement plan required).

Tutors know their learners very well, and therefore they are sensitive to learners' individual needs, interests, and abilities. Tutors work closely with Learning Support Assistants (LSAs) and volunteers to ensure that lessons are carefully planned and differentiated to ensure that all learners are supported effectively and according to their needs. 98.7% of learners feel that they are supported very well.

Effective IAG and also induction tools are used to assess learners' starting points effectively and use this information well to plan learning and progression. Standardisation meetings to enabled tutors to share progression pathways for each of the sector skills are held.

Realise Futures successfully completed Matrix Assessment in 2020.

Extracts from Matrix Report April 2020

"The encompassing of IAG across the organisation with the development of Tutorial staff has highlighted clear pathways, which are enabling a better understanding of progression and the means to achieve this. Similarly, frontline staff have participated in learning that has enabled them to be effective in signposting new clients to appropriate destinations and also in developing an extensive signposting repository." (2.1)

"Feedback from all clients was extremely positive and this was verified within the supporting evidence provided. There were many positive comments regarding the way in which all are welcome and staff put clients at the ease from the beginning. All were consistent in their praise of the service where staff had reached out to all during Lockdown." (4.3)

Learners understand course targets and that these are preparing them for life, progression onto vocational courses and work. Tutors and learners work together to set learners meaningful, relevant, and challenging individual and level-appropriate group targets using Individual Learning Plans (ILPs) effectively to address all aspects of their learning and skills development. It has been highlighted through sub-contractor quality visits that greater consistency is needed in the quality of setting SMART targets.

Most tutors use the Initial Assessments of learners' starting points well to plan and personalise learning, however again greater consistency in this practice needs to be established across the service.

Tutors plan and deliver lessons which are innovative, challenging and fun, inspiring and motivating learners and engaging them in learning exceptionally well. Learners are encouraged to work with their peers to gain independence, critical thinking skills and confidence. English, maths, and ICT are embedded in all subjects and learners used their developed skills to positive effective in their communities.

For example: Learners from Ipswich Community Media go on to volunteer in the community and in ESOL lessons. Some go on to become Community Champions in their respective communities and volunteering in a number of settings – e.g. Barack Lane Surgery and Suffolk Refugee Support.

The quality of the newly developed online learning remains good although less developed than face to face offer. A full virtual quality visit at each sub-contractor was completed by SCC (May-July 20) to monitor the quality of the online offer.

Online learning has been well received by learners and have supported the development of digital skills. Further developments for the online learning offer are planned in 20-21.

For example (Realise Futures) A group of learners who had very little confidence in using technology and were concerned about their ability to learn online were supported by tutor and senior tutor via phone discussions and then via Teams meetings to get them used to video calling. After a short, more formal workshop, four of the learners progressed to and successfully completed a short CLF confidence course.

Tutors encourage learners to reflect on their own learning to make it more memorable,

individually and as a group. Both during and at the end of sessions, tutors, and learners identify and evaluate key learning points and progress made.

For example, Out Loud Music record learner reflections after each session. This provides accurate feedback for the tutor and reflections for the learner.

The standard and quality of the learner’s work is overall high and learners work is consistently marked with spelling, punctuation and grammar corrected. Tutor feedback celebrates learner achievement well, but more emphasis needs to be placed on the skill development that has occurred through learning.

Impact (Outcome)

Outcomes for learners remain consistently very good and the Service performed very well despite the obvious challenges faced due to the COVID-19 pandemic and national lockdown. Overall Service performance. Pass rate 98% Retention rate 92% and Achievement rate 90%, although lower than in previous years is a very respectable result in

Table 1 All provision, year on year performance

| Year | Learners | Starts | Retention % | Pass % | Achievement % |
|---------|----------|--------|-------------|--------|---------------|
| 2017-18 | 4028 | 6492 | 96 | 98 | 94 |
| 2018-19 | 4310 | 7562 | 96 | 99 | 95 |
| 2019-20 | 2763 | 4199 | 92 | 98 | 90 |

the circumstances.

The majority of learners achieve equally well regardless of starting points.

Table 1 shows the impact of COVID restriction in learner engagement in 19-20. Despite the expected impact on retention, pass rate remains high at 98% - only 1% lower than the previous year

Retention has dipped to 92% as a direct result of Covid-19 however still a highly respectable result. Suffolk has a high percentage of digitally excluded learners and for many of the learners the challenges of a pandemic negatively affected their motivation and ability to continue to learn, these learners received ongoing pastoral support, and many are returning to learning in 20-21.

The strong outcomes are consistent across all the levels, curriculum areas and sub-contractors.

Table 2.1 shows the COVID-19 pandemic had a greater impact to accredited provision than to non-accredited provision. Engagement and progression in accredited learning were interrupted. Overall pass rate at 95%, only 1% lower than previous year demonstrated

commitment from learners and staff to succeed; in particular, pass rate at level 2 has increased by 2% on previous year.

2.1 Accredited provision, all levels, year on year performance

| Level | Learners | | | Starts | | | Retention % | | | Pass % | | | Achievement % | | |
|-------|----------|-------|-------|--------|-------|-------|-------------|-------|-------|--------|-------|-------|---------------|-------|-------|
| | 17-18 | 18-19 | 19-20 | 17-18 | 18-19 | 19-20 | 17-18 | 18-19 | 19-20 | 17-18 | 18-19 | 19-20 | 17-18 | 18-19 | 19-20 |
| 2 | 466 | 403 | 210 | 631 | 485 | 252 | 96 | 94 | 80 | 92 | 93 | 95 | 88 | 88 | 76 |
| 1 | 663 | 545 | 274 | 871 | 716 | 336 | 92 | 89 | 75 | 94 | 96 | 96 | 86 | 86 | 72 |
| Entry | 547 | 483 | 322 | 793 | 799 | 474 | 91 | 90 | 79 | 98 | 98 | 95 | 88 | 88 | 75 |
| Total | 1676 | 1431 | 691 | 2295 | 2000 | 1062 | 93 | 91 | 78 | 94 | 96 | 95 | 87 | 87 | 74 |

Table 2.2 shows non-accredited provision was impacted in a similar way as accredited provision in terms of engagement; although with some degree of reduction, good levels of retention maintained - at entry level, retention increased by 2%. This was due to the nature of shorter duration of delivery, with more flexible methods of engagement and participation compared with formal accredited learning. Pass rates in level 2 and entry have increased by 2% and 1% respectively

2.2 Non-accredited provision, all levels, year on year performance

| Level | Learners | | | Starts | | | Retention % | | | Pass % | | | Achievement % | | |
|-----------|----------|-------|-------|--------|-------|-------|-------------|-------|-------|--------|-------|-------|---------------|-------|-------|
| | 17-18 | 18-19 | 19-20 | 17-18 | 18-19 | 19-20 | 17-18 | 18-19 | 19-20 | 17-18 | 18-19 | 19-20 | 17-18 | 18-19 | 19-20 |
| 2 | 11 | 60 | 49 | 11 | 64 | 50 | 100 | 84 | 76 | 100 | 98 | 100 | 100 | 83 | 76 |
| 1 | 277 | 166 | 74 | 259 | 169 | 78 | 99 | 97 | 88 | 99 | 96 | 91 | 98 | 93 | 81 |
| Entry | 226 | 375 | 292 | 241 | 412 | 300 | 99 | 94 | 96 | 100 | 97 | 98 | 98 | 91 | 94 |
| Not known | 2944 | 3366 | 1972 | 3686 | 4917 | 2709 | 98 | 98 | 97 | 100 | 100 | 98 | 98 | 98 | 96 |
| Total | 3315 | 3755 | 2310 | 4197 | 5562 | 3137 | 99 | 98 | 97 | 100 | 99 | 98 | 98 | 97 | 95 |

Fully funded and co-funded learners followed the same trend due to the impact of COVID-19 pandemic with about 10% reduction in retention but maintaining the same level in pass rate.

Learning funded under Community Learning has a significantly higher retention rate than those on Adult Skills funded courses.

The pass rate in Adult Skills maintained the same level as previous year at 96% where there was a drop for Community Learning by 2% to 98%.

There is a significant drop of 16% in learner participation of female (26%) compared to male (10%) in the BME group mainly due to the COVID-19 pandemic. Pass rates between the gender group maintained at same level with male learners have a 1% increase in the pass rate on the previous year.

While reduction in engagement occurred to all ethnicity groups, the drop in engagement in the BME group is less severe.

Both female and male learners in the 'White Other' group have higher pass rates than the other ethnicity groups at 99% and 100% respectively. However, there is no significant difference in how well learners from different ethnicity groups achieve.

Learners with a declared learning difficulty and/or disability achieved just as well as those without. The Service attracts more female learners than male learners, however, outcomes show no significant difference between the genders.

Learners satisfaction is high, and learners enjoy their learning and feel safe. 98.20% Enjoyed their course.

"I found the course extremely informative: Matt and the team were empathic with people needs within the class. Everybody received the same amount of attention and were listened to; I felt the information was delivered clearly and with unconditional positive regard for all members. I felt extremely safe with the care taken to protect the group from Covid—19. I learned information that will aid me in moving forwards to become a healthier person. I now work as a mentor. I will definitely recommend the group..." - *Michaela, Sentinel Leisure Trust*

Areas of development Quality of Education

During 20-21 SCC Adult Learning Service will be working on the following areas:

- Fully implementing current OFSTED Inspection methods into quality assurance processes.
- Developing the consistency of practice in using information gained at Initial Assessment to inform the reading of course targets.
- Developing the consistency of tutor feedback to demonstrate skills acquisition.
- Widening the scope of the measures of impact to effectively demonstrate the achievement of the Intent of the Service.

Behaviours and Attitudes

Strengths

Behaviour and Attitudes are good and acceptable standards are continually reinforced by all sub-contractors across the service.

Learning centres are maintained to a high standard and this permeates to learners and the expectations of them in their learning environments.

Leaders and staff have high expectations for what their learners can achieve and also the expected levels of behaviour and attitude. They are clearly set out in learning agreements and class and group agreements and are firmly embedded and adhered to. There were no learner suspensions in 19-20 and only one written warning issued.

Behaviour contracts have been agreed with learners as part of their learning support plan and have worked well at certain sub-contractors.

Learners attend regularly, arrive on time and are ready to learn, quickly engaging in their session. Managers monitor attendance thoroughly and are effectively supported by SCC MIS team. Learner attendance is also scrutinised during sub-contractor quality visits and observations.

Retention remains high at 92% despite the impact of Covid-19 and firm measures are put into place to address any lack of punctuality; absences are routinely followed up, resulting in good attendance, which contributes to high RPA rates across the service.

Staff effectively challenge stereotypes and the use of derogatory language and promote equality of opportunity and responsibility in teaching and learning. This is evident from observation and quality visits.

An example: "In one session a learner used the phrase "playing the race card". The tutor was able to guide discussion and to explore the context and impact of this phrase, which is a denial of racism and the lived experience of a BAME learner. The learner said that the phrase was often used on TV and social media but was able to demonstrate their understanding of why it was unacceptable and against class ground rules"

Withdrawals are recorded and monitored; however, more work is required to analyse the reasons behind learner withdrawal.

Learners very quickly become confident and committed. They are very proud of their achievement. Learners take pride in their learning and demonstrate positive attitudes by recognising their own and other learners' achievements. This is evident from learner forums and feedback.

'Before the course, I was very uncertain and I didn't have the confidence to apply to any degree apprenticeships during my last year of college. I lacked work experience and hadn't been able to pursue my hobbies or interests. Lockdown affected my plans in that I didn't get to end college properly, nor was I able to get careers advice and support during my remaining time there. I hoped the courses I attended (Step Up Apprenticeships and Construction) would boost my confidence and employment prospects so I can fulfil my hopes of obtaining a degree apprenticeship. They have already helped me recognise and develop my strengths and I've been able to construct a CV I am proud of. *Learner, Inspire Suffolk*

'I enjoyed my experience on Step Up and it was great to meet new people and get into a routine. All the staff I met at Inspire Suffolk were so friendly and supportive. I'm proud that I was successful in achieving an apprenticeship straight from the course.' -AC, *Inspire Suffolk*

British Values and PREVENT are promoted very well by all sub-contractors across the service. This completed both during in induction and further embedded within learning. This increases the learners understanding of these areas.

Tutors receive regular training on British Values and on extremism and use this knowledge well to help learners develop their understanding. Tutors cultivate an inclusive environment and learners demonstrate high levels of respect and tolerance. Learners work very well with people from a diverse range of backgrounds. This is evident from observations and walk throughs.

Peer support is actively encouraged as an aim to improve social skills, confidence, and resilience; learners are supported to develop aspirations to enable them to search for jobs and gain employment.

Learners feel safe in class and at work, which is evidenced in their feedback and referenced in evaluations of their programmes. Safeguarding is robust and effective in supporting and protecting learners.

"I found the course extremely informative: Matt and the team were empathic with people needs within the class. Everybody received the same amount of attention and were listened to; I felt the information was delivered clearly and with unconditional positive regard for all members. I felt extremely safe with the care taken to protect the group from Covid—19. I learned information that will aid me in moving forwards to become a healthier person. I now work as a mentor. I will definitely recommend the group..." - *Michaela, Sentinel Leisure Trust*

Appropriate processes and records for safeguarding learners are in place and used well.
(Ofsted Report)

Areas of Development, Behaviours and Attitudes

During 20-21 SCC Adult Learning Service will be working on the following areas:

Develop the way that the Service investigates and uses the reason for learner withdrawals.

Personal Development

Strengths

Learners successfully develop confidence and resilience through their programme.

Learners who previously felt isolated and lacking in confidence develop their communication skills as a result of the social interaction that the courses provide. The courses help many learners to improve their mental health and wellbeing.

"I am now feeling so much confident, better about myself, motivated (among other things thanks to you and the course) and have started looking for work, and to apply for jobs." *Learner, Sentinel Leisure Trust*

'Sounds and the team have been vital to my mental health in lockdown. To have a community I can see and work with every week is super vital.' – *AN, Out Loud Music*

Learners are encouraged to apply their skills and develop their confidence beyond the classroom through the provision of opportunities to enhance and develop their skills.

Learners progression is high, 93% of learners at Realise Futures on long courses report positive outcomes (85% state the learning has improved their confidence in applying their skills, 51% state improved mental health and wellbeing, 33% improved physical health and 44% improved community involvement).

Learners consolidate their development and apply their skills to volunteer work after their learning course has been completed.

'Realise Futures have helped me in so many ways. Since joining in 2016 I've gone from shy, scared, anxious and afraid to push barriers, to the person I am today. I've done many courses and learned so much with the support of the tutors and other members of the team. I'm in such a better place and that's thanks to Realise Futures never giving up on me and seeing something in me that I never saw myself. I owe them so much that's why I'm a keen volunteer with Realise Futures now and I wouldn't have it any other way giving a little back and hopefully helping someone who is a little like I was in 2016.' *Learner, Realise Futures*

Learners report that confidence is boosted and that their feelings of social isolation lessen as the social interaction during their programmes helps them to form friendships, which often continue outside of sessions.

An example from Realise Futures:

“Not only did I enjoy the course, but I made friends, and this has really helped because we have a What’s App group and it’s been great during lockdown to have a chat and a laugh. I feel less alone”

“Before I did this course, I only knew one other person who lived near me with a child of the same age as my son. But I did not know her very well. I had been having difficulties with my mental health and the local Children’s Centre was somewhere I could go when my confidence was low. Since doing a few Learning in Families courses with Realise Futures I have made a solid group of friends and my son has others to play with of the same age.

My son has now started nursery and having done this course I can talk to the nursery nurse more about his learning and development with a greater confidence”.

Tutors have robust knowledge of the local safeguarding context and tutors are adept at embedding this information into their course delivery. This is evident from sub-contractor quality visits. They have a good understanding of safeguarding and a particularly well-developed awareness and understanding of British values and PREVENT. Health and wellbeing is embedded where possible across the Service.

Effective pastoral support identifies learners who are struggling with life in general or who have specific issues such as debt problems, anxiety, or suicidal ideation. Support is given to access appropriate services and a pastoral care register and monitoring system are in place.

Areas of development

During 20-21 SCC Adult Learning Service will be working on the following areas:

Widen the scope of measuring and tracking the progression and development of learners

Leadership and Management

Strengths

Leadership and Management is good with the governance structure well-embedded.

SCC Adult Learning Service Manager reports to Adult Learning Governing Board. The Governing Board is well established with stable membership and committed attendance. Board papers have developed to provide members with the information they need to provide effective challenge and support to managers. This has enabled further development of the oversight role of the board over the past year.

Governance and leadership of the service is effective and resilient. Relationships with providers are strong and the service has taken swift action to adapt to the unprecedented challenges of the COVID-19 Pandemic. As a result, the service has continued to develop and progress and met its key deliverables.

There is an established and well understood strategy for the development of adult learning in Suffolk, however the Service Manager has identified the potential to strengthen this further

through the development of an impact framework that will enable greater focus on impact of the service.

The Governing Board provide support and challenge to the Service Manager to ensure the high quality of the Service delivery. While a curriculum and quality committee has been established during the last year, it is not yet providing the level of reporting to the Governing Board necessary to enable board members to have sufficient oversight of the quality assurance of the service.

The Service has a strong commitment to CPD through Service network and moderation meetings. However, arrangements to meet the training and development needs of Members of the Governing Board are not sufficiently robust. A skills audit and follow up training plan is needed to address this. This action has been completed during 20-21.

Leaders and Managers are highly effective at targeting learners with the greatest needs in local communities across the County. The number of sub-contractors has been reduced from the previous year, but current sub-contractors have been retained. They are selected via the commissioning process for their reach into these communities, their understanding of how learning can make a difference to people's lives and their capacity to deliver their unique provision. SCC are a member of the steering group of East Suffolk Council Community and Adult Learning project to widen of sub-contractors and share information on provision gaps.

The ESFA funding has been directed to individuals and communities in most need. Many of our learners start from very low levels of education and have multiple barriers to overcome in their lives.

The self-assessment process is well embedded in the Service. Critical self-assessments and well thought through QIPs focusing on impact have helped the Service with the improvements for learners.

Leaders and managers use performance management effectively to improve teaching, learning and assessment. 99.4% of learners rate the teaching as Good or Outstanding.

Staff across the Service feel supported and valued. SCC operates a biannual staff survey to gain feedback with actions for improvement detailed on the QIP.

The Service has started to improve the communication streams and raise its profile during 19-20 and will continue to do so through 20-21.

Two examples of this improvement are:

Adult Learning Service website:

The Adult Learning Service Website *LearnSuffolk.org* was approved for commission by the Adult Learning Governing Board in July 2020 and is part of SCC Adult Learning Service development plan. The website aims to provide an easily accessible, inspirational pathway for adults to discover learning, training, and work skills available in the Suffolk. The need for this website has become even more essential and will play a supporting role in the recovery from the COVID-19 pandemic. The website will launch in January 2021.

Monthly e-newsletter:

The Adult Learning Service monthly e-newsletter "Spotlight" was launched in May 2020 to promote the latest Adult Learning news across the region and nationally. It signposts sub-contractors and wider stakeholders to the latest Government guidelines and information as well as promoting local news and developments.

Arrangements for safeguarding are good. Effective safeguarding practice is fully embedded into the organisation. Managers have a very good understanding of the risks associated with working with vulnerable adults and these are assessed appropriately.

Leaders and managers have ensured that safeguarding arrangements are fit for purpose. They take highly effective action to safeguard learners. Learners are safe and feel safe and contribute well to ensuring their own safety and that of others. (Ofsted Report)

Covid Secure risk assessments have been carried out across all sites and safe working practices are in operation; this is especially important when many of our learners are in higher risk categories.

Areas of development

During 20-21 SCC Adult Learning Service will be working on the following areas:

Re establish the Curriculum and Quality Committee to provide further oversight on quality to the Governing Board.

Complete a skills and training audit for the Governing Board members and conduct CPD to fill gaps in knowledge.

Enhance the communications streams of the Service and complete the Adult Learning Website build.

SCC SAR Data

All data tables show the three-year trend for 2017-18, 2018-19 and 2019-20.

Table 1 All provision, year on year performance

| Year | Learners | Starts | Retention % | Pass % | Achievement % |
|---------|----------|--------|-------------|--------|---------------|
| 2017-18 | 4028 | 6492 | 96 | 98 | 94 |
| 2018-19 | 4310 | 7562 | 96 | 99 | 95 |
| 2019-20 | 2763 | 4199 | 92 | 98 | 90 |

Table 2.1 Accredited provision, all levels, year on year performance

| Level | Learners | | | Starts | | | Retention % | | | Pass % | | | Achievement % | | |
|--------------|-------------|-------------|------------|-------------|-------------|-------------|-------------|-----------|-----------|-----------|-----------|-----------|---------------|-----------|-----------|
| | 17-18 | 18-19 | 19-20 | 17-18 | 18-19 | 19-20 | 17-18 | 18-19 | 19-20 | 17-18 | 18-19 | 19-20 | 17-18 | 18-19 | 19-20 |
| 2 | 466 | 403 | 210 | 631 | 485 | 252 | 96 | 94 | 80 | 92 | 93 | 95 | 88 | 88 | 76 |
| 1 | 663 | 545 | 274 | 871 | 716 | 336 | 92 | 89 | 75 | 94 | 96 | 96 | 86 | 86 | 72 |
| Entry | 547 | 483 | 322 | 793 | 799 | 474 | 91 | 90 | 79 | 98 | 98 | 95 | 88 | 88 | 75 |
| Total | 1676 | 1431 | 691 | 2295 | 2000 | 1062 | 93 | 91 | 78 | 94 | 96 | 95 | 87 | 87 | 74 |

Table 2.2

Non-accredited provision, all levels, year on year performance

| Level | Learners | | | Starts | | | Retention % | | | Pass % | | | Achievement % | | |
|--------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-----------|-----------|------------|-----------|-----------|---------------|-----------|-----------|
| | 17-18 | 18-19 | 19-20 | 17-18 | 18-19 | 19-20 | 17-18 | 18-19 | 19-20 | 17-18 | 18-19 | 19-20 | 17-18 | 18-19 | 19-20 |
| 2 | 11 | 60 | 49 | 11 | 64 | 50 | 100 | 84 | 76 | 100 | 98 | 100 | 100 | 83 | 76 |
| 1 | 277 | 166 | 74 | 259 | 169 | 78 | 99 | 97 | 88 | 99 | 96 | 91 | 98 | 93 | 81 |
| Entry | 226 | 375 | 292 | 241 | 412 | 300 | 99 | 94 | 96 | 100 | 97 | 98 | 98 | 91 | 94 |
| Not known | 2944 | 3366 | 1972 | 3686 | 4917 | 2709 | 98 | 98 | 97 | 100 | 100 | 98 | 98 | 98 | 96 |
| Total | 3315 | 3755 | 2310 | 4197 | 5562 | 3137 | 99 | 98 | 97 | 100 | 99 | 98 | 98 | 97 | 95 |

Table 3

Learners fully funded or co-funded (paying fees) on Adult Skills Fund (ASF) courses

| | Learners | | | Starts | | | Retention % | | | Pass % | | | Achievement % | | |
|--------------|-------------|-------------|------------|-------------|-------------|-------------|-------------|-----------|-----------|-----------|-----------|-----------|---------------|-----------|-----------|
| | 17-18 | 18-19 | 19-20 | 17-18 | 18-19 | 19-20 | 17-18 | 18-19 | 19-20 | 17-18 | 18-19 | 19-20 | 17-18 | 18-19 | 19-20 |
| Fully funded | 1297 | 1239 | 820 | 2202 | 2314 | 1303 | 94 | 91 | 82 | 95 | 96 | 96 | 89 | 88 | 78 |
| Co-funded | 386 | 255 | 152 | 595 | 331 | 187 | 94 | 94 | 84 | 96 | 96 | 95 | 91 | 90 | 80 |
| Total | 1599 | 1444 | 943 | 2797 | 2645 | 1490 | 94 | 92 | 82 | 95 | 96 | 96 | 89 | 88 | 78 |

Table 4 **Learners funded from the Adult Skills Fund or the Community Learning Fund**

| | Learners | | | Starts | | | Retention % | | | Pass % | | | Achievement % | | |
|--------------|----------|-------|-------|--------|-------|-------|-------------|-------|-------|--------|-------|-------|---------------|-------|-------|
| | 17-18 | 18-19 | 19-20 | 17-18 | 18-19 | 19-20 | 17-18 | 18-19 | 19-20 | 17-18 | 18-19 | 19-20 | 17-18 | 18-19 | 19-20 |
| ASF | 1599 | 1444 | 943 | 2797 | 2645 | 1490 | 94 | 92 | 82 | 95 | 96 | 96 | 89 | 88 | 78 |
| CLF | 2948 | 3366 | 1972 | 3695 | 4917 | 2709 | 98 | 98 | 97 | 100 | 100 | 98 | 98 | 98 | 96 |
| Total | 4028 | 4310 | 2763 | 6492 | 7562 | 4199 | 96 | 96 | 92 | 98 | 99 | 98 | 94 | 95 | 90 |

Table 5.1 **Learners in 'BME' group, by gender**

| | Learners | | | Starts | | | Retention % | | | Pass % | | | Achievement % | | |
|---------------|----------|-------|-------|--------|-------|-------|-------------|-------|-------|--------|-------|-------|---------------|-------|-------|
| | 17-18 | 18-19 | 19-20 | 17-18 | 18-19 | 19-20 | 17-18 | 18-19 | 19-20 | 17-18 | 18-19 | 19-20 | 17-18 | 18-19 | 19-20 |
| Female | 343 | 371 | 275 | 656 | 773 | 444 | 95 | 94 | 88 | 97 | 97 | 97 | 92 | 91 | 85 |
| Male | 122 | 120 | 108 | 231 | 224 | 173 | 97 | 91 | 85 | 96 | 95 | 96 | 93 | 87 | 82 |
| Total | 465 | 491 | 383 | 887 | 997 | 617 | 95 | 93 | 87 | 97 | 97 | 97 | 93 | 90 | 84 |

**Table
5.2**

Learners in 'White Other' group, by gender

| | Learners | | | Starts | | | Retention % | | | Pass % | | | Achievement % | | |
|---------------|----------|-------|-------|--------|-------|-------|-------------|-------|-------|--------|-------|-------|---------------|-------|-------|
| | 17-18 | 18-19 | 19-20 | 17-18 | 18-19 | 19-20 | 17-18 | 18-19 | 19-20 | 17-18 | 18-19 | 19-20 | 17-18 | 18-19 | 19-20 |
| Female | 217 | 242 | 158 | 387 | 448 | 251 | 96 | 96 | 90 | 97 | 97 | 99 | 93 | 93 | 89 |
| Male | 70 | 51 | 29 | 96 | 84 | 39 | 89 | 89 | 87 | 99 | 97 | 100 | 88 | 87 | 87 |
| Total | 287 | 293 | 187 | 483 | 532 | 290 | 95 | 95 | 90 | 97 | 97 | 99 | 92 | 92 | 89 |

**Table
5.3**

Learners in 'White British' group, by gender

| | Learners | | | Starts | | | Retention % | | | Pass % | | | Achievement % | | |
|---------------|----------|-------|-------|--------|-------|-------|-------------|-------|-------|--------|-------|-------|---------------|-------|-------|
| | 17-18 | 18-19 | 19-20 | 17-18 | 18-19 | 19-20 | 17-18 | 18-19 | 19-20 | 17-18 | 18-19 | 19-20 | 17-18 | 18-19 | 19-20 |
| Female | 1936 | 2253 | 1336 | 3050 | 3728 | 1968 | 97 | 97 | 94 | 98 | 99 | 97 | 95 | 96 | 91 |
| Male | 1189 | 1203 | 801 | 1849 | 2207 | 1252 | 97 | 96 | 92 | 98 | 99 | 98 | 95 | 95 | 90 |
| Total | 3125 | 3456 | 2137 | 4899 | 5935 | 3220 | 97 | 96 | 93 | 98 | 99 | 98 | 95 | 96 | 91 |

**Table
5.4**

Learners who have not provided their ethnicity, by gender

| | Learners | | | Starts | | | Retention % | | | Pass % | | | Achievement % | | |
|---------------|----------|-------|-------|--------|-------|-------|-------------|-------|-------|--------|-------|-------|---------------|-------|-------|
| | 17-18 | 18-19 | 19-20 | 17-18 | 18-19 | 19-20 | 17-18 | 18-19 | 19-20 | 17-18 | 18-19 | 19-20 | 17-18 | 18-19 | 19-20 |
| Female | 95 | 46 | 30 | 152 | 61 | 37 | 95 | 93 | 78 | 98 | 98 | 93 | 93 | 92 | 73 |
| Male | 56 | 24 | 26 | 71 | 37 | 35 | 99 | 92 | 94 | 100 | 100 | 100 | 99 | 92 | 94 |
| Total | 151 | 70 | 56 | 223 | 98 | 72 | 96 | 93 | 86 | 99 | 99 | 97 | 95 | 92 | 83 |

**Table
6.1**

Female learners by age

| Age | Learners | | | Starts | | | Retention % | | | Pass % | | | Achievement % | | |
|----------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-----------|-----------|-----------|-----------|-----------|---------------|-----------|-----------|
| | 17-18 | 18-19 | 19-20 | 17-18 | 18-19 | 19-20 | 17-18 | 18-19 | 19-20 | 17-18 | 18-19 | 19-20 | 17-18 | 18-19 | 19-20 |
| 19-24 | 211 | 207 | 165 | 318 | 365 | 250 | 97 | 96 | 95 | 98 | 99 | 96 | 95 | 95 | 92 |
| 25-34 | 869 | 921 | 587 | 1388 | 1467 | 841 | 96 | 96 | 93 | 98 | 99 | 96 | 94 | 95 | 90 |
| 35-44 | 667 | 809 | 474 | 1142 | 1421 | 721 | 96 | 97 | 93 | 98 | 99 | 98 | 94 | 95 | 91 |
| 45-54 | 412 | 450 | 261 | 746 | 868 | 410 | 95 | 96 | 87 | 97 | 98 | 98 | 92 | 94 | 85 |
| 55-64 | 261 | 300 | 170 | 450 | 596 | 285 | 98 | 96 | 90 | 97 | 98 | 99 | 95 | 94 | 89 |
| 65+ | 161 | 213 | 137 | 192 | 281 | 188 | 99 | 95 | 95 | 99 | 100 | 100 | 98 | 94 | 95 |
| Under 19 | 4 | 0 | 1 | 3 | 0 | 1 | 100 | 0 | 100 | 100 | 0 | 100 | 100 | 0 | 100 |
| Age not given | 6 | 12 | 4 | 6 | 12 | 4 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 |
| Total | 2591 | 2912 | 1799 | 4245 | 5010 | 2700 | 96 | 96 | 92 | 98 | 99 | 97 | 94 | 95 | 90 |

**Table
6.2**

| Age | Learners | | | Starts | | | Retention % | | | Pass % | | | Achievement % | | |
|----------------------|-------------|-------------|------------|-------------|-------------|-------------|-------------|-----------|-----------|-----------|-----------|-----------|---------------|-----------|-----------|
| | 17-18 | 18-19 | 19-20 | 17-18 | 18-19 | 19-20 | 17-18 | 18-19 | 19-20 | 17-18 | 18-19 | 19-20 | 17-18 | 18-19 | 19-20 |
| 19-24 | 212 | 202 | 152 | 349 | 341 | 218 | 97 | 96 | 93 | 98 | 98 | 98 | 95 | 95 | 91 |
| 25-34 | 285 | 292 | 189 | 425 | 499 | 285 | 97 | 94 | 92 | 99 | 98 | 99 | 95 | 93 | 91 |
| 35-44 | 306 | 281 | 200 | 469 | 498 | 293 | 98 | 95 | 92 | 99 | 99 | 99 | 96 | 95 | 90 |
| 45-54 | 288 | 282 | 188 | 462 | 568 | 313 | 95 | 95 | 92 | 98 | 99 | 98 | 93 | 93 | 89 |
| 55-64 | 251 | 242 | 175 | 423 | 511 | 300 | 95 | 97 | 88 | 98 | 99 | 96 | 92 | 96 | 85 |
| 65+ | 91 | 97 | 57 | 115 | 133 | 87 | 99 | 95 | 93 | 97 | 98 | 99 | 97 | 92 | 92 |
| Under 19 | - | - | 2 | - | - | 2 | - | - | 100 | - | - | 100 | - | - | 100 |
| Age not given | 4 | 2 | 1 | 4 | 2 | 1 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 |
| Total | 1437 | 1398 | 964 | 2247 | 2552 | 1499 | 96 | 95 | 91 | 98 | 99 | 98 | 94 | 94 | 89 |

Table 7 **Learners with/without learning and other disabilities**

| | Learners | | | Starts | | | Retention % | | | Pass % | | | Achievement % | | |
|------------------------|----------|-------|-------|--------|-------|-------|-------------|-------|-------|--------|-------|-------|---------------|-------|-------|
| | 17-18 | 18-19 | 19-20 | 17-18 | 18-19 | 19-20 | 17-18 | 18-19 | 19-20 | 17-18 | 18-19 | 19-20 | 17-18 | 18-19 | 19-20 |
| With disability | 1538 | 1639 | 1171 | 2796 | 3328 | 1917 | 96 | 95 | 92 | 98 | 99 | 98 | 94 | 94 | 90 |
| No disability | 2358 | 2544 | 1545 | 3541 | 4096 | 2230 | 97 | 96 | 92 | 98 | 99 | 97 | 95 | 95 | 89 |
| Not stated | 132 | 127 | 47 | 155 | 138 | 52 | 95 | 93 | 94 | 97 | 98 | 96 | 92 | 91 | 90 |
| Total | 4028 | 4310 | 2763 | 6492 | 7562 | 4199 | 96 | 96 | 92 | 98 | 99 | 98 | 94 | 95 | 90 |

Table 8 **Analysis by subject sector areas**

| | Learners | | | Starts | | | Retention % | | | Pass % | | | Achievement % | | |
|--------------|----------|-------|-------|--------|-------|-------|-------------|-------|-------|--------|-------|-------|---------------|-------|-------|
| | 17-18 | 18-19 | 19-20 | 17-18 | 18-19 | 19-20 | 17-18 | 18-19 | 19-20 | 17-18 | 18-19 | 19-20 | 17-18 | 18-19 | 19-20 |
| SSA01 | 762 | 836 | 432 | 869 | 1069 | 528 | 96 | 95 | 94 | 98 | 100 | 95 | 94 | 94 | 89 |
| SSA03 | 121 | 162 | 130 | 151 | 237 | 172 | 95 | 95 | 92 | 98 | 99 | 99 | 93 | 94 | 91 |
| SSA04 | 87 | 86 | 45 | 88 | 86 | 45 | 100 | 100 | 100 | 99 | 98 | 98 | 99 | 98 | 98 |
| SSA05 | 9 | 0 | - | 9 | 0 | - | 100 | 0 | - | 100 | 0 | - | 100 | 0 | - |
| SSA06 | 530 | 505 | 284 | 668 | 723 | 373 | 96 | 93 | 82 | 96 | 97 | 97 | 92 | 91 | 79 |
| SSA07 | 192 | 137 | 75 | 188 | 145 | 78 | 99 | 98 | 86 | 96 | 97 | 96 | 96 | 95 | 82 |
| SSA08 | 86 | 93 | 53 | 86 | 127 | 55 | 95 | 96 | 85 | 100 | 100 | 100 | 95 | 96 | 95 |

| | | | | | | | | | | | | | | | |
|--------------|------|------|------|------|------|------|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| SSA09 | 91 | 121 | 75 | 117 | 198 | 119 | 96 | 96 | 90 | 98 | 98 | 98 | 94 | 94 | 88 |
| SSA10 | 0 | 0 | - | 0 | 0 | - | - | 0 | - | - | 0 | - | - | 0 | - |
| SSA11 | 0 | 0 | - | 0 | 0 | - | - | 0 | - | - | 0 | - | - | 0 | - |
| SSA12 | 0 | 13 | - | 0 | 13 | - | - | 100 | - | - | 100 | - | - | 100 | - |
| SSA13 | 9 | 10 | 7 | 8 | 10 | 7 | 100 | 90 | 100 | 100 | 100 | 100 | 100 | 90 | 100 |
| SSA14 | 2803 | 2919 | 1902 | 4284 | 4910 | 2800 | 97 | 96 | 93 | 98 | 99 | 98 | 95 | 95 | 91 |
| SSA15 | 24 | 44 | 22 | 24 | 44 | 22 | 100 | 91 | 97 | 96 | 100 | 94 | 96 | 91 | 73 |
| Total | 4028 | 4310 | 2763 | 6492 | 7562 | 4199 | 96 | 96 | 92 | 98 | 99 | 98 | 94 | 95 | 90 |

Key for Table 8:

- SSA01** Health, Public Services and Care
- SSA03** Agriculture, Horticulture and Animal Care
- SSA04** Engineering and Manufacturing Technologies
- SSA05** Construction, Planning and the Built Environment
- SSA06** Information and Communication Technology
- SSA07** Retail and Commercial Enterprise
- SSA08** Leisure, Travel and Tourism

- SSA09** Arts, Media and Publishing
- SSA10** History, Philosophy & Theology
- SSA11** Social Sciences
- SSA12** Languages, Literature & Culture
- SSA13** Education and Training
- SSA14** Preparation for Life and Work
- SSA15** Business, Administration and Law

Table 9

Learners by provider (subcontracting organisation)

| | Learners | | | Starts | | | Retention % | | | Pass % | | | Achievement % | | |
|--------------|----------|-------|-------|--------|-------|-------|-------------|-------|-------|--------|-------|-------|---------------|-------|-------|
| | 17-18 | 18-19 | 19-20 | 17-18 | 18-19 | 19-20 | 17-18 | 18-19 | 19-20 | 17-18 | 18-19 | 19-20 | 17-18 | 18-19 | 19-20 |
| AVE | 12 | - | - | 11 | - | - | 100 | - | - | 100 | - | - | 100 | - | - |
| CTS | 9 | - | - | 9 | - | - | 100 | - | - | 100 | - | - | 100 | - | - |
| FVY | - | - | 13 | - | - | 13 | - | - | 100 | - | - | 100 | - | - | 100 |
| GLT | 72 | 72 | 82 | 83 | 120 | 115 | 92 | 95 | 94 | 99 | 98 | 98 | 90 | 93 | 92 |
| ICM | 92 | 125 | 76 | 104 | 166 | 123 | 93 | 94 | 98 | 100 | 100 | 100 | 93 | 94 | 98 |
| INSF | 29 | 42 | 56 | 26 | 42 | 57 | 92 | 95 | 91 | 100 | 100 | 98 | 92 | 95 | 89 |
| LART | 43 | 48 | - | 41 | 62 | - | 100 | 98 | - | 95 | 97 | - | 95 | 95 | - |
| OLM | 49 | 59 | 55 | 76 | 116 | 99 | 93 | 94 | 88 | 100 | 99 | 98 | 93 | 93 | 86 |
| PHR | 53 | - | - | 86 | - | - | 100 | - | - | 100 | - | - | 100 | - | - |
| RF | 3652 | 3952 | 2456 | 5882 | 7002 | 3726 | 96 | 96 | 92 | 98 | 99 | 97 | 94 | 95 | 89 |
| SENT | 65 | 54 | 38 | 59 | 54 | 38 | 97 | 100 | 100 | 100 | 100 | 100 | 97 | 100 | 100 |
| TBS | 66 | - | - | 115 | - | - | 100 | - | - | 94 | - | - | 94 | - | - |
| WSC | - | - | 25 | - | - | 28 | - | - | 82 | - | - | 100 | - | - | 82 |
| Total | 4028 | 4310 | 2763 | 6492 | 7562 | 4199 | 96 | 96 | 92 | 97 | 99 | 98 | 94 | 95 | 90 |

Key for Table 9:

AVE Avenue East
CTS Construction Training Service
GLT Green Light Trust
ICM Ipswich Community Media
INSF Inspire Suffolk
LART LockArts

OLM Out Loud Music
PHR Phoenix Rising
RF Realise Futures
SENT Sentinel
The Befriending
Scheme
TBS West Suffolk
Council
WSC

Table 10 **Number and percentage of enrolments in proportion of each withdrawal reason**

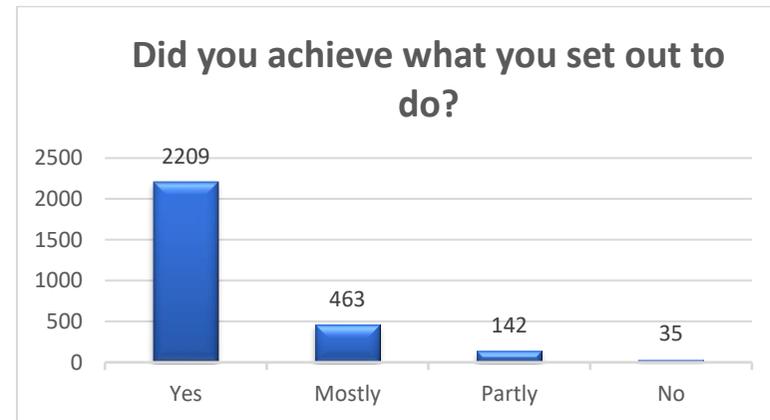
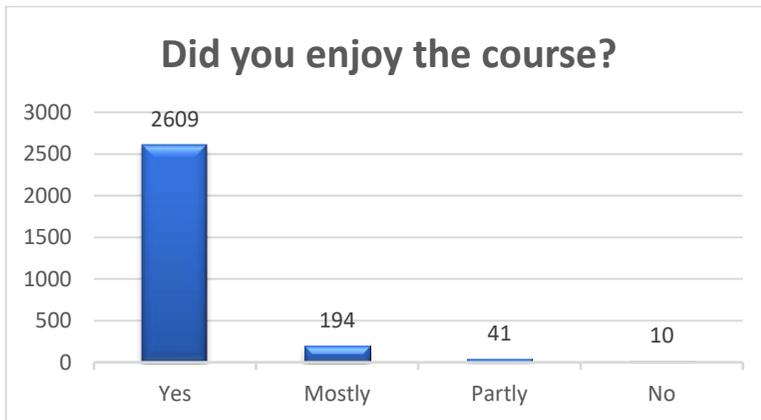
| Reason for withdrawal | 2017-18 | | 2018-19 | | 2019-20 | |
|--------------------------------------|------------|----------|------------|----------|------------|----------|
| | Total | % | Total | % | Total | % |
| Change in employment pattern | 14 | 2% | 9 | 1% | 6 | 1% |
| Childcare difficulties/arrangements | 12 | 2% | 11 | 2% | 4 | 1% |
| Course cancelled | 10 | 2% | 15 | 2% | 7 | 1% |
| Course not what was expected | 18 | 3% | 25 | 4% | 17 | 4% |
| Family/other caring responsibilities | 18 | 3% | 16 | 3% | 14 | 3% |
| Financial reasons | 1 | 0% | 5 | 1% | 0 | 0% |
| Found employment - Full time | 29 | 5% | 16 | 3% | 5 | 1% |
| Found employment - Part time | 10 | 2% | 12 | 2% | 12 | 2% |
| Found employment - Self employed | 1 | 0% | 1 | 0% | 0 | 0% |
| Found employment - Voluntary work | 0 | 0% | 1 | 0% | 4 | 1% |
| Illness | 56 | 10% | 44 | 7% | 23 | 5% |
| Impact of COVID-19 | 0 | 0% | 0 | 0% | 115 | 24% |
| Injury | 2 | 0% | 5 | 1% | 3 | 1% |
| Left Area | 5 | 1% | 7 | 1% | 2 | 0% |
| Mental ill-health | 12 | 2% | 18 | 3% | 17 | 4% |
| Other reason | 30 | 5% | 39 | 6% | 61 | 13% |
| Pregnancy / Maternity | 2 | 0% | 3 | 0% | 5 | 1% |
| Reason not known | 347 | 60% | 393 | 63% | 180 | 37% |
| Student death | 0 | 0% | 0 | 0% | 1 | 0% |
| Time not suitable | 5 | 1% | 5 | 1% | 1 | 0% |
| Transferred to another provider | 3 | 1% | 2 | 0% | 1 | 0% |
| Travel / Transportation difficulties | 1 | 0% | 0 | 0% | 4 | 1% |
| Venue not suitable | 0 | 0% | 1 | 0% | 0 | 0% |
| Grand Total | 576 | - | 628 | - | 482 | - |

Table 10 demonstrates the improvement in identifying reasons for withdrawals to analysis issues that affect retention the most. 'Reason not known' has dropped by 26%. There is an increase in withdrawal due to mental ill-health by 1%. 24% withdrawals of 'Impact of COVID-19' highlight obstacles to learning brought out by the COVID restrictions and this is also the cause to the surge of withdrawals of 'Other reason' that previously had not been identified specifically.

Table 11.1

Learner Feedback on course satisfaction

| | % Yes | % Mostly | % Partly | % No |
|--|--------------|-----------------|-----------------|-------------|
| Did you enjoy the course? | 91.4% | 6.8% | 1.4% | 0.4% |
| Did you feel well supported? | 92.8% | 5.9% | 1.1% | 0.2% |
| Did you achieve what you set out to do? | 77.5% | 16.3% | 5.0% | 1.2% |
| Was the course at the right level for you? | 86.2% | 10.6% | 2.2% | 1.0% |



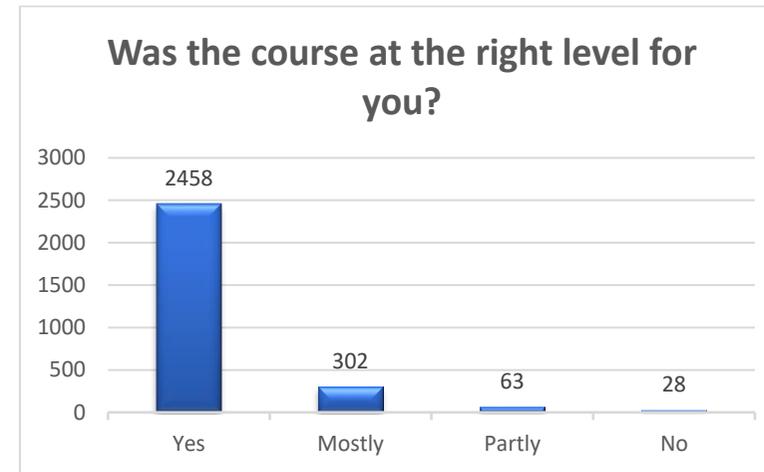
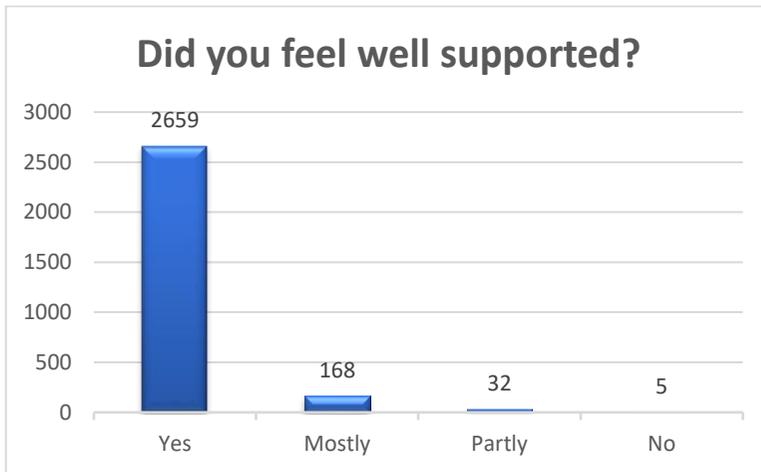


Table 11.2

Learner Feedback on quality of course

| | % Outstanding | % Good | % Need Improvement | % Unsatisfactory |
|--|----------------------|---------------|---------------------------|-------------------------|
| How would you rate the information you received before the course? | 38.5% | 55.7% | 5.1% | 0.7% |
| How would you rate the quality of teaching? | 63.7% | 35.7% | 0.4% | 0.2% |
| How would you rate the quality of the course activities? | 51.3% | 47.2% | 1.4% | 0.1% |
| How was your overall experience? | 56.0% | 42.6% | 1.2% | 0.2% |

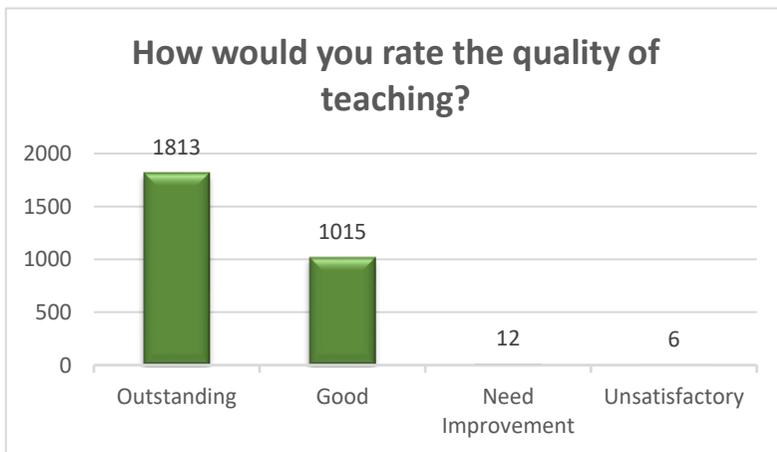
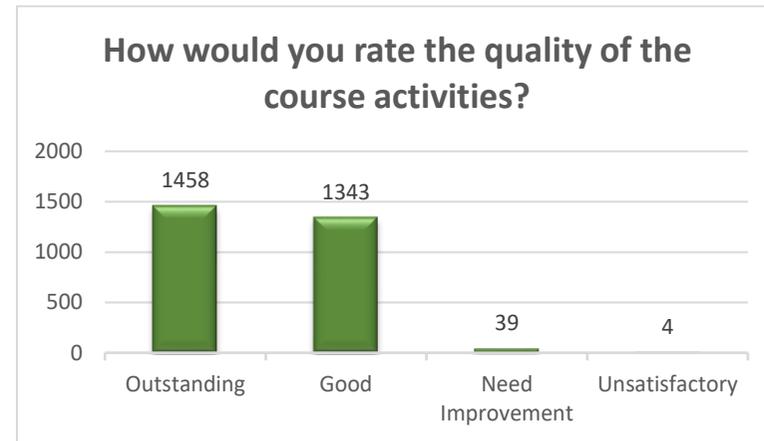
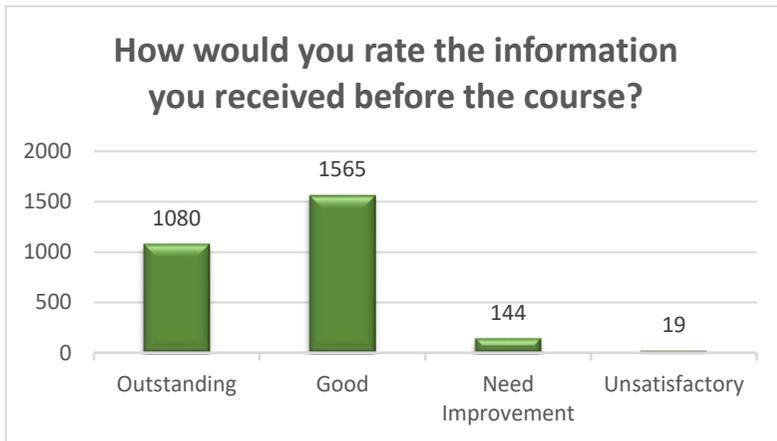


Table 11.3

Learner recommendation

| | % Yes | % No |
|---|--------------|-------------|
| Would you recommend this course to your friends and family? | 99.6% | 0.4% |

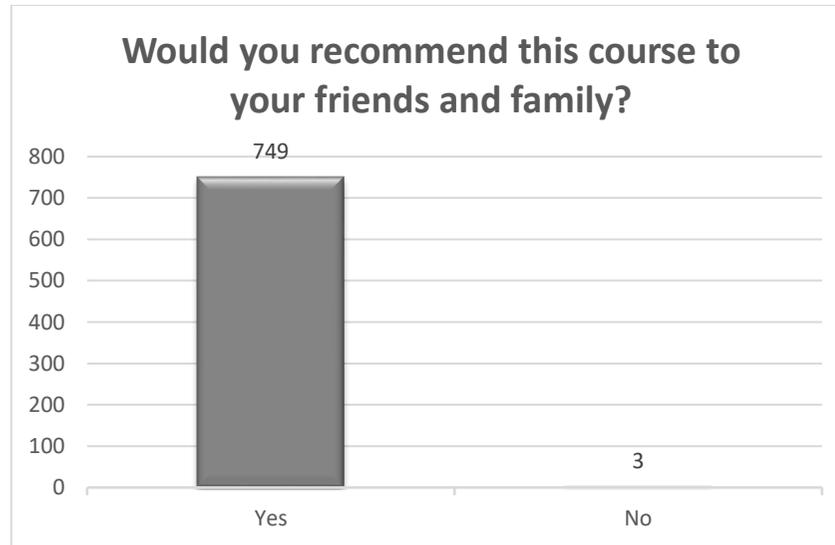


Table 11.1 to 11.3 display the learner feedback collected that has been standardised for the first time in 2019-20. Due to technical issue, the recommendation question was only partially collected through the learner feedback process, 99.6% responded would recommend their courses to friends and family.

Learner Feedback

An 80.2% learner response rate was recorded for the newly introduced document (*SC16*) 2019-20 Learner Feedback Form.

98.20% Enjoyed their course.

| |
|---|
| "I found the course extremely informative: Matt and the team were empathic with people needs within the class. Everybody received the same amount of attention and were listened to; I felt the information was delivered clearly and with unconditional positive regard for all members. I felt extremely safe with the care taken to protect the group from Covid—19. I learned information that will aid me in moving forwards to become a healthier person. I now work as a mentor. I will definitely recommend the group..." - <i>Michaela, Sentinel Leisure Trust</i> |
| Absolutely, I've needed the maths during this time and it's been extremely useful. I keep impressing people with what I know!' <i>Learner, Realise Futures</i> |
| 'Realise Futures have helped me in so many ways. Since joining in 2016 I've gone from shy, scared, anxious and afraid to push barriers, to the person I am today. I've done many courses and learned so much with the support of the tutors and other members of the team. I'm in such a better place and that's thanks to Realise Futures never giving up on me and seeing something in me that I never saw myself. I owe them so much that's why I'm a keen volunteer with Realise Futures now and I wouldn't have it any other way giving a little back and hopefully helping someone who is a little like I was in 2016.' <i>Learner, Realise Futures</i> |

98.70% Felt well supported.

| |
|---|
| 'I never thought I could do this; I was sure I couldn't do this! But Viv and Tash and Darren were so patient and understanding and now I'm loving it! I can even use an online interactive whiteboard! My Kids are so impressed!' <i>Learner, Realise Futures</i> |
| 'It is a very stressful time and I've been in isolation for a while and to talk to someone and do different things it means quite a lot. We talk about different topics, I feel very comfortable talking to (the tutor) and I honestly don't think I could have got through this without her support. Thank you for being a lifeline!' <i>Learner, Relise Futures</i> |
| 'Yesterday we did a presentation and it was good. The teacher is good, she's fantastic and she's got lots of experience. It was all very smooth and calm and I was so frightened, but it was all good.' <i>Learner, Realise Futures</i> |

93.80% Achieved what they set out to do.

| |
|--|
| "I like English classes because I learning more in the class and I can see other people. They speak English too. I am speaking better than before." <i>Learner, Ipswich Community Media</i> |
| "I am now feeling so much confident, better about myself, motivated (among other things thanks to you and the course) and have started looking for work, and to apply for jobs." <i>Learner, Sentinel Leisure Trust</i> |
| Good skills to get employed and for volunteering. Both IT and nature knowledge.' <i>Learner, Green Light Trust</i> |
| 'Applying percentages into day-to-day life, using my head instead of a calculator. Also to help my daughter with her maths.' <i>Learner, Realise Futures</i> |
| 'The course has given me the ideas of how I can help my girls have fun with maths and the activities we can do. It also gives me a better idea of how maths is taught in school, as I would like to become a TA.' <i>Learner, Realise Futures</i> |
| Without having done this English course I would have never been able to complete the application form to become a dog foster carer nor have the confidence to apply for it, so I am really appreciative and grateful to RF.' <i>Learner, Realise Futures</i> |

96.80% Felt the course was at the right level for them.

| |
|---|
| "I was interested in learning english, I have liked all lessons and our teacher. Our volunteers work very well. Thank you!" <i>Learner, Ipswich Community Media</i> |
| 'The course really pushed me to get over my technical fears and try and improve. I dusted off my decks and really enjoyed it. I wish to learn more in depth next time.' – SP, Out Loud Music |
| 'I gained a better understanding of how the workplace hiring works and recruitment process and I learned there is a lot I can do to improve my chances of success.' <i>RS, Inspire Suffolk</i> |
| 'Before the course, I was very uncertain and I didn't have the confidence to apply to any degree apprenticeships during my last year of college. I lacked work experience and hadn't been able to pursue my hobbies or interests. Lockdown affected my plans in that I didn't get to end college properly, nor was I able to get careers advice and support during my remaining time there. I hoped the courses I attended (Step Up Apprenticeships and Construction) would boost my confidence and employment prospects so I can fulfil my hopes of obtaining a degree apprenticeship. They have already helped me recognise and develop my strengths and I've been able to construct a CV I am proud of. <i>Learner, Inspire Suffolk</i> |
| I now have a clear path in my head of which steps to take to work towards my goal.' <i>Learner, Inspire Suffolk</i> |
| 'Evening Bernadette, I just wanted to thank you for sending off references for me, getting the course completion certificate and generally being a great tutor! As you know since I completed your course at HCP I moved on to a SEND diploma which I completed mid lockdown. I have now secured myself a job at a residential special needs school as a Sen TA! Thanks to you and your delivery of the level 2 TA course I have developed a more and more in depth fascination with special needs education the challenges and the methods to ensure equal education. I am so glad I was able to attend the course and have such an enthusiastic caring tutor because those weeks I spent working with you have changed my entire future and ignited a passion I never knew I had. Please pass my comments on to your company and mangers. I can't thank you enough. Many many thanks for everything.' <i>Learner, Realise Futures</i> |

94.20% Rated the information received before the course as good to outstanding.

'The course materials I received pre-course were so good that my 5-year-old son started to complete some of the worksheets in them! It was very well organised and Caroline delivered it really well. I am really impressed with my whole experience with Realise Futures to turn the classroom based course into a virtually delivered course so quickly.' *Learner, Step Ahead in Maths Online, Realise Futures*

99.40% Rated the quality of teaching as good to outstanding.

'Thank you so much for everything. All ICM staff amazing and perfect, specially my teacher Linda.' *Learner, Ipswich Community Media*

'iSounds and the team have been vital to my mental health in lockdown. To have a community I can see and work with every week is super vital.' – *AN, Out Loud Music*

'I really enjoyed the course, it means so much to me to be able to meet each week and socialise as I don't see anyone else apart from my parents. Really love learning about music and playing songs' – *AH, Out Loud Music*

'I enjoyed my experience on Step Up and it was great to meet new people and get into a routine. All the staff I met at Inspire Suffolk were so friendly and supportive. I'm proud that I was successful in achieving an apprenticeship straight from the course.' – *AC, Inspire Suffolk*

Overall the course the people have been fantastic and the staff are great. They help us achieve our goals and help our general welfare.' *Learner, Green Light Trust*

One of our tenants is doing their (GLT) on-line learning and it has transformed him – he is excited about what he is learning, he is positive, his routine is now more structured and he is reading books related to his course. I have been deeply impressed with the way that they (GLT) reached out to those who had attended or registered interest in their outdoor courses.' *Partner Quote, Green Light Trust*

98.50% Rated the quality of the course activities as good to outstanding.

'I have found the courses have boosted my employability and confidence in my personal abilities and I enjoyed them very much allowing me to explore employment in proper detail. It also helped to have company and be able to attend the course with other people (while keeping to social distancing guidelines); something that has been very restricted as a result of COVID-19. My favourite parts of the course were being able to share our ideas and experiences with others whilst my least favourite part was probably the long journeys to get to the centre. I managed to achieve a pass in my CSCS test that I did as part of the Step Up: Construction course.' *EC, Inspire Suffolk*

'Session 1 has already been extremely helpful. I feel as though you are very understanding and know how difficult it is to make the first steps into my chosen career and it is excellent that you have managed to arrange a meeting with one of your contacts. I am really grateful for this. I cannot wait to see what the next few weeks entails and hopefully land myself a job! Thank you...I would just like to say a massive thank you again for really helping me, pushing me out of my comfort zone and for building my confidence when applying for jobs and sending my CV to employers.' *Learner, Inspire Suffolk*

'Bird boxes to twig tiaras, no skill too small with support from staff to achieve it. My zoom group has given me a focus for the week during these dire times. Having a project to think about with others has been invaluable. It is keeping me on track, holding me up and I can still see a positive future when the world begins to breathe again.' *Learner, Green Light Trust*

98.60% Rated their overall experience as good to outstanding.

'I had a great time thank you all for taking time out of your day to go this really made my day:) don't know what I would do without your support it means everything.' *Learner, Out Loud Music*

'I have been very pleasantly surprised at how motivating and helpful the sessions were, They've helped me in my ability to find a job, aspire to a career and given me a purpose'. *TB, Inspire Suffolk*

'GLT has made such a difference to my life this year. Has helped me find myself again. I am more confident, more relaxed, less anxious.' *Learner, Green Light Trust*

'I wouldn't be where I am at the moment. It gave me the opportunity to learn things by myself and this was good to do as I had to learn and do some research by myself, but Lee was always there if I needed.' *Learner, Realise Futures*

99.60% Would recommend their course to friends and family.

"Definitely would recommend it to others. It's worked really well – all my activities stopped so this has given me a day of my week back in a time where normality on a weekly basis isn't commonplace. The course has really got me looking at things closer and I hope to continue doing this now that the program has finished." *Learner, West Stow Country Park*

'The online sessions were a very welcoming environment and I enjoyed the experience. All my experiences with Inspire Suffolk have been very positive and supportive. I learned a lot about myself and that I can succeed in a career.' *RB, Inspire Suffolk*

'Without Inspire Suffolk and Step Up I would never have thought of becoming a Wind Turbine Engineer; I've now completed the Transition course and am well on my way - it has changed my life.' – *BR, Inspire Suffolk*

I think it is brilliant and would recommend it to everyone. We can't get in the forest at the moment but this is the next best thing!' *Learner, Green Light Trust*

I would definitely recommend it and I have done to various people. It has been a lifesaver a reason to get up two days a week and provided extra projects like sowing tree seeds and watching the birds'. *Learner, Green Light Trust*

Learner Case Studies:

Case Study 1
Inspire Suffolk Learner

Stephen came to Inspire Suffolk hampered by a host of personal issues and learning difficulties. Stephen started off on our Team Programme and progressed through Engage and NCS until he ready to join Step Up. Stephen was even a runner-up at Inspire Suffolk’s Awards Event in 2019.

‘I had no confidence and no drive to do anything. I am now working at MSC in exports and my goal is to complete my apprenticeship and gain a full-time job with the company.’

<https://inspiresuffolk.org.uk/testimonials/stephen-we-believe-in-personal-development/>



Case Study 2
Realise Futures Learner

X worked incredibly hard to be able to participate fully in the maths course. Throughout, she took activities and ideas home and worked through them in order to understand and reinforce the concepts. Early in the course it became a family mission, to work through the maths concepts together. X’s children, 3 aged 4, 9 and 12 enthusiastically joined in, offering support and learning alongside her. She found that by trying to communicate the concepts appropriately for each family member’s different level of understanding, she was able to further her own understanding. She and her teenage son also enjoyed differentiating activities so that the younger siblings were able to participate. Although this started as Maths practice, X realised that the children were learning more about how to collaborate and support each other and enjoy working together. They also were witness to the very important message that learning continues throughout our lives and even the youngest amongst us can teach their elders something.

Case Study 3
Realise Futures Learner

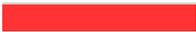
Y works part-time and is the main carer for her 6-year-old grandson who has lived with her since he was 18 months. It is her determination to best support him in every way possible that inspired Y to begin her learning journey. Y participated in a Triple P course focussing on child behaviour management, which she claims was “excellent” and “very helpful”. However, she was aware that the strategies that children use in schools have changed, and she wanted to be able to encourage and engage her grandson in his own learning, whilst supporting what he was learning at school. During the maths course, Y tried out activities at home with her grandson, with great success. She also managed to communicate the important message that learning never stops, and let him see that she too was working on maths at home, and enjoying herself. Her willingness to work towards the Functional Skills qualification was a brave one, as Y had been out of education for a while. However, her attitude was very positive and determined.

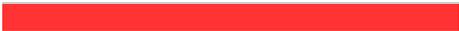
Adult Learning Service Commissioned Learner Voice Videos

| | |
|-----------------------------|---|
| Green Light Trust - Autumn | https://youtu.be/OiwyZRfIE6M |
| Green Light Trust – Winter | https://youtu.be/EVMjFPI8R9k |
| Green Light Trust – Summer | https://youtu.be/V_3pH2mNW3Q |
| Out Loud Music - Well Being | Out Loud Music - Online Feedback Video for Suffolk County Council - YouTube |

Adult Learning Service Staff Questionnaire (Feb 2020)

| 1. I have a clear understanding of what the Adult Learning Service's goals and strategy are. | | | | |
|--|-------------------|---|------------------|----------------|
| | | | Response Percent | Response Total |
| 1 | Strongly Agree |  | 31.34% | 21 |
| 2 | Agree |  | 58.21% | 39 |
| 3 | Neutral |  | 10.45% | 7 |
| 4 | Disagree | | 0.00% | 0 |
| 5 | Strongly disagree | | 0.00% | 0 |
| 6 | Don't know | | 0.00% | 0 |
| | | | answered | 67 |
| | | | skipped | 0 |

| 2. I understand how my work contributes to the Adult Learning Service's objectives | | | | |
|--|-------------------|---|------------------|----------------|
| | | | Response Percent | Response Total |
| 1 | Strongly Agree |  | 34.33% | 23 |
| 2 | Agree |  | 62.69% | 42 |
| 3 | Neutral |  | 2.99% | 2 |
| 4 | Disagree | | 0.00% | 0 |
| 5 | Strongly Disagree | | 0.00% | 0 |
| 6 | Don't know | | 0.00% | 0 |
| | | | answered | 67 |
| | | | skipped | 0 |

| 3. I have a commitment to maintaining high quality standards | | | | |
|--|-------------------|--|------------------|----------------|
| | | | Response Percent | Response Total |
| 1 | Strongly Agree |  | 80.60% | 54 |
| 2 | Agree |  | 19.40% | 13 |
| 3 | Neutral | | 0.00% | 0 |
| 4 | Disagree | | 0.00% | 0 |
| 5 | Strongly Disagree | | 0.00% | 0 |
| | | | answered | 67 |
| | | | skipped | 0 |

| 4. My performance is evaluated effectively to improve teaching, learning and assessment | | | | |
|---|----------------|---|------------------|----------------|
| | | | Response Percent | Response Total |
| 1 | Strongly Agree |  | 35.82% | 24 |

4. My performance is evaluated effectively to improve teaching, learning and assessment

| | | | Response Percent | Response Total |
|---|-------------------|--|------------------|----------------|
| 2 | Agree | | 47.76% | 32 |
| 3 | Neutral | | 11.94% | 8 |
| 4 | Disagree | | 1.49% | 1 |
| 5 | Strongly Disagree | | 0.00% | 0 |
| 6 | Don't know | | 2.99% | 2 |
| | | | answered | 67 |
| | | | skipped | 0 |

5. Senior Leaders have an accurate and comprehensive understanding of the quality of teaching, learning and assessment practice

| | | | Response Percent | Response Total |
|---|-------------------|--|------------------|----------------|
| 1 | Strongly Agree | | 34.33% | 23 |
| 2 | Agree | | 53.73% | 36 |
| 3 | Neutral | | 5.97% | 4 |
| 4 | Disagree | | 0.00% | 0 |
| 5 | Strongly Disagree | | 0.00% | 0 |
| 6 | Don't know | | 5.97% | 4 |
| | | | answered | 67 |
| | | | skipped | 0 |

6. I feel valued and recognised in my role

| | | | Response Percent | Response Total |
|---|-------------------|--|------------------|----------------|
| 1 | Strongly Agree | | 32.84% | 22 |
| 2 | Agree | | 49.25% | 33 |
| 3 | Neutral | | 13.43% | 9 |
| 4 | Disagree | | 2.99% | 2 |
| 5 | Strongly Disagree | | 1.49% | 1 |
| | | | answered | 67 |
| | | | skipped | 0 |

7. Safeguarding is effective with robust procedures and I can support learners to be safe, to feel safe and to report any concerns

| | | | Response Percent | Response Total |
|---|----------------|--|------------------|----------------|
| 1 | Strongly Agree | | 64.18% | 43 |
| 2 | Agree | | 32.84% | 22 |
| 3 | Neutral | | 1.49% | 1 |

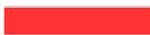
7. Safeguarding is effective with robust procedures and I can support learners to be safe, to feel safe and to report any concerns

| | | | Response Percent | Response Total |
|---|-------------------|---|------------------|----------------|
| 4 | Disagree | | 0.00% | 0 |
| 5 | Strongly Disagree | | 0.00% | 0 |
| 6 | Don't know |  | 1.49% | 1 |
| | | | answered | 67 |
| | | | skipped | 0 |

8. I feel supported in all matters regarding PREVENT, the safeguarding of Learners and in promoting health, safety & wellbeing.

| | | | Response Percent | Response Total |
|---|-------------------|---|------------------|----------------|
| 1 | Strongly Agree |  | 53.73% | 36 |
| 2 | Agree |  | 43.28% | 29 |
| 3 | Neutral |  | 2.99% | 2 |
| 4 | Disagree | | 0.00% | 0 |
| 5 | Strongly Disagree | | 0.00% | 0 |
| | | | answered | 67 |
| | | | skipped | 0 |

9. Which of the following best describes your role:

| | | | Response Percent | Response Total |
|---|------------|---|------------------|----------------|
| 1 | Managerial |  | 26.87% | 18 |
| 2 | Tutor |  | 53.73% | 36 |
| 3 | Clerical |  | 20.90% | 14 |
| 4 | Accounting |  | 1.49% | 1 |
| 5 | Other |  | 5.97% | 4 |
| | | | answered | 67 |
| | | | skipped | 0 |

10. How long have you worked for your company?

| | | | Response Percent | Response Total |
|---|--------------------|---|------------------|----------------|
| 1 | Less than 6 months |  | 1.49% | 1 |
| 2 | 6 months – 1 year |  | 2.99% | 2 |
| 3 | 1 – 3 years |  | 31.34% | 21 |
| 4 | 3 - 5 years |  | 10.45% | 7 |
| 5 | more than 5 years |  | 53.73% | 36 |
| | | | answered | 67 |

10. How long have you worked for your company?

| | Response Percent | Response Total |
|--|------------------|----------------|
| | skipped | 0 |