



Learn Suffolk

The Suffolk Adult Learning Service



Self-Assessment Report 2023 – 2024

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Section 1:

Background Information: Setting the Scene

Suffolk County Council holds a £2.7m annual contract with the Education and Skills Funding Agency (ESFA) to provide Adult Learning Programmes across Suffolk.

SCC Adult Learning Service (the Service) is part of the national Adult Skills Fund (previously AEB). The principal purpose is to engage adults and provide them with the skills and learning they need to progress into, or within, work; or equip them for an apprenticeship or other learning. Related to this purpose, it can be used to enable more-flexible, community learning that can support the wider purposes of learning that remove additional barriers to progression, including building confidence and improving wellbeing. The Service supports this principal purpose and delivers learning that follows national policy and ESFA funding rules.

SCC leads the Service and provides the central management, including the strategic direction, commissioning, safeguarding, management information, and quality assurance. All learning is subcontracted, delivered through a network of local organisations that form a group of adult learning providers. This hub and spoke model enable a very flexible and accessible offer to meet the needs of residents and communities across Suffolk.

Our county

The county of Suffolk offers an attractive place for people to live, work and visit. It is home to a population of 772,966 people with a working-age population of 444,6501. With plenty of places attracting tourists and a varied cultural offer, large areas of farmland, areas of outstanding natural beauty, and a variety of urban spaces, historic market towns and smaller communities, Suffolk can provide a high quality of life.

The county encompasses the four local authority districts of Babergh, East Suffolk, Mid Suffolk and West Suffolk, and the borough of Ipswich. It includes the coastal towns of Lowestoft, Southwold, and Felixstowe; market towns such as Bury St Edmunds, Haverhill, Newmarket, and Stowmarket; many villages and rural communities; as well as the county town of Ipswich.

Suffolk has a strong identity based on its agricultural heritage and a proud, long-standing history as a key gateway to the world for the country through operating several key ports. However, it can also boast a strong and diverse business base, spanning several key growth and employment sectors, with both major national and international businesses and a strong local supply chain of well-established and successful SMEs offering a range of career and employment opportunities.

Suffolk's diverse mix of rural, coastal, and urban communities also presents varying social and economic challenges. While some of our coastal communities have some of the poorest health outcomes in England, often alongside particularly high levels of deprivation, people in our rural areas often have limited transport options making access to key services more difficult and potentially limiting social mobility.

Our residents

Suffolk has lower levels of people living in relative poverty (17.8%) than the UK average (22%). However, the COVID-19 pandemic and the current cost of living crisis have increased both the number of Suffolk residents experiencing poverty, as well as the depth of poverty. More Suffolk residents are now experiencing fuel and food poverty and struggling with low incomes and high housing costs. The 2020 Hidden Needs report indicates Suffolk is becoming less advantaged and

more deprived. In 2007, Suffolk was ranked the 115th most deprived upper-tier local authority, by 2019 it was ranked the 99th most deprived.

Over 80,000 people live in the 11% of Suffolk's Lower Super Output Areas (LSOAs) that are within the 20% most deprived in England. Pockets of greater relative deprivation can be

found in more built-up areas, such

as Beccles, Bury St Edmunds, Felixstowe, Ipswich, Lowestoft, and Stowmarket. 33% of Ipswich's and 14% of East Suffolk's LSOAs are within the 20% most deprived in England. Part of the Kirkley & Pakefield ward in Lowestoft in East Suffolk, is the 25th most deprived LSOA in England. In addition, all areas of Suffolk - apart from Mid-Suffolk - contain social mobility cold spots that are in the lowest 20% nationally for social mobility.

Suffolk has relatively high employment levels, with a 77.2% employment rate for those 16-64 compared to the national average of 76%. In 2023, Suffolk's unemployment rate was 3.7%, just lower than both the East of England and England average (3.8%).

The county has a comparably higher proportion of economically inactive people due to early retirement (19% versus 13%). Suffolk also has a higher proportion of economically inactive people due to, looking after family/home, temporary sick, and long-term sick.

Over the last 20 years, the proportion of individuals who are disabled in England has decreased whereas, on a local level, it has increased (2001: England 17.9%: Suffolk 17.1% to 2021: England 17.3%: Suffolk 18.3%.)

Over the last 10 years, Suffolk's economic inactivity rate has also been consistently lower than the national average and this remains the case. In 2023 (Jan-Dec) it was 19.8%, compared to a national average of 21%. In December 2022, 24,740 people (7% of those aged 16-64 who are employed) claimed Universal Credit in Suffolk despite being in work. In-work claimant numbers have increased by 4.6% over the past 12 months, compared to 4.4% for unemployed claimants. So too has the proportion of Universal Credit claimants that are in-work – an increase from an average of 38% in FY 2019/20 to 44% in FY 2022/23.



Suffolk’s ageing population, relatively low unemployment rates, and high proportion of economically inactive people who do not want a job, all limit the availability of local people for the workforce and can create skills shortages.

In response to the national principal purpose of Adult Learning and also the identified local priorities the Service has set the following Vision and Strategic Intent.

The Vision of the Service is for Suffolk to be a place where lifelong learning is highly valued and empowers our residents to have more fulfilling lives, take a greater part in society and develop the skills they need to secure sustainable and productive employment.

The Strategic Intent of the Service is to provide high quality learning opportunities for those adults in Suffolk who face the greatest barriers to securing employment or playing a full part in society, so that they can make progress in securing a better future for themselves, their families, and their community.

Both the vision and strategic intent of the Service also cut across and supports SCC Corporate Strategy and wider work such as Economic Growth, Education, Skills and Learning, Health, Care and Wellness and Children and Families. It also aligns with the Norfolk and Suffolk Local Skills Improvement Plan.

The Service’s primary intention is to support and focus learning on those Suffolk residents who are the most vulnerable and or disadvantaged. The Service provides learning opportunities that enable adults, irrespective of starting point, to develop their skills and improve their wellbeing for themselves, their families, and their communities. It also actively targets learners who are low skilled; have no or low qualification levels; are living in poverty; unemployed, inactive, or vulnerable to social exclusion; and adults with learning difficulties and/or disabilities and poor mental health. Many of the learners therefore start from low educational levels, often overcoming many barriers in order to achieve success.

The following curriculum priorities for academic year 2023-24 are established to support this primary intention:

Support for Suffolk residents most in need and who will benefit the most:

- The Service will prioritise the breaking down of barriers to health, life and work for individuals and families.
- The Service will improve essentials skills for individuals and families.
- The Service will develop employability, vocational skills, and work readiness.

Curriculum Priority	National, Regional and Local Need
The Service will prioritise the breaking down of barriers to health, life and work for individuals and families.	SCC Corporate Strategy 2022-26: Master Corporate Strategy Report 2022-26 *promoting & Supporting Health & Wellbeing of all People of Suffolk

	<p>NHS: Breaking down barriers to better health and care</p> <p>Department for Work & Pensions (DWP): Work and Health Programme</p> <p>Suffolk Health & Wellbeing Strategy: The Suffolk Joint Strategic Needs Assessment (JSNA).</p>
The Service will improve essentials skills for individuals and families.	<p>Government Paper: Get Britain Working White Paper</p> <p>SCC Corporate Strategy 2022-26: Master Corporate Strategy Report 2022-26 *Strengthening our local economy - to develop jobs, skills and infrastructure.</p> <p>NHS East of England: East of England NHS Workforce, training and education</p> <p>Suffolk's SEND Strategy: Suffolk SEND Strategy 2024-29</p> <p>Suffolk Tackling Poverty Strategy: Tackling Poverty In Suffolk Strategy 2022</p>
The Service will develop employability, vocational skills, and work readiness.	<p>Skills England: LSIP: Norfolk and Suffolk Local Skills Improvement Plan – May 2023</p> <p>Suffolk and Norfolk Economic Strategy: Norfolk and Suffolk Economic Strategy Jan 2022</p>

The learner is always at the heart of the Service, however the successful delivery of the strategic intent and curriculum priorities, through a 'ripple effect', will deliver outcomes not only for the learner but also communities in Suffolk and its local economy.

The Service expects to support the following outcomes:

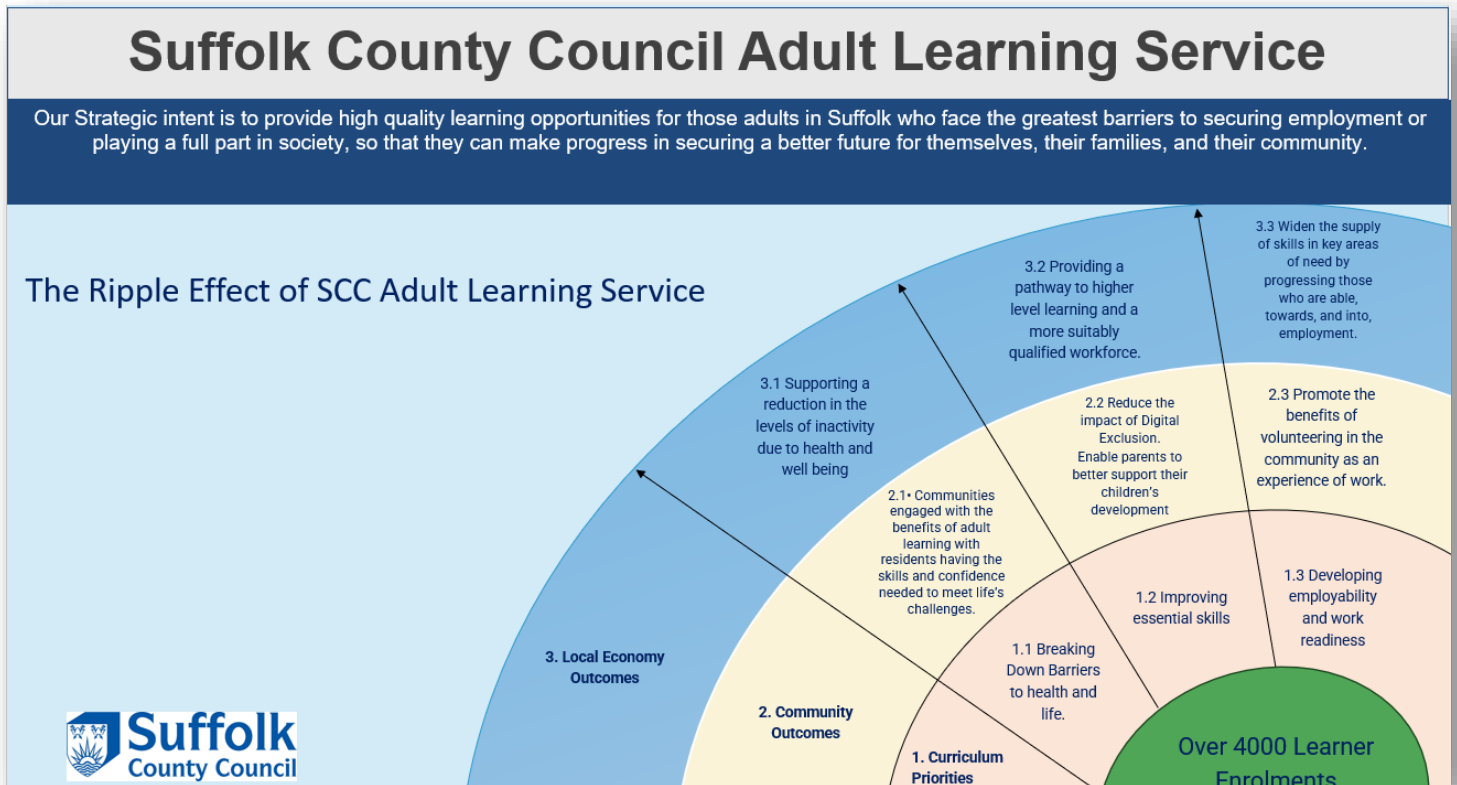
Support the communities of Suffolk:

- Communities engaged with the benefits of adult learning with residents having the skills and confidence needed to meet life's challenges.
- Parents who are better able to support their child's development.
- A reduction in the impact of digital exclusion.
- Promote the benefits of volunteering in the community as an experience of work.

Support the local economy and Suffolk employers:

- A reduction in the levels of inactivity due to health and well-being.
- An effective pathway to higher level learning leading to a more suitably qualified workforce.
- Widen the supply of skills in key areas of need by progressing those who are able, towards, and into, employment.

Fig1 - Demonstrates the ripple effect of SCC Adult Learning Service. The text version of this graphic can be found in [appendix a](#).



Our subcontracted delivery

Sub-contractors provide inclusive learning environments and build-in support for learners to enable them to progress towards their personal, educational and employment goals. Courses offered, are focused on the Service curriculum priorities and support learners to develop their skills to increase their employability or their ability to be active in their local community. Courses include English, mathematics, digital skills, English as a second language, employability skills, mental health recovery, family learning and provision for adults with learning disabilities.

Courses delivered are both regulated and non-regulated and funded through both adult skills and community learning funding.

In 2023-24 Suffolk County Council commissioned 100% of delivery to the following locally based sub-contractors:

Realise Futures C.I.C: deliver all of the adult skills funding (ASF) and a large proportion of the community learning funding (CLF). The Learning offer is 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.

Green Light Trust: 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.

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

Ipswich Community Media & Learning: deliver courses to support those with English as an additional language with their English skills and support them into moving onto accredited learning. Courses are delivered in community settings and focus on supporting learners to develop their skills to increase their employability or their ability to be active in their local community

SCC Leaders and Managers manage, monitor, scrutinise, challenge, and support the delivery of each subcontractor. The SCC Adult Learning Service Governing Board provides the governance for the Service. During quarterly board meetings SCC Officers are held to account for the management of resources, performance, and quality of education.

As part of the systematic monitoring of delivery SCC Managers lead the self-assessment process. The Service self-assessment process is the continuous activity of routinely gathering evidence and monitoring the impact of learning. This evidence is used to formulate judgements on the Services impact, areas of strength and areas for improvement. Board members validate and sign off the final self-assessment report.

Additionally, during academic year 2023-24 OFSTED conducted a full inspection of the Service (March 2024). The Service was rated as 'good' in all aspects of the Education Inspection Framework (EIF). Our full Report can be found here: [Ofsted Ratings and Reports for Suffolk County Council](#).

Fig 2 - Shows the evidence used to formulate Service judgements. The text version of this graphic can be found in [appendix b](#).

Suffolk County Council Adult Learning Service



Our areas for improvement from 2022-2023

SCC Leaders and Managers reflect on the progress made from the previous year's Self-assessment Report. In 2022-2023 the following areas for improvement were identified.

All areas are not considered areas for improvement but will be continually monitored:

1. To increase the interaction between Service Governance and Leaders and stakeholders including learners. This will include site visits and invitations to board meetings.

A new system of governance and assurance has been developed during academic year 2023-24 in preparation for a devolved ASF in Suffolk. Although the transition to a devolved system of funding has now been postponed, where possible, this work will be used to further improve the governance of the current Service including how more interaction between members and stakeholders can be achieved. This will also include the process of how new members are recruited and inducted. The benefit of which will be seen in academic year 2024-25. OFSTED reported that: *'Governance arrangements are effective. Those responsible for governance have a good understanding of the strengths and areas for improvement of the provision.'*

2. To further develop the Quality of Education to Outstanding by increasing the consistency of practice that includes: A focus on the targeting setting that captures learning and recording of progression and achievement in individual learning plans.

The Service will continue to develop the quality of education towards outstanding however there has been improvements in the consistency of target setting due to increased monitoring and development in this area from SCC and subcontractor leaders and managers. Learners now better understand their course targets and the tutor practice of constructing meaningful targets has improved. OFSTED reported that: *'Leaders and managers at Suffolk County Council have good*

oversight of their subcontractors. Leaders and managers monitor frequently the performance of their courses.'

3. Refresh focus on evidencing within ILPs that learners understand and can apply their learning in respect of Safeguarding/Prevent.

A refreshed focused on evidencing learners understanding of and ability to apply their learning on safeguarding and PREVENT has been completed. Although progress will be continually reviewed there has been progress in this area.

Subcontractors developed learning materials and activities in 2023-24, so that learners could make clearer connections between safeguarding, Prevent and British Values learning and their own lives. Activities include asking learners to reflect on their own values and those of the learning groups in which they participate and comparing these to British Values as well as asking learners to reflect on the values of the communities in which they live and how these impact on their lives. Parents and carers attending Learning in Families courses learn about how schools and family hubs work to keep their children safe and the role that they play, as parents and carers, in this aspect. As an extension of the ILP, providers submit learners' work as evidence of the learning that has taken place and the learners' reflections on it. OFSTED reported that: '*Safeguarding is effective.*'

4. Continue to develop the range of work experience and progression pathways available for learners.

Improvement and development in this area has been achieved. Tutors of Work Skills courses now promote and support their learners to secure relevant work experience for the courses they are studying, for example, all learners studying a Childcare Course gained work experience in local schools and nurseries. Providers plan learning which prepares learners for voluntary work; the Learning in Families' Working Together course focuses on learners becoming volunteers at their local schools with the impact of several learners subsequently gaining employment. Learners at Green Light Trust progress to Enablement courses which support learners to volunteer for organisations to improve wellbeing and that may lead to work opportunities. Providers continue to develop partnerships which provide specific work experience opportunities in the care, retail, administration, and hospitality sectors; the impact of these new partnerships will be reviewed in academic year 2024-25.

Section 2: Suffolk County Council Adult Learning Service Self-Assessment Report 2023-2024

Overall Effectiveness	2	Effectiveness of Leadership and Management (LM)	2	Quality of Education (QED)	2	Behaviour and Attitudes (B&A)	2	Personal Development (P&D)	2
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SCC Adult Learning Service is a good provider of adult learning programmes.

This key judgement aligns with the outcome of the OFSTED Inspection March 2024 where the Service was judged as 'good' in all aspects of the Education Inspection Framework (EIF).

The following report is the rationale, and the evidence base for this assessment. It measures the success of the Intent, Implementation, and Impact during academic year 2023-24 and provides evidence of the identified Service strengths and areas for improvement below:

EIF REF.	Identified Service Strengths
QED	Intent promotes a course offer which successfully engages learners in priority groups.
QED	Tutors have good subject knowledge and consistently plan, sequence and scaffold well so that teaching supports learners to develop knowledge and confidence to learn.
QED	Effective partnership working informs the curriculum so that local needs are understood and supported.
LM	The Service management of its implementation provides effective support and challenge to subcontractors.
LM	All subcontractors have clearly defined values which are upheld by all staff members resulting in an environment which is aspirational for all learners.
B&A	All subcontractors consistently provide positive, productive, safe learning spaces, which engage and motivate learners to learn and continue to learn.
P&D	Provision of an inclusive environment created by subcontractors who recruit staff and volunteers from the communities they serve and where learners from all demographics feel safe.

EIF REF.	Service Areas for Improvement	
	Judgement	Action to be taken
QED	Effective use of initial and diagnostic assessment to ensure learners wanting accredited outcomes are on the right courses leading to improved Retention Pass & Achievement (RPA) rates.	<ol style="list-style-type: none"> 1. Realise Futures (RF) to prioritise improvements in Pass Rate and Achievement via Quality Implementation Plan (QIP). 2. SCC Quality Visit foci on assessment resources, standardisation of resources, effective use of assessment outcomes to identify appropriate learning aims including timescales 3. SCC analysis of Qualification Achievement Report (QAR) data and Adult Learning Service (ALS) performance to support Quality Assurance activity 4. Provision of QAR data to prime subcontractor to provide national benchmark
QED	Consistent use of formative feedback, Individual Learning Plan (ILP) and Learning Support Plans (LSP) reviews, so that all learners learning with main subcontractor understand the progress they are making and what, if any, interventions are required.	<ol style="list-style-type: none"> 1. SCC to support of ILP review process to ensure foci on appropriate elements including reviews and evidence of intervention where necessary. 2. SCC Quality Visit foci support, including Career & Personal Development (CPD), for tutors to develop effective developmental and review feedback to learners. 3. ILPs review for appropriate sessional and review feedback on progress and interventions. 4. Evidence sampling strategies for SCC Quality Visits which identify appropriate ILPs for consideration e.g. extended learning aims, learners who have failed etc
LM	Establish and monitor quality measures, which effectively identify the impact on learner progression of the main subcontractor's Careers Education, Information, Advice and Guidance (CEIAG) intent.	<ol style="list-style-type: none"> 1. RF to prioritise the identification and monitoring of appropriate measures which identify the impact of its current CEIAG intent and implementation activity via QIP. 2. RF to advise how progression is being tracked in 2024-25 3. SCC Quality management support to develop Personal Action Plans or similar so that learners, tutors, CEIAG Practitioners, support staff and managers have oversight of learners' CEIAG needs and actions
LM	Develop clear expectations on attendance and monitor that they have been effectively implemented to improve	<ol style="list-style-type: none"> 1. SCC Quality Visit activities will include - enquiry and evidence requests on learners with lower attendance or punctuality concerns

	retention, progress and therefore Achievement.	<ol style="list-style-type: none"> 2. Monitoring of implementation and impact of policy on learners' progress and their understanding of their progress 3. Request for all subcontractors to establish an Attendance Policy to provide guidance to tutors on when interventions are appropriate, and which includes support for learners with low attendance records
LM	Development of a CPD offer by main subcontractor that supports continuous development throughout tutors' careers and has a strong focus on the pedagogical knowledge and skills gaps of individual or teams of tutors.	<ol style="list-style-type: none"> 1. SCC to provide pedagogy focussed CPD session for tutors 2. RF to prioritise communication of intent for CPD and measure the impact of its implementation via QIP. 3. SCC Quality Visit enquiry on –What CPD do tutors want and how is this being supported? 4. What do tutors observe as the impact of any CPD undertaken – request CPD log sample 5. What does the main subcontractor intend to support pedagogy based CPD for tutors? How well is this implemented?
PD	CEIAG is consistently embedded across all courses delivered by main subcontractor, so that all learners who want support benefit from it.	SCC Quality Visit enquiry: <ol style="list-style-type: none"> 1. Audit of key CEIAG documents e.g. Soft Touch Register, ILPs 2. Tutor enquiry 3. Learner enquiry

The [Vision of the Service](#) is for Suffolk to be a place where lifelong learning is highly valued and empowers our residents to have more fulfilling lives, take a greater part in society and develop the skills they need to secure sustainable and productive employment.

The Service has a clearly defined and established vision. Board members, leaders and managers work effectively together to create, develop and implement it successfully. It forms the basis of the SCC Adult Learning Service Strategy 21-24.

OFSTED report: *‘Governors have worked closely with leaders to develop their adult learning strategy. Leaders and managers have thought carefully about the role of their adult learning provision in their skills strategy.’*

The vision has been defined and established for a number of years and is effectively communicated. It is clearly understood by Service staff (88% of staff agree or strongly agree).

Funding for the Service is finite, so to support the successful delivery of the Vision, leaders and managers have established a supporting Strategic Intent. This term is used to describe the visions, overarching purpose and intended direction of travel. The intent sets out what leaders intend learners to learn and why.

The intent is concise, clear, and effectively supports national and local priorities and has a strong learner engagement focus.

The Strategic Intent of the Service is to provide high quality learning opportunities for those adults in Suffolk who face the greatest barriers to securing employment or playing a full part in society, so that they can make progress in securing a better future for themselves, their families, and their community.

Leaders and managers target the Service with the following learner engagement priority focus.

- Maximising the funding to deliver the optimum number of enrolments, courses and guided learning hours and to maintain at least a good level of quality.
- Support residents who are the most vulnerable and furthest away from the labour market.
- Those with multiple barriers to employment, including health and wellbeing.
- Those with low learning levels and potentially a negative experience of previous education, including school.
- Those that live in areas of high deprivation and that are marginalised and facing barriers such as rural isolation and digital exclusion.

Leaders and managers plan an inclusive Service which is an alternative to the school and or college environment and create supportive opportunities for learners to take a first step back into education and learning. The majority of adult learning in Suffolk is delivered by the 3 Further Education Colleges and SCC Adult Learning Service. The Service effectively fills a gap in the adult learning landscape and where possible successfully avoids a duplication of offers with the other provision. The majority of planned learning is at level 1 and below.

OFSTED Report *'Leaders have ensured that their courses do not overlap existing provision across the county.'*

This results in an intent that promotes a Service offer which successfully engages learners from priority groups. (Service strength)

The Service over delivered on the ESFA contractual target, resulting in the maximum number of learners, the funding will allow, benefiting from adult learning and an increased number of learners enrolling on accredited qualifications.

All subcontractors achieved their contract fulfilment targets. Realise Futures over-performed on the formula funded curriculum. The percentage of funding achieved increased by over 6% on the previous year. The Service delivered 103.2% of the ESFA contract.

Compared to the previous year there was a 2% decrease in the number of enrolments in 2023-24 (4180). This is due to a focus on the delivery of more substantial courses. The number of unique learners 2381 increased by 3% on the previous year and the percentage of learners new to the Service increased to 57%.

More courses were delivered than the previous year (544). The number of guided learning hours delivered also increased to 102,185 hrs.

The Service provides a good standard of quality across the Service. The Service benchmark of maintaining at least a good standard of quality was achieved. The OFSTED inspection outcome in March 2024 *'Good'* in all aspects of the framework supports this judgement. Learners are highly satisfied with the standard of teaching they receive. 99.5% of learners rated the quality of the teaching as either excellent or good (majority excellent 78.1%).

The Service is successful in its intended learner engagement priority focus.

Sub-contractors effectively work with a high number of referral organisations across Suffolk. This results in a high number of learners from targeted priority groups engaging with adult learning. For example, Green Light Trust receive referrals from at least 30 different organisations.

The Service engages priority learners who align with the strategic intent. 67% of learners are not in paid employment. 23% of learners declared a learning need. Almost 30% of learners live in priority ESFA uplift areas (10% most deprived area in England). The majority of learners are entitled to fully funded learning.

Subcontractors are effective in planning learning across Suffolk, resulting in effective community and partnership engagement. This effective partnership working informs the curriculum so that local needs are understood and supported. (Service Strength).

Over 75 learning venues across the county are utilised to make sure learning is as accessible as possible and the effects of rurality are mitigated where possible. This results in the majority of learners on average only travelling up to five miles to their learning venue.

OFSTED report: *‘Leaders and managers at the subcontractors work closely with organisations in the local community to develop courses that meet learners’ needs.’*

Subcontractors work with at least 70 local partners to plan a curriculum that serves the local community. This results in a connected and well-established community-based learning offer. For example, at Realise Futures, their team includes dedicated Community Coordinators who manage the learning centres, line manage the Centre Administrators and build extensive networks in their geographical area. This local knowledge enhances the curriculum offer and enables Learning Managers to respond to challenges and changing need.

OFSTED report: *‘Managers and tutors in family learning work closely with local authorities, schools and local community hubs. They plan high-quality family learning courses that skilfully meet the needs of families in areas of deprivation.’*

Partner voice reports: *‘It’s (Family Learning RF) brilliant. It gives us the opportunity to do things for our community that we wouldn’t be able to offer without it.’ Dave Ashley – Deputy Headteacher - Sprites Primary Academy.*

For example, Ipswich Community Media and Learning work in partnership with NHS Public Health to combat the health inequalities that affect learners.

47% of learner’s prior attainment level is below Level 2. 33% is below Level 1 (Includes where qualification level is not known).

Subcontractors are successful in planning courses at Level 1 and below meeting the expectations of the intent. 87% of accredited courses Level 1 and below. 13% Level 2. 88% of non-accredited courses (of those with a specific level) are Level 1 and below, 12% at Level 2.

Although the Service does not target specific learner demographics such as age, gender or ethnicity. The Service does monitor this data to ensure no specific anomalies exist and that learner engagement is focused on those residents who will benefit the most. For example, the intent aims to support learners to get closer to the labour market and employment. The majority of learners are of working age. Most learners are between 25 and 44 years old. The engagement of males and females follows national policy. There are no significant demographic anomalies.

Supporting learner voice: *'I loved this course, it's the only course I have enjoyed and ever completed' 'I wish school had been like this and I would have achieved so much more'*

Leaders are ambitious in the setting of Service curriculum priorities which are both appropriate and aligned to the strategic intent and also capture the needs of targeted learners in Suffolk.

To ensure that the curriculum delivers what leaders and managers intend for learners to learn the following curriculum priorities are established.

Support for Suffolk residents most in need and who will benefit the most:

1. The Service will prioritise the breaking down of barriers to health, life and work for individuals and families.
2. The Service will improve essential skills for individuals and families.
3. The Service will develop employability, vocational skills, and work readiness.

The curriculum priorities have been refreshed during 2023-24 and will form part of a new Adult Learning Service Strategy 2025-28. Further and more impactful evidence of this work will be seen within this period. The curriculum priorities allow leaders and managers to more effectively monitor the courses delivered, understand the planned learning per priority and how this effectively contributes to the delivery of the strategic intent. Leaders and managers are also able to assess if the courses delivered are the correct type, length and level creating a well-balanced and broad mix of accredited, non-accredited, long, short and workshop type courses.

Approximately half of all courses (51%) focus on breaking down barriers to health, life and work with learning provided for Suffolk's residents to gain confidence as learners, parents and carers, volunteers, and employees. The curriculum provides many and varied opportunities to take first steps back into learning from improving emotional wellbeing to budgeting and cooking.

One third of courses (33%) prioritise essential skills (Maths, English, English for Speakers of Other Languages (ESOL) and Digital Skills) which are key to enabling access to wider opportunities in the community, learning and work. Each provides a clear pathway up to and including Level 2.

The remainder of courses (16%) focus on learning to develop confidence, knowledge, and skills in gaining employment and in specific work sectors. The offer prioritises sectors identified within Suffolk as having the most employment opportunities or difficulties recruiting.

This results in each priority effectively categorising each strand of the planned curriculum and each course delivered. All courses fit into at least 1 of the 3 curriculum priorities and therefore has skills and or employment related focus. Each priority is adequately planned for according to learner and local need.

The Service intent and curriculum priorities and SCC's management of its implementation, provides effective support and challenge to subcontractors. (Service strength)

How the planned curriculum is implemented is key to success. SCC commissions all delivery, with subcontractors making up the community-based model of delivery across Suffolk. Due to a rigorous procurement process all subcontractors have the experience, capability, high standards and shared Service vision required to effectively support the targeted learners across Suffolk. The

continual support and challenge by SCC ensure all subcontractors have clearly defined values which are upheld by all staff members. (Service strength)

SCC monitors that leaders and managers at each subcontractor create the correct conditions for learners to thrive and so staff can implement effective and high-quality learning. This includes positive learning environments, arrangements for safeguarding, staff recruitment and training and staff support. OFSTED report: *'Leaders give effective challenge and support to subcontractors.'*

As a result, all subcontractors consistently provide positive, productive, safe learning spaces, which engage and motivate learners to start learning and continue in their chosen courses. (Service Strength).

All learning centres are welcoming and safe.

Learner celebrations are showcased and the information displayed is informative and appropriate. Tutors and learners work together successfully to create an environment where bullying, peer-on-peer abuse or discrimination are not tolerated. This supports a diverse cohort of learners to exhibit tolerance, understanding and integrate very well. OFSTED report: *'Learners feel safe when studying their courses in the training centres, community-based locations and online.'*

All subcontractors create an inclusive environment who recruit staff and volunteers from the communities they serve and where learners from all demographics feel safe. (Service strength) For example: (RF SAR 23-24) *'Realise Futures works with the community, in the community and our colleagues are representative of the people we serve, as demonstrated by our workforce where approximately 40% have a declared disability and/or disadvantage.'*

Leaders, managers, and all delivery staff have high expectations of learners' behaviour and conduct. This is managed and communicated very effectively and reinforced throughout. Learning agreements are robust, clear, and firmly adhered to. For example: At Realise Futures behavioural contracts have been agreed with learners as part of their learning support plan, where appropriate, and have worked extremely well. Learners display a positive attitude to learning across the Service, with conduct in centres and online *exemplary*.

The Service management and arrangements for safeguarding are planned effectively, with accurate records kept and established partnerships with appropriate agencies maintained. Leaders and Managers ensure staff are well trained in this area. Subcontractors have clear expectations of staff, and this is backed up by robust recruitment policies and checks. OFSTED report: *'Safeguarding is effective.'*

Learners attend well and enjoy their learning.

Attendance remains good, the most significant reason for withdrawal is illness. Learners achieved the attendance threshold of 80% (82% attendance rate). Although learner attendance is good and non-attendance is actioned effectively, clearer expectations on attendance are required, including a robust process to monitor that they have been effectively implemented to improve retention, progress and therefore achievement. (Service area for development) 99% of learners rated their overall experience as either excellent or good (71% rated it as excellent)

Supporting Learner voice: *'I've loved this course I've become much more confident.'*

Subcontractor leaders and managers recruit an adequate number of teaching staff who are well qualified to deliver the curriculum effectively across Suffolk. Most tutors are well qualified and experienced. However, and despite some good examples, there is a requirement for Realise Futures to develop a CPD offer that supports continuous development throughout tutors' careers and has a strong focus on the pedagogical knowledge and skills gaps of individual or teams of tutors. (Area for Improvement). OFSTED report: '*Limited opportunities for pedagogy focused CPD*'

Staff are retained very well across the Service which allows their knowledge and working practice to be developed over time.

Leaders and Managers effectively support staff with their workload and protect them successfully from bullying and or harassment. The Service has a zero-tolerance approach to bullying and harassment, be that from other team members or from learners. There is also a clear Whistleblowing policy at SCC. Subcontractor policies and procedures are checked during procurement processes and through regular compliance visits by SCC Officers. No incidents of staff feeling at risk have been received by SCC. 58% of staff across the Service have been employed in their organisation for over 3 years.

Tutors have good subject knowledge and consistently plan, sequence and scaffold well so that teaching supports learners to develop knowledge and confidence to learn. (Service strength)

SCC supports subcontractors to implement teaching and learning which is of high quality and supports learners effectively throughout their journey. SCC employs a rigorous quality assurance framework, organised and supported by a quality calendar to provide effective oversight and management of the Service quality assurance. This challenges subcontractors' own internal processes, driving a successful implementation of the Service intent. The majority of staff agree that their performance is evaluated to improve teaching, learning and assessment. (91% agreed/strongly agreed).

Subcontractor feedback: (Green Light Trust Quality Visit): '*We welcome the feedback from this visit and agree with the findings: that the learning experience for participants is very good and positive, as well as acknowledging the weaknesses identified in the recording of the learner journey. We have a clear strategy in place to improve this and are confident that we will swiftly be able to remedy some of the key problems highlighted... This will all bring a noticeable improvement in our processes, and we will attempt to provide evidence of this at the earliest opportunity. We will continue to work closely with SCC to monitor this and to keep you updated of developments. We will also follow up on the actions to ensure concerns around current processes are remedied and that these meet the expected standards and compliment the positive work that is happening in sessions in our woodland settings.*'

This results in a good standard of quality being delivered across the Service and across the entire learner's journey. (Enrolment, induction, on course, assessment, support, and guidance.)

The overall process for learner enrolment is delivered well across the Service and results in learners who are sufficiently informed to start their course. 93% of learners rated the course information received prior to starting either as excellent or good. Due to a slight fall in pass rate which indicates assessment is not identifying appropriate accreditation points, the effective use of initial and diagnostic assessment is to be further improved to ensure learners wanting accredited outcomes are on the right courses leading to improved retention, pass and achievement rates. (Service area for improvement.)

Inductions effectively provide essential information, which is clear, ensuring learners are well informed and develop their understanding in a wider context.

For example (observed ESOL session at Ipswich Community Media and Learning): *'The focus of the session was on induction and the development of knowledge and language associated with safeguarding and British Values. Session plan evidence confirms that key information is regularly revisited, promoting a safe learning space in which learners feel supported. The learning activities, learning materials and pedagogy employed were highly effective in supporting learning of British Values. Learning presented stretch and challenge; it focussed on developing learners' language on communicating their own values and then provided opportunities for them to reflect on the classroom rules, the values of their neighbourhood and then of Britain.'*

On course, learners are engaged and motivated because tutors deliver well prepared, relevant learning sessions. As a result, most learners (99%) report they benefit from high quality teaching and learning with 99% of teaching identified as either good or outstanding.

For example: (Observation Inspire Suffolk) The sequencing and content were appropriate; learners noted that they valued the course content, with some stating that it included important knowledge that had not been shared on other employability courses they had experienced.

OFSTED report: *'Most tutors use their sound subject expertise and teaching skills effectively to ensure that learners develop their knowledge and skills. For example: Health and social care tutors on distance learning courses use videos of young people with learning disabilities living independent lives skilfully to inform useful group discussions. Learners go on to discuss the rights of adults and service users with learning difficulties and/or disabilities. As a result, learners develop their understanding of the principles of providing person-centred care effectively.'*

Supporting learner voice: *'The tutor has stripped back and helped me with my maths confidence, this has reduced my levels of stress.' My maths confidence was on the floor before the course.'*

Learners have a positive attitude; are committed to their learning and motivated to achieve, resulting in them being proud of their achievements and the achievement of others. The majority of learners (99%) overall experience is either good or excellent. Learners respond effectively to the high expectations of leaders and managers and understand their commitments to learning. However further consistent use of formative feedback in individual learning plans (ILP) and learning support plan (LSP) reviews, will ensure learners better understand the progress they are making and what, if any, interventions are required. (Service area for improvement.)

Tutors effectively embed real life situations. Schemes of learning suggest learning activities, which promote wider knowledge and understanding of topics relating to equality, diversity, and inclusion. For example, the development of Realise Futures' ESOL Steps to Success programme provides good opportunities for learners to develop both their language skills and personal skills. Learners on the programme had the opportunity to visit the Houses of Parliament in the summer of 2023, providing an excellent opportunity to observe and question staff who work in Parliament.

Tutors use assessment well to measure progress over time and ensure that learners gain confidence in their skills and knowledge. This supports learners to embed, retain and use knowledge fluently, to develop their understanding, and to gain, extend and improve skills. Tutors check learners' understanding effectively and identify and correct misunderstandings. Tutors at

Green Light Trust use 'sharing circles' effectively. These circles gather feedback from learners about what they have learned and how they are developing their skills. Tutors use this information to review teaching plans and to set learners' new objectives.

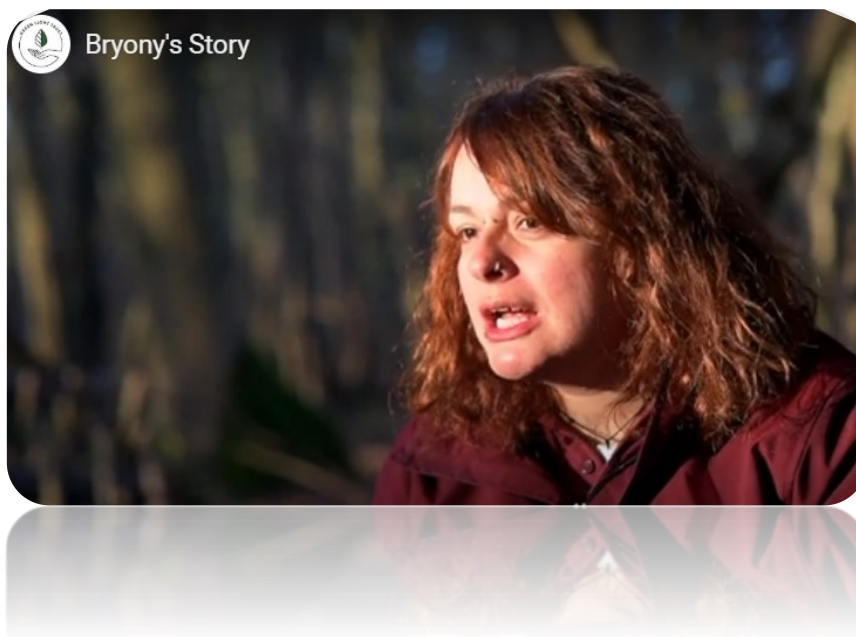
Ofsted report: *'Most tutors use assessment effectively to check learners' understanding and to identify areas in which they need to improve. For example, 'Tutors of mathematics continually check learners' understanding effectively through individual and group questioning. These tutors provide learners with further work to test that they can apply their knowledge to a different set of calculations. As a result, most learners make good progress over time.'*

Support for learners is effective in enabling them to make expected progress in course and towards their personal goals. However, CEIAG needs to be more consistently embedded across all courses delivered by Realise Futures, so that all learners who want support benefit from it. (Service area for improvement) In addition to increase the impact of CEIAG there is a need to establish and monitor quality measures, which effectively identify the impact on learner progression. (Service area for improvement)

Learning support is effectively assessed, recorded, implemented, and monitored. There has been an increase in learning support plans over the last three years and also significant improvement in the delivery of these plans. Learning Support Plans are audited by SCC as part of the ILP audit. Plans included good descriptions of the rationales for the support being provided. (Observation RF), *'A learner received check-ins prior to the learning sessions starting so that she felt ready and able to benefit from the learning from the beginning of the session.'*

Supporting Learner voice: *'Excellent support. I have enjoyed the course very much, and Simon (Tutor) has been helpful, supportive, and understanding. The extra support I have received has helped me to have a better understanding of the key words and terminology we learnt about on the course.'*

Supporting Learner Case Study (Video) Green Light Trust: [Bryony's Story - From Hopeless to Hopeful | Green Light Trust](#)



Section 3:

The Ripple Effect of SCC Adult Learning Service.

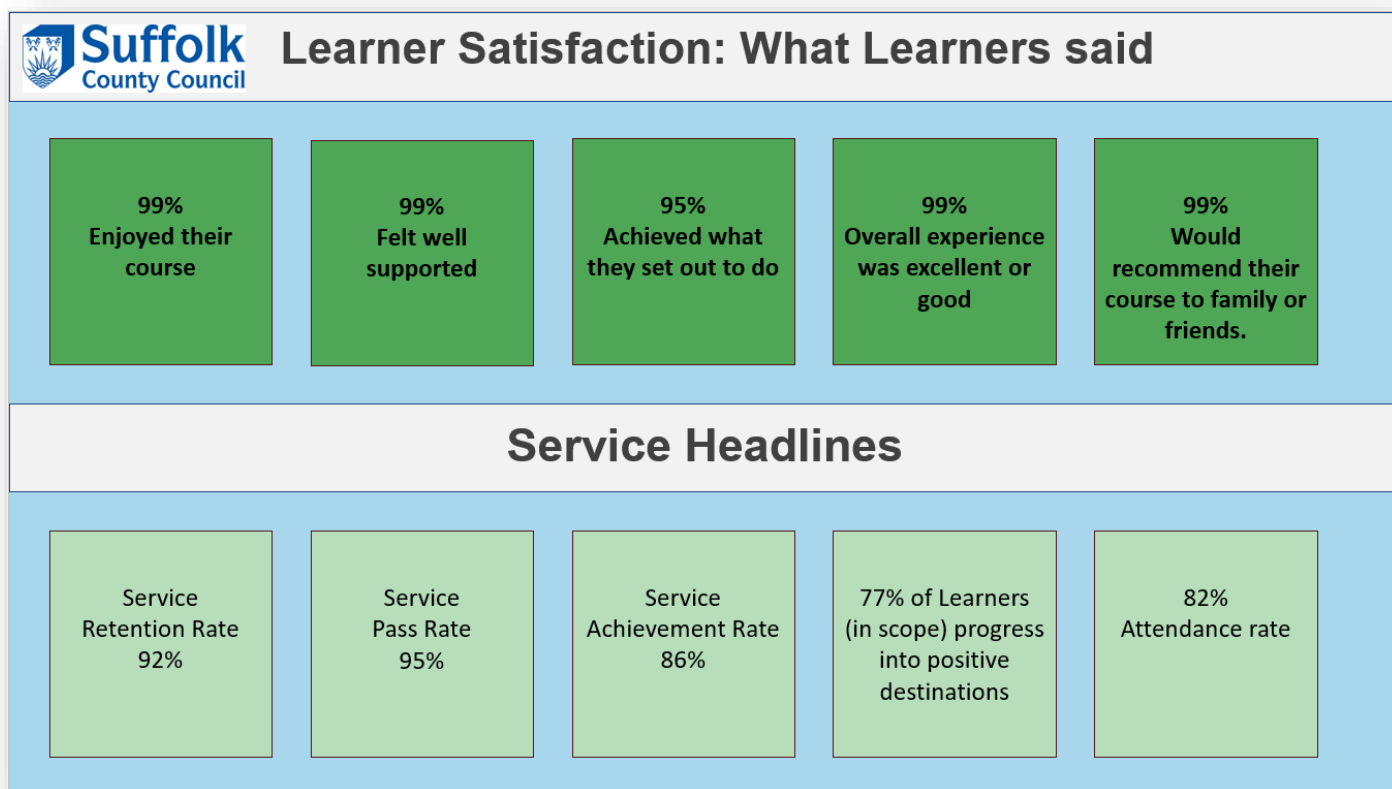
The Service provides a high-quality experience that delivers impact for the learner and subsequently for the community and local economy.



As a result of a high number of enrolments (aims) and supportive interventions delivered to at least a 'good' standard of quality and which follow a clear and concise direction of travel and intent:

Learners enjoy their learning, with the majority completing their course and achieving what they set out to do.

Fig 3 – Learner satisfaction, what learners have said and the service headlines. The text version of this graphic can be found in [appendix c](#).



All learner satisfaction responses and Service headline results are within Service benchmarks and are comparable to national levels.

Feedback from learners continues to be excellent, demonstrating that the Service provides the expected learner experience and outcomes. Results from the survey are positive between 90% and 100%. This includes learners overall experience at 99%. The return rate for the survey is 84.4%. The survey results are supported with highly positive narrative learner feedback, informative case studies and wider discussions with learners. (during learner forums, short surveys and teaching observations)

The Service retention rate has remained consistent and within the Service benchmark although it is 1% lower than the previous year. For some learners learning, takes place over a number of years supporting the vision for effective lifelong learning. 27% of learners returned to continue learning from 2022-23 to 2023-24. 16% of learners have returned to learning from 2021-22 to 2022-23 to 2023-24.

Outcomes for learners are good and the majority of learners accomplish what they set out to do and achieve their personal and course goals. 95% of learners stated they had achieved what they set out to do.

The Service pass rate remains positive at 95%. The Service achievement rate of 86% remains consistent with national levels. Although both are slightly down, due to the greater emphasis placed this year on longer accredited courses, both are still within the Service benchmarks. OFSTED report: *'Most learners stay in learning and achieve their qualifications and/or personal learning goals.'*

A high number of learners continue their learning either within the Service or elsewhere, resulting in them taking further steps towards or into employment. Further learning including full, part time, Higher Education (HE) and apprenticeships is the most frequent destination for learners. This is followed by employment, including full, part, and self-employment. 77% of learners in scope across the Service move into positive destinations. OFSTED report: *'Half of the learners who complete each year continue with further study'*.

Supporting learner voice: *'I'm starting university on Monday thanks to the course, Realise Futures were really amazing and helped me get into university. I was disappointed before I started Realise Futures, and I started the course late, but they helped me catch up and they adapted to what I needed exactly. The small group gave me the chance to listen and talk about work for the future. Lots of communication from the team. (RF) they really care, talk to you the way you like and treat you nicely. My tutor was very capable and very good.'*

The learning that generated the positive learner satisfaction results and headline service outcomes is focused on 3 specific ambitious curriculum priorities. Every course that is delivered provides effective opportunity for the acquisition of learning skills and achieving qualifications, supporting learners to improve their lives and or move closer to or into employment and in turn supporting our local need. All curriculum priorities successfully integrate with each other, with courses often cutting across more than one area, creating the conditions for learners to potentially benefit from all 3.

Curriculum Priorities

1. The Service will prioritise the breaking down of barriers to health, life and work for individuals and families.

The Service has a clear focus on this curriculum priority with 50% of the total courses delivered in this area. The Service is effective in supporting learners to break down barriers to health, life and work.

Supporting learner voice: *'Green Light Trust has helped me achieve more than the 5 years of help under the mental health team have been able to do. IDT therapy wasn't right for me and my health just went from bad to worse whereas the forest therapy has given me a purpose in life, I no longer want to end my life, instead I am learning new things all the time and look forward to learning more in a lovely relaxing environment. Green light trust has been my lifeline and helps me cope in the real world more easily.'*

Courses in this area centre on providing residents with knowledge and skills that will help them better manage their health and well-being and associated barriers to life and work. Learning is delivered in community venues and outside in woodland spaces. Courses are planned to respond to the pressures of everyday life, including the cost-of-living crisis, which impacts on people's health and well-being and becomes a barrier to work and impacts family life.

Subcontractor feedback (Learning Manager Realise Futures): *'As the cost-of-living crisis bites, health & wellbeing has never been more important. Many people are experiencing or recovering from mental ill health at a time when statutory services are stretched to the limit. By providing dedicated Household Budgeting with Healthy Cooking on a Budget courses, alongside the more traditional confidence, stress management and personal wellbeing topics we have supported learners to respond to their challenging financial circumstances. Adult and Community Learning aims to be part of the solution, equipping learners with vital life skills and coping techniques which reduce dependency on statutory services, increase confidence and independence and open up new opportunities in work and life for those furthest from learning and work.'*

What learners said:

The course has helped to reduce feelings of stress	52%
The course has improved resilience and mental wellbeing	54%
I feel more motivated and hopeful about the future	64%
I feel better able to manage difficult situations	48%
I can better manage feelings of stress	54%

Supporting learner voice:

Fig 4 – Learner voice, what learners have said. The text version of this graphic can be found in [appendix d](#).

The graphic features the Suffolk County Council logo in the top left corner. The main title is "Learner Voice: What Learners said". Below the title, there are six orange-bordered boxes arranged in two rows of three, each containing a learner's testimonial.

Suffolk County Council

Learner Voice: What Learners said

'I'm confident I will be able to compete school homework and be helpful with the new skills I have learnt.'

'I have gained self-confidence; I feel more motivated and hopeful about the future. I have improved my resilience and mental wellbeing.'

'I feel a part of my community. I've met new people and made friends.'

'Very worthwhile, interesting, and insightful. very useful towards my future aims.'

'I've developed skills and knowledge which may be useful in my life in England. Maybe for a job too.'

'The course has been lovely. I have felt awful before coming but once here able to calm down, lovely friendly people, make you feel welcome.'

This curriculum priority provides the opportunity for learners to start learning with bite sized courses to raise confidence levels and provides a balanced community learning offer. It supports learners to progress towards longer and more substantial courses. This is evident across health and wellbeing, family learning and work-related courses, demonstrating the breadth of reach within this priority area. It creates an effective environment for residents to learn over time.

For example:

Learner E210867 (Period of learning 11/01/2022 – 08/11/2024)

Course Title	Number of Guided Learning Hours (GLH)	Result
Outdoor skills	25	Achieved
Confidence with household budgeting workshop	3	Achieved
Confidence with household budgeting	10	Achieved
Confidence using a slow cooker workshop	3	Achieved
Confidence using a slow cooker	10	Achieved
Mindfulness and stress management	10	Achieved
Budget and measuring	6	Achieved
Multiply Suffolk intervention	No set GLH	Achieved
Multiply Suffolk intervention	No set GLH	Achieved
Story Board workshop	6	Achieved

Learner E220319 (Period of learning 22/09/2022 – 09/01/2025)

Course Title	Number of Guided Learning Hours (GLH)	Result
Family Learning – Playing with maths	2	Achieved
Family Learning – Stead ahead in English	18	Achieved
Family Learning – Under the sea workshop	2	Achieved
Family Learning – Step ahead in ICT	18	Achieved
Family Learning – Investigations in Science	12	Achieved
Family Learning – Working together	30	Achieved
Work Skills - Introduction to Health and Care	3	Achieved
Work Skills – Certificate in skills for Health and Care	161	Continuing

2. The Service will improve essentials skills for individuals and families.

The Service successfully improves learners’ essential skills, leading to a range of positive personal and social outcomes for learners, including improved self-esteem and confidence, being able to support their child’s development, as well supporting learners to move closer to employment.

Supporting learner case study (ESOL Learner ICML): *‘R said that being a part of ICML has given him a new positivity in his life and opened other doors through gaining information and networking. He said 20 months ago he regarded himself as useless but now his perspective has changed. He feels like he is back in society and able to contribute by helping, encouraging and supporting others to learn English and promoting the learning of English, which he believes is a crucial life skill in succeeding in the UK. R is much more optimistic about his future.’*

Subcontractor feedback (Learning Manager Realise Futures): *‘The English Maths and ESOL curriculum area support adult learners to develop skills required to move towards accredited learning aims. The team of dedicated tutors are experienced in removing barriers to learning, which may include special educational needs and disabilities to those learners that have not been in engaged in learning for many years and need a re-introduction to structured learning. Many of our learners will rejoin education to obtain their qualifications in Maths and English to allow them to progress into more meaningful employment or to take the first step into Further Education. The team has successfully supported learners to obtain a university placement once their goals have been achieved. The speech and language skills taught within the ESOL and English classes support learners to develop those transferable skills required for them to gain confidence in their everyday life and within their own communities. Our Maths learners can develop confidence in their understanding of numeracy, again this supports them in everyday life with managing their own household budgets to identifying discrepancies in their accounts. The EMESOL team is providing a service which goes much deeper than obtaining a qualification. The working relationships that form during the period of learning provides confidence, improved well-being and enhances life choices for all our learners.’*

Often courses are substantial, longer in duration and lead to the achievement of a qualification. 1039 accredited essential skills aims were delivered by Realise Futures in 23-24. 87% at level 1 or below. This is in accordance with the strategic intent to deliver the majority of learning at this level, therefore supporting learners with lower levels of prior attainment. 13% of aims in this area are delivered at Level 2. In addition, and to support progression on to accredited aims, 192 non-accredited aims were also delivered. Supporting Realise Futures’ ESOL delivery, Ipswich Community Media and Learning delivered 209 non-accredited aims, the majority at Entry Level.

Using Functional Skills achievement as the primary indicator of performance for essential skills, Quality Achievement Rate data indicates that performance for English and maths is broadly in line with national levels. Performance in maths exceeds benchmarks at Level 1 and is in line with benchmarks at Level 2 but is below national performance benchmarks at Entry Level. Performance in English shows that outcomes exceed national levels at Entry Level and Level 2 but sit just below benchmark at Level 1.

National performance indicators for the new Digital Skills Functional Skills qualifications are yet to be made available; performance of legacy qualifications in Information and Communication Technology exceed benchmarks at E1 and E2 but sit below benchmarks for E3. Achievement rates for the new Functional Skills qualifications are at levels which require them to be a key area of focus.

Performance trends in English and maths show decline at Level 2 and are inconsistent at Entry Level and Level 1 and are therefore an area of focus for 2024-25.

Outcomes for learners with learning difficulties and/or disabilities (LDD) and special educational needs disability (SEND) have fallen slightly on English, maths and ESOL courses. This is not seen in other curriculum areas. Improvements in initial and diagnostic assessment, already highlighted, will support improvement in this area along with an increased focus.

Often learners who achieved have made at least one level progression; some learners make two levels of progression, often across two or more academic years. For example:

Fig 5 – Learner journey, the experience of JS and their journey through the ALS. The text version of this graphic can be found in [appendix e](#).

Suffolk County Council

Learner Voice: What Learners said

'Before the ESOL classes I hid from my neighbour so I didn't have to speak English but now I like to have conversations with my neighbour about the holidays and the weather. Everyday day activities like phoning the doctors and talking to my Children's teachers are easier.'

'I have enjoyed Maths this time more than any time in my life.'

'This course has given me so much more confidence in my ability to use my own computer for my own projects, also my confidence around other people has grown.'

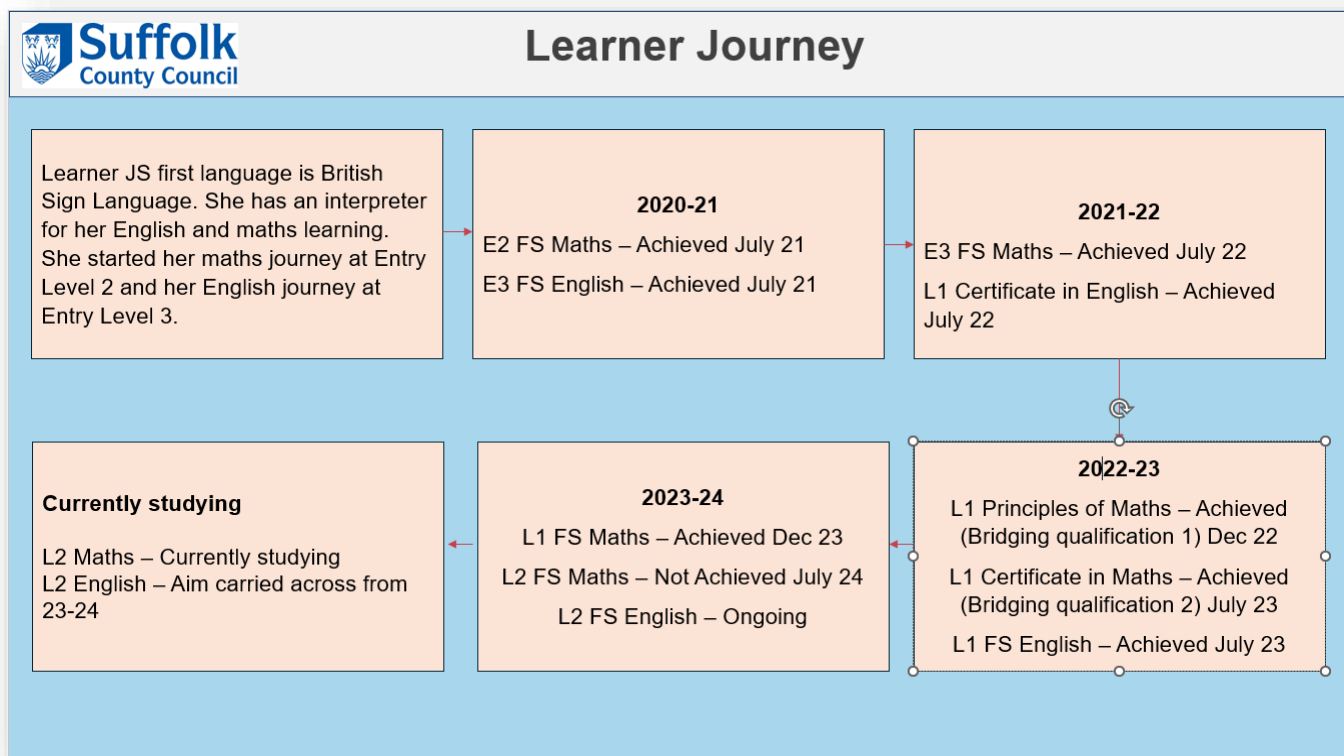
'I feel myself more confident than before. I slowly integrated into English society.'

'It has given me a thirst for learning. To address IT skills is imperative for the next step. .

'I feel a lot more confident in myself at answering questions and being able to calculate things a lot easier. for example, we needed a carpet installed and I knew how much to get because I learnt about area'

Supporting Learner Voice:

Fig 6 – Learner voice, what learners have said. The text version of this graphic can be found in [appendix f](#).




3. The Service will develop employability, vocational skills, and work readiness.

The Service is successful at supporting learners to take their first steps towards employment and preparing learners to be ready for work, providing the skills needed to start job searching, and understanding and acquiring vocational skills.

The Service effectively delivers learning that meets the purpose of this curriculum priority, to develop the knowledge, skills and behaviours learners need for employment. OFSTED report: *'Tutors ensure that they plan activities effectively to use relevant real-world examples and scenarios. This ensures that learners develop the skills they need for employment and their everyday lives. Most learners increase their confidence.'*

Courses range from non-accredited life skills and pre-employability courses to more substantial employability courses and qualifications centred on a specific vocation. Realise Futures delivered 455 life skills and employability aims, and 365 vocational aims during 2023-24. Achievement rates are high between 93% and 100%. Inspire Suffolk supported this delivery with 153 employability related aims focused on younger adults.

Fig 7 – Learner voice, what learners have said. The text version of this graphic can be found in [appendix g](#).



Learner Voice: What Learners said

'I feel more motivated and hopeful about the future I've met new people and made friends I've begun volunteering in the community.'

'Given me motivation to start my book-keeping venture (still in the planning stage).'

'I've really enjoyed the course, learning about different skills of the counsellor. Learnt more about myself. Learnt some new skills and am excited to develop them further on the level 2 course next years.'

'I have greatly appreciated the opportunity to take the course. I have regained confidence in my ability to use MS office and gained new skills which are job applicable.'

'In the future I would like to volunteer and work in childcare.'

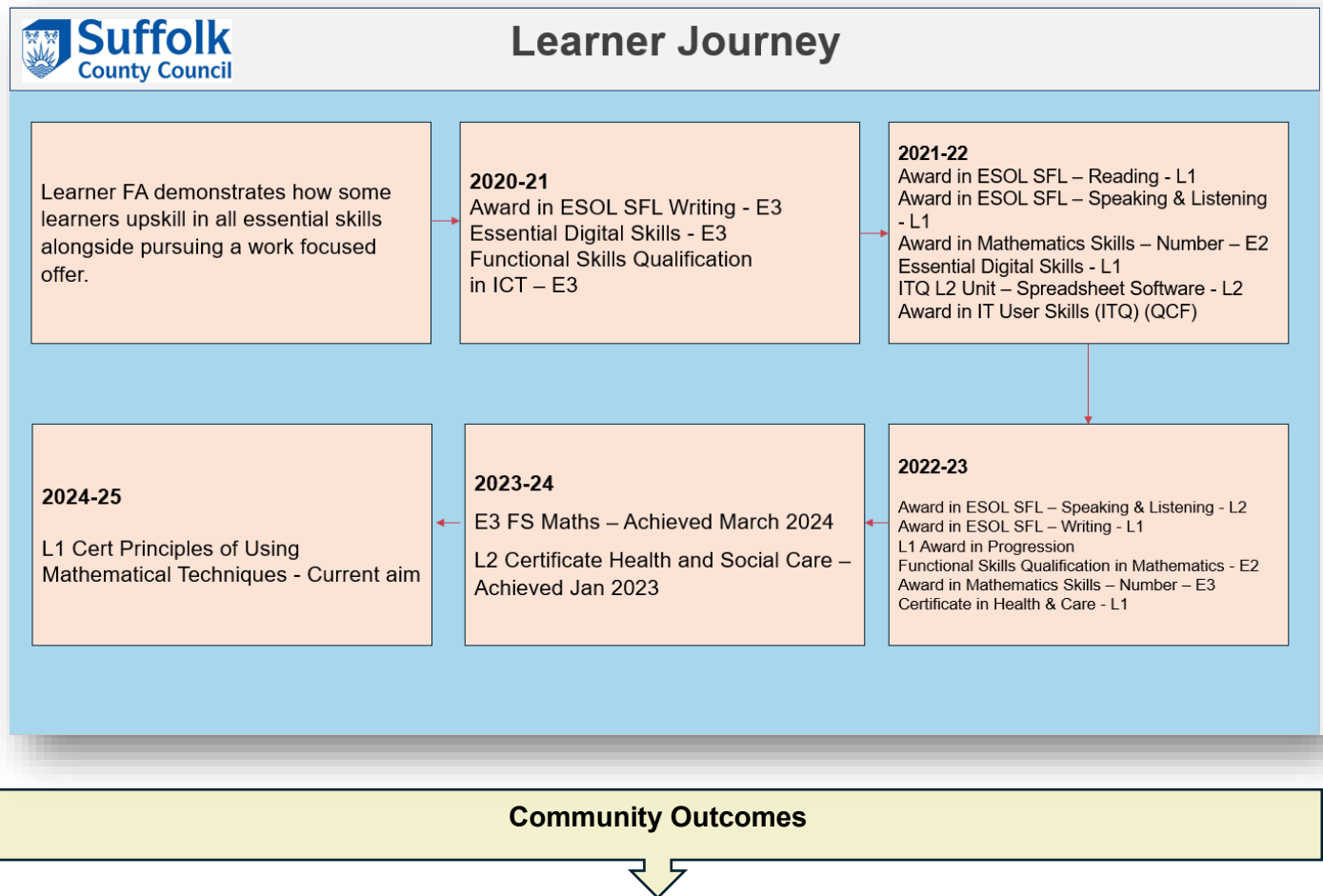
'My life is change after starting learning and became more confident in myself. I thank all the teachers for their support and help.'

What Learners Say:

That the course helped develop skills and knowledge that might be useful in a job.	81%
The course had increased their confidence in finding future employment.	64%
The course helped develop their communication skills.	65%
The course helped develop employability skills, work skills and/ or career progression skills.	57%
They feel more motivated and hopeful about the future.	64%
I have gained self confidence	68%

Learners often require learning in both essential skills and work-related skills to progress. The Service is effective in providing this, with learners making the required progress over time. For example:

Fig 8 – Learner journey, the experience of FA and their journey through the ALS. The text version of this graphic can be found in [appendix h](#).



The Service’s extensive community engagement and partnership working widely promotes the benefits of adult learning. This results in a high number of residents able to use their new skills to meet life’s challenges, including supporting their child’s development, overcoming digital exclusion and being more active in their local community.

The Service has successfully engaged a high number of learners across the county from targeted priority groups. It has developed local partnerships to support delivery and supported learners through courses that are aligned with local need. This results in a ripple effect of impact into the community. This is via learners utilising their new skills and supporting others in their community and learners progressing from their courses to other learning or taking further steps into voluntary work or employment, which supports impact in the community over time.

The Services community and partnership engagement is highly effective. All subcontractors have dedicated staff responsible for this purpose. This includes a team of SCC Community Navigators. This results in a Service offer that is county wide and embedded in the communities it serves.

Fig 9 – Community engagement headlines. The text version of this graphic can be found in [appendix i](#).

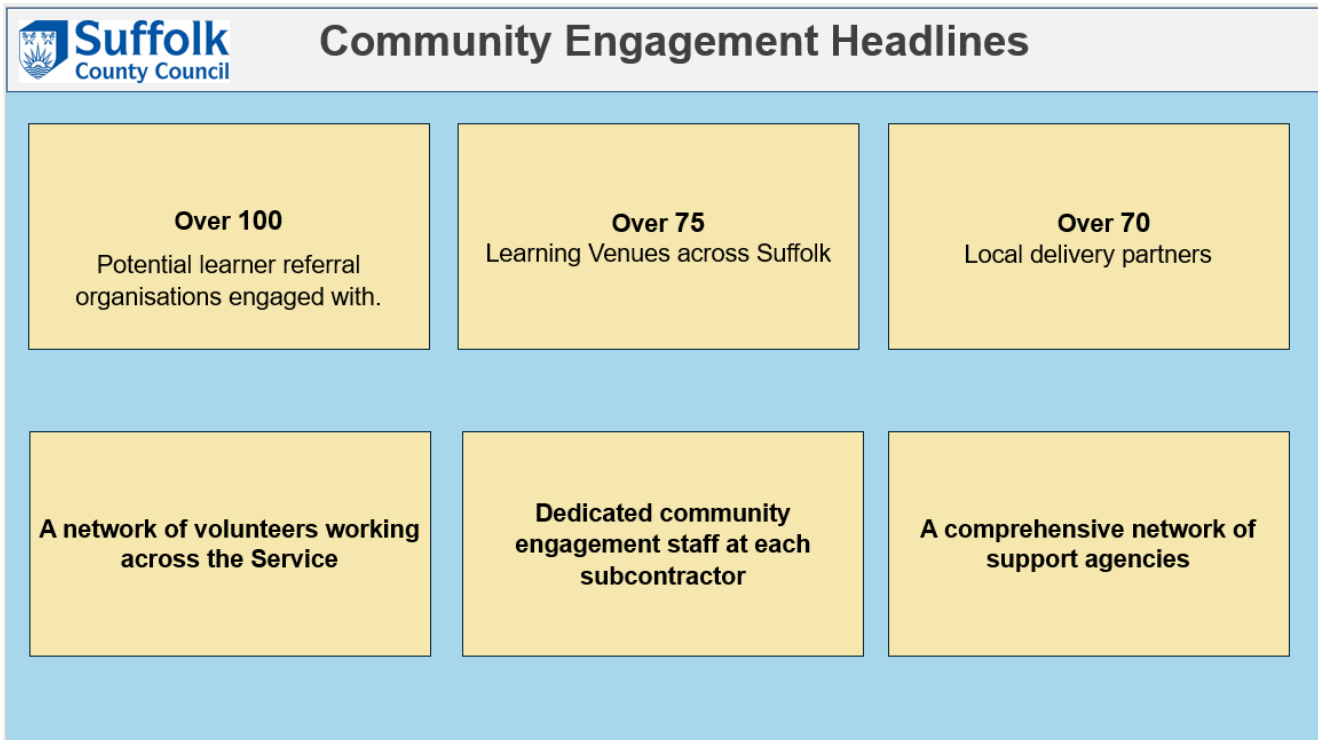
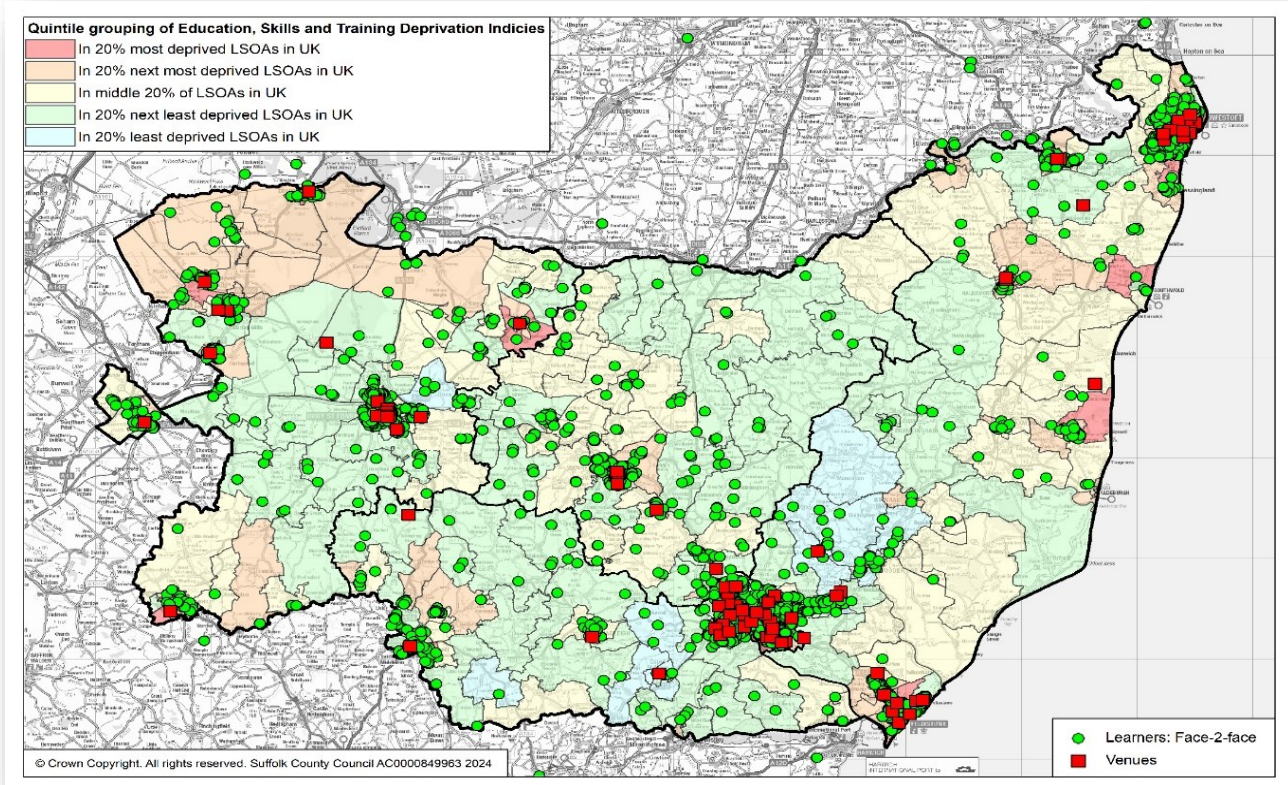


Fig 10 - Map shows the location of training venues and residents who access learning. The text version of this graphic can be found in [appendix j](#).



For example: (ICML SAR 23-24) *'The Integration Team (ICML Learning Delivery team) leads all our ESFA funded work and has a management committee of 9, including 8 migrants. We are able to access the communities that others can't, because we come from within those communities. In addition, our two premises are in the heart of the most diverse area of the town – we are embedded in the community. In addition, our Board of Trustees is led by local people with lived experience and a board of Trustees with diverse and migrant backgrounds.'*

Subcontractors work with partners to deliver learning; this results in the formation of meaningful delivery partnerships which impact across communities and support local need.

For example: *'ICML continues to develop partnerships which support its course development and its learners. It is currently engaged with the NHS to produce a joint strategy addressing health inequality. The project will include workforce development with the NHS to support local champions to engage and work with local health professionals. It is working with Health Watch Suffolk on co-production.'*

Learners that have completed courses often make friends and met new people resulting in them feeling more connected to their local community. 49% of learners surveyed (short survey) stated they feel more part of their community. 75% stated that they had met new people and made friends. Learners also report that they take their new skills and support others in their community, either by volunteering directly in the community or for their subcontractor. The Service has a network of volunteers who started out as a learner. 14% of learners surveyed had taken up a voluntary role in their community.

For example: Supporting Learner Case Study (Learner ICML): *'M won the Inspirational Learner of the Year Award at the Annual Adult Learning Awards. M is from Afghanistan and learnt no English at school. She had to flee the Taliban in 2021 because of her husband's work and made the arduous journey to the UK. She has thrown herself into learning English making great progress very quickly. She now volunteers supporting others in classes as well as organising support groups for struggling Afghani women in the wider community.'*

Further impact in the community is seen from family learning and digital skills courses.

Family learning courses are effective in supporting parents/ carers to form peer groups and learn how to better support their child's developments. 1021 aims were delivered on family learning courses and workshops. The key theme resulting from this is that learners feel more confident to support their children and the impact that has on relationships. 1 in 5 learners plan to continue to work on their English and maths skills and 2 in 5 learners plan to continue learning of some sort. 82.3% (short courses) and 96% (long courses) feel they have gained confidence to use their new knowledge and skills. 93% of learners (long courses) feel confident to support their children. 1 in 10 learners (long courses) seek to volunteer.

Supporting learner voice: *'I have taught/ passed on knowledge to my mother and used these skills to practise with my child' 'I played maths games at home with my children and our relationship getting more better' 'I have been able to talk to my son about more and understand what he is talking about'.*

The Service is effective in supporting a reduction in digital exclusion which is an identified local need. Realise Futures creates a clear pathway from beginners courses and workshops to accredited Level 2 qualifications. Realise Futures delivered close to 400 digital skills aims both

accredited and non-accredited. 108 Digital Skills qualifications were achieved, in addition 48 Level 2 Digital Skills for Office were also achieved.


The Service provides the opportunity for learners to reach the level of competency which is now needed for most jobs. It also supports learners successfully to be able to complete everyday tasks such as communicating and connecting on online, making appointments, online shopping and banking. It also supports learners to stay safe online.

Realise Futures also provides learners with the opportunity to borrow laptops and free MIFI packages when required. This enables learners to practice their skills and utilise them in their daily lives. 204 unique learners benefited from laptop lending service in 2023-24. On certain courses learners receive a free tablet on completion of the course to support continuous learning.

Realise Futures also develop meaningful community partnerships to deliver digital skills to specific cohorts to support a reduction in digital exclusion.

For example: *‘Realise Futures ran a course in partnership with West Suffolk NHS Foundation Trust targeting people with speech and language difficulties, supporting with digital inclusion. The project was nominated for the Innovation in Health award at the Can-Do Health & Care Awards and received a commendation. Partner Feedback: NHS Group: ‘AL, Post Stroke struggled with using technology to communicate with friends and family, to send/receive emails and to do things like online shopping. He ended up using his tablet for a small talk he gave at our Communications Group in front of 10 people – this was an amazing achievement as he used images he had taken on the tablet as well. All of the attendees were very pleased with what they learned and feel confident using the tablets they got to aid their communication needs going forward’.*

Local Economy Outcomes



The Service effectively works with a high number of residents who are currently unemployed or inactive with multiple barriers to employment and supports them successfully to move closer to the labour market, creating pathways to higher levels of learning and over time employment.

Although learners do move directly into employment from their course, the Service is not prolific in this area. 209 learners went into employment (full, part, self-employment) in 2023-24. However, the real impact for the local economy is that 67% of learners engaged on courses were inactive or unemployed at the start of their journey and the Service effectively moves those learners closer to employment. A high number of learners move on to further learning and then over time obtain a job, resulting in a reduction in the number of inactive residents in Suffolk.

For example:

Fig 11 – Learner journey, the experience of JM and their journey through the ALS. The text version of this graphic can be found in [appendix k](#).

The Service uses labour market information well and links with employers to plan the curriculum and in particular vocational courses. This results in the vocational courses delivered that have a clear link to the most frequently advertised employment opportunities in Suffolk.

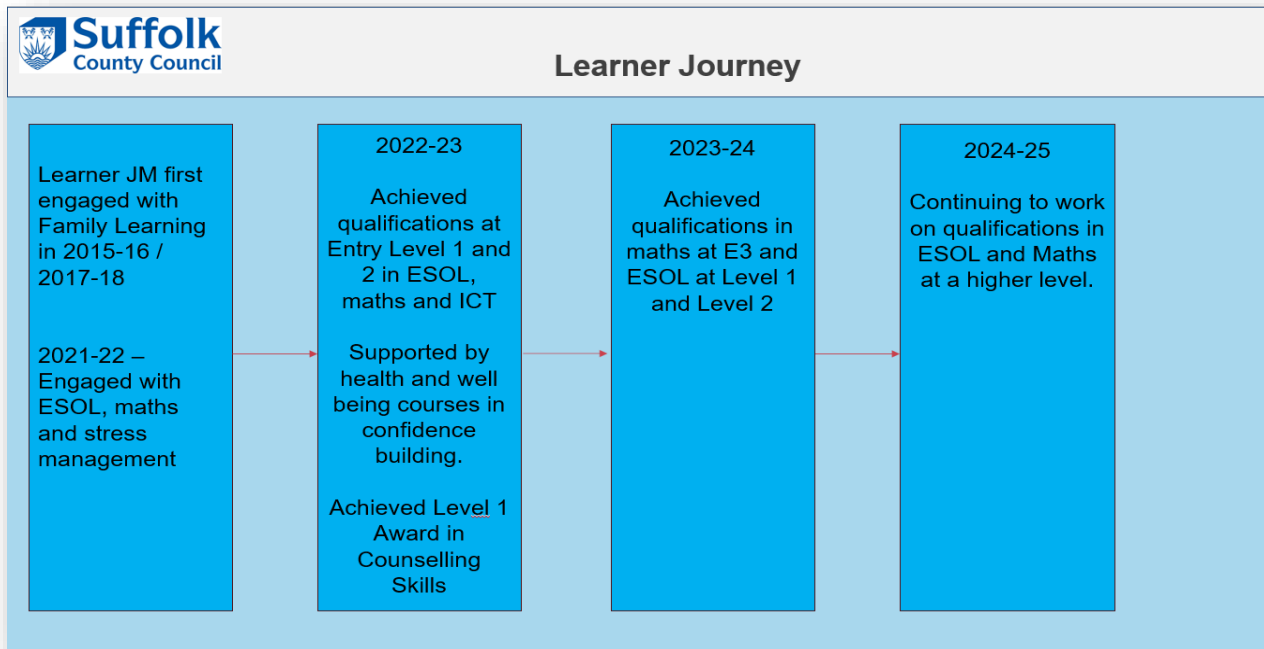
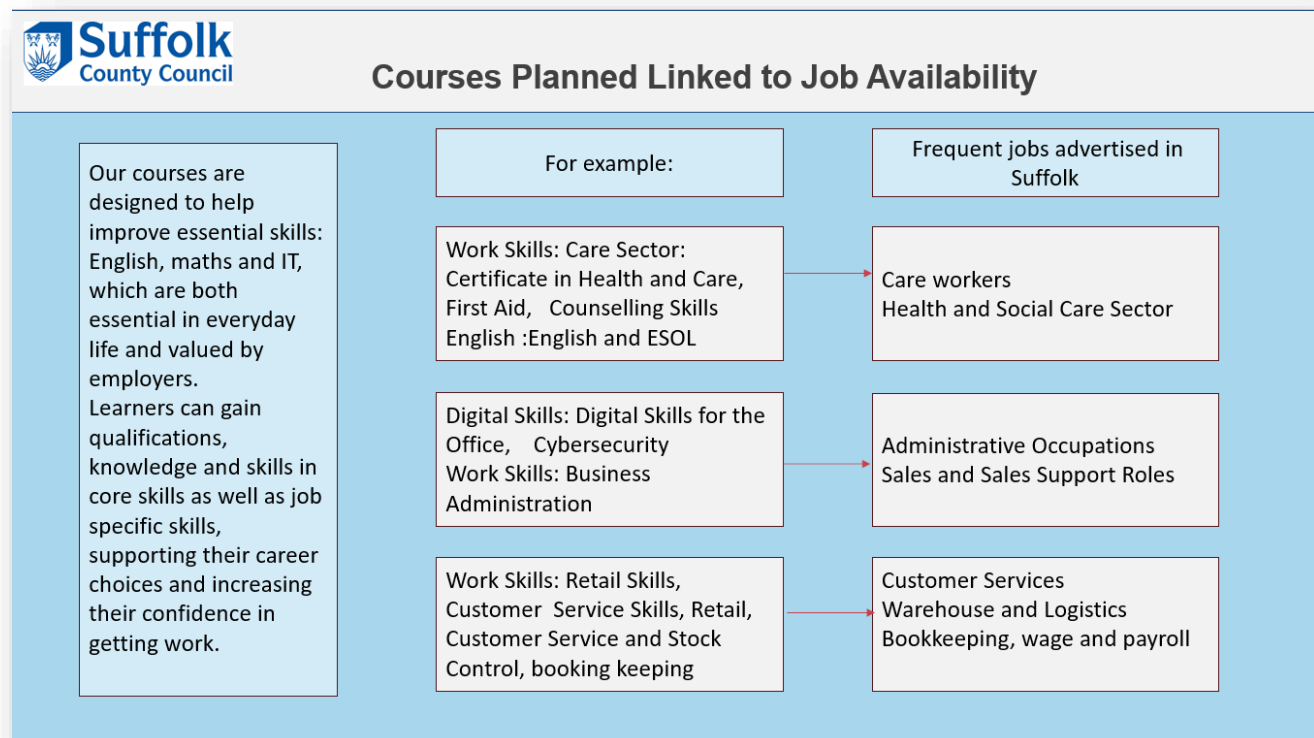


Fig 12 – Courses planned linked to job availability. The text version of this graphic can be found in [appendix I](#).



The Service supports employers by planning a high number of courses that effectively support generic work skills such as communication, digital skills, self-confidence, punctuality and attendance. This supports employer feedback from the Local Skills Improvement Plan. 81% of learners (short survey) increased their work skills and knowledge. 65% increased their communication and language skills. 77% developed their social skills. 49% said it helped them establish routines.

Supporting learner case study (Realise Futures' Learner Claire): *'I started my journey with Realise Futures as a learner studying a Digital Skills (ITQ L1) course in 2012 at Murrayside Learning Centre. My tutor made me aware of a position opening for a receptionist at my local learning centre which I decided to apply for and was successful in securing the role.'* In 2019 Claire became a Digital Skills Learning Administrator, in 2020 she studied and passed Counselling courses Levels 1 and 2 and went on to achieve two university modules - Social Sciences and Psychology - with The Open University. In 2022 Claire completed her Supporting Teaching and Award in Education qualifications and volunteered in some digital sessions. In January 2023 she joined the Tutor Pool at Realise Futures. Claire says: *'My next goal is to achieve my Assessors Award and Internal Verifier qualification to enable me to assist with the internal verification process for the team.'*

Appendices

Appendix a

Fig 1 – Demonstrates the ripple effect of SCC adult Learning Service. The graphic states that ‘Our Strategic intent is to provide high quality learning opportunities for those adults in Suffolk who face the greatest barriers to securing employment or playing a full part in society so that they can make progress in securing a better future for themselves, their families and their community.’

With over 400 learner enrolments, the curriculum priorities are to break down barriers to health and life, improving essentials skills and develop employability and work readiness.

This in turn impacts the Community outcomes, to ensure communities are engaged with the benefits of adult learning with residents having the skills and confidence needed to meet life's challenges, reduce the impact of digital exclusion, enable parents to better support their children's development and promote the benefits of volunteering in the community as an experience of work.

This has a knock-on effect to the local economy outcomes by supporting a reduction in the levels on inactivity due to health and wellbeing, providing a pathway to higher level learning and a more suitable qualified workforce, and widen the supply of skills in key areas of need by progressing those who are able, towards, and into, employment.

Appendix b

Fig 2 – shows the evidence used to formulate Service judgements. The graphic confirms that the following evidence base will be used to formulate judgement on service:

- Performance and Benchmarking
- Data Analysis
- Inspection Reports
- Subcontractor Self-assessment Report (SAR)
- Quality Assurance Monitoring
- Observation
- Feedback from Learners and Stakeholders

Appendix c

Fig 3 – Learner satisfaction, what learners have said and the service headlines.

The diagram states statistical information regarding learner satisfaction:

- Learners said 99% enjoyed their course,
- 99% felt well supported,
- 95% achieved what they set out to do,
- 99% overall experience was excellent or good,
- 99% would recommend their course to family or friends.

In addition, the diagram states statistical information regarding service headlines:

- Service retention rate of 92%,
- Service pass rate of 95%,

- Service achievement rate of 86%,
- 77% learners progress into positive destinations,
- 82% attendance rate.

Appendix d

Fig 4 – Learner voice, what learners have said. The graphic gives examples of 6 learner voice statements.

- Learner 1 - 'I'm confident I will be able to complete school homework and be helpful with the new skills I have learnt.'
- Learner 2 - 'I have gained self-confidence; I feel more motivated and hopeful about the future. I have improved my resilience and mental wellbeing'
- Learner 3 - 'I feel part of my community. I've met new people and made friends.'
- Learner 4 - 'Very worthwhile, interesting, and insightful. Very useful towards my future aims.'
- Learner 5 - 'I've developed skills and knowledge which may be useful in my life in England. Maybe for a job too.'
- Learner 6 - 'The course has been lovely, I have felt awful before coming but once here [I'm] able to calm down, lovely friendly people, make you feel welcome.'

Appendix e

Fig 5 – Learner journey, the experience of JS and their journey through the ALS. The graphic shows 6 boxes with arrows in between each one, showing a starting point of the learner's journey to present day.

- Box 1 – Learner JS first language is British Sign Language. She has an interpreter for her English and Maths learning. She started her Maths journey at Entry Level 2 and her English journey at Entry Level 3.
- Box 2 - 2020-21 Entry 2 Functional Skills Maths – achieved July 2021 and Entry 3 Functional Skills English – achieved July 2021.
- Box 3 – 2021-22 Entry 3 Functional Skills Maths – achieved July 2022 and Level 1 Certificate in English – achieved July 2022.
- Box 4 – 2022-23 Level 1 Principles of Maths - achieved (bridging qualification 1) December 2022, Level 1 certificate in Maths – achieved (bridging qualification 2) July 2023 and Level 1 Functional Skills English – achieved July 2023.
- Box 5 – 2023-24 Level 1 Functional Skills Maths – achieved December 2023, Level 2 Functional Skills Maths – not achieved July 2024 and Level 2 Functional Skills English – Ongoing.
- Box 6 – Currently studying; Level 2 Maths and Level 2 English – aim carried across from 2023-24.

Appendix f

Fig 6 – Learner voice, what learners have said. The graphic gives examples of 6 learner voice statements.

- Learner 1 – 'Before the ESOL classes I hid from my neighbour so I didn't have to speak English but now I like to have conversations with my neighbour about the holidays and the weather. Everyday activities like phoning the doctors and talking to my children's teachers are easier.'
- Learner 2 – 'I have enjoyed Maths this time more than any time in my life.'
- Learner 3 – 'This course has given me so much more confidence in my ability to use my own computer for my own projects, also my confidence around other people has grown.'

- Learner 4 – ‘I feel myself more confident than before. I slowly integrated into English Society.’
- Learner 5 – ‘It has given me a thirst for learning. To address IT skills is imperative for the next step.’
- Learner 6 – ‘I feel a lot more confident in myself at answering questions and being able to calculate things a lot easier. For example, we needed a carpet installed and I knew how much to get because I learnt about area.’

Appendix g

Fig 7 – Learner voice, what learners have said. The graphic gives examples of 6 learner voice statements.

- Learner 1 – ‘I feel more motivated and hopeful about the future. I’ve met new people and made friends. I’ve begun volunteering in the community.’
- Learner 2 – ‘Given me motivation to start my book-keeping venture (still in the planning stage)’
- Learner 3 – ‘I’ve really enjoyed the course, learning about different skills of the counsellor. Learnt more about myself. Learnt some new skills and am excited to develop them further on the level 2 course next years.’
- Learner 4 – ‘I have greatly appreciated the opportunity to take the course. I have regained confidence in my ability to use MS office and gained new skills which are job applicable.’
- Learner 5 – ‘In the future I would like to volunteer and work in childcare.’
- Learner 6 – ‘My life is change after starting learning and became more confident in myself. I thank all the teachers for their support and help.’

Appendix h

Fig 8 – Learner journey, the experience of FA and their journey through the ALS. The graphic shows 6 boxes with arrows in between each one, showing a starting point of the learner’s journey to present day.

- Box 1 – Learner FA demonstrates how some learners upskill in all essential skills alongside pursuing a work focused offer.
- Box 2 – 2020-21 Award in ESOL SFL Writing, Entry 3 Essential Digital Skills and Entry 3 Functional Skills Qualification in ICT Entry 3.
- Box 3 – 2021-22 Award in ESOL SFL Reading Level 1, Award in ESOL SFL Speaking & Listening Level 1, Award in Mathematics Skills Numbers Entry 2, Essential Digital Skills Level 1, ITQ spreadsheet software unit Level 2 and Award in IT User Skills (ITQ) (QCF).
- Box 4 – 2022-23 Award in ESOL SFL Speaking & Listening Level 2, Award in ESOL SFL Writing Level 1, Level 1 Award in Progression, Functional Skills Qualification in Mathematics Entry 2, Award in Mathematics Skills Numbers Entry 3 and Certificate in Health and Care Level 1.
- Box 5 – 2023-24 Entry 3 Functional Skills Maths – achieved Mach 2024 and Level 2 Certificate Health and Social Care achieved in January 2023.
- Box 6 – 2024-25 Level 1 Cert Principles of Using Mathematical Techniques – current aim.

Appendix i

Fig 9 – Community engagement headlines. The graphic has 6 boxes, each with a community engagement headline.

- Box 1 – Over 100 potential learner referral organisations engaged with
- Over 75 learning venues across Suffolk
- Over 70 local delivery partners

- A network of volunteers working across the Service
- Dedicated community engagement staff at each subcontractor
- A comprehensive network of support agencies

Appendix j

Fig 10 - Map shows the location of training venues and residents who access learning. The graphic shows a map of Suffolk, which is broken down into LSOA's. Each LSOA is highlighted in red, amber, yellow, green or blue depending on their quintile grouping of Education, Skills and Training Deprivation indices. Any highlighted in red indicates that the LSOA is within the 20% most deprived LSOA's in the UK, orange indicates that the LSOA is in the 20% next most deprived LSOA's in the UK, yellow indicates that the LSOA is in the middle 20% of LSOA's in the UK, green indicates that the LSOA is in the 20th next least deprived LSOA's in the UK and the blue indicates that the LSOA is in the 20% least deprived LSOA's in the UK. A full interactive map can be found at [Suffolk Observatory – Deprivation – Map](#).

The map also shows a distribution of training venues and face to face learning. Face to face learning has a high concentration within and around towns within Suffolk, however there is an even distribution within rural areas compared to the training venues. Training venues are highlighted by red squares, the map shows that these are highly concentrated in large towns within Suffolk compared to face-to-face learning, with only a few training venues within rural locations.

Appendix k

Fig 11 – Learner journey, the experience of JM and their journey through the ALS. The graphic shows 4 boxes with arrows in between each one, showing a starting point of the learner's journey to present day.

- Box 1 – Learner JM first engaged with Family Learning in 2015-16 / 2017-18. 2021-22 – Engaged with ESOL, maths and stress management.
- Box 2 – 2022-23 achieved qualifications at Entry Level 1 and 2 in ESOL, Maths and ICT. Supported by health and wellbeing courses in confidence building. Achieved Level 1 Award in Counselling.
- Box 3 – 2023-24 Achieved qualifications in maths at E3 and ESOL at Level 1 and Level 2.
- Box 4 – 2024-25 Continuing to work on qualification in ESOL and Maths at a higher level.

Appendix l

Fig 12 – Courses planned linked to job availability. The graphic states 'Our courses are designed to help improve essential skills; English, maths and IT, which are both essential in everyday life and valued by employers. Learners can gain qualifications, knowledge and skills in core skills as well as job specific skills, supporting their career choices and increasing their confidence in getting work.'

The graphic gives examples of the courses available and how they pair up with frequent jobs advertised in Suffolk.

For example, work skills courses within the care sector: Certificate in Health and Care, First Aid, Counselling Skills and English courses like English and ESOL can help to get a job as a care worker or within the Health and Social Care Sector.

Or for example, Digital Skills courses: Digital Skills for the Office, Cybersecurity and Work Skills courses such as business administration, can help to get a role within administrative occupations or within Sales support roles.

Or for example, Work Skills courses such as Retail skills, customer service skills, retail, customer service, stock control and bookkeeping can help to get a role within customer services, warehouse and logistics or bookkeeping, wage and payroll occupations.

Further Information

2023-24 Self-assessment Report Annex – Supporting Performance Data

The Annex with supporting data can be found here: [About Us - Learn Suffolk](#)

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Suffolk Adult Learning Service Strategy 2025-28

The 2025-28 Strategy is currently being finalised. Once approved by the Board the Strategy will be available here: [About Us - Learn Suffolk](#)

