

CREATING OPPORTUNITIES AND TACKLING INEQUALITIES SCRUTINY COMMITTEE	Agenda Item No. 5
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Report of the Principal/Head of Service, City College Peterborough

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CITY COLLEGE PETERBOROUGH

1. PURPOSE

- 1.1 To give an update on Peterborough City Council's Adult and Community Learning Provision in terms of the role that City College Peterborough (CCP) has to play in delivering improved educational and other outcomes for the city and also to look at the College's results, performance, course offers and changes since my last report to the committee.

2. RECOMMENDATIONS

- 2.1 The committee to review and ask for areas for further clarity / exploration.

3. LINKS TO THE SUSTAINABLE COMMUNITY STRATEGY

- 3.1 The work delivered by City College Peterborough (CCP) cuts across all four priorities of the Sustainable Community Strategy and all the strands of the Single Delivery Plan, by helping Peterborough residents improve their skills sets, raise potential and aspirations and by having a direct impact on individuals' social and economic wellbeing in Peterborough. The service offered by CCP is to deliver learning opportunities that support local need and help improve the social and economic wellbeing of local residents and communities, working with families, young people and adults with a particular emphasis on the disadvantaged and vulnerable. The College plays a key role in 14 to 19 education and supporting vulnerable groups in the city. We are commissioned to work with key groups and play a huge role in the recent successful inspection of 16 to 19 services.

4. BACKGROUND

- 4.1 City College Peterborough (CCP) currently employs 95 permanent members of staff and has 134 sessional tutors and works actively with 55 partners across the City. PCC has, for a number of years, given devolved powers to the Governing Board for the financial solvency of the Service/College, its sound management and for all quality matters.

The Principal, who is also an officer of the Council as its Head of Adult Skills, reports into the Assistant Director of Corporate Property and Children's Resources but is equally accountable to the Governing Board and now has a national and regional profile for adult education. She is on the board of and is the National Policy Lead for HOLEX (the national forum for local authority education providers) on LEPs and young people's provision; sits on the National LEAFA Executive committee as the National Lead for Leadership and Governance; sits on the regional Ofsted Reference Group for raising standards and attainment in the Eastern region and will continue to work to raise Peterborough's profile further on the skills agenda, helping to inform and drive national policy.

The communities in which the College often works are those that have low skills and low aspirations, often in areas of high deprivation.

These services are ensured by the College working towards the following agreed objectives:

- to advance education;
- to advance health;
- to relieve unemployment;
- to relieve poverty;
- to promote for the benefit of the public the provision of facilities for recreation or other leisure time occupation of individuals who have need of such facilities by reason of their youth, age, infirmity or disablement, financial hardship or social and economic circumstances or for the public at large in the interests of social welfare and with the object of improving the condition of life of the said inhabitants;
- the promotion of community participation in healthy recreation in particular by the provision of facilities for the playing of sports and related activities;
- to promote social inclusion for the public benefit by preventing people from becoming socially excluded, relieving the needs of those people who are socially excluded and assisting them to integrate into society.

This is all carried out at nil cost to the Council, as CCP operates independently and carries out its own functions including, payroll, HR, pensions and redundancy costs. It operates 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.

4.2 **Types of Courses Offered.**

- Adult skills – qualifications for adults, including English, Maths and ESOL (English for Speakers of Other Languages) and working with unemployed adults to train them in the skills needed to enter or return to the workplace.
- Young people / NEETs- 16-18 year olds who, for whatever reason, did not do well at school by developing them to move into the workplace or further education or training as well as working with 14-16 year olds as an alternative to school. This is delivered via Study Skills programme, social action project (National Citizenship programme) and engagement programme (My Generation Next)
- Traineeships and Apprenticeships - Traineeships is a programme for young people who want to work, but who need extra help to gain an apprenticeship or job. Traineeships 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 acquired nationally-recognised qualifications as part of their training.
- Community Learning - delivering non-qualification adult training and learning to support sustainable and adaptive communities, and move people closer to the work place. We also fund some programmes for the third sector to deliver in their own specialist areas to engage with residents that we would not normally reach and to start them on their journey of lifelong learning.
- Family Learning - Helping parents/ grandparents and carers to support children's learning and development whilst improving their own English, maths and parenting skills at the same time.
- 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.

4.3 Results and Performance

There is a robust strategy in place for continually improving outcomes for learners and apprentices to ensure a continued drive to raise the standards of teaching, learning and assessment across the wide range of provision. Challenging targets are set and a clear picture of progress is presented through a bespoke 'score card', which is reported to governors, enabling them to scrutinise performance effectively, holding the college leaders and managers to account.

2013/14 top line results

Success rates (those that started a course and went on to achieve their planned qualification)
Achievement rates (on non qualification courses those that achieved their personal objectives and had a positive impact). Total number of funded learners for 2013/14 - 4551.

Area	Success / Achievement Rate		Comparator
	2012/13	2013/14	
Apprenticeships	78.40%	77.7% (s)	72.3% national bench mark*
Community Learning Trust	97%	97% (a)	
Employability	84%	93% (s)	9% increase on yr
ESOL	90%	92% (s)	79% national bench mark*
Family Learning	96%	98% (a)	
Counselling	88%	91% (s)	86.3% national bench mark*
PCDL	94%	99% (a)	
Skills for Life 19+	83%	86% (s)	84% national bench mark*
GCSE Maths and English	100%	100% (s)	
Study Skills	63%	73% (s)	10% increase on year
LLSS 19+	100%	98% (a)	

* source, Skills Funding Agency national success rates tables

There are no significant achievement gaps between different groups ie ethnicity, disability and gender and for 2014/15 we have further identified our own key groups for monitoring, such as ex-offenders, teenage parents, young carers and care leavers, to enable us to monitor their progress more closely.

There is a high standard to the learners' work and recognition of this with celebration of the learners' achievements and participation. Our GCSE achievement rates are 100% English and maths Grades A*-C. We have received excellent awarding body reports, have students artwork displayed in V&A museum and we have secured display space at the first class lounge at Kings Cross after a successful display at Peterborough station. The college has another C&G Medal of Excellence winner who also became runner up in C&G National Apprenticeship of the Year and the Unlock the Box (a community cohesion project) won a regional NIACE Adult Learning award for Project of the Year 2013/14.

The College was approached by Ofsted to ask if they could carry out a pilot short inspection on them under their new proposed framework for Good Providers. CCP were the only Adult and Community Learning provider nationally to be involved in these pilots. The pilot inspection took place in November and we are extremely positive about the outcome.

In addition to this, the college has also:

- been featured as Best Practice in the Parliamentary Review of Education
- won the Peterborough Telegraph's Business Award for Corporate Social Responsibility
- been awarded the Investor in the Environment Green Award

4.4 **Changes since the last report to the committee**

City College has grown, developed and tendered for additional work securing an extra circa £600,000 into the City that consists of:

- Doubling our adult apprenticeship provision.
- Being awarded funding to deliver higher level apprenticeships (degree level).
- Created 22 additional high needs funding places for those learners with learning difficulties and disabilities, meaning they no longer have to travel outside Peterborough.
- Grown the Study Skills contract (our NEET work) by an additional £300,000
- Winning a contract to deliver maths and English in the work place.
- Securing a contract to deliver National Careers Service Information, Advice and Guidance (IAG) in the City.

We have also secured capital of circa £700,000 from the Skills Funding Agency to extend the Brook Street campus to allow us to work with more young people with Learning Difficulties and Disabilities, thus reducing the need to educate them outside the City.

In partnership with Cross Keys, the college has set up a Care academy that recruits and trains people wanting to progress into the Care sector. 75% of learners were successful in securing employment as a result.

Apprenticeships for care leavers is a joint initiative currently being developed with the Local Authority to begin the progression of care leavers.

The College staff have further refined and developed a more detailed understanding of learners' needs and behaviours, which is used to effectively support learners; for example, those at risk of self-harm.

Staff have recently undergone training by the local 'Prevent' coordinator so that they understand the issues and the actions they can take to prevent radicalisation, giving them confidence in their own judgements.

The council now fully utilise the Principal/Head of Service, as an officer for the Council, as expert advisor on matters pertaining to the Adult Skills agenda. She has set up a Skills Strategy Partnership Group consisting of strategic leaders from across the City who have a role to play in developing the City's skills and she now also Chairs the City NEET/RPA group.

In 2014, the College celebrated its 70th anniversary with a year of celebrations including a very special intergeneration event at which 70 people who were also 70 in 2014 were invited, with a guest, to a birthday celebration 3 course lunch, that was cooked and served by our young catering and study skills students.

4.5 **Role the City College has to play in delivering improved educational and other outcomes for the city.**

At the College the delivery of education is not seen just as the hard, measurable outcomes, ie exam results, but also about building those softer social skills including confidence and social empowerment. It embraces learning for social change and helps to develop a sense of self, grows an individual's confidence and self esteem and helps to raise their aspirations.

To us, a successful outcome is deemed to be an improvement in educational attainment, distance travelled and the developing of the individual themselves to become a more active and rounded citizen who is functional in today's society.

Through thorough assessment of learners' and apprentices' starting points, support needs and risk factors, staff plan to develop individual learners' personal, learning and employability skills, with the aim of reducing dependence on support services over time.

The college has a focus on developing employability skills and independence including

personal development, behaviour and welfare.

We have excellent success rates as demonstrated above but we also measure "positive destinations", for our young people (those that then go on to paid employment, further learning / training and volunteering). The rate for 13/14 was 76% for Study Programme learners and from 2014/15 we will, for our adult learners, measure "impact", asking them what the impact of attending the programme has been on them and / or their families.

5. IMPLICATIONS

5.1 N/A

6. CONSULTATION

6.1 N/A

7. NEXT STEPS

7.1 N/A

8. BACKGROUND DOCUMENTS

Used to prepare this report, in accordance with the Local Government (Access to Information) Act 1985

8.1 N/A

9. APPENDICES

9.1 N/A

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