

<b>CREATING OPPORTUNITIES AND TACKLING INEQUALITIES SCRUTINY COMMITTEE</b>	<b>Agenda Item No. 5</b>
<b>6 JANUARY 2014</b>	<b>Public Report</b>

## Report of the Principal/Head of Service, City College Peterborough

Contact Officer(s) – Pat Carrington, Principal / Head of Service  
Contact Details - 01733 761361

### CITY COLLEGE PETERBOROUGH (CCP)

<b>1.</b>	<b>PURPOSE</b>
1.1	To give an overview of what Peterborough City Council's Adult and Community Learning Provision, City College Peterborough (CCP) does, who uses the college, its outcomes, NEETS, the Raising of the Participation age and the impact the service has on local residents and businesses.
<b>2.</b>	<b>RECOMMENDATIONS</b>
2.1	Members of the committee are asked to note the report and the role City College has to play in delivering improved educational and other outcomes for the city. The committee is also asked to consider further areas they may require information on.
<b>3.</b>	<b>LINKS TO THE SUSTAINABLE COMMUNITY STRATEGY</b>
3.1	The work delivered by CCP cuts across all four priorities of the sustainable community strategy and all the strands of the Single Delivery Plan, by helping to develop individuals, improve their skill sets, raise potential and aspirations, and by having a direct impact on individuals' social and economic wellbeing.
<b>4.</b>	<b>BACKGROUND</b>
4.1	The college has been operating since 1944. Originally known as the Peterborough Adult Education Institute, it became Peterborough College of Adult Education (PCAE) in 1970 when it moved to its current premises in Brook Street and then became City College Peterborough (CCP) in 2010, to better reflect the wide range of adults, young people and businesses using its services.
4.2	CCP operate as a self-financing organisation and is under contract to the Skills Funding Agency, the Education Funding Agency, the National Apprenticeship Service, European Social Funding, other smaller funding pots and is also sub-contracted to by a private provider and an FE College (bringing additional income into the City), as well as delivering programmes at full cost recovery where no direct funding is available. The college turnover is around £5m per annum.
4.3	The College has its own Governing Board, is responsible for its own finances and the Principal reports into the Head of Corporate Property and Children's Resources but is equally accountable to the Governing Board (membership can be found in appendix 1). It employs 95 permanent members of staff and has 134 sessional tutors and works actively with 55 partners across the City
4.4	Our premises and facilities include the Brook Street Campus which, as well as standard classrooms, has a fully functioning professional catering kitchen, a construction training room,

	<p>"Flat One" - a 1 bedroom flat to enable delivery of independent living skills, a sensory room to support our students who have autism, an art studio and an outdoor classroom / meeting space that is wildlife friendly. We also manage the John Mansfield Community venue which includes a skills campus that has standard classrooms, a mechanics workshop, hairdressing salon, welding room and community rooms including a performing arts centre.</p>
4.5	<p>At its last inspection, CCP was graded good with outstanding features and included comments around our outstanding work with young people (Grade 1 provision), our partnership work that allows us to identify and help meet local need and the way in which we strive for excellence. Ofsted stated in the report:</p> <p><i>"The college is outstanding at seeking learners and partners views to make improvements....."</i></p> <p><i>"The quality of teaching and learning is good with many outstanding features"</i></p> <p><i>" The range of provision is excellent at meeting the needs and interests of learners and users"</i></p> <p><i>"Learners improve the social and economic wellbeing to a good level"</i></p> <p><i>"The senior leadership team has set ambitious targets and has provided very effective leadership to create a culture of excellence, inclusion and high standards. It has established a broad range of communication channels to encourage participation by all stakeholders in the college life. Staff work very effectively to make learning an enjoyable and empowering experience for all learners."</i></p>
<b>5.</b>	<b>KEY ISSUES</b>
5.1	<p>CCP successfully delivers learning opportunities and skills development to the people, communities and businesses of Greater Peterborough and the surrounding areas. It has a reputation for quality, strong partnership working and the ability to respond very successfully to local needs both planned and unplanned thereby reactive to any given situation. Our breadth of provision is vast, yet very specialised – often working in niche markets to help support the economic and social development of Peterborough.</p>
5.2	<p>The College is used by a wide variety of people. In 2012/13 academic year we had 7090 enrolments. These consisted of:</p> <p><u>Age Profile</u>  16% - 16-18 year olds  9% - 19-24 year olds  56% - 25-59 year olds  19% - 60+</p> <p>However, it is worth noting than many students of 19+ are on part time courses and the majority of 16-18 year olds are on full time courses</p> <p><u>Disability and Learning Difficulty</u>  13% of the students disclosed a disability and 10% disclosed a learning difficulty.</p> <p><u>Ethnicity</u>  81% - White  2% - Mixed  8% - Asian  2% - Black  1% - Chinese  3% - Other</p>

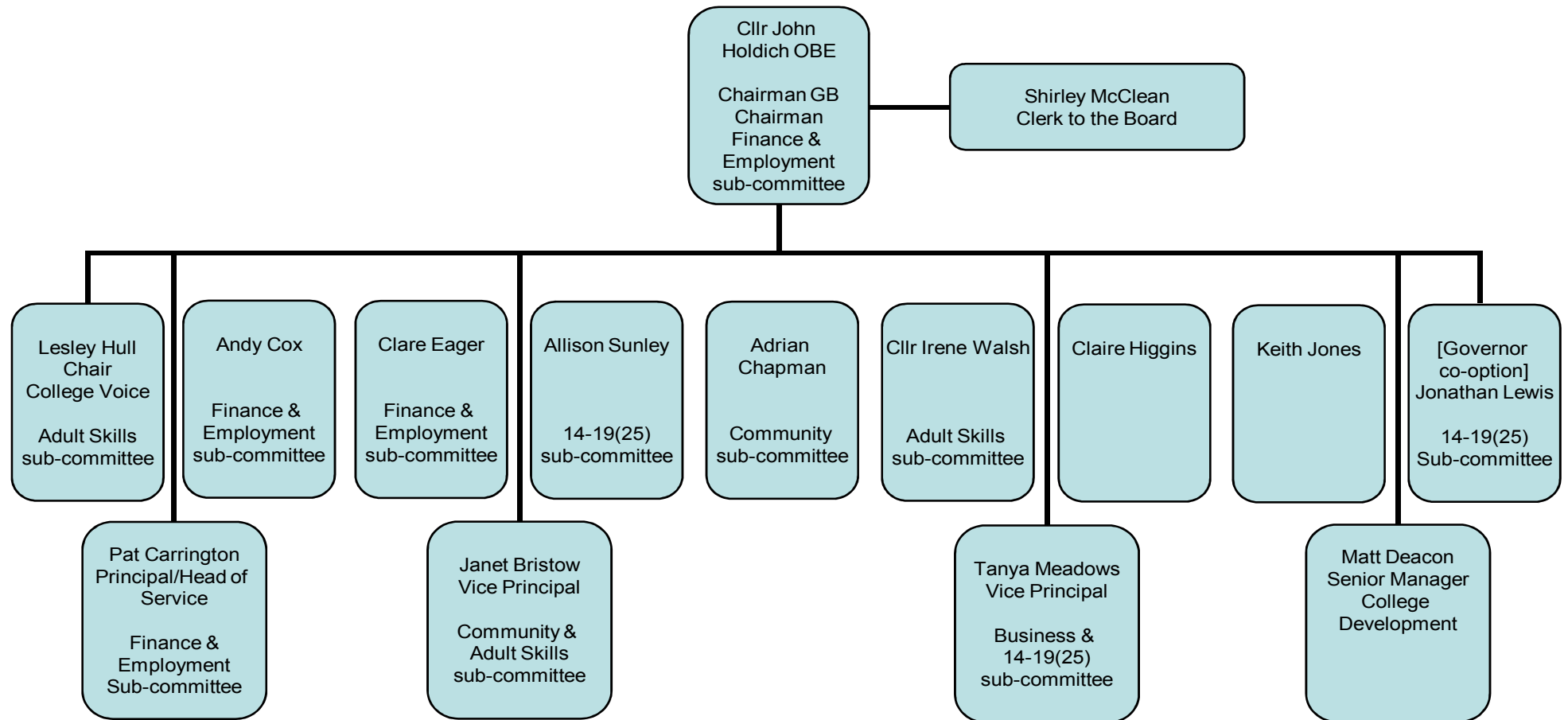
5.3	<p>The areas in which we work can be segmented into the following:</p> <ul style="list-style-type: none"> <li>• Adult skills – qualifications for adults and working with unemployed adults to retrain to get back into the workplace.</li> <li>• Young people / NEETs- 16-18 year olds who for whatever reason did not do well at schools, developing them across the board to move into the workplace or further education or training as well as working with 14-16 years olds as an alternative to school.</li> <li>• Traineeships and Apprenticeships - Traineeships is a new programme for young people who want to work, but who need extra help to gain an apprenticeship or job. Traineeships will give these young people the opportunity to develop the skills and workplace experience that employers require. An Apprenticeship is a real job with training so candidates earn while they learn and pick up some nationally recognised qualifications as they go.</li> <li>• Community Learning - delivering non-qualification adult training and learning to support sustainable and adaptive communities, and moving people closer to the work place. We also fund some programmes for the third sector in their specialist areas to engage with residents that we would not normally reach, to start them on their journey of lifelong learning.</li> <li>• Family Learning - Helping parents to help children learn whilst improving their own English, maths and parenting skills at the same time.</li> <li>• Business – up-skilling and developing the workforce from management training nationally, apprenticeships, both for young people and adults within the existing workforce, through to mandatory qualifications and bespoke softer skills training delivery.</li> </ul>
5.4	<u>NEETS and the Raising of the Participation Age</u>
	<p>CCP runs a range of programmes for 16-19 (25) year olds to help young people progress from NEET to EET. We offer young people a substantial vocational qualification, up-skilling in Maths, English and employability skills providing a tailored wrap around support and work experience package to meet their individual needs. In the past two years we have progressed 74% of our young people onto something positive when it is time to move on. This is an exceptional success rate when the starting point is considered.</p>
5.5	<p>Currently we are helping 178 full time students and 60 part time students and plan to recruit a further 60. The learners we work with are furthest away from the labour market, have multiple and more often than not, complex support needs and have various barriers to progressing to the next stage of their lives.</p>
5.6	<p>Year by year, the client group is becoming more complex. We risk rate our learners at the recruitment stage. Normally a RAG (Red, Amber, Green) system works, however this year 72 (40%) of our 178 full time learners have been categorised as purple (a category we have had to develop that is an extreme red) meaning that they have displayed episodes of significant self harm, are suffering abuse/have a serious safeguarding issue, are in care, are a suicide risk or have a serious health issue.</p>
5.7	<p>A further 44 (25%) are categorised red. These young people have issues including learning difficulties, behaviour, emotional or social difficulties (BESD), history of depression, live independently or are care leavers.</p>
5.8	<p>Not only do we help young people move from NEET to EET with a positive progression and qualifications but we also empower them with the skills to be functional in society.</p>
5.9	<p>CCP is also rapidly expanding its provision to accommodate learners with low to moderate learning difficulties and disabilities (LLDD). This is a growing market with some young people</p>

	being sent out of county. As a result of this, CCP are capacity building a further 32 places to eliminate the need for learners to study outside of Peterborough. Skills for independence is crucial for LLDD learners to progress to be self sustaining, both in life skills and financially. CCP run transitional 'link' courses with Marshfields School, Spring Common, Phoenix, Nenegate and Heltwate.
5.10	We house the Youth Access Hub and have done so for the past three months following the closure of the Youth Access Point in Central Library. The hub is open for three afternoons per week for information, advice and guidance, job search skills, help with housing and benefits, food parcels etc. CCP's primary function is to progress young people onto a positive progression whether it be at CCP, another provider or service or an employer.
5.11	The Raising of the Participation Age (RPA) has increased the demand for full time provision for 16 year olds. Normally we would have around 100 full time young people, whereas this year we have 150.
5.12	<u>Outcomes for Learners</u>
	There are three key areas in which we measure outcomes across the board. These are Retention (the % of people that start a course who complete the course), Achievement (% of those that are still there at the end of the course that achieve) and Success (% of those that start a course that achieve).
5.13	In 2012/13 our figures for this were: <ul style="list-style-type: none"> <li>• Retention - 91%</li> <li>• Achievement - 92%</li> <li>• Success - 83%</li> </ul>
5.14	Of our overall provision, 57% is outstanding (significantly above the national average) and this includes 16-18 Foundation Learning (our NEET work), ESOL (English for Speakers of Other Language), Business Skills / Level2+ and Community Learning.
5.15	In addition to the hard statistical outcomes, we also measure the development of personal and social skills that are incorporated across the provision, which is graded overall as Good. This is done through the recording and reviewing of learners' individual learning plans where at the start of their programme, they record what they personally want to get out of the course. We also ask them to complete an end of course evaluation form that includes the question "What have you been able to do as a result of attending this course?" and the reviewing of support logs (that are undertaken with our young people). For our students with Learning Difficulties and Disabilities we have introduced Learner Reps and undertake many enrichment activities with them for example, the Well Crafted Event at the Cathedral. In our work with the unemployed we get them to undertake project work which includes fund raising events.
5.16	The standard of learners' work is very high as evidenced by: reports of excellence from our awarding bodies (ie City and Guilds, NCFE), National Learner Awards winners, for example, having the only national City and Guilds Gold medal winner for IT apprentices attending a prestigious black tie event in London to collect his award, three adult arts and crafts students having their work displayed in the V&A Museum in London as national competition winners for three years running; having our oldest student – 91-year-old Laurie win an Adult Learners Award and attend the presentation ceremony at Duxford and having the Youth East 2 (a NEET project)winner for Outstanding Learner.
5.17	We have also received special recognition for an innovative community project called "Unlock the Box" which was chosen to be presented to HRH Princess Anne in August 2013. The project was one of only 4% bids nationally to be awarded NIACE Community Learning Innovation Funding to run this project between September 2012 and July 2013. It brought together 62 adults furthest away from learning to celebrate some of the dynamic cultures and communities

	<p>in Peterborough. The adults were from 7 different ethnic communities: Kurdish; Latvian; Polish; English; Pakistani; Slovakian and Welsh. They were trained in the skills needed (including IT and photography) to create culture boxes to showcase their history, language, culture and tradition. The boxes were then shared with new communities and volunteers from the new communities were supported to create their own boxes so ensuring sustainability. The impact demonstrated impressive improvements in learners' skills, including IT and English; self-esteem and confidence e.g. learners engaging with their child's school and supporting their education for the first time; social relationships within and outside the family; positive attitudes to another culture and people volunteering, getting jobs or going into further learning / training. The project was run in English and a website with resources was also created. Since then, the project has been presented at various strategic and local partnership meetings e.g. The Children and Families Stakeholder Board with a view to adapting it to different local needs and contexts such as Parenting.</p>
5.18	<u>The Overall Effectiveness of the College</u>
	<p>With a philosophy of continuous improvement and striving for excellence, there have been many areas that have enhanced our customers' experience and there are many strengths of which we are proud and will continue to build on. These include:</p> <ul style="list-style-type: none"> <li>➤ Very good teaching and learning with increasing amounts of outstanding - Increasing the percentage of good outstanding teaching to 88% from 76 % in 10/11 and 35% in 09/10.</li> <li>➤ Outstanding and continuous enhancement of individual pastoral support and care for vulnerable learners</li> <li>➤ A highly-effective governing board (with a varied and skilled background reflective of the city) actively participating in developing the strategy, monitoring performance and providing critical challenge and advice</li> <li>➤ A Senior Leadership Team that continues to set ambitious targets and provide very effective leadership and performance management, creating a culture of excellence, inclusion and high standards.</li> <li>➤ A highly-creative curriculum designed around local and national priorities targeted to a diverse range of learners including those furthest away from the labour market</li> <li>➤ Learners' views and skills which are actively sought to make an outstanding contribution to the direction and development of the service.</li> </ul>
5.19	<p>We actively seek to raise the profile nationally and regionally, of the learners we work with, of Peterborough and the College. The Principal sits on the LEAFEA national board and is the representative for the East of England and also sits on the HOLEX national policy board. One of the Vice Principals sits on the Education Training Foundation Professional Standards Review Board and the Other Vice Principal is the Vice Chair of the East of England Work Based Learning Provider Network.</p>
5.20	<p>We also achieved, for our 12th year running, the IIP award with the following comment reported by the inspector "The college is to be congratulated at maintaining good communication and full employee engagement during a time of great change and reducing budgets. Excellent and sensitive support for people in the form of observational mentoring and their "How to be a brilliant teacher" programme that has driven up standards."</p>
5.21	<p>In November 2013, in recognition of the work we do with our learners and the "extra mile" we go for all our students, we received the Peterborough Telegraphs Business Award for Customer Service.</p>
<b>6.</b>	<b>IMPLICATIONS</b>
6.1	None
<b>7.</b>	<b>CONSULTATION</b>
7.1	Not applicable

<b>8.</b>	<b>NEXT STEPS</b>
8.1	Not applicable
<b>9.</b>	<b>BACKGROUND DOCUMENTS</b> Used to prepare this report, in accordance with the Local Government (Access to Information) Act 1985
9.1	List any documents and other information used to write this report. DO NOT include exempt items. Be specific as anything you list here must be available for public inspection for several years after the committee meeting.
<b>10.</b>	<b>APPENDICES</b>
10.1	Appendix 1 – Membership of Governing Body

## GOVERNING BOARD



This page is intentionally left blank