

WAES Strategic Review Evidence Base

Initial findings and recommended areas for exploration

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Purpose of the document:

Westminster City Council commissioned an external reviewer to work with the WAES Principal/ Head of Service and the WCC Head of Business and Enterprise to undertake a strategic review of the Westminster Adult Education Service.

The background to the review was summarised in the following way:

The future of adult skills is particularly topical currently and given the City Council's own emphasis on the pivotal role and contribution to be made by adult skills in meeting both economic and education priorities it is timely to assess progress against the 2016 internal review of the Westminster Adult Education Service.

The review was commissioned by the previous Cabinet Member for Economic Development, Education & Skills to help the City Council and specifically the Westminster Adult Education Service to:

- 1) Give WAES prominence on its work and impact/outcomes achieved to date.
- 2) Continue to improve the quality and effectiveness of adult education and training strategy and provision, playing a key role in meeting the economic and educational needs of the area, increasing learner participation, raising achievement and supporting progression.
- 3) Acquire a better understanding of how WAES can best position itself both in terms of impacts and opportunities in relation to the future of adult skills and successfully deliver on its new Strategic Plan for the period 2019-22.
- 4) Identify the future needs of the service including WAES accommodation requirements in line with strategic direction and planning.
- 5) Assess the current contribution WAES makes to fulfil the wider City for All Vision and identify its potential to deliver increased impact through informing, shaping and supporting the delivery of the City Skills Framework and Economic Opportunity Strategy in relation to adult skills.
- 6) Assess the effectiveness of links with other City Council services/departments, the wider Adult Skills provider community, other strategic and commercial partners in order to derive maximum benefit to adult learners in Westminster and the local community.

A key driver being to enhance further the contribution WAES can fulfil in supporting the Council in delivering its City for All Strategy. Two areas to explore in particular were identified as the relationships between WAES and WCC and the Church Street regeneration plans and their impact on the current WAES Centre at Lisson Grove.

Following an intensive period of fieldwork between 14th May and 14th June entailing interviews and focus group meetings with a wide range of WAES staff, WCC colleagues, external partners and learners; emerging findings and recommended areas to explore from the review process were shared with the WAES Governing Body and Executive Board and their feedback has been used to finalise this evidence base which will inform the preparation of the full Strategic Review Report to be submitted to WCC in advance of consideration at the WCC Policy and Scrutiny Committee in November.

This document comprises two sections that consider how WAES have delivered on their previous Strategic Plan and progress since the last review. This is followed by a summary of findings under each of the four key lines of enquiry: Strategic Leadership, Operational Effectiveness, Policy & Provision and Impact & Outcomes. The recommended areas for exploration are proposed for consideration, their appropriateness, deliverability and relative prioritisation will need to be assessed by WAES and WCC.

Contents

	Page
1. How WAES have delivered on their previous Strategic Plan	4
2. Progress since the last review	7
3. Strategic Leadership	9
4. Operational Effectiveness	17
5. Policy and Provision	26
6. Impact and Outcomes	36
7. Recommended Areas for Exploration	39
8. List of Source/Reference Documents	44
9. List of Review Contributors	45

Appendices

Appendix 1 - Evidence of progress against the previous Strategic Plan

Appendix 2 - Governor Survey Feedback

Appendix 3 - Current WAES Risk Register

Appendix 4 - Learner Focus Groups Feedback & Case Studies: Impact on learner's lives

Appendix 5 - Percentage of Westminster residents from each ward enrolling with WAES

Appendix 6 - Programme of CEIAG opportunities available for WAES learners

1. How WAES have delivered on their previous Strategic Plan

At the time of the last internal review of WAES conducted in 2016 the Service was well into its first year of its Strategic Plan, the lifespan for which was April 2015 - March 2018. The Board of Governors agreed an extension of the plan until December 2018, whilst the new plan was being developed. To ensure an integrated approach, the monitoring, review and evaluation of the Strategic Plan was incorporated with the Service's Quality Improvement Plan and KPIs. As WAES has recently adopted its new Strategic Plan directing the work of the Service through to 2022, it is important to assess and reflect on the effectiveness of delivery against the former strategic aims so the Service has a baseline from which to measure future progress and distance travelled.

Summary of progress

The Service's Ofsted inspection outcome (March 2016 Ofsted Inspection Report) is rated as good or better and the vast majority of lessons are Good or Outstanding as the Service strives to become an outstanding provider.

The WAES 2017/18 Self-Assessment Report states that: 'The Service has achieved year on year increases in learner success rates. It regularly exceeds national averages, in some cases by a considerable distance. GCSE English and GCSE maths results for example are considerably above national benchmarks and at 40%, GCSE high grades are significantly above the results for Further Education, which is 19%. Functional Skills maths at Level 1 and Level 2 are considerable above the national average (by 17% and 10% respectively). LDD achievement is considerably (10%) above the national average. The Community Learning Qualification Achievement Rate (QAR) is 13.8% above the national average. The overall QAR for learners in Apprenticeships is 84%, which is 23% above national benchmarks.'

The WAES 2017/18 Self-Assessment Report states that: 'WAES continues to receive high learner satisfaction ratings from the Department for Education's national surveys, exceeding national benchmarks for each aspect. An impressive 95% of learners would recommend WAES compared to a national benchmark of 82%. The scores across the board are significantly higher compared to the General Further Education colleges in the area.'

The WAES 2017/18 Quality Improvement Plan states that:

'A large majority of learners have a positive destination. 71.5% of learners for which destination data was obtained had progressed into employment, FE or HE. For Apprentices 72.6% of learners achieved a positive destination: employment, FE or HE. 95.83% of those entering employment have sustained employment.'

The Service is making good progress in embedding an employability focus for all curriculum areas. 'Employability units have been included specific to areas and in an attempt to progress learners between curriculum areas. ESOL E3 & L1 courses have direct Employability elements attached (Skills for Employment & Preparation for Work respectively). E2 focuses on skills required for learning and L2 builds on personal development and time management. The Service has delivered a number of annual employment and enterprise themed weeks including 'Enterprise Week', 'Work Week' and 'Progression Week'.'

WAES has developed a highly effective strategy for the delivery of IAG and this is being continually strengthened to ensure its learners receive the most relevant support. WAES was awarded full Matrix accreditation December 2016 and have successfully completed the annual health checks carried out by Matrix. The WAES Position Statement on CEIAG June

2019 states that: 'In 2017/18, a Self-Assessment Report and Quality Improvement Plan was created for Careers. This included IAG and the wider progression elements. The Employability Strategy is the main target for 2018/19. This will form the main basis for the Matrix re-accreditation for 2019/20. A key recent development is that WAES CEIAG services are in the process of rolling out an Adult Programme which will have two distinct routes: an Adult Career Plan and a Cultural life and Wellbeing Plan.'

Developing the potential of its staff has been a specific area of focus. The WAES 2017/18 Quality Improvement Plan states that: 'Staff are encouraged to participate in cross-service activities and projects along the themes of Curriculum Innovation, Digital Transformation, Sustainability, Staff Development & Wellbeing and Income Generation. A staff group has been set up to review and evaluate the effectiveness of training and development. Staff Support Managers are identifying new ways to engage part time Tutors in training and development. Targeted workshops were delivered to staff to improve teaching, learning and assessment practice, the embedding of English and mathematics, British values and SMART target setting and monitoring for learners. Whole have taken place to improve the quality of teaching, learning and assessment. The introduction of a Peer Pop-in Week aimed at developing professional dialogue in pedagogy across WAES received positive feedback and resulted in the sharing of good practice. Focus groups have been introduced to discuss current issues and allow management to gauge staff morale and address concerns.'

The WAES Position Statement on progress against the previous Strategic Plan June 2019 states that:

'The Service has returned a budgetary surplus for three consecutive years and this has been invested in service infrastructure e.g. new IT equipment, improvement of centres, as well as topping up reserves.'

WAES has consistently achieved the AEB grant allocation for the last 3 years. It continues to focus on basic skills, employability and ESOL supporting the delivery of government priorities.'

The WAES 2017/18 Quality Improvement Plan states that:

'Non ESFA income including Full Fee provision and others has reached the £1m mark which is just above 12% of ESFA Grant Income. Income streams have diversified to increase flexibilities and ensure business viability and meet the demand of the local community.'

Success in securing and delivering external funding has been largely successful with the proportion of bids secured being higher than the sector average of approximately 1 in 5. There are currently a number of bids in the pipeline awaiting outcome.

'The Service completed a major staff restructuring in 2016. This has continuously been reviewed to ensure that staffing levels are in line with the funding and functional requirements of the Service. A staffing review and restructure has been undertaken recently to ensure that staffing is better aligned to successfully implement the new Strategic Plan.'

'The Service has made an effective contribution to the City Council's "City for All" priority to support long term unemployed residents into work. To support this it has developed an Employability Strategy, established an Employability Group and appointed an Employment and Skills Officer. Parental Employability Project (PEP) developed in collaboration with the Westminster Employment Service to help unemployed parents in Westminster.'

WAES has a proactive commissioning strategy that makes the best use of community learning providers and VCS groups and organisations to meet the needs of residents facing

barriers to learning and employment; often facing social isolation resulting in several dozen community projects. The Service has also worked in partnership with a number of employers and providers to deliver bespoke provision to meet the needs of Westminster residents.

There are a small number of areas where progress has been limited. It is recommended an assessment be made by the Executive Board as to which of these should be carried forward in view of their continued relevance.

The WAES 2017/18 Quality Improvement Plan states that:

‘Online learning has grown and many tutors are now using e-learning and other technologies for blended learning. Work is ongoing to refine the data collection arrangements for online learning hours which will enable the service to assess whether the aim for 10% of courses to be delivered using e-learning and other technologies has been met.’

‘National policy necessitated a change in strategy for Apprenticeships which led to a revision of income generation targets.’

The Service’s employer engagement activity has mainly been focusing on repeat business from existing employers. Increasing the number and range of employers that it works in partnership with requires ongoing focus and has been highlighted in the new Strategic Plan.

The Service has taken a more proactive approach both to working collaboratively with relevant City Council departments/services e.g. the Economy Team re. the Westminster Employment Service and HR & OD re. the City Council’s Apprenticeship Programme to support residents and to raise the profile of WAES amongst employers, the local community and employees of the City Council. However, it is acknowledged that more impact could be achieved through a closer working relationship between WAES and the wider City Council and a continued focus on this is considered mutually beneficial.

Appendix 1 provides detailed evidence of progress against the previous Strategic Plan.

2. Progress since the last review

As referred to in Section 1, it is three years since the last internal review of WAES was conducted subsequently it is considered pertinent in the context of the current 2019 review to assess and reflect on the progress the Service and the Council has made in acting on the previous review's findings and implementing the recommendations where agreed.

The WAES Position Statement on progress since last review June 2019 states that:

'Demand for lower level skills including ESOL has continued to grow. Community Learning enrolments have increased by over 40% (2,306 to 3,386). There has been a 3% increase in Adult Skills. The current academic year has seen a surge in demand in response to the low-wage trial, evidencing that finance is a significant barrier to adults accessing learning. The volume of learners from deprived postcodes has increased by 5%.'

'The service has consistently and successfully delivered against its Adult Education Budget (AEB) grant from the Education and Skills Funding Agency (ESFA) for the last three years. It is currently on target to deliver 103% of grant allocation in 2018/19. The service is well-placed to bid for growth opportunities from the Skills for Londoners Innovation Fund. From 1 August 2019, the grant allocation totalling £6.96m will be allocated by the ESFA (for non-devolved learners) and by the Greater London Authority (GLA) for London learners. 11% from the ESFA and 89% from the GLA.'

'The policy context for Adult Skills has been less volatile in the last three years. However, the move to devolution this August and possible changes to the prioritisation of funds by the GLA pose a risk to the service's ability to grow. If the funding envelope available does not increase, the number of learners that WAES is able to support may reduce, if more learners are eligible for full funding.'

Targets on additional income generation are now embedded within the WAES approach to the annual curriculum plan. Such targets have been included for each of the last three years.

The WAES Position Statement on progress since last review June 2019 states that:

'There has been mixed success in achieving the outcomes set out. A target of 12% non-ESFA funding was achieved in the 2017/18 academic year.'

'WAES has sought and secured growth opportunities through other government funding streams. In the last three years it secured two ERASMUS and GLA funded projects amongst others. The Service is also attempting to grow self-funded programmes for leisure or personal development as this remains an un-tapped opportunity for the service.'

The following paragraphs identify a number of areas that were referenced in the previous strategic review and where progress has often been impacted by circumstances outside of WAES direct control. In view of their continued relevance, it is recommended that these are carried forward as part of the recommendations of the current review and are addressed in the relevant sections of this report.

The WAES Position Statement on progress since last review June 2019 states that:

'Income projections, which focussed on the growth of Apprenticeships have not been met due to Apprenticeship Reform. In October 2016, the government announced significant Apprenticeship funding reforms, which completely changed the Apprenticeship landscape. This necessitated a change in the service's strategy for this area of work. With the introduction of the Apprenticeship Levy in May 2017, the Service became the employer provider for the City Council. The service's bid to deliver non-Levy Apprenticeships was successful but the financial threshold imposed after the tender round meant that the amount

requested was below that threshold. Additionally, concerns with the quality of delivery by some of the Services' subcontractors led to a decision to wind down Apprenticeship activity and significantly reduce subcontracted Apprenticeship delivery. This has resulted in a reduction of approximately £1m in Apprenticeship earnings.'

'Arrangements between Corporate Property and WAES for all premises still need to be formalised and underpinned via a service level agreement. Work on this started again in October 2018 at the instigation of the Head of Service but progress has been slow due to the need to understand the historic arrangements, compounded by WCC staffing changes and accessing up to date property records. This work will need to be progressed and finalised by the end of the calendar year.'

The opportunity to connect WAES' learners with business incubation space is yet to be explored. WAES is supportive of the notion of on-site enterprise space subject to appropriate space being identified. Subject to viability options for this would need to be identified and fully scoped as part of the WAES future accommodation strategy.

'The Westminster Employment Service (WES) was set up in 2016 and has been established as a standalone service and is not integrated with WAES. WAES is a named WES partner and collaborates on relevant projects. The synergies between the two services need to be explored and developed further.'

'WAES prepares annual curriculum plans that Governors agree through the Performance Review Committee and Board meetings. The new 2019-22 WAES Strategic Plan was signed off by Governors in May 2019'. Whilst relevant City Council colleagues and Members were provided an opportunity to comment on the final draft of the new Strategic Plan it did not benefit from a cross-departmental officer group approach at the development stage which had been a recommendation from the 2016 WAES Review. WAES prepared and signed-off the Strategic Plan in accordance with the WCC approved scheme of Financial Management. However in practice this process was met with confusion as it had also been a recommendation in the 2016 WAES Review that both WAES and WCC needed to agree a process by which the City Council and WAES Governors jointly sign-off such strategies and plans.

3. Strategic Leadership – Key findings

Vision and Strategy

As an integral part of Westminster City Council, the overall vision and priorities for WAES is set in the context of the WCC 'City for All' Strategy 'Working with you to build a City for All'. The Strategy states that: 'Westminster City Council believes in creating a 'City for All' where people are born into a supportive and safe environment, grow and learn throughout their lives, build fantastic careers in world-leading industries, have access to high quality, affordable homes and retire into the community with dignity and pride.'

This overarching vision has provided the Westminster Adult Education Service with the context within which to develop a career-focused strategic plan which also recognises the vital contribution adult education can make to the community and cultural life of Westminster residents.

The 'WAES Forward 2019-2022' Strategic Plan, is also aligned to the Mayor's 'Skills for Londoners' Strategy which will inform future funding priorities for the service. The WAES Strategic Plan centres around three key lifelong learning themes: Careers, Community and Culture.

A supplementary document providing a narrative to WAES' current contribution to 'City for All' is a useful indicator of the future potential of WAES's contribution to WCC priorities. These documents are primarily aimed at WCC colleagues, members and officers, WAES Governors and staff, funding agencies, Ofsted, partners and stakeholders

The next stage of the process is to operationalise the WAES Strategic Plan in such a way that the direct contribution to City for All and Skills for Londoners can be evidenced and measured. The proposed Adult Career plan and The Cultural Life and Wellbeing plan provides a tangible vehicle for demonstrating and capturing the impact WAES can make for residents and businesses across Westminster. A revised WAES management structure will be in place from September 2019 to deliver the refreshed and more focused priorities for the service. A key outcome of this review is to create the impetus to develop and identify opportunities for WAES to work collaboratively with other council services/teams.

Governance

Around the country Local Authority Adult & Community Learning Services have taken a variety of approaches to establishing effective governance arrangements. In relation to the main funding body, the Education and Skills Funding Agency, the local authority is the named contract holder and as such is ultimately responsible for the funding and outcomes identified in the contract. Like an increasing number of local authorities, Westminster City Council has established a Governing Body model with delegated responsibility for the effective delivery of the ESFA contract. While formally the ultimate accountability resides with the local authority the governing body provides the scrutiny and assurances that are required by both the ESFA and Ofsted on behalf of the local authority.

Ofsted provide guidance on what they interpret as characteristics of effective governance:

1. *Know the service and understand its **strengths and weaknesses***
2. *Support and strengthen the service leadership and contribute to shaping its **strategic direction**.*
3. *Provide challenge and hold managers to account for **improving the quality of teaching learning and assessment and the effectiveness of performance systems**.*

The Further Education and Skills inspection Handbook (July 2019) states that: 'Inspectors should consider whether those responsible for governance:

- know the provider and understand its strengths and weaknesses
- support and strengthen the provider's leadership and contribute to shaping its strategic direction
- ensure that the provider meets its statutory responsibilities
- provide challenge and hold senior leaders and managers to account for improving the quality of learning and the effectiveness of performance management systems.'

A recently published report by the Further Education Trust for Leadership 'Adult community education - Supporting place and people: Characteristics of success' (2019) identified the following characteristics of strong governance: 'Scrutiny, governance and accountability were strong. Clear line of sight from the elected members to service outcomes. Elected members and governors were skilled in asking perceptive questions and calling for the right information to measure performance and, in return, they were impressive advocates of the service.'

WAES has a well-established Governing Body that has been in place in excess of 15 years. The Governing Body operates in accordance with an Instrument of Governance and a scheme of financial management approved by WCC. These were last reviewed in 2010 since which time Adult Community Learning has been through a significant period of change, culminating in the devolution of skills funding to the GLA commencing in August 2019. The Chair and Vice-Chair of Governors highlighted the need to review and clarify the role and purpose of the WAES Governing Body and its relationship with Westminster City Council, and ensure that key members and seniors officers were fully appraised of this.

A clear and precise delineation of responsibilities between the Governing Body and WCC is required. The difference in roles between the local authority and the Governing Body need to be identified and articulated in a revised Memorandum of Understanding between WCC and the WAES Governing Body. Reporting requirements also need to be agreed and clearly articulated for example clarity over what MI in terms of an agreed suite of financial and performance related KPIs that contribute to a high level Data Dashboard meeting the needs of both the WAES Governing Body and WCC. Internal and external audit requirements of WAES should also be agreed and articulated.

The implementation of skills devolution and the GLA's 'Skills for Londoners' Strategy signalled the possibility of a redistribution of AEB funding it is critically important that there are a clear lines of accountability between the Governing Body and WCC in advance of any potential risk to the financial stability of the service.

The Governing Body also fulfils a vital quality assurance role with WAES to ensure Ofsted inspections remain good to outstanding appropriate challenge is in place to ensure the curriculum is relevant in meeting local need, is delivered to a high quality and ensures the safety of learners at all times. This is particularly pertinent at the present time with the introduction of a revised Education Inspection Framework in September this year with a renewed emphasis of demonstrating the impact of the adult learning provision for individuals, employers and the community generally.

The Vice-Chair of Governors is coordinating a search strategy as there are currently two vacancies on the Governing Body. This presents an opportunity to review which areas of expertise and skills might be most relevant for the challenges facing the service over the next 3-5 years.

As part of this review nine Governors responded to a short online survey which asked the following questions:

1. How long have you been on the WAES Governing Body?
2. What do you see as WAES's key strengths and opportunities for the future?
3. What are the future needs of the service and are there areas that can be improved?
4. What do you see as the risks facing WAES in the next 3 – 5 years and what are the barriers to further growth?
5. What do you see as the main priorities and actions to take the service forward?
6. What would progress look like in 3 - 5 years' time?
7. Do you have any other comments you wish to make that contribute to the WAES Strategic Review?

Feedback from the survey is reflected in the relevant parts of this report, in particular sections relating to the Governing Body's relationship to WCC, future accommodation needs, risks facing the service and priorities for the future. Much of the sentiment expressed in the survey feedback is summarised in the following comment by one of the respondents: 'I hope following this review that WAES future will be secured with a clear understanding as to how WCC will work with WAES in the future. For too many years we have had to go over the same ground in an attempt to clarify the relationship between WCC and WAES.'

Full feedback to this survey is included as **Appendix 2**.

Strategic positioning, relationship with the wider City Council, role and influence within the sector

It is pleasing to note that the general awareness of WAES and the work they do is improving further through the participation in GPH events like departmental away days. As this increases so will the emergence of clear opportunities for WAES to further embed its work through greater collaboration with other council services which, in the first instance, can be scoped with colleagues in GPH SLT. The new WAES Strategic Plan priorities provide a vehicle to engage directly with other teams in relation to planning 'all through' learning plans that support residents into employment or other well-being related outcomes that have a positive impact on their lifestyle and wellbeing.

As already referred to above, this review presents an opportunity to refresh the Governors' scheme of management and terms of reference with WCC. This process would include outlining the respective roles and responsibilities in the light of the significant changes in the sector over the last nine years and the introduction of a new relationship with the Greater London Authority as a result of Devolution of the AEB which is taking place August this year.

In addition, 'City for All' and the new 'WAES Forward' Strategic Plan creates the impetus to review relationships and alignment within the Growth, Planning and Housing Directorate within WCC. The review provides an early opportunity to engage in a dialogue with new the new Cabinet Member for Economic Development, Education and Skills regarding WAES's role within the Council.

A collaborative approach to supporting residents already engaged in employment or housing related services would feed naturally into the vision and priorities identified in both 'City for All' and the WAES Strategic Plan. This relationship can then be tested and future proofed through direct engagement in the council's major regeneration schemes. This style of working can then be incrementally extended to other areas of the City, developing a 'place' based approach where WCC has council services planning and delivering joint initiatives to meet the multi-dimensional needs in each area. As local authorities reconfigure themselves in the context of reduced government funding, policies of this type provide ACL services with

the opportunity to forge new alliances with council departments delivering services that complement adult education provision.

The WCC Apprenticeship Board supports the City Council's HR & OD Team and WAES in planning and delivering a high performing in-Council Apprenticeship programme. As this partnership grows opportunities may well arise for WAES to work with HR & OD colleagues on the formulation and delivery of the council's broader staff development programme. The new 'Community' and 'Culture' priorities identified in the WAES Strategic plan also provide opportunities for a collaborative working approach. Service areas like Public Health, Community Services, Libraries, and Adult Services all share similar aspirations to enhance the quality of life chances and wellbeing of all residents. These groups could come together when planning activities relating to a particular WCC event or theme e.g. 'A Greener City' and work through existing partnerships like 'Active Westminster'.

With the introduction of devolution and greater scrutiny from the GLA there is also a case for WCC to facilitate a 'Westminster Adult Skills Forum' to bring together the various AEB funded providers working locally. The purpose would be to ensure available funding is maximised through joint planning with a focus on the agreed workforce and community needs, addressing skills gaps and avoiding any unnecessary duplication.

Beyond WCC, WAES is well placed to fulfil a leadership role in shaping the future direction of the Central London ACL provider group known as Lifelong Learning London Central (LLLC). The group are currently exploring ways in which they can work strategically across the Central London area and are focusing their activity around three of the themes identified in the Mayor's 'Skills for Londoners' Strategy. Each of these were the subject of a series of seminars during June and July 2019. The themes were; 1) Work and Employment, 2) Health and Wellbeing and 3) Social Integration. The seminars focused on aligning ACL with local need in Central London. It is anticipated this will identify different ways of working and increased collaboration between boroughs based on their needs and aspirations for adult education in their immediate areas. Such a strategic framework would set a context for services across Central London to work collaboratively around a common agenda and present the basis for a coherent and consistent approach from local authority providers when engaging with the GLA on future AEB commissioning arrangements.

Funding Policy, implications of devolution and changes to the regulatory framework

Two significant funding changes will potentially have an impact on WAES future Adult Education Budget income. The AEB is to be devolved from the ESFA to the GLA from August 2019 and there is a likelihood that changes to the current allocations will be introduced in 2021-22.

An ESFA decision to fund up to 3% growth has presented an opportunity to generate more grant funding in year. Current predictions suggest this could lead to additional funding of up to £374K this year which will provide a useful cushion during the transition to GLA funded provision in 2019-20.

Encouragingly there has been an 8% increase on the forecast performance of the 2018-19 AEB fund compared to the same point last year. This places WAES in a strong position for a successful business growth bid. With the introduction of devolution growth bids will now be made directly to the GLA who have very recently communicated guidance for this process.

A significant recent change to the AEB funding rules has been the provision for free, 'fully funded' courses for those who are employed but in receipt of a gross annual wage below £15,736.50. This new rule has changed the fully funded and co-funded ratio for WAES from 52% fully funded compared to 48% co-funded last year to 70% fully funded to 30% co-

funded in 2018-19 to date. This has presented a new risk that has a significant impact on the achievement of fee income budget targets. This should be off-set by the over delivery referred to above, but creates a key risk to be addressed in future budget planning. The over performance is illustrated by an increase in enrolments from 7,800 in 2017-18 to 8,600 in 2018-19.

Advanced Learning Loans remain a challenging area to promote and provide an opportunity for growth against the potential loan facility of £424K. A strategy is in place to modestly grow this area focusing on specific sectors and will need to be closely monitored during the next contract year. With the WAES Strategic Plan's focus on learning plans for the three strategic priorities of Careers, Community and Culture this should help facilitate growth in demand for Advanced Learning loans.

The WAES curriculum plan for full cost course provision has generated over £390k during 2018-19, which is approximately 46% of the aspirational target of £840K. With the need to diversify income away from dependency on AEB funding this is an important area for future strategic growth.

WAES works in partnership with the HR & OD Team to deliver the new Apprenticeship standards to council employees. As this is one of the limited areas of provision where growth is still possible it provides an opportunity to review the current Apprenticeship offer and potential scope for developing further within WCC and their supply chain.

In advance of the introduction of a devolved skills budget in August this year, the Mayor's office has published an ambitious '*Skills for Londoners Framework*' outlining the vision and three key priorities for providers to address as part of the AEB procurement process:

- Empower all Londoners to access the education and skills to participate in society and progress in education and in work
- Meet the needs of London's economy and employers, now and in the future
- Deliver a strategic city-wide technical skills and adult education offer.

The 'WAES Forward 2019 - 2022' Strategic Plan is aligned to the Mayor's Strategy through its support for people into better jobs, but also recognising the wider benefits of learning to a person's health and wellbeing, confidence and ability to participate in society. In May this year the Mayor's office followed up on the 'Skills for Londoners' Strategy with a consultation document to establish an integrated skills and employment offer for the capital. In Autumn 2019, the London Mayor will set out how London government, business and providers can work together to build on and deliver on London's vision for skills and employment as set out in Skills for Londoners Strategy. This will provide the basis for the people section of London's Local Industrial Strategy (LIS) and make the case to government for further devolution of skills and employment funding and responsibilities to London.

Financial modelling, health check and outlook

The WCC Finance Team's working relationship with WAES is effective. The teething problems associated with the introduction of the council's new SAP business management system are being worked through. The improved connectivity has contributed to the increased visibility of the WAES reporting arrangements within the GPH management structure.

The Senior Finance Manager for GPH is in regular contact with the WAES Finance Manager who produces a monthly financial report providing an overview of the WAES financial position against budget predictions. There are also quarterly meetings to analyse the budget in more detail.

ESFA funding income is clearly identified when received by WCC and allocated accordingly to WAES in liaison with the Finance Manager. The overlap of WCC and WAES financial years caused by the ESFA contract year (1st August – 31st July) has not caused any significant difficulties and WAES has systems in place to report to the WCC financial year appropriately.

The WCC Senior Finance Manager provides the main point of contact with the WAES Principal and Finance Manager while members of the WCC GPH Finance Team liaise directly with WAES regarding any specific queries on a day to day basis. Overall the current arrangements meet the strategic and operational needs of both parties.

At WAES a robust budget planning and monitoring process is in place within the service's senior management structure. The WAES budget is subject to regular scrutiny by the Governor's Resources Committee and there is evidence that where financial issues are identified swift and comprehensive action is taken to mitigate against any significant in-year budget variations.

The pending transition to the transfer of ESFA AEB funds to the Mayor's office does not present any specific operational issues from a WCC perspective who are awaiting further information from the GLA regarding an implementation timetable and coding procedures. WCC are aware of the potential risks associated with any future plans to reconfigure current AEB allocations across London and the likelihood that any changes of this nature could have a negative impact on the overall WAES budget.

As a principle, the Senior Finance Manager for the Department of Growth, Planning & Housing supports the strengthening of relationships between WAES and other WCC services. The notion of 'added value' in activities with service areas that have complementary outcomes is consistent with the Council's commitment to provide high quality services at a time of stringent financial constraints.

In summary the WCC Finance Team have a high level of confidence in the current WAES financial reporting arrangements with the Governing Body providing an in depth 'check and balance' on a regular basis during the year.

The operational working arrangements are meeting all the WCC requirements and WAES are seen as being agile, responsive and effective in responding to WCC policy changes, requests for information and procedural changes. A confidence, transparency and trust has been established that augurs well for the future.

Future needs of the service including accommodation needs

Arrangements between Corporate Property and WAES for all existing premises still need to be formalised and underpinned via a service level agreement. Work on this started again in October 2018 at the instigation of the Head of Service but progress has been slow due to the need to understand the historic arrangements. The SLAs for existing WAES premises need to be progressed and finalised this financial year.

Lisson Grove campus offers the most diversity in terms of course offering. The Amberley campus has specialist teaching space for Fashion whilst Pimlico has specialist teaching space for Floristry. WAES have tried different things to rotate the provision which just split the provision so decided to keep it focused in one centre which has worked much better – it is quite problematic having the same course in multiple centres. In the future it would be better to have everything available in one campus as the courses can complement each other and blend together on projects. If there was the opportunity for a brand new campus it would be desirable to have everything available there along with some shop front space for

learners to use. Better quality facilities could be planned such as a professional catering kitchen.

The Church Street Programme Director views WAES as a key player in the overall Church Street 'Masterplan' involving the economic and social regeneration of the area surrounding the current WAES Lisson Grove Centre. 40% of current Lisson Grove learners come from the immediate vicinity and there is an exciting opportunity for this to grow in the future. There will be affordable space created for local 'start up' businesses, 'pop up' market stalls and the possibility of a Church Street presence through shared premises with other WCC and community services. This increased footfall would help WAES engage with residents not currently aware of WAES and what they provide.

The amount of construction and regeneration scheduled to take place in the coming years provides WAES with the opportunity to work with developers in training opportunities for local people to be directly involved in the delivering the scheme. The proposed Health and well-being hub on the Lilestone Street site is one of the early proposals for the overall scheme and presents another opportunity for WAES to have a presence along with other front line services.

WAES has been aware for some time that the service is going to have to relocate from their Lisson Grove site in the early 2020s (currently scheduled for 2021-23) and have been keen to secure clarity over their future accommodation arrangements but this has not materialised. The urgency of this situation is now critical. There is now an urgent need for the WCC Corporate Property team to work with WAES to devise a three year implementation plan for relocation to ensure a smooth transition and minimum business disruption. This needs to be strategically driven with a Senior Officer working closely with the Head of Service and Governing Body.

The first stage of this process would be to develop a clear vision regarding the future WAES accommodation needs across the whole city. The initial phase will involve clarifying what the future accommodation needs are, with a focus on community need and 'City for All' priorities. Corporate Property have described this as a 'blank canvas' approach and an opportunity to re-scope the WAES accommodation portfolio. This would start with taking the current total square footage from all three sites and reconfiguring the space into the ideal facilities. This space could then be complemented through the 'hub and spoke' concept with a principal WAES base located in the Church street area. The next stage would be to work up different scenarios to identify affordability options and financial constraints. One avenue to explore would be a joint facility with the employment service as part of the Lilestone Street hub. WAES managers have already identified the requirement for a 'primary' WAES Centre to remain in the vicinity of Church Street with the continuation of a delivery hub serving the Harrow Road area. There is also an ongoing need to maintain a site in the south of the city, which is currently covered by the Pimlico centre.

As part of this there is also interest in the concept of co-location with other council or community services branded (WAES @ xxxxxx) in shared premises elsewhere in the borough where there is a complementary offer that would improve access for residents. The desirability of attracting 'High Street' footfall in conjunction with services like employment, housing or public health to engage with residents who have not previously heard of WAES could be particularly effective.

Additionally, both WAES and the Economy Team are keen to explore the potential for on-site enterprise space and an on-site recruitment agency as part of the future accommodation strategy.

As a small senior management team WAES are understandably concerned that they don't have the capacity or technical expertise to progress the accommodation matter on top of WAES core business.

Risk factors and impediments to progress

WAES have a comprehensive risk register that is regularly monitored and review by the Executive Board and Governing Body. The current WAES Risk Register is embedded here as **Appendix 3**.

4. Operational Effectiveness – Key findings

Management and Planning

WAES has an Annual Business Calendar in place for the academic year supported by an Annual Business Plan and both of these plans are regularly reviewed by senior managers. Information and updates are clearly cascaded through team meetings and individual 1-2-1s.

Senior Managers recognise and understand their role in setting the culture and tone for the organisation – a 'WAES' way of doing things which contributes to how staff feel about being at work and how learners feel about learning at WAES.

Managers recognise that they bring an individual approach to their roles but all strive to work within the agreed values of the organisation. The WAES Executive Board comprises individuals with a wide range of experience and expertise, with the recent appointment of two colleagues from the FE sector it offers a strong blend between those with extensive experience in the world of ACL and those that bring a Further Education perspective.

WAES Managers work well collectively with high levels of mutual respect, confidence, trust and support for each other. Each play a key role in challenging and stretching each other. They use the team as a sounding board to test ideas out before cascading more widely. The inclusion of the Head of Resources, with their HR expertise, is integral to ensuring matters of wellbeing and the 'softer' parts of the culture are taken into consideration in business planning.

The last two years has provided an element of stability, however the Strategic Review coincides with a staffing restructure aimed at supporting WAES to deliver the new vision outlined in the '*WAES Forward*' Strategic Plan. Managers expressed a view that the staffing restructure had been met with an encouraging lack of resistance, attributed to the professional objectivity of the staff and the timely and responsive implementation of the changes. Senior managers anticipate that any resistance to the changes will be at the bedding in stage of the process. In part managers recognise that to a certain extent the recent staffing restructure was responding to the staff's widespread recognition that things needed to change.

It was recognised for example how the previous support services were organised with fragmented reporting lines and how curriculum management was totally fragmented, being dispersed across four different parts of the organisation. This resulted in 'silo' working and dealing with things in an isolated way rather than looking across the range and taking a total organisational approach. Also, the absence of consistent administrative support across the organisation led to a continual need to shift resources around between teams and this was often met with resistance where staff had built up allegiances to their immediate working colleagues. The new management structure is also supporting, where appropriate, a drive to encourage the delegation of decision making and increased empowerment of WAES staff at all levels.

WAES managers have remained robust in their approach to change management through the early transition phase. They recognise the importance of seeing the changes through and demonstrating that delivering transformational improvements are the principal drivers for the reorganisation which was not linked to any specific financial pressures. WAES managers are committed to ensuring change management processes are monitored, reviewed and evaluated to ensure effectiveness and impact is achieving during the implementation and embedding stages.

As part of the recent restructure WAES is introducing clear career pathways for their own staff in order to help address succession planning issues and encourage staff at all levels to build a career within the organisation. This is helping staff to understand where the opportunities may be in the future and where they have the potential to progress. Supporting internal progression is important in encouraging the talent retention of experienced and able staff. The loss of talent also means the loss of corporate memory. To develop its talent management and succession planning approach senior managers recognise there is a need to develop a 'Talent Management Strategy' covering recruitment, retention and succession planning. This is something that they could receive support from WCC's People's Services department. They also recognise the need to invest in developing the Leadership and Management capabilities of staff at certain levels who have the potential to become the leaders and managers of the future. There is also an opportunity to work with the People's Services department to enable the newly launched WCC leadership and talent development programme to benefit WAES staff. This aims to provide career development to colleagues no matter what role or level they are at. This initiative is comprised of two programmes, one for Senior Leaders and one for Emerging Leaders.

As already highlighted in this report there is a recognition on both sides that the relationship, roles and responsibilities between WAES and WCC require clarification. The current confusion is leading to blurred lines of accountability and decision making. It is important that these issues are resolved expediently to enable a more effective working relationship between all parties. There is an acknowledgement this situation has evolved over a long period of time and this has allowed different cultures and ways of working to emerge. There is a perception in some cases that WAES is seen as a separate entity in its own right with the resulting challenge of 'blending' an educational institution with its own governing body with a democratically elected local authority. WAES of course is not unique, other Local Authority ACL services have had to carefully consider the most appropriate governance arrangements and a variety of models exist within London. The WAES Governing Body and senior management team feel that investing some capacity working through a mutually beneficial relationship with WCC is a key priority for this review. The difference in roles between the local authority and the governing body need to be identified and articulated in a revised Memorandum of Understanding between WCC and the WAES Governing Body.

Effectiveness of links with key partners, services and other providers

WAES recognise that in order to deliver transformational change they need to be outward facing. The organisation has a clear understanding of the benefits of being part of wider networks and strategic partnerships with other ACL providers, FE Colleges and other teams/services working in the employment and skills landscape.

Within Westminster there is a clear desire to work more closely with other council service areas and public sector bodies. Translating this willingness into tangible examples of good practice will be assisted through the clarity of WAES's role both within WCC and the wider community. Although the WAES 'brand awareness' is effective, colleagues are unsure of WAES's status and the extent of the potential for collaboration.

Many partnerships are already in place and are ready for a 'nudge' approach to developing into more clearly defined strategic alliances with jointly planned outcomes to work towards. A good example of this is the Westminster Employment Service where there is a positive relationship in place between senior members of staff and a number of initiatives are already underway. This has recently been extended to include proposals to form a planning group with a focus on unemployed residents in conjunction with Westminster Kingsway College.

There are recommendations elsewhere in this evidence base to consider the creation of a 'Westminster Skills and Employment Forum' comprising the major AEB budget holders in the city to ensure cost effective planning processes that identifies skills gaps, avoids duplication

in programme planning and creates clear progression pathways between providers into high levels of education or employment.

The Central London ACL provider group called, 'Lifelong Learning London Central' are currently working collaboratively to commission a series of seminars at a sub-regional level to discuss the Central London challenges related to the '*Skills for Londoners*' agenda. The seminars are organised around the themes of: Work and Employment, Health and Wellbeing, Social Integration. They acknowledge the importance of strategic positioning in relation to the Adult Education Budget priorities and future commissioning arrangements with the GLA.

Following the 2016 London ACL review there were recommendations to explore more collaborative ways of working, particularly through London's sub regions. It was envisaged that savings could be made through, for example the sharing of some 'back office' functions. To date these proposals have not been realised although there has been an increase in coordination and collaboration in terms of curriculum planning, quality improvement monitoring and staff CPD.

Representatives from the Central London ACL group identified the following areas for further collaborative working:

- Bidding for funding across Central London. Opportunities for large external funding bids if infrastructure was in place to work as a collective group. For smaller scale funding initiatives there could be more localised smaller bids between two or three neighbouring boroughs.
- The potential for curriculum planning and coordination across Central London. There is a real need to coordinate ESOL provision as potential ESOL learners face multiple barriers in access learning opportunities.
- ACL tutors employed to work across London boroughs. Haringey and Lewisham are currently piloting a HR scheme for their tutors. Initiatives of this type could significantly help WAES with timely tutor recruitment. It has proven difficult to recruit tutors in some areas which negatively impacted on starts and some cases resulted in classes having to be cancelled.
- Joint promotion and marketing strategies to increase the take up of Level 3 Advance Learner Loans
- Collaborative work around new technologies and the Digital Skills agenda to provide new employment opportunities as the nature of work changes.
- Staff Training and Development
- Community Leadership & Democratic Engagement. An area of development where ACL providers are uniquely placed to develop.
- Family Learning – It has been demonstrated that were there is parental engagement with children's learning there is exponential raise in performance and outcomes.
- Pathways into further Learning and Work- A crucially important area of work where shared expertise and partnerships could facilitate the development of innovative new schemes in liaison with employment services colleagues.

Effectiveness of working relationships with VCS Delivery Partners

Whilst the majority of WAES Community Learning provision is directly delivered WAES proactively identify sub-contracting opportunities for VCS delivery partners to enable a partnership approach to meeting resident and community need.

A focus group was conducted with six representatives of VCS groups that WAES sub contract with as part of its community engagement strategy in the delivery of Community Learning.

WAES was found to be supportive, understanding and had high aspirations of its stakeholders and really championed innovation. They were very accessible and genuinely helpful in working with groups to translate their aspirations into workable applications.

On the whole members of the group found communication between WAES and their organisations effective. One aspect of the partnership that group found could be improved is the process and administration of the grant programme. Many of the partners work with some of the most disadvantaged groups in the community and do not have the administrative capacity to fulfil contractual requirements of the grant funding. Some of the groups are having to employ dedicated staff to handle the administrative side of the applications but this was a real financial burden and minimised the long-term impact of the project work. It was also noted that not all of the groups can do this, in particular the very small organisations. However one member commented that compared to working with another London Borough WAES was “Streets ahead” - the key difference being the administrative process were a lot less onerous and time-consuming.

Capacity and Confidence

The WAES Strategic Plan outlines the ‘golden thread’ approach that demonstrates how high level strategic priorities can be translated into tangible learning opportunities that can directly benefit individuals, families, businesses and communities.

The recent staffing changes have rationalised and realigned the management structure to ensure a primary focus on the core business of the service with the necessary infrastructure in place to support it. The next stage is to ensure the added value of closer collaborative working with other teams within WCC and external partners is identified, harnessed and achieved. Inevitably this will be an incremental process starting with those teams where existing links have been established. Curriculum realignment provides the potential for growth across the three priority areas; Careers, Community and Culture.

There is now a fresh impetus that needs to be maintained to take the service towards ‘outstanding’. The traditional WAES ethos of support and care for each learner can now be enhanced through a clear sense of direction where the close relationships between staff and learners can be channelled towards positive destinations and outcomes. This approach can be complemented by an effective business support infrastructure providing top quality learning facilities, ‘live’ management information and performance reports to monitor progress and trends, all backed up by a sound financial accounting systems that maintain the financial security of the service.

Engagement between the senior managers and the Governing Body is considered to have improved significantly in recent years and is now considered to be strong. Governors take on specific areas of responsibility through the sub-committees for example the Chair of Resources leads on matters relating to Finance and Health & Safety. The WAES Executive Board feel the role of Link Governors could be introduced so that governors can take on specific areas. A development programme for Governors was adopted in December 2018 and this is in the process of supporting Governors in fulfilling their scrutiny and challenge role. The Chair and Vice Chair of Governors recognise that the need to recruit two new governors presents the opportunity to identify areas that can be strengthened on the Governing Body and a search committee is in the process of undertaking this task. Employer representation is recognised as being one area in particular that could be addressed through this process. Support to attract high calibre interest to vacancies within the governing body would be welcomed. Ideally seeking ‘dynamic, highly skilled, well connected and influential individuals who possess the gravitas, clarity of thought, strategic vision, character and drive that WAES need to grow’.

As stated previously, colleagues from both WAES and WCC have expressed concern about the lack of clarity regarding the general perception of WAES at City Hall and the specific delineation of roles and responsibilities between the Governing Body and WCC members and senior officers.

The review process identified that WAES is a successful and important part of WCC. Colleagues from Education, Economy and Community Services recognised the positive benefits of working in partnership with WAES and expressed genuine commitment and enthusiasm to developing these relationships further in the future.

Within Central London there is a confidence that WAES could play a significant role in supporting the development of the Lifelong Learning London Central group of ACL providers.

Market penetration (Westminster & London)

Due to its geographical location in the heart of London and the large number of people travelling into the city to work, WAES has traditionally recruited an even balance between Westminster residents and non- residents. This is illustrated in the table below which summarises enrolment trends over the previous three years.

Year	Enrolments	Westminster	Non Westminster
2016/17	11436	50%	50%
2017/18	12100	49%	51%
2018/19	11379	50%	50%

As part of the ‘WAES Forward’ Strategic Plan implementation strategies are in place to incrementally adjust the current balance with an emphasis on recruiting Westminster residents. It is proposed to achieve this through growth in the most deprived wards in the city of non-funded programmes aligned to reaching residents furthest from the workplace and/or socially isolated. This activity will be complemented through the continued development of full cost recovery ‘Cultural’ provision which is enriching the quality of life of the city’s working population or more wealthy residents through a rich programme of creative and innovative personal interest type courses. The income generated through these programmes can then be invested in supporting other areas of activity.

For the same reasons it is important to maintain the option of recruiting non- Westminster residents who either work in the city or live elsewhere in London but are attracted by the appeal of the WAES offer and similarly will be contributing to the overall budget surplus. It is suggested that the Executive Board develop a proposal for Governor approval that incrementally moves the 50/50 ratio towards one that emphasises a proportional increase in favour of Westminster residents.

The three-year trend for new learners vs returning learners over the last three years shows an increase of new learners to the service. In 2016-17, 52% of learners were new to the Service and 48% were returning. In 2017-18, WAES experienced an increase of learners new to the service rising to 65%. The current position 2018-19 has 60% of learners as new to the Service and 40% as returning. This figure may well change slightly as with recruitment ongoing up to the end of July.

It is also interesting to note that each year the curriculum plan has a two-phased approach: the “planned” curriculum and “active” curriculum plan. These two phases refer to the

curriculum programme “planned” that goes ‘live’ to market in the early stage of promotion and forecasts to meet funding targets for the contract year. This acts as a ‘test’ of market interest and then there is an adjusted “active” plan implemented which is formulated, based on the known demand from learners and/or employer demand.

WAES has produced a comprehensive Marketing Strategy to expand its reach over the next 2 -3 years. The strategy includes the following objectives for 2019-22:

- Recruit London learners, in particular Westminster residents, to agreed target
- Ensure the application cycle is a smooth transition for every learner from initial enquiry to application, offer of a place and the learner commencing as a WAES Learner
- Sub branded provision structured by sector with endorsement from industry, partners and professional bodies
- Working strategically and effectively with partners raising awareness of WAES and key provision in order to recruit learners and raise profile
- To continually review and improve the offer to keep it relevant for learners and stakeholders and to ensure the remove of barriers to learning

The new Marketing Strategy aligns curriculum plans to the ‘*WAES Forward*’ Strategic Plan priorities providing a clarity of focus for both WAES staff and learners.

There is scope for further outreach based provision through alignment with existing council and community facilities including libraries, museums, theatres, arts centres, leisure facilities. Where appropriate facilities are accessible. These opportunities would enhance the learner experience, increase accessibility and create new partnerships with community partners to the mutual benefit of both.

The WAES brand is well recognised locally and presents an opportunity to ‘sub brand’ with shared buildings in other areas of the city. An effective marketing strategy provides the ‘bridge’ to translate the vision and priorities of ‘*City for All*’ and the ‘*WAES Forward*’ Strategic Plan into tangible outcomes that demonstrate the impact WAES can make to the lives of individuals and the performance of local businesses. Therefore the roll out of the ‘*WAES Forward*’ Strategic Plan and Marketing Strategy together can play an important role in the process of addressing the relationship between WAES and Westminster City Council. This process has been initiated through the production of the revised section to the Strategic Plan that maps WAES existing provision across the ‘*City for All*’ five themes.

The ‘*WAES Forward*’ Strategic Plan has provided the impetus to expand thinking about learner engagement and processes for empowering residents through meaningful and fulfilling Career and Health & Wellbeing lifelong learning plans. The introduction of this process has created the opportunity to refocus resources and staffing structure to ensure learner outcomes are at the heart of the WAES approach providing a ‘wrap around’ service with business support services and curriculum teams working seamlessly to ensure learner achievement. This innovation provides a direct mechanism for translating the ambition of the ‘*WAES Forward*’ strategy into meaningful outcomes for residents. The implementation of these innovations will also entail CPD programmes for existing staff to ensure they fully understand the thinking behind the new strategy and have the skills set to implement and deliver the two distinct learning plan proposals.

Reputation and Perception (learners, employers, public)

There are a number of processes in place through the WAES Learner Voice Strategy to gauge learner perceptions of WAES and inform its reputation amongst residents. The comprehensive range of feedback and data is analysed and regular Learner Voice reports are presented to Governors with a clear rationale as to how the information has been utilised to inform the curriculum offer, teaching resources, learner support,

customer relation procedures, and facilities Management. A 'you said' 'we did' poster board is exhibited in all centres demonstrating to learners how their views have been acted on. Internal and external surveys are conducted across the service over a three-year trend period and the results have reported positives views on a regular basis. The nationally held annual FE choices survey shows learners at WAES being extremely satisfied with the service and in 2017-18 the results were 13% above the national average of similar providers with an overall outcome of 95% satisfaction score.

The service also hold 'meet the manager' sessions where learners are able to provide feedback on aspects of the service. Overwhelmingly positive comments made were made in relation to tutors, teaching & learning, and progress made. The vast majority of any improvement comments related to practical issues relating to topics like the canteen/ vending machine and opening hours.

The service also conducts end of course evaluations which generated over 1100 responses in 2017/18. Highlights included:

- 94% feel they are attaining their overall learning goal
- All responses from learners range between 4.15-4.81 (out of 5) for all questions
- Respect and fairness from my teachers (4.81) - highest score of all questions
- Overall learners scored their learning experience at WAES at 4.58 out of 5

Another system for gathering learner views is called "Feed the Frog" .This a mechanism through which learners provide feedback and compliment the service through cards and post boxes in the Learning Centres

Information is also gathered from learners at enrolment on why they have chosen to study at WAES. The most popular reasons given are as follows:

- Adult-only provider
- Right course for me
- Recommendation from a friend

Other reasons cited were convenience the location and the courses being competitively priced. The conclusion drawn from this feedback is that the appeal of WAES as a learning environment is tailored to the needs of adults, offers robust guidance to study and is well respected and held in high regard both locally and across London.

Another important indicator in relation to reputation is the course cancellation rates. In the three-year period from 2016-17 26% of courses across all levels of WAES portfolio were cancelled. In 2017-18, this increased again by 3% to 29%. Encouragingly, in 2018-19, this has reduced significantly to 12% of the portfolio.

Survey respondents varied in their perception of WAES with between 10 – 20% knowing of the organisation in advance of enrolment. Learners enrolled for a variety of courses and on some occasions were not aware that WAES was delivering or involved in the activity they had signed up.

One partner organisation reported that whilst only 10% of users would have known about WAES previously, they had experienced a 90% change in their mood or future life outcome. Many of the users had been unemployed; depressed or suffered from domestic violence.

As part of the fieldwork evidence gathering for this review two learner focus groups were held. Feedback from learners about why they chose WAES as their learning provider and their first impressions of WAES is included as **Appendix 4**.

Efficiency and value for money

The relentlessness of budget cuts and financial pressures over the last ten years has resulted in an efficiency culture being embedded throughout the Service. This has prompted

the adoption of new styles of working ways of working and more responsibility being devolved to budget holders. For example, there was a tendency towards over monitoring in the past with time wasted in burdensome procedures and processes. There is now a positive climate of empowerment and trust between the Finance Team and colleagues. A recent survey amongst WAES staff indicated a high degree of satisfaction - 8/10 for the financial support provided by the three-member Finance Team.

The introduction of the new HR and finance management system has enabled managers to implement a 'self- service' approach to financial and general management processes which staff can operate directly without reference to the business support team. The new system should speed up processes with more streamlined systems once it is fully embedded. There is a system in place whereby any underspend in resources is available for teams to bid for innovation work. A close working relationship with the Facilities Manager also ensures a careful balance is maintained between WAES' long-term financial security and the need to maintain the quality of the learning environment to support the core objective of increasing achievement rates.

Another efficiency indicator is room optimisation to ensure running costs are kept to a minimum. With the improved business Management procedures in place an efficient way of monitoring room usage is now possible and strategies should be considered where there is underutilisation at particular time of the week or year. Options for maximisation of accommodation usage at WAES centres could generate increased lettings income and deliver community capacity building. Another strategy for increasing the full utilisation of rooms at WAES centres would be a reciprocal type of arrangement whereby local community groups could access adult education premises at times when there is not such a high demand for courses and a limited number of rooms are available. This approach could prove an effective way of encouraging local residents new to WAES into the centres.

The robust system for budget planning and monitoring is evidenced by regular reporting and financial health forecasting with realistic risk mitigation procedures implemented at an early stage.

A nationally recognised 'proxy' indicator for the financial health of an FE provider supports the positive budget monitoring and forecasting that managers, Governors and WCC finance colleagues receive. The FE Commissioners office recommend that colleges do not allow their overall staffing costs to exceed 63% of overall expenditure. The fact that this is currently the approximate figure for WAES is testament to its strong leadership and prudent financial management.

2019-20 budget planning is currently predicting a smaller, but still reasonable surplus for the contract year where pressure on new funding entitlements for low paid workers and the continuing challenges presented by the Apprenticeship funding changes will continue to present challenges for the senior management team.

All WAES provision is funded on a costing of £110.00 per hour, plus specific material costs in courses like ceramics and hairdressing.

Funding sources, external funding, income generation and commercial opportunities

WAES's strong reserves have been boosted further through surpluses generated from previous externally funded ESF schemes.

Fees and charges are enhanced through the successful Nursery provision at Lisson Grove and Pimlico where the opportunity was provided to generate additional income through opening up spare places to the wider community.

WAES lettings income is currently fairly small in comparison with other income lines. As referred to above, a more sophisticated process for monitoring room optimisation could identify times when room could be made available for local community groups to access. This would have the added benefit of bringing new members of the community into the WAES centres.

Online Learning that engages with learners outside of London in other devolved areas will be a risk when devolution of funding begins in the next contract year. However, there is an opportunity within London to grow distance learning to suit new learning needs of shift workers and people holding two or three part time jobs.

In relation to discussions as part of the accommodation review there are opportunities to explore options for co-location at a business premises where hands on work experience could be available all year e.g. hairdressing/barbering, catering outlet, employment recruitment agency.

The Apprenticeship market is becoming more competitive with many of the larger levy payers running their own apprenticeship schemes. For WAES this has been compounded by the loss of the non-levy Apprenticeship contract. Taken together these issues create a business development issue for the WAES senior managers to address.

WAES has been working collaboratively with the WCC HR & OD Team for two years and it is now timely to review these arrangements to help shape WAES and WCC's Apprenticeship Strategy in the future. Since engaging in Apprenticeship delivery with WCC WAES has developed new areas of Apprenticeship growth to support the needs of the Council. Within the context of financial viability, this growth could be enhanced further through a partnership model where WAES provides the 'pastoral; and 'core skills' element of the apprenticeship while engaging with specialist providers to deliver the technical aspect of the standard/framework. A 'wrap around' model of this nature minimises the need for significant infrastructure investment and allows WAES to focus on its core strengths in IAG, learner recruitment, engagement, initial assessment and ongoing support.

5. Policy & Provision – Key findings

Current quality standards

The Service's Ofsted inspection outcome (March 2016 Ofsted Inspection Report) is rated as Good or Better and the vast majority of lessons are Good or Outstanding as the Service strives to become an Outstanding provider.

The Service takes a dual approach to measuring quality – KPIs and the improvement journey. The service has a sound quality framework. Predicted grades for learners have recently been introduced to help focus on what the learner needs to do to achieve. This gives more ownership of the teaching and learning 78%-91% achievement over the last year. KPI's are more just looking at where the service wants to be and what it wants to achieve. Looking at the figures in segments, adult learning, Apprenticeship, high needs etc. can provide a more realistic picture of performance. Targets help plan ahead and identify the resources and skills requirements WAES need to achieve them.

The WAES Curriculum Planning Strategy 2019-19 states that:

'The curriculum planning process forms a continuous quality cycle where the curriculum offer is regularly reviewed and reorganised based on national and locally identified needs / demand and value for money. Quality is assured through:

- Learner, partners and staff feedback
- Lesson observations
- Whole Service and course self-assessment
- Reviewing management information data
- Achievement rates'

In addition to the national learner satisfaction surveys referred to elsewhere in this report, WAES also conducts course evaluations and had over 1100 responses from learners which equally shows high levels of satisfaction. Highlights include:

- 94% feel they are attaining the overall learning goal
- All responses from learners range between 4.15 - 4.81 out of a possible score of 5 for all questions
- Respect and fairness from my teachers received the highest score at 4.81
- The learning experience at WAES was rated 4.58

Areas of excellence and specialisation

WAES has built up specialisms in key curriculum areas including: ESOL qualifications, adults with learning difficulties and disabilities, Community and Family Learning, Creative and Vocational curriculum and employability.

ESOL continues to be a major part of the offer and is the largest provision in WAES. Beyond this, Creative Industries is the biggest strength of WAES. The level of service from teachers is excellent and draws out the talent of the learners. It was acknowledged that there could be better engagement with the world leading creative industries sector in Westminster and that the Economy Team do extensive work in partnership with the sector and deliver a lot of sector focused activity. A lot of creatives go into self-employment so links again through the Economy Team to the enterprise spaces that have a creative industries focus would be beneficial. A lot of creatives also progress into higher education. The Executive Board have identified that it would be beneficial to forge a stronger link with the University of the Arts London as a potential university partner. A proposal would need to be developed for strategic consideration by the Governing Body.

Curriculum alignment with the area's economic and educational priorities

The WAES Strategic Plan 2019-22 states that: 'It is inspired by a determined focus to ensure Westminster residents have the right skills and opportunities for today's and tomorrow's economic challenges. WAES is committed to creating a curriculum offer that enables learners to meet the skills gaps required by industry, now and in the future. An industry-led offer, supporting residents into jobs, equipping them with the vocational and transferable skills that will enable them to build multiple and resilient careers during their working lives; enabling communities to share in Westminster's economic prosperity.' Curriculum alignment with the economic and educational priorities of the borough would benefit from planning with input from the City Council's Economy Team, Data & Intelligence Team and Children's Services/Education.

WAES offers an inclusive portfolio based on Family and Community Learning which focuses on the hardest-to-reach learners. Approximately 35% of WAES portfolio is ESOL and ranges from pre-entry to Level 2 and 30% is Basic Skills. The remaining portfolio ranges across Professional Pathways and the Apprenticeship offer, which includes subjects such as Health and Social Care, Early Years, Accounting and Business, as well as a range of Apprenticeship and Traineeships in Hospitality and the Sports industry, along with the Creative offer – Graphics, Fine Art and Ceramics.

The WAES Adult Learning Guide 2019-20 states that:

'WAES Family Learning opens doors to further learning opportunities, helping to overcome barriers and creating positive attitudes towards learning.'

'WAES Community Learning courses are a great place for learners to start their learning journey, helping to improve employability, health, wellbeing and confidence. These courses are an informal, fun and sociable way to gain skills and build confidence to progress onto more advanced learning opportunities at WAES.' The WAES Community Learning offer provides a number of courses for wellbeing, culture and career related learning.

'The WAES offer for learners with learning disabilities and difficulties is a longstanding provision. WAES offers a wide range of supported learning courses for adults with LDD to improve health and wellbeing, improve literacy, numeracy and the use of technology in preparation for independent living and for employment along the themes of Health, Independence, Work Readiness, Creativity and Communication. These take place in a supportive and creative classroom environment with specialist teachers experienced in working alongside adults with learning difficulties and disabilities. Courses promote physical and mental wellbeing and environmental awareness. Selected courses act as a stepping-stone for learners at a higher level to progress to mainstream learning in English and Maths.'

The WAES Strategic Plan 2019-22 states that: 'WAES continues to widen the educational offer to young people aged 19-24 to include vocational and alternative paths to employment and future careers. They are committed to providing educational services to young people with clear progression pathways to work and higher professional studies.'

Responsiveness to and sufficiency in meeting local demand (learner & employer)

The WAES Curriculum Planning Strategy 2018-19 states that:

'The WAES Curriculum Planning Policy underpins the commitment of the Service to plan, offer and deliver high quality programmes of learning which meet the needs of learners.'

Curriculum planning is driven by a thorough understanding of needs and demand in the context of:

- National skills targets
- Strategic area reviews and local ESFA / WCC and Mayoral plans
- Analysis of local needs and feedback from stakeholders and learners
- Management information e.g. enrolment and retention data 3-year trends
- Performance Indicator Reviews'

'To ensure that needs and demand are effectively met, curriculum planning endeavours to:

- Provide equal opportunities for all learners to access learning and achieve their potential
- Provide flexibility to the learner by offering a broad range of courses and course types, at different levels, in a variety of venues
- Match the diverse needs and interests of learners by providing differentiated learning opportunities
- Work in strategic partnerships to reach a wide range of learners
- Effectively implement government initiatives'

'The curriculum offer is regularly reviewed and informed by national developments and locally identified needs / demand and value for money.'

WAES use learner feedback to inform future curriculum. It identifies subject areas and courses that are performing well and could benefit from increased provision. Each department has a look at its individual subject areas and puts together a vision of what the curriculum would look like. WAES are currently considering moving curriculum planning to a three-year cycle rather than annual so that a longer term plan is looked at.

The WAES Position Statement on Reputation & Perception June 2019 states that: 'The challenges of the high level of migrating residents out of borough and into borough from international destinations above the London and England norms presents WAES with complex learner demand to navigate.' Local trend data and population data for target groups is considered in planning.

WAES have a priority to build greater strategic alliances with employers. The WAES Strategic Plan 2019-22 states that: 'WAES will establish an Employer's Advisory Group which will undertake an advisory role to the WAES Governing Body. This group will provide insights, ideas and recommendations, endorse the curriculum growth strategy based on industry standards and advise on the future direction of employer engagement. It will put WAES in a position to spearhead industry-led curriculum innovation which will inspire learners' career aspirations and ensure that they are ready to take advantage of the opportunities ahead.'

The WAES Position Statement on Reputation & Perception June 2019 states that: 'In the three-year trend, in 2016-17 26% of courses across all levels of WAES portfolio were cancelled. In 2017-18, this increased again by 3% to 29%. In 2018-19, this has reduced significantly to 12% of the portfolio. Courses may be cancelled due to change in demand and new courses opened to replace them. Each year the curriculum plan has a two-phased approach: the "planned" curriculum and "active" curriculum plan. These two-statues refer to the curriculum plan "planned" which goes to market in early stage of promotion and forecast to meet funding target for any given year. This acts as test of market interest and then there is an adjusted "active" plan, which is developed, based on the known demand from learners and/or employer demand i.e. WAES to Employment.'

WAES introducing Hospitality to their curriculum offer 18 months ago was in response to urgent demand raised by employers in the sector. In Hospitality there are a large variety of job roles for learners to experience. WAES are working to put together bespoke experiences whilst being creative with employers to meet what they need. Working with The Goring and The Passage currently to support homeless adults to get into hospitality through experts in their trade running workshops for homeless people and giving them opportunities in the hotels. Conversations are ongoing and The Goring may invest in hosting some activities at WAES in the future.

Outcome achievement, retention, attainment and progression

The WAES 2017/18 Self-Assessment Report states that:

‘The Service has achieved year on year increases in learner achievement rates.’

‘87% of lessons are Good or Outstanding (against a target of 85%).’

‘The Service has exceeded national averages: year 1 – 80% of curriculum areas; year 2 90% of curriculum areas; year 3 in all curriculum areas.

- Functional Skills maths results at level 1 are significantly (17%) above the national average.
- Functional Skills level 2 maths results are considerably (10%) above the national average.
- GCSE English and GCSE maths results are considerably above national benchmarks, at 9% and 18% respectively. At 40%, GCSE high grades are significantly above the results for Further Education, which is 19%.
- Learners with a learning difficulty or disability showed 5.2% higher achievement than learners without a declared difficulty or disability, which is 7.2% above the national benchmark.
- LDD achievement is considerably (10%) above the national average’.

‘In Distance Learning level 3 courses, outcomes exceeded national benchmarks:

- Certificate in the Principles of Dementia had an achievement rate of 94% against a national benchmark of 90.5%.
- Certificate in Understanding Nutrition and Health had an achievement rate of 96% against a national benchmark of 91.1%.
- Certificate in the Principles of End of Life Care had an achievement rate of 97% against a national benchmark of 93.6%.
- Certificate in Understanding Autism had an achievement rate of 93% against a national benchmark of 90.5%.’

‘The Service’s Community Learning Qualification Achievement Rate (QAR) has shown an increase of 2.9% in achievement rates compared to the previous year, which is 13.8% above the national average and an upward three-year trend. The learner achievement rate is 96.6% compared with 93.7% in 2016/17. Five of the eight subject areas are above 99% achievement rate; the lowest-performing area was hospitality and catering, with an achievement rate of 93.3%. The achievement outcomes are outstanding and progression from Family and Community Learning into high-level study is rapidly increasing year on year. Learners are encouraged and supported to progress between curriculum areas i.e. vocational to Basic Skills and vice versa as well as on to Apprenticeships, online learning, etc.’

‘The overall QAR for learners in Apprenticeships is 84%, which is 23% above national benchmarks. Timely QAR for Apprenticeship learners has increased by 10.7% from last year and at 60.7% is 2% above national benchmark.’

‘Achievement rate for those receiving learning support is 4% above the Service average.’

‘The gender achievement gap slightly increased in 2017/18 with a 2.3% difference in favour of male learners, compared to a 0.1% difference the previous year. However, compared to national benchmarks, the achievement of female learners at WAES is 1.3% below, and the achievement of male learners is 2.9% above.’

‘Reducing the achievement gap for ethnic minorities, particularly for African learners compared to white British learners remains an area for improvement. The highest achievement rate by any ethnic group is White British (93%). The ethnic groups listed below have an achievement rate that is at least 8% lower than the highest achievement rates:

- White/Asian 81%
- African 81%
- White/Black African 82%
- Gypsy/Irish Traveller 83%
- White/Black Caribbean 83%
- Caribbean 84%

The WAES Quality Improvement Plan 2018-19 states that: ‘WAES has a target to narrow the achievement gap between BAME learners, particularly those of African origin to be within 3-5% of the WAES average in 2018/19. A Service-wide campaign aims to raise staff awareness of the achievement gaps and Term 1 achievement was 86% which demonstrates a 16% improvement.’

Improving achievement outcomes for learners on basic skills programmes and improving retention rates for all provision types are also a priority for WAES. The WAES Quality Improvement Plan 2018-19 states that: ‘There are improvements showing for functional skills on last year but the expected outturn is still below national benchmarks. Term 1 retention was up by 1.6% on last year.’

WAES has improved its collection arrangements for learner destination data. Last year a destination survey was carried out in October whereby 3,035 learners were calculated of which 1,881 responded. The WAES 2017/18 Quality Improvement Plan states that: ‘A large majority of learners have a positive destination. 71.5% of learners for which destination data was obtained had progressed into employment, FE or HE. For Apprentices 72.6% of learners achieved a positive destination: employment, FE or HE. 95.83% of those entering employment have sustained employment.’ WAES aims to increase the percentage of learners with a positive destination by 5% in 2018/19.

The Service is making good progress in embedding an employability focus for all curriculum areas. The WAES 2017/18 Quality Improvement Plan states that: ‘Employability units have been included specific to areas and in an attempt to progress learners between curriculum areas. ESOL E3 & L1 courses have direct Employability elements attached (Skills for Employment & Preparation for Work respectively). E2 focuses on skills required for learning and L2 builds on personal development and time Management. The Service has delivered a number of annual employment and enterprise themed weeks including ‘Enterprise Week’, ‘Work Week’ and ‘Progression Week’. The Service has made an effective contribution to the City Council’s “City for All” priority to support long term unemployed residents into work. To support this it has developed an Employability Strategy, established an Employability Group and appointed an Employment and Skills Officer. A new parental Employability Project (PEP) developed in collaboration with the Westminster Employment Service supports unemployed parents in Westminster.’

Following the Recruit London programme coming to an end WAES are interested in exploring the potential to set up an employment agency to help the learner into work. Having it all under one roof would provide a better end to end service for the community. Recruit

London was quite narrowly focused in terms of sectors and there is potential to look at ways of improving on what has been learnt from this service.

A focus group of learners reported that they would like more opportunities to display and sell their work and are keen to explore how the learning could be taken and turned into a profession even for those who are just learning for leisure. WAES could link with the Economy Team's Enterprise Spaces Programme and Pop-up Business School offer. The opportunity to connect WAES' learners with business incubation space is also yet to be explored. WAES is supportive of the notion of on-site enterprise space subject to appropriate space being identified. Options for this will need to be identified and fully scoped as part of the WAES future accommodation strategy. WAES has expressed interest in exploring the potential for developing courses for people who are self-employed to boost their business and technical skills.

The curriculum at WAES is structured in a way that allows easy progression through courses. This can be a seamless transition through Level 1, 2, 3 and higher courses. Most Level 1s are able to be delivered fast track so the learners can get to Level 2 which offers more flexible progression rather than having a fixed time for completion of a course. Whilst gradual progression helps the learners build their confidence to then progress onto the further courses. Flexible mid-year enrolments to Level 1 courses and Employability courses operate on a roll-on roll-off basis so learners can start quickly and progress through straight away.

The WAES Marketing Strategy 2019-22 states that:

'The curriculum offer has not always identified clear routes of progression and tended to operate in departmental silos. This has been reflected in how the offer has been taken to the market place i.e. a set of courses not a careers offer.

Going forward the curriculum will be 'presented to market in sectors rather than departments. This sector-led approach to marketing will integrate the course offer across the departments in WAES from Community Learning, Entry Level through to Level 3 including Apprenticeships and Traineeships; and, in time to higher level study. The learner will enter into the curriculum offer by sector; there they will experience a curriculum map which will lead them towards their career aim.'

The new marketing narrative will also include 'the importance of cultural life in the journey to well-being. The curriculum offer in basic skills including ICT and the ESOL provision will be positioned as the "bed rock" curriculum. This will be the access point that learners will progress through on the journey to economic prosperity and higher skills development. The importance of cultural life and well-being that needs to be accessible to all.'

'Regarding level of study, for many accessing higher level learning there are still barriers to success due to challenges of mental health, physical health and modern-day economics and social pressures. This offer needs to be positioned to attract all learners and for some it will complement study and for others it will be their primary focus.

Participation patterns and trends

The WAES Position Statement on Reputation & Perception June 2019 states that:

'WAES learners represent all backgrounds and the proportion of learners with a BAME background has increased by 6% in the last year. The majority of learners are female, with enrolments by male learners decreasing.'

'Learners aged 16-19 form a very small proportion of the Service's cohort, studying part-time qualifications to improve their English, mathematics and vocational skills or participating in Traineeships. 89% of WAES learners are aged 20-59. These learners enrol onto programmes that are delivered to provide the next steps to improve their skills in English,

mathematics, ICT, ESOL, creative and vocational studies. They provide learners with the skills and knowledge required to enable them to progress into entry-level employment roles. Compared to the London average of 12%, 18% of Westminster's residents are over 65, with almost a quarter of them living alone. WAES has a very healthy 60+ provision along with Ward budgets running courses such as Lunch Club at Lancaster Gate, which was set up to provide healthy meals in line with the government's Healthy Eating, Active Living action plan, to help improve the health and wellbeing of the population aged 70+ living within the ward, while promoting community cohesion.'

'The WAES learner profile has been in a steady state for the last three years. There has been a 3% increase in learners aged over 60 years old from 10% in 2017-18 to 13% in 2018-19. 0.25% of learners are aged 16-18, 18% of learners are aged 19-30, 29% of learners are aged 30-40, 22% of learners are aged 40-50, and 16% of learners are aged 50-60. 31 learners are aged 16-18 which equate to 0.25% of the overall cohort. The remainder is under 16 years' olds who are engaged with WAES via Family Learning which represent 1.75% of the cohort. These patterns are stable over the three-year profile.'

There has been an increase in learners with higher level need such as those suffering from anxiety, low self-esteem, housing and benefits issues. The majority of LDD learners are now from Westminster, whereas in the past they have been from outside the borough.

'The three-year trend for new learners versus returning learners shows an increase of new learners to the service. In 2016-17 52% of learners were new to the Service whilst 48% were returning. In 2017-18, new learners rose to 65%. Currently in 2018-19 60% of learners are new to the Service and WAES continue enrolments until the end of July.'

The WAES Marketing Strategy 2019-22 states that: 'In recent years there had been a decline in overall WAES learner numbers despite steady numbers of potential learners enquiring but not converting to enrolments. However this trend has now been reversed. The Service took a number of steps to increase enrolments including improving the enrolment experience, adopting a tenacious approach to converting learners who could return to study at WAES and adopting a solid Marketing & Communication Plan in the summer of 2018 exploiting direct marketing, social media and providing a clear call to action with personalised messaging.'

Key issues and barriers to participation, learning and progression

The WAES Position Statement on Reputation & Perception June 2019 states that: 'As set out in the City of Westminster, City Profile 2018, the proportion of change of internal migration and population churn within the City of Westminster since 2010 is significantly higher than the London average. Over mid-2015 to 2016 over 5,500 Westminster residents moved to another local authority. The rate of this internal migration has been measured at 22 per 1000 residents, greater than London's rate of 11 per 1000 residents. Conversely, the new residents who are migrated to the City of Westminster have a higher rate of international migration net inflow 38 per 1000 which greater than the London average of 15 and England 6 per 1000. One of the challenges for WAES has been operating in the changing residential landscape of learner movement in and out of the City of Westminster coupled with many new residents being new to the country. This presents WAES with complex learner demand to navigate.'

The increase in learners with higher level need in the context of reduced budget from government and social services also struggling poses a challenge. Teaching staff are now expected to have a much broader pastoral role than just teaching the subject. Staff need to be trained to ensure they are equipped to deal with these new issues. It was identified that better links with the wider City Council would help especially around children and adult services looking after vulnerable learners. WAES also do a lot of signposting and supporting learners to access support providers and are in conversation with other organisations to

establish a network of support for learners including The Samaritans. WAES are currently gauging interest for this and whether there could be funding available to support this. WAES has a longstanding commitment to removing barriers to learning. WAES nursery facilities are available at Lisson Grove and Pimlico campuses suitable for infants and children from 3 months up to 8 years of age. The nursery facilities and childcare providers are registered with Ofsted and rated Good. Hourly rates vary and are set according to the provider. Concessions are available for learners on low incomes by providing nursery places for the under 5-year-olds. Annually, WAES supports 60 Westminster parents to study and work through the nursery provision offered on and off-site.

Advanced Learner Loans are promoted for learners aged 19 or above, planning to study a full Level 3 course. WAES participates in the national Time Credits scheme, a community currency in which credits are earned in exchange for volunteering time. WAES offers a limited number of places on selected short courses in exchange for Time Credits. Westminster Residents are entitled to a 10% discount on many short courses. Proof of residence is required at the point of enrolment. WAES can provide financial support to assist learners with the costs associated with learning, including tuition fees and travel expenses. Learners planning to study a course at Level 2 or below, who are on a low income or are in receipt of benefits, may not need to pay fees. Learners aged 19 to 23 may also be eligible for free tuition on some courses. Most learners planning to study English and Maths functional skills and GCSE programmes do not pay study fees. Where course fees are greater than £250, WAES offers the opportunity to split the cost of learning into smaller payments made over the duration of study.

Inclusivity – role in ensuring sufficient access to high quality and relevant education and training for all, including learners with Special Educational Needs and Disabilities (SEND), both with and without high needs.

Providing a fully inclusive approach to engaging learners from all sections of the community is a central tacit of the WAES raison d'être. Community engagement is a key focus for the WAES mission supporting the community to actively participate in society, build skills and confidence, combat isolation and improve their health and well-being. WAES offers an inclusive portfolio based on Family and Community Learning which focuses on the hardest-to-reach learners. Local Authority Adult & Community Learning functions USP is around access and inclusion. Especially as increasingly they are seeing more vulnerable learners using their services. With an ever widening gap in levels of Social mobility, an aspect of their work is providing a framework to give at least half this cohort of learners the opportunity to progress.

The WAES Position Statement on Reputation & Perception June 2019 states that: '81% of the Westminster resident enrolments are from the most deprived areas therefore, WAES serves the City of Westminster's hardest to reach and most disadvantaged residents, which total so far in 2018-19 as 4492 enrolments. Closer analysis by curriculum area, shows that across WAES there is a minimum of 70% of Westminster residents who are from the most deprived areas in Westminster. With the exception of Family Learning where 87% of the cohort are from the most deprived areas; another high proportion is in LDD at 89%, Basic Skills at 84% Graphics at 81% and Make-up at 82%.'

The table in **Appendix 5** sets out the wards of the City of Westminster and percentages of Westminster residents from each ward which have enrolled at WAES over a two year trend.

'Westminster is more ethnically diverse than most other London boroughs, with a wide economic, social and cultural mix. Almost one third of residents state that English is not their main language. 47% of residents were born inside the UK, with 18% coming from the EU countries and 6% from Commonwealth nations. Most of the other residents are from the

Middle East and North America. As a result, a sizeable proportion of the Service's provision is for English for Speakers of Other Languages (ESOL)'.

'9.3% of WAES learners have recorded that they have Learning Difficulty compared to 7% of the Westminster population. The types of learning difficulties are Dyscalculia, Dyslexia, Moderate, Multiple and Severe. 8.6% of WAES learners have declared a disability compared to 3% of the Westminster population.'

'WAES is proud to have 10% of their learner population aged 65 and over. The oldest learner is 96 years old and 262 learners are over the age of 80 years old. They study a wide range of courses, from programmes for personal development and leisure to qualifications and learning a new skill. The programmes help to reduce isolation and promote social integration.'

In the last three years, WAES have provided learning services to support 700 adults who have been at risk of becoming homeless or declared themselves as homeless.

Westminster City Council is the corporate parent of "Looked after Young People" in Westminster. WAES guarantees these young people a place on a high-quality Traineeship Programme with the right mix of practical and academic support to get them ready for employment or further education.

WAES nursery facilities are available at Lisson Grove and Pimlico campuses suitable for infants and children from 3 months up to 8 years of age. The nursery facilities and childcare providers are registered with Ofsted. Hourly rates vary and are set according to the provider. Concessions are available for learners on low incomes. At their last inspection the facilities were judged to be 'Good'.

Accessibility, responsiveness and quality of Careers Education, Information, Advice, Guidance (CEIAG)

WAES has developed a highly effective strategy for the delivery of IAG and this is being continually strengthened to ensure its learners receive the most relevant support. The WAES Position Statement on CEIAG June 2019 states that:

'At Westminster Adult Education Service, employability flows through every curriculum area inclusive of LDD. All subjects within ESOL have an additional employability learning goal attached and all vocational and creative courses have a realistic awareness of work through interactive IAG sessions and targets, external events, guest speakers and employability activities throughout the courses. WAES was awarded full Matrix accreditation across the whole of the Service in December 2016 and have successfully completed all subsequent annual health checks. In 2017/18, a Self-Assessment Report and Quality Improvement Plan was created for Careers. This included IAG and the wider progression elements. The Employability Strategy is the main target for 2018/19 and will form the main basis for the Matrix re-accreditation for 2019/20. The National Careers Service (NCS) is visible across all WAES centres and supports all curriculum areas each academic year.'

'WAES CEIAG services are in the process of rolling out an Adult Programme which will have two distinct routes:

- Adult Career Plan
- Cultural life and Wellbeing Plan

The Adult Career Plan looks at the needs of the individual and structures a progression route to a chosen career. This will include access to wider upskilling qualifications which can be gained online to support adults who require a flexible and agile access to learning. This will

also include the learner's routes through to the high levels required in English Language, maths and digital literacy essential to securing employment. Each learner following this would undertake a skills-based diagnostics assessment and associated additional learning support requirements. Each learner will then reflect on the attributes, traits and experiences they bring to the start of their journey. They will set themselves 'character development goals' moving them forward to develop skills required in the workforce such as grit, resilience, curiosity, reflection and determination. This will be branded the "WAES Character Skillset" which all learners will develop as they progress through their learner journey towards their career goal. The introduction of the Adult Career Plan will be well received by learners who report through the focus group that they would like a plan that looks further than just achieving the course.

The Adult Cultural Life and Wellbeing Plan looks at the needs of the individual through a different but no less significant lens. This route will consider the learner's aspirations which are significantly diverse but might include by way of an example:

- An elderly person who might be looking to reduce personal isolation
- A professional in a high-pressured role seeking to experience and achieve well-being through the development of new skills in the Arts and Humanities
- A lone parent engaging with their community, and learning work skills through family learning'

'Across the academic year, WAES integrate core themes where learners can explore CEIAG relating to further study, self-employment, internal progression and securing employment and progressing to FE and HE. The career themes include Work Week, Enterprise Week and Progression Week. Within all themed weeks learners have the opportunity to engage and participate in various interactive activities, meet local employers, explore progression options and acquire work related IAG across all WAES centres.' This annual programme of CEIAG opportunities for learners is outlined in **Appendix 6** alongside further details of the WAES admissions process including CEIAG interviews for the majority of courses.

6. Impact & Outcomes – Key findings

Impact on learner's lives – supporting them to fulfil their potential, achieve genuine progression, access high quality, productive employment and increased social mobility

WAES have made significant progress in this area compared to a year ago. WAES now has more of a focus on the long-term impact rather than the immediate outcome of provision. Local Authority Adult & Community Learning providers adopt different approaches to learner numbers where in some cases provide a significant proportion of one day or short courses lasting a few weeks. This can result in services with smaller budgets recruiting larger numbers of learners although an analysis of total guided learning hours would indicate where the more substantial course provision was on offer. WAES takes a strategic approach that recognises a substantial course will have more long term benefit than a jump in jump out course. A focus group of learners reported that at WAES it seems like the learners are valued more for doing the course rather than for the output figures.

A focus group of WAES VCS delivery partners reported that service users rated the quality and impact of their learning experience highly but positive impacts did not necessarily mean progression into work. For many of the learners they work with softer outcomes are more relevant. WAES are considering more what the wider impacts are and how these are best measured. The reporting of the impacts almost has to be self-declaration. WAES are delivering real life impacts for learners particularly English as a second language speakers who rely on others to communicate and advocate for them to express needs and access services.

WAES also want to develop a system to measure impact on the local wards and communities in Westminster such as visiting hospitals and providing art courses. WAES have a good understanding of the difference between outcome and impact and there are now clear lines of accountability for progression and destination and effective systems in place for tracking destinations and progression. Learning Journeys are being enhanced to take on more of a career planning focus.

There is a key opportunity to work much more closely with employers around upskilling linked to career advancement, genuine progression and increased social mobility. Just as the City Council does with its Enterprise Spaces Programme, WAES and WCC could take an incubation approach to supporting learners and residents to succeed in life so they are supported not just to engage in learning and sustain learning but supported at all key transition points. Following the Recruit London programme coming to an end WAES are interested in exploring the potential to set up an employment agency to help the learner into work. Having it all under one roof would provide a better end to end service for the community. Recruit London was quite narrowly focused in terms of sectors and there is potential to look at ways of improving on what we've learnt from this service. Also, more could be done with the council and other key agencies to develop and suitably prepare the pipeline of learners – a sustainable approach to this is key.

Early intervention is now seen as part of community learning's work aligned to the wider social cohesion agenda. Early intervention is a far more effective means of tackling intractable issues and tailoring support as issues emerge, rather than when they become acute and proactively make support available to the members of communities that need it most. Family Learning particularly where there is parental engagement with children's learning is proven to lead to an exponential rise in performance and outcomes.

WAES would welcome greater sharing of intelligence and data within the council about their learners for example taking a team around the learner approach similar to the team around the family approach for Troubled Families so that they can develop an understanding of any barriers or potential de-railers for a learner and so that positive impacts of education/training/employment go beyond individual learners to benefit families and

communities. It is recognised that innovative methods for engaging learners beyond their time in learning (longitudinal) are required in order to be able to assess the wider impacts of learning as well as the spin-off impact on communities. The Service is involved in work regionally and sub-regionally looking identifying innovative methods for engaging learners beyond their time in learning and develop an appropriate system of measuring impact. Learner focus groups are also used to evaluate the impact of learning on individual resident's lives. As part of this review two focus groups were held with learners. Learners reported that their experience at WAES enabled them to:

- get away from other life issues
- devote time to something enjoyable
- overcoming social anxiety
- improve their mental wellbeing
- feel happy and fulfilled doing the course even if they're not currently working
- learn a lot of new things including what it's like to live in Britain even though they've been living here for many years
- develop skills and take them to the next level
- make friends
- benefit from substantially increased confidence which has had a huge impact on their lives
- learn what their rights are
- learn what support organisations are available to them
- apply for jobs and prepare for job interviews
- explore enterprise
- seek advice/support to address issues at work and other setbacks – WAES is very supportive in overcoming bad experiences

More detailed feedback from the Learner Focus groups along with three case studies that capture the impact engagement with WAES has had on learners' lives can be found in **Appendix 4**.

Contribution to promoting a culture of continuous development and lifelong learning and supporting skills development at all levels to ensure employability, sustainability, career progression and preparation for portfolio and multiple careers

WAES believes in lifelong learning and inspires its learners to achieve their career ambitions by supporting them to build bright futures. WAES enables them to become global citizens creating independent learners in a learner focused environment.

Two years ago WAES had proposed a network of VCS delivery partners. The sector is enthusiastic for this to be set up and would value it as a way to foster more collaboration between organisations. They also would welcome such a network meeting a minimum of twice a year and delivering an annual celebration of the joint work between WAES and its delivery partners in the community for example a Festival of Learning.

WAES could offer the right environment to attract adults that have already achieved but need to re-skill or up-skill in order to achieve career progression and preparation for portfolio and multiple careers. This could be a huge new target market for WAES. Learning provides the ability to recreate themselves and equips them with the transferable skills needed for this. An adult in a retraining session might not need or want to do English and Maths again and go back through work experience. The qualifications should reflect that they don't need all the learning that others might. It has to be blended learning, so they are not in the classroom all the time. Most adults want to access it when and where they want and not be bound to classroom learning. Looking more at online learning and the infrastructure required for this. The online resources need to be engaging and interactive to keep the learners engaged. Once there is a better understanding of the demand for this there will be a focus

on the sectors that can be delivered too. It was suggested that linking in with the national retraining scheme will help with promoting the offer.

Participation of and impact on Westminster residents and supporting unemployed and vulnerable people

In 2017/18, the Service delivered programmes from its three main centres, as well as from 84 community venues across Westminster and the surrounding boroughs. The Service's main campus has been located at Lisson Grove since 2012. Talking to the Church Street residents can gain some recognition of the benefits WAES brings. WAES feel well established within the community and engagement is strong with residential groups.

WAES have a variety of measures to gauge the impact of learning on resident's lives. As previously mentioned, it is encouraging to note that already 81% of the Westminster based learners enrolled with WAES live in the city's most deprived wards, based on the IMD four lowest measures. For the current contract year 2018/19 this equates to 4,500 enrolments. In relation to curriculum areas, 87% of the Family learning enrolments are from the most deprived areas; 89% of adults with learning disabilities and difficulties, 84% of Basic Skills, Graphics - 81% and Make-up - 82%. The four wards with the highest % of enrolments are as follows:

- Church Street – 15%
- Westbourne - 9%
- Harrow Road - 7%
- Churchill - 7%

As previously mentioned, in October 2018, WAES carried out a destination survey involving 3,035 learners, of which 1,881 responded. 71.5% of the respondents reported a positive outcome of employment, further or higher education. From the research carried out it can be evidenced that WAES have progressed a significant proportion of learners into employment and/or further and higher studies.

As previously mentioned, the Service also conducts end of course evaluations which generated over 1100 responses in 2017/18. The feedback showed that 94% of all learners felt they were attaining their overall learning goal. Learners also fed back that the convenience the location and the courses being competitively priced were key influences in them accessing the WAES provision.

7. Recommended Areas for Exploration

<p>Vision & Strategy</p>	<p>Building on the helpful addendum to the WAES Strategic Plan it is recommended that the synergy between and complementary nature of the WCC 'City for All' Strategy and 'WAES Forward' Strategic Plan is shared and developed jointly between the Growth Planning and Housing Senior Leadership Team and the WAES Governing Body. As an outcome of this activity it is recommended that a briefing paper be produced for the new Cabinet Member for Economic Development, Education and Skills.</p>
<p>Governance</p>	<p>It is recommended that a joint working party is established comprising representation from the WAES Governing Body, WAES Senior Managers, WCC Cabinet Member and WCC Senior Officers to explore and define the respective roles, responsibilities, and reporting procedures, internal and external audit requirements in relation to the Westminster Adult Education Service and ensure the updated MoU reflects the changes that have taken place in the sector over the last ten years.</p>
<p>Strategic positioning, relationship with the wider City Council, role and influence within the sector</p>	<p>It is recommended that a campaign approach is developed working alongside WCC Communications Team to raise the profile of WAES within WCC. The internal positioning/referencing of WAES including its brand identity should also be reviewed.</p> <p>Following this WAES could scope and define working relationships with relevant services leading to opportunities to further develop collaborative working. Opportunities for collaboration identified during the course of this review include:</p> <ul style="list-style-type: none"> ➤ Developing a shared vision with the Westminster Employment Service of career enhancement and lifelong learning for all residents in the city. Exploring the development of an incubation type model to supporting learners and residents to succeed in life so they are supported not just to engage in learning and sustain learning but supported at all key transition points. ➤ Establishing a WCC Employment, Education and Skills senior officers group/Executive Group with senior representation from Children's Services and Education, WAES and the Westminster Employment Service to name a few. The group could take a council-wide approach to overseeing the implementation of the forthcoming '<i>City Skills Framework</i>' and achievement of its objectives. A longer term aim of the group could be to develop and oversee the implementation of a strategy that enables Westminster City Council to take a holistic and prioritised approach towards integrating the Education, Employment & Skills agenda in Westminster to drive improvement in the local skills system and increase its responsiveness to the economic and educational priorities of the City. ➤ Following the Recruit London programme coming to an end WAES have expressed interest in exploring with the Westminster Employment Service the potential to set up a recruitment agency to help learners secure employment. Having it all under one roof would provide a better end to end service for the community. Recruit London was quite narrowly focused in terms of sectors and there is potential to look at ways of improving on what has been learnt from this service. Subject to

	<p>viability, options for this would need to be identified and fully scoped as part of the WAES future accommodation strategy.</p> <ul style="list-style-type: none"> ➤ WAES could work more closely with the Economy Team to increase the number and range of employers that it works in partnership with. By way of example, the Economy Team could support WAES to engage with the world leading creative industries sector in Westminster as the Economy Team do extensive work in partnership with the sector and deliver a lot of sector focused activity. A lot of creatives go into self-employment so links again through the Economy Team to the enterprise spaces that have a creative industries focus would be beneficial. WAES could work with the Economy Team to maximise engagement opportunities and the potential for collaboration with employers and industry representative groups from the creative industries sector in Westminster and to establish effective linkage with the enterprise spaces that have a creative industries focus. ➤ The opportunity to connect WAES' learners with business incubation space is also yet to be explored. WAES could work with the Economy Team's Enterprise Spaces Programme and Pop-up Business School offer to provide opportunities across the whole of Westminster for learners to display and sell their work and understand how the learning could be taken and turned into a business opportunity and supported on their enterprise journey. WAES is also supportive of the notion of on-site enterprise space subject to appropriate space being identified. Subject to viability, options for this would need to be identified and fully scoped as part of the WAES future accommodation strategy. ➤ WAES has expressed interest in exploring the potential for developing courses for people who are self-employed to boost their business and technical skills. In the context of Westminster being the start-up capital of the UK and the Economy Team's positioning within the business support landscape, the Economy Team could support WAES to understand the new business potential for WAES to develop courses for people who are self-employed to boost their business and technical skills as well as courses and accreditation to business support professionals. A clear route to market to Westminster's start-up community could also be provided through the Economy Team's enterprise spaces and links with other workspace operators. ➤ WAES could work with WCC Economy Team to develop a better understanding of the demand for provision that enables adults who have already achieved to re-skill or up-skill in order to achieve career progression and preparation for portfolio and multiple careers. WAES could position themselves as a pathfinder provider working in partnership with the National Retraining Scheme during the pilot/testing stages. ➤ WAES could continue to improve the effectiveness of its links with relevant City Council services particularly children and adult services looking after vulnerable learners in order to ensure the most appropriate and effective wrap around support is available to meet the needs of vulnerable learners and ensure teaching staff have the confidence, training and support they need to cope with the increase in learners with higher level need.
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	<ul style="list-style-type: none"> ➤ WAES could work with relevant WCC Services to improve the sharing of intelligence and data held by the City Council about learners so that understanding can be developed of any barriers or potential de-railers for a learner and so that positive impacts of education/training/employment go beyond individual learners to benefit families and communities. In doing so, due regard needs to be applied to GDPR constraints. ➤ WAES could explore supporting the ‘Community’ aspect of its three focus areas of work through collaborative working with Public Health and Adult Services to provide mutually supportive access to ‘social prescribing’ type provision for residents experiencing mild/moderate mental health episodes and other needs that limit their ability to actively participate in employment or community life. ➤ WAES could explore with other City Council front line services the potential for co-location of access points. Subject to viability, options for this would need to be identified and fully scoped as part of the WAES future accommodation strategy. ➤ Curriculum alignment with the economic and educational priorities of the borough could benefit from planning with input from the City Council’s Economy Team, Data & Intelligence Team and Children’s Services/Education who have a wealth of relevant data and intelligence available and can provide an informed view. ➤ As part of WCC’s wider Apprenticeship Growth Strategy it is recommended that WCC HR&OD and WAES consider how WAES can more fully maximise their role as employer provider to enable WAES to grow its Apprenticeship provision where they are able to meet the needs defined in WCC’s workforce development/planning strategy. As this is one of the limited areas of provision where growth is still possible it provides an opportunity to review the current Apprenticeship offer. WAES could also engage with other public sector levy paying employers for whom the WAES Apprenticeship offer would be relevant as well as maximising full utilisation of the Apprenticeship Levy through engaging with the City Council’s supply chain and developers. As the relationship grows opportunities may well arise for WAES to work with HR & OD colleagues on the formulation and delivery of the Council’s broader staff development programme.
<p>Funding Policy, implications of devolution and changes to the regulatory framework</p>	<p>WAES is well practiced in adapting to changes in the policy and funding landscape for adult skills and whilst financial diversification and new business development is by no means a new area of work for WAES it is recommended that this work is formalised by way of Financial Diversification Strategy that seeks to deal with the impact of devolution of skills funding and incrementally shifts WAES current dependency on ESFA/GLA AEB funding and complemented by a Business Development Strategy aligned to the Strategic Plan, identifying opportunities for current provision to expand and new areas of business growth. It is acknowledged that the Strategic Plan and Curriculum Plan go some way towards this but it is advised that this is developed into a Strategy with the specific aim to incrementally shift the Service’s current dependency on AEB skills funding (excluding Apprenticeship funding) of approximately 84% towards a figure which would sustain any future variations</p>

	<p>in AEB income as a result of GLA redistribution of the community learning element of the AEB. The Strategy could also include:</p> <ul style="list-style-type: none"> ➤ Addressing the current under capacity in maximising learner access to the Advanced Adult Learning Loan AEB allocation as this is available to be drawn on but not an embedded part of the AEB budget. WAES are looking at driving specific sectors. The Service might like to consider joint promotion and marketing strategies with other Central London ACL providers to increase the take up of Level 3 Advance Learner Loans as low take-up is a shared issue and they have stated they would welcome a collaborative approach. ➤ The work the Service is doing to grow its online provision could also be incorporated. It is suggested that a specific focus is applied on the London market so that the income generated from online learning is retained in London. ➤ As part of this strategy it is important to create the capacity for bidding for other forms of external income. The work already underway with the central London group of ACL providers presents the opportunity for joint bidding. Alternative funding areas would include other government departments, GLA growth initiatives and relevant Big Lottery funds, again potentially in partnership with a local or national voluntary organisation and the post-Brexit replacement ESF and other current European funding opportunities.
<p>Future needs of the service including accommodation needs</p>	<p>It is recommended that Corporate Property develop with WAES an overall accommodation strategy to ensure the long-term needs of the service are met and devise a three year implementation plan for relocation to ensure a smooth transition and minimum business disruption.</p> <ul style="list-style-type: none"> ➤ Consideration should be given to the importance of business continuity and potential reputational damage if the accommodation process becomes overly disruptive for learners. ➤ The potential for WCC help to support the increased costs associated with any accommodation transition costs could be explored. ➤ It is advised that a Task & Finish Group comprising WAES, Corporate Property & the Development Team is formed to move the above forward and that the option to harness additional capacity and relevant technical expertise by way of the appointment of a suitably qualified and experienced consultant to represent WAES as client is considered. It could be explored whether the consultancy costs could be met by the Church Street Regeneration Programme if eligible expenditure.
<p>Risk factors and impediments to progress</p>	<p>It is recommended that any new risks identified as a result of the WAES Strategic Review process be reviewed by the WAES Executive Board, Governing Body and the GPH Senior Leadership Team.</p>
<p>Management and Planning</p>	<p>It is recommended that WAES Senior Managers work with WCC's HR & OD Team to produce a WAES Workforce Development Strategy, including a Talent Management Strategy, that is aligned to the needs and challenges identified as necessary to successfully deliver the 'WAES Forward 2019 - 22' Strategic Plan.</p>
<p>Effectiveness of links with key partners,</p>	<p>It is recommended that the WAES Executive Board review the opportunities identified and consider which might be appropriate to follow up with the Central London ACL group. Building on the proactive approach WAES has</p>

<p>services and other providers</p>	<p>already adopted to working with the Central London ACL provider group and the perception of WAES as a key partner in this grouping, as the largest service in the central London area they have the opportunity to play a leadership role in taking forward some of the collaborative working initiatives that have been identified.</p>
<p>Effectiveness of working relationships with VCS Delivery Partners</p>	<p>It is recommended that WAES makes accessible a database holding information on all the VCS delivery partners they are working with and the courses/programmes they run.</p>
<p>Market penetration (Westminster & London)</p>	<p>It is recommended that enrolment targets are established for Westminster wards in relation to the three strategic priorities: Careers, Community and Culture, Progression and destination pathways refined and reported on including data on learner residency. It is suggested that WAES consider an incremental move over the next 2-3 years from a 50/50 ratio towards one that emphasises WAES's commitment to supporting the most vulnerable residents in the city.</p>
<p>Contribution to promoting a culture of continuous development and lifelong learning and supporting skills development at all levels to ensure employability, sustainability, career progression and preparation for portfolio and multiple careers</p>	<p>It is recommended WAES convene a network of its VCS delivery partners to meet a minimum of twice a year and support the network to deliver an annual celebration of the joint work between WAES and its delivery partners in the community for example in the context of the Festival of Learning.</p>

8. List of Source/Reference Documents

- City of Westminster, City Profile 2018
- FETL (Further Education Trust for Leadership) 'Adult community education - Supporting place and people: Characteristics of success' 2019
- GLA 'Skills and Employment Vision for London' consultation questions May 2019
- GLA 'Skills for Londoners' Strategy 2018
- London Adult Community Learning Review March 2017
- Ofsted Inspection Report March 2016
- The Further Education and Skills Inspection Handbook July 2019
- WAES Adult Learning Guide 2019-20
- WAES Curriculum Planning Strategy 2018-19
- WAES Instrument & Articles and Financial Scheme of Management
- WAES Marketing Strategy 2019-22
- WAES Position Statement on CEIAG June 2019
- WAES Position Statement on progress since last review June 2019
- WAES Position Statement on progress against previous Strategic Plan June 2019
- WAES Position Statement on Reputation & Perception June 2019
- WAES Quality Improvement Plan 2017-18
- WAES Quality Improvement Plan 2018-19
- WAES Self-assessment Report 2017-18
- WAES 'City for All' Addendum to Strategic Plan
- WAES Strategic Plan 2015-2018
- WAES Strategic Plan 2019-22
- WCC A summary of the Church Street Masterplan
- WCC 'City for All' Strategy
- WCC Draft Economic Opportunity Strategy
- WCC Policy & Scrutiny Report on WAES Review March 2016

9. List of Review Contributors

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- Greg Ward, Director - Regeneration & Economic Development

In addition to the individually named contributors above, the following groups input to the review process:

- WAES Governing Body via an online survey
- A focus group of WAES learners comprising attendees representing Level 1 and Level 2 ESOL learners from various countries around the world
- A focus group of WAES learners comprising studying a broad range of subjects including Ceramics, Painting, Cooking, Creative Writing, Project Management, IT, Spanish and GCSE English and maths. This group included a number of representatives from a variety of courses from the WAES programme for adults with Learning Difficulties & Disabilities.

Finally, the WAES Governing Body & Executive Board were provided the opportunity to give early feedback on the emerging findings of the review presented by the review team at the 9th July meeting of the WAES Governing Body.