

**London Borough of Richmond upon Thames**

**Adult and Community Learning**

**(Personal and Community Development Learning and  
Family Learning)**

**Strategic Plan 2007/08 to 2009/10**

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# 1. Strategic summary

## 1.1 About Richmond upon Thames

The London Borough of Richmond upon Thames is a unitary local government authority with a resident population of 186,300. Uniquely, the borough is divided by the River Thames and includes 21.5 miles of river frontage.

Additionally, data show that:

- Black and Minority Ethnic (BME) communities comprise 9% of the total population, but 16% of those aged 19 or less.
- The borough now has the eleventh highest proportion of people aged 65 or over and the seventh highest of people aged 75 and over, in London. The proportion of people aged 65 or over (13.7%) is in line with Outer London (13.8%) and marginally above that for Greater London as a whole (12.4%).
- Richmond upon Thames has the fourth highest proportion of people aged 85 and over, in London.
- The borough is generally considered to be affluent, with earnings above average for London.
- There are pockets of relative disadvantage scattered across the borough (see Key themes and priorities, section 1.6.1).
- The borough comprises about a dozen towns and villages, each with their own library.
- More than a third of the land is made up of parks and open spaces, which are used regularly by over 70% of borough residents.

## 1.2 The Authority's vision for Richmond upon Thames

The Authority is committed to securing excellent services and to improving education, lifelong learning and life chances for all who live, work and study in the area. It aims to provide an enabling framework and, in partnership with key organisations, to secure provision, target resources and monitor quality. It aims to make sure that responsive, flexible and high quality learning opportunities are offered, in line with best value practices. It further supports the Government and Learning and Skills Council's commitment to drive up achievement, widen participation in learning, and strengthen community confidence.

Its vision is to make Richmond upon Thames the greenest, safest and best educated borough in London and to be an exemplar borough on sustainability. With regards to adult and community, and family learning, it aims to create a learning community by identifying and meeting the aspirations, needs and well being of all its residents, and building a community that supports lifelong learning. The strategy is to empower adults from all sections of the community to:

- achieve their academic, vocational and recreational learning goals;
- participate fully in a knowledge-based society; and
- enjoy personal development and cultural enrichment.

## 1.3 The purpose of this plan and its link to other strategies and plans

This plan focuses on the first year (2007/8) of a rolling, three-year plan (2007/8 to 2009/10) in line with Learning and Skills Council (LSC) guidance and expectations. It constitutes one of several Authority Service Plans that sit within its performance management framework. This framework ensures that the vision of the Community Plan is realised through an overarching Corporate Plan, supported through the Service Plans and actions of each directorate. The Community Plan has been developed through the Local Strategic Partnership of key service providers and in consultation with various stakeholders. It sets out key aims to meet the needs and expectations of the community. It includes the following key priorities:

- Priority 1: Tackling disadvantage and inequalities
- Priority 2: Being the greenest borough in London
- Priority 3: Being the safest borough in London
- Priority 4: Growing up in Richmond upon Thames (*children and young people*)
- Priority 5: Creating a healthy and caring Richmond upon Thames
- Priority 6: Creating a vibrant and prosperous Richmond upon Thames
- Priority 7: Improving access and participation

The Authority recently carried out a review of the Community Plan and has consulted with stakeholders, including residents, to inform the production of the new Community Strategy for 2007-2017. In addition, it has involved the Local Strategic Partnership (LSP) in the development of its Local Area Agreement, the overarching objective of which is to tackle the inequality and social exclusion that prevents some residents from sharing in the high quality of life that living in the borough can offer.

This plan takes into account national and regional priorities, including those identified by Government (for example, within 'Every Child Matters' and 'Youth Matters') and within LSC annual statements of priorities and Strategic Area Reviews. It also reflects local needs and priorities, including those identified within linked local strategies such as the Strategic Framework for Older People, the Valuing People Framework, the Children's Centres and Extended Schools Strategy and the Authority's wider Children and Young People's Plan. Finally, it takes into account the key findings from the Authority's most recent annual Self-Assessment Report (SAR) and evidence available from inspection activity.

This plan draws on the evidence gathered through a wide range of consultations carried out with local residents and stakeholders for the production of the recent Community Plan 2007-17. Key partners, including family learning providers, were consulted and asked to comment prior to its agreement. The plan is taken to the Richmond Local Learning Partnership and brought to the Local Strategic Partnership prior to its agreement by the responsible Cabinet Member.

#### **1.4 Local characteristics**

A comprehensive review of local characteristics is given in various documents, including the Community Plan, the Corporate Plan and the Authority's Adult and Community Learning and Family Learning Self-Assessment Report, 2005/6. These reviews inform the relevant strategies and plans, including this 3-year Strategic Plan for Personal and Community Development Learning (including Family Learning)<sup>1</sup>.

#### **1.5 Background to adult and family learning in Richmond upon Thames**

Over recent years the Authority has not directly provided Adult and Community Learning (ACL), but worked through the Richmond Local Learning Partnership (RLLP) to secure quality learning programmes on behalf of those who live, work and study in Richmond upon Thames. The Authority takes a lead role in convening the RLLP. It ensures that members of the community, different departments of the Council, colleges, the voluntary sector, businesses and community groups work together to develop provision tailored to the needs of the local community.

The RLLP supports the work of the South London Learning Partnership (SLLP) and its task groups. The local LSC and the SLLP are directly represented within its membership. Over the last two years two provider forum sub-groups (one each for ACL and Family Learning) have been established and supported. These met regularly to review progress against targets and to facilitate a collaborative approach to addressing local issues. This has allowed the RLLP meetings to focus attention at a more strategic level.

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<sup>1</sup> The LSC have changed the umbrella term Adult and Community Learning (ACL) to Personal, Community and Development Learning (PCDL), which includes Family Learning and Family Literacy, Language and Numeracy.

The main ACL grant's core volume of provision was secured up until 2005/6 as a block contract with Richmond Adult and Community College (RACC) through competitive tendering. The remaining element of the ACL grant, aimed at expanding provider partnerships and widening participation and community-based learning, was largely allocated through service agreements with two key providers: RACC and the Richmond Council for Voluntary Service (RCVS). Both RACC and RCVS led provider partnerships, working with community associations and community leaders as appropriate. A further, smaller element was secured through the Ethnic Minorities Advocacy Group (EMAG).

In 2006/7, following agreement between the Authority, RACC and the local LSC, a pilot direct funding project is being undertaken. This relates to the long-term management of the core Personal, Community and Development Learning (PCDL) and widening participation contract. This balances the funding and strategic planning roles between the partners.

For 2006/7, the LSC is contracting directly with RACC for the PCDL and First Steps provision. However, the LSC contracts separately with the Authority to lead the partner organisations, including RACC, in formalising the role of the Local Strategic Partnership and the RLLP in planning personal and community development learning and in ensuring measures are put in place to enhance their roles. The strategic responsibility of the Local Authority will include recommending the nature, geographical distribution and priorities for the ACL provision to be delivered.

This development builds upon the acknowledged strengths within the partnership, providing effective leadership and stability, whilst also ensuring that, during a period of significant constraints upon funding, resources are maximised at the point of delivery.

The Local Authority has retained a small amount of funding from the PCDL allocation to produce the overarching Three-Year ACL and Family Learning (FL) Strategic Plan and review activities. (See 1.6 funding context for funding distribution.)

The pilot direct funding project is subject to regular review by the key partners and a draft protocol is currently being developed that will support the extension of the project into 2007/8. This will feature the strengthening of the role of the RLLP in reviewing progress against the headline targets agreed within the Strategic Plan.

The Local Authority is directly responsible (and directly funded) for the management of FL (including Family, Literacy, Language and Numeracy) provision. The Local Authority is best placed to plan and arrange appropriate delivery for this provision consistent with the priorities of the Children and Young People's Plan.

The Community Learning and Training Manager, a recently established post, within the direct management structure of the Authority, manages the provision. It has extended the former role of Family Learning Coordinator by including responsibility also for the Early Years Workforce Development Plan. Key elements within this role are to build provider capacity, to negotiate and support provider development plans, to support provider development and training and to monitor overall progress in line with achieving the Authority's Strategic Plan.

In May 2006, the Authority established a new Directorate for Education and Children's Services that integrates services for children through multi-agency partnership working with the primary care trust and voluntary sector. It also made changes to its overall organisational structure, designed to improve its capacity for partnership working and for commissioning. As a result, responsibility for adult learning is moving to the Directorate of Adults, Housing and Borough Commissioning (previously Adult Social Services and Housing).

This will facilitate the commissioning of provision for adults with respect to social services, housing and education. Specifically, strategic responsibility for adult PCDL will rest with the Assistant Director for Borough Commissioning. Family Learning will remain the responsibility of the Assistant

Director of Community and Young People's Services. Nevertheless, both Directorates will work closely together and with other partners to ensure that established links between family and adult learning are strengthened and built upon. In addition, they will work jointly to support the work of the RLLP, which will continue to influence the strategic planning of adult and family learning and to have a monitoring function.

The RLLP will continue to receive evaluation reports on progress with the Authority's annual Adult and Family Learning Action Plan and with RACC's annual PCDL Operational Plan. It will also receive relevant self-assessment reports, review progress against the appropriate action plans and act as a consultation group on strategic planning developments. As a result, this 2007-10 Development Plan continues to present the Authority's strategy for both adult and family learning in one document.

Within the Authority, performance is monitored each quarter through the focused business plan and overseen by the appropriate Cabinet Overview and Scrutiny Committees.

Through its close working relationship with the key providers, the Authority has encouraged and supported the development of a wider partnership and network of provider/support organisations. For example, local community associations or community leaders are involved as 'partner providers' with external institutions in developing outreach provision in community settings. This facilitates local community involvement in the identification of local need and the maintenance and evaluation of the provision.

The Authority has also encouraged provider partnerships to establish effective access to community-based settings to improve participation in learning. For example, external institutions have agreements to use community centres, public libraries, schools and youth clubs and a range of community locations have been developed as neighbourhood learning centres to provide accessible local provision, including through libraries, community centres and the traveller site.

The Authority is continuing to develop a rigorous self-assessment process that informs its improvement strategies and supports it in building upon its recognised strengths. A recent inspection report for its ACL and FL provision (Ofsted, May, 2006) identified the following strengths relating to its leadership and management:

- successful recent strategies to strengthen the management of provision;
- particularly effective communication arrangements;
- good partnership work to meet the needs of identified priority groups; and
- particularly good involvement of partners in the self-assessment process.

The Authority's latest self-assessment report (SAR) evidenced the continued improvement in the quality of provision over the past year and identified the following additional key overall strengths:

- extensive and effective network of links with key agencies and community groups which supports the identification of needs and the planning of provision;
- wide range of learning opportunities available, including locally through outreach centres;
- high participation rate amongst those from minority ethnic groups.

## 1.6 Funding context

Richmond upon Thames is the third lowest funded council per head of population nationally. A significant element in the planning of provision in the borough has been the effect of the funding available, which has been as follows over the period 2004/5 to 2007/8 (indicative):

Grant/Fund	2004/5 (actual)	2005/6 (actual)	2006/7 (actual)	2007/8 (indicative)
Personal and Community Development Learning (formerly Adult and	£422,930	£429,675	£396,084 <i>note 2</i>	£395,813 <i>note 3</i>

Community Learning				
Adult Ethnic Minority Achievement Grant	£6,745	£0 <i>note 1</i>	£0 <i>note 1</i>	£0 <i>note 1</i>
Family Learning	£124,130	£124,130	£124,130	£124,130
Family Language, Literacy and Numeracy	£64,132	£64,132	£64,132	£64,132
Neighbourhood Learning in Deprived Communities	£0	£20,894 <i>note 4</i>	£20,894	£20,894
TOTAL	£617,937	£638,831	£605,240	£604,969

Notes:

1. Adult EMAG funding was included in the core ACL grant from 2005/6.
2. In line with the direct funding pilot, £386,084 was paid direct to RACC for PCDL and First Steps provision and £10,000 was paid to the Authority for Strategic Plan production and review activities.
3. This comprises of £239,533 for PCDL provision, £146,280 for First Steps provision and £10,000 paid to the Authority for strategic plan production and review activities.
4. This excludes capital funds made available for community centre developments and refurbishments.

The main ACL grant's 2006/7 allocation represented a reduction of 7.8% over the previous year (and an even greater reduction in real terms if inflation is taken into account). With the other allocations, a real cut has been experienced each year, equivalent to the rate of inflation.

In addition, historically, the borough has been funded for its ACL provision at a significantly lower unit of resource than is the case in other local authorities. This remains a source of concern for the partners, given the likelihood that, over the foreseeable future, the LSC is unlikely to implement its commitment to reducing this funding differential through its application of the allocation model in light of competing funding priorities.

Following agreement with the LLSC, the main ACL learner volumes (PCDL and First Steps) identified for 2007/8 have been re-based, leading to a planned modest growth through to 2009/10. The modest growth reflects the changed nature of what will be offered as PCDL, which is an increase in much shorter learning experiences to higher numbers of participants.

Historically, much of the work now defined as PCDL provision has been a part of RACC's general further education offer. This has allowed a large degree of flexibility in cross-subsidising this work and enabling a wide range of high quality education and leisure opportunities. Due to changes in Government funding methodology and the radical re-organisation of RACC's activities, it will not be possible to cross-subsidise as before.

The ACL grant will need to cover most of the costs of the PCDL and First Steps learning opportunities offered. As a result, there will be more targeted learning opportunities for priority groups and in disadvantaged areas, which is much more expensive to deliver per learner.

In addition, growth estimates reflect the predicted changes resulting from the implications of the LSC's funding priorities. In particular, the expectation that learners will need to make a greater contribution to the cost of delivery through increased fee charges is likely to have at least a short term impact by flattening demand. The local policy in response to Government funding cuts is that all PCDL learners are expected to pay the fee for their chosen course. In seeking to achieve this objective, the partners will have full regard for the LSC's priorities for safeguarded PCDL provision:

- Learning for personal or community development;
- Citizenship and active participation in the community;
- Learning through cultural activities;
- Work with libraries, museums and art galleries; and
- Learning for older people.

With regards to FL, the objective is to consolidate learner numbers from 2007/8, taking due account of national and local priorities and commissioning strategies being introduced surrounding extended schools and children centre areas.

Details of the learner number targets are given in the summary statement of activity (section 3).

## **1.7 Key themes and priorities**

**In addressing the overarching community and learner needs, partners are working on a number of key themes, including:**

### **1.7.1 Improving access and widening participation to tackle disadvantage and inequalities**

Partners are committed to maintaining a substantial programme of personal and community development learning which will:

- Involve communities in learning activities;
- Promote a learning culture in the borough recognising its children's centre areas;
- Widen participation (to include people with mental health needs and serious mental illness), promote citizenship and support neighbourhoods and estates, targeting areas of disadvantage;
- Take learning to the learner, through partnership with the voluntary and community sector (for example with EMAG, RCVS and the Mortlake Community Association);
- Work with hard-to-reach groups;
- Offer personal development/self-help opportunities and training, which may lead to further training and/or employment;
- Increase information, advice and guidance (IAG) access for all ACL and FL learners across the borough.

The pockets of relative disadvantage are concentrated particularly in five areas, Ham, Heathfield, Hampton Nursery Lands, Mortlake and Castelnau. These correlate with the borough's Children's Centre areas. Key local characteristics are:

#### **Ham and Petersham**

- 8% of households are lone parent households
- 43% of households live in social housing (compared with a borough average of 11.5%)
- 39% of households do not have access to private transport
- 16.47% of children in schools have English as an additional language
- 16.5% of children are eligible for free school meals
- 15.2% of children in schools have special educational needs
- 34% of people aged 16 to 74 with low or no qualifications compared to the borough average 13%.
- An unemployment rate of 5.2% of all people aged 16 to 74 compared with borough average of 2.6%.
- 50% of those claiming Jobseekers Allowance are aged 25 to 49, 30% aged 16 to 24 and 20% aged 50 and over
- 70% of those claiming Jobseekers Allowance are male.

#### **Heathfield and Whitton**

- There are 1060 under-5s in the area or 6.2% of population
- 16% of the population are from BME groups
- 14.72% of children are eligible for free school meals

- 27.37% of children in schools have English as an additional language
- 16.52% of children in schools have special educational needs
- 24% of residents have no qualifications
- Unemployment is 2.4%
- 5.2% of households are lone parent households
- 13.35% of households live in social housing
- 21.1% of households do not have access to private transport.

### **Hamptons**

- 1125 or 6.1% of population are under 5
- 14.95% of children are eligible for free school meals
- 12.37% of children in schools have English as an additional language
- 19.36% of children in schools have special educational needs as well as 100% of children in Clarendon
- 8.32% BME population
- 18.15% of residents have no qualifications
- Unemployment is 2.45%
- 5.75% of households are lone parent households
- 16.65% of households live in social housing
- 20.3% of households do not have access to private transport.

### **Mortlake**

- 7.11% BME population (lower than the borough average of 9%), but numbers of pupils from ethnic minorities averages 21%
- 12.3% of residents have no qualifications
- Unemployment is 3.2%
- 5.1% of households are lone parent households
- 15.5% of households live in social housing
- 27.6% of households do not have access to private transport
- 16.3% of children in schools have English as an additional language
- 30.5% of children are eligible for free school meals
- 9.1% of children in schools have special educational needs.

### **Castelnau**

- 51% of children qualify for free school meals
- 25% of children speak English as an additional language (latest figure January 06 estimated as 36%)
- 42% children are on the special educational needs register
- The average household income is in the bottom 16% nationally
- In the bottom 10% nationally, when looking at the indices of deprivation affecting children
- 44% of households live in social housing
- 36.5% of economically active are in social grades DE, which is: semi or unskilled manual work, lowest grade work, unemployed, on state benefits. This compares with 17.5% classified as DE in the borough.
- 27% of the residents have no qualifications compared with 13.5% for the borough. With approximately 550 residents (39%) have qualifications below level 2.

A higher proportion of disabled people, BME groups, low skilled, lone parents and older people live in these areas. A complex mix of factors can prevent some from these groups realising their full potential. These can include:

- The long-term effects of discrimination;

- Information and learning opportunities are often not easily accessible because of language, culture or disability;
- A lack of affordable childcare and child friendly policies;
- Limited accessible and affordable transport.

The provision supported will complement and extend existing provision through an increased focus on new and harder to reach learners, informed by the key area plans. Partnership working will continue to play a significant role.

### **1.7.2 Basic skills**

The Authority and its main providers and partners in adult learning are committed to the Government's priority targets for basic skills and English for speakers of other languages (ESOL) through Skills for Life. Significant basic skills provision is made within RACC, supported through LSC funding outside the ACL budget. Some basic skills and ESOL provision is, however, made in community settings, funded as part of the ACL First Steps provision. Since the community based programmes aim to focus on widening participation in learning, this builds basic skills training alongside other support and guidance.

A significant part in raising the profile of basic skills provision within the community is played by the RCVS and other organisations, which focus on disadvantaged groups, many of which may have basic skills and/or ESOL requirements. Examples include the Grassroots project, targeted community projects and the Traveller Site.

### **1.7.3 Family learning and young people – growing up in Richmond upon Thames**

The Local Strategic Partnership has established raising achievement and increasing opportunities for children and young people as a priority, within the Community Plan. Commitment is given at the highest level to this objective from elected members, schools, colleges, the voluntary sector and all agencies underpinned by the Children and Young People's Plan 2006-2009. There are two strands of funding, one for wider Family Learning (FL) and the other for Family Language, Literacy and Numeracy (FLLN), allocated to the Local Authority.

The key objectives of the Family Learning strategy are linked to the broader aims of widening participation, raising achievement, improving life chances, building confidence and encouraging progression, especially to Level 2. They therefore support key LSC priorities, including making a contribution to neighbourhood renewal, and are identified as follows:

- To extend opportunities for children and parents/carers to learn together
- To help parents and carers to support the learning of their children (linked to the borough's parenting Strategy)
- To raise awareness of Family Learning opportunities in the borough through effective marketing and targeted outreach work
- To provide a greater focus on specific learning outcomes for each proposed programme of Family Learning activity with adequate follow-up and support, along with clear routes of progression
- To maximise learning opportunities in both formal and informal settings
- To target provision to engage the identified priority groups (to include, raising the attainment of looked after children, increasing participation of children with disabilities and their families, young parents, young carers and children and young people with mental health needs.)
- To develop partnerships to support families with children at risk of underachievement, disaffection and exclusion
- To facilitate a greater sharing of expertise between Family Learning providers
- To provide training and development opportunities for Family Learning providers

- To improve Quality Assurance systems by establishing procedures for a more regularised audit of programme delivery
- To develop effective and useful monitoring tools, to enable contracted providers to deliver timely monitoring information against key performance indicators
- To encourage parental involvement in e-learning (to include further use of partners' ICT systems, for example the RCVS ICT centre, which provides access to computers during the working day, and Richmond on Line Learning courses that are available to volunteers on a yearly licence).

It is intended that families in every area of the borough will have the opportunity to benefit from FL programmes, but with an emphasis on disadvantaged families and geographical areas of disadvantage.

A key element of the FL strategy will be to continue to ensure that it links effectively to related strategies, including the Authority's Children's Centres and Extended Schools Strategy and Children and Young People's Plan. This will be led by the Community Learning and Training Manager, working closely with key partners and providers, including: the Project Manager of Children's Centres and Extended Schools, the Director of ACL (at RACC), extended schools coordinators, and local community development workers.

This is particularly important given that the commissioning of FL provision for 2007/8 will result in a number of services being centrally commissioned through children's centres. For example, all nine children's centres that are established by April 2008 will have access to the following services as part of their core offer:

- Social Work support by Welcare that will offer individual support for families that do not meet the threshold criteria for a statutory Social Services intervention, but have been identified through integrated services as being in need of support.
- Learn English at Home, will work with families who have English as an additional language (EAL) and will also signpost learners on to other ESOL/EAL provision.
- School Family Support workers, who have been trained to deliver Family Links Parenting Programme. This will be delivered on school sites within children centre areas.
- Information, advice and guidance (IAG) to families on a range of subjects including training and learning opportunities.

In addition the following developments impact on FL provision and will be effectively coordinated across the partners:

- The Department for Education and Skills (DfES) Transformation Fund has a strand of funding designated to train early years staff to support EAL families and families with literacy and numeracy needs. This programme will roll out to pre-school provision across the Borough, linked to children centre areas from September 2007 using FL basic skills tutors and jointly funded through Early Years and FL.
- A programme of EAL provision is being developed in collaboration with RACC to extend the provision around the children's centre areas. Currently four of the nine areas have an EAL family friendship group and three have ESOL accredited provision. In 2007/08, all nine areas will have a rolling programme consisting of an introductory language celebration evening, a friendship group and accredited provision at different levels. RACC will implement initial screening, individual learning plans, assessment and progression.
- In collaboration with the third sector, through RCVS, a system of volunteer support will be available to EAL families across the Borough from January 2008.

- In 2007/08, there will be an expansion of the IAG offer to FL provision by implementing a structured programme using three sources of IAG:
  - Qualified Staff at RACC offering IAG on site
  - Qualified FL /IAG tutor offering IAG as outreach
  - Qualified Early Years IAG staff offering IAG through children's centres.

#### **1.7.4 Neighbourhood renewal to improve access and participation**

The geography of the borough, being divided by the river and parks, its dispersed 'towns', traffic congestion and travel to work patterns, combined with the relatively distinct identity that exists in some neighbourhoods, has led to priority being given to the development of neighbourhood learning programmes.

Indices of Multiple Deprivation super output areas have been used to identify priority communities and over time contracting provision has helped establish neighbourhood learning activity within each of these communities. Successful Neighbourhood Learning in Deprived Communities (NLDC) projects have helped establish further neighbourhood learning centres and build capacity in the voluntary sector to support community development and community engagement. This work has also informed the local Children's Centre and Extended Schools Strategy, through which multi-agency neighbourhood teams are being supported.

The network of priority neighbourhoods and isolated communities continues to provide a strategic framework for contracting personal and community development learning and is key in the Authority's approach to widening participation. Through marketing strategies and fee support it seeks to remove barriers to participation in learning with programming to support confidence building, self esteem, basic skills and social cohesion.

The outreach projects supported by the Learning Partnership are aimed at helping to address these issues. These strategies are complemented through the work with local partnerships to develop neighbourhood development strategies (as part of the focussed area plans). This work will continue to be a priority for all ACL delivery into 2007/8, building upon the work already being supported through NLDC funding in Castelnau, Mortlake and Heathfield.

#### **1.7.5 Creating a healthy and caring Richmond upon Thames for older learners and people with learning difficulties and/or disabilities (PLDD)**

The action plans for PCDL and FL will have due regard for the Authority's Strategic Framework for Older People, 2005-9, as developed by the Joint Commissioning Board for Older People, the members of which include:

- London Borough of Richmond upon Thames;
- Richmond and Twickenham Primary Care Trust (PCT);
- Age Concern Richmond upon Thames;
- Richmond upon Thames Council for Voluntary Service (RCVS);
- South West London and St George's Mental Health Trust;
- People who are users and carers of older people's services.

This is the first joint strategic framework for Older People in Richmond upon Thames, representing an important first step in putting in place a clear framework for the development of older people's services. It sets out a broad vision for the future direction of services for older people along with the priorities for action, informed by the national policy context as well as an analysis of the needs of the local population, engagement with users and carers and an understanding of the services that are already in place.

The vision is that older people in Richmond upon Thames:

- live fulfilling lives and have the opportunity to enjoy and make valuable contributions to social networks and community life;
- are supported through changes brought about by the ageing process, such as bereavement, loss and isolation;
- are helped to live at home for as long as possible and as long as they choose;
- can get good quality health, social care and housing services, when they need them.

The partners are committed to the commissioning of flexible and reliable services that respect people as individuals, promote independence and enable real choice. In particular and with particular regard to learning, objectives include:

- the establishment of a closer partnership with Children's Services
- a review of provision, availability and accessibility to older people of adult learning opportunities, leisure opportunities, sport and fitness, libraries and arts
- the production of a range of information and access to advice services that are free and easily available

In addition, partners are committed to the better integration of adults with learning difficulties and/or disabilities (LDD), including people with mental health needs, and older people in long-term care. The Directorates of Education and Children's Services and of Adults, Housing and Borough Commissioning will continue to work closely to support a collaborative approach to this work. This includes the development of a strategy aimed at increasing participation amongst these groups through the development of individual packages of learning and personal support. Additionally, the Valuing People Framework sets out the principles of inclusion and choice for people with learning disabilities and is well supported by the Authority and its partners.

The Authority, through the Directorates of Education and Children's Services and of Adults, Housing and Borough Commissioning, have developed a partnership with RACC, Richmond upon Thames College, the PCT and other local providers of services for people with LDD (including other members of Joint Commissioning Board for Older People). The focus of this partnership is to provide opportunities for older people and people with LDD that meet their interests and needs, that are both bespoke and mainstream activities.

#### **1.7.6 Improving the quality of provision**

The Authority has worked closely with its key partners to revise and improve its quality assurance arrangements. This has included a strengthening of the monitoring and contractual arrangements, a review of the role of the RLLP, formalised review meetings with providers and a strengthening of the role of the Provider Forums. The latter have been well received and supported by partners as they have provided a mechanism for sharing good practice and promoting collaborative working and a joint approach to addressing issues of underperformance.

The establishment of the posts of Community Education Officer and Community Learning and Training Manager have provided additional support to providers. Evidence of this improvement is contained in the Authority's last Ofsted inspection report (May, 2006) and in its SAR, which draws heavily on key providers' own self-assessments, including family learning. The SAR was informed by direct feedback on the Authority's leadership and management of the provision from partners (see section 1.5).

Areas for further development across the provision were identified within the Authority's most recent SAR as (which addresses the areas identified at the Authority's last Ofsted inspection):

- Further embed quality improvement procedures;
- Further improve the collection, analysis and use of data in the management of the provision;
- Improve information, advice and guidance on progression opportunities for learners on FL programmes;
- Support providers in improving tracking mechanisms for learner progression (including to other providers);
- Improve the initial assessment of individual FL learner's needs and the use of effective individual learning plans;
- Support the development of a more extensive, provision-wide network of IAG services to improve equality of access and impartiality for learners;
- Improve provision wide curriculum planning and coordination.

These are being addressed through the strategies articulated within the Authority's current ACL and FL Action Plan (as monitored by the appropriate Cabinet Overview and Scrutiny Committees and by the RLLP), supported by the continuing commitment by partners to improving the quality of the provision.

### **1.8 Summary of local priorities**

The key local priorities are to, where appropriate:

- Consolidate overall learner numbers in 2007/8 whilst planning for modest growth to 2009/10 [see summary statement of activity]
- Consolidate and expand outreach provision in identified priority neighbourhoods and children's centre areas [see local improvement indicators 2.7 and 2.8, and contributes to local improvement indicators 2.1, 2.2 and 2.3]
- Increase male participation across the provision [local improvement indicators 2.2 and 2.10]
- Increase the number of adults from disadvantaged areas enrolling on adult education courses [local improvement indicators 2.7-2.11]
- Actively seek new learners to widen participation [local improvement indicators 2.7-2.11]
- Prioritise groups which the data show tend not to participate in formal learning unless special provision is made to promote social inclusion [contributes to local improvement indicators 2.1, 2.2 and 2.3]
- Work in partnership, particularly with the voluntary and community sector, to support the coordinated planning, delivery and management of the PCDL and FL provision [contributes to local indicator 2.8]
- Tackle underachievement in specific groups [local improvement indicators 2.7-2.10]
- Increase the involvement of parents, carers, children and young people [see summary statement of activity]
- Continue to support the pilot direct funding project agreed between the Authority, the Local LSC and RACC
- Continue to improve the quality of provision [includes local improvement indicators 2.4 and 2.5]
- Manage, effectively the identified risks

## 1.9 Risk management plan

Key Risk	Likelihood	Impact	Action taken or proposed	Residual impact
Failure to implement effectively the pilot direct funding project relating to the ACL provision will damage the partnership	LOW	HIGH	Close liaison will be maintained, with the support of the LLSC, through the high-level meetings planned of the key partners and through the formal review of progress	LOW
Management information is not captured and utilised effectively by smaller FL providers	LOW	MEDIUM	MI now managed centrally by the Authority with support and training provided to FL partners regarding collection, analysis and use of data (e.g. in self-assessment and provision planning)	LOW
Failure to effectively commission FL into children's centre areas, in line with children's centres and extended schools and FL strategies, will result in lack of coordinated planning and wasteful duplication of effort	LOW	MEDIUM	Close partnership working with Early Years, Project Manager for Children's Centre and Extended Schools and the Community Development Network will continue. FL providers involved with the developments and training offered with regards to parenting programmes to be part of the core offer through children's centres.	LOW

## 2. Improvement indicators for 2007/8 – 2009/10

Relating to key local impact measures identified:

Indicator	Provision type	2005/6 actual	2006/7 target	2006/7 expected	2007/8 target	2008/9 target	2009/10 target
2.1 Maintain % learner participation across the provision (PCDL and FL) from minority ethnic groups who are residents in Richmond upon Thames	PCDL FL	22.1% 30%	21% 25%	35% 35%	30% 30%	30%	30%
					Note 1		
2.2 Increase % male participation across the provision (PCDL and FL) who are residents in Richmond upon Thames	PCDL FL	23.3% 32.3%	29% 35%	25.3% 35%	Note 1 25% 33%	27% 35%	27% 35%
					(stretch target)		
2.3 Increase % learner participation across the provision of people with learning difficulties and/or disabilities	Combined (PCDL) (FL)	5% (5.5%) (2.9%)	4% (4%) (4%)	5.8% (6.2%) (4%)	Note 8 6% (6%) (6% - stretch target across FL)	7%	8%
2.3.1 Establish a baseline then increase % learner participation across PCDL of people that have long-term limiting illness or disability	PCDL		Note 5	Note 5	(long-term limiting illness or disability = 1.85% of borough population)	+1% (over 2007/08)	+1% (over 2008/09)
2.3.2 Establish a baseline then increase % of families being supported who have learning difficulties and/or disabilities Note 9	FL		Note 5	Note 5	(disability and/or learning difficulty = 12.4% of borough population)	+2 % (over 2007/08)	+1 % (over 2008/09)
2.4 Increase % of observed FL lessons graded as 'Good' or better	FL	100% Note 2	55%	85% Note 3	70%	75%	80%
2.5 Reduce the % of observed FL lessons graded as 'Inadequate'	FL	0% Note 4	Note 5	0%	Less than 5%	Less than 5%	0%
2.6 Reduce the proportion of enrolment/ILRs that do not have the appropriate fields completed	Combined (PCDL) (FL)	Note 6	Less than 15%	7.4% (8.1%) (4.14%)	Less than 5% Note 7	Less than 5%	Less than 5%

Notes:

- Indicator amended for 2007/8 – previously recorded for all learners (borough population from minority ethnic groups is 9%)
- 18% sample size of provision in 2005/6; 2004/5 baseline graded 'good' or better was 45%
- 15% sample size of provision in 2006/7; provision has increased by over 25%
- 18% sample size of provision in 2005/6; 2004/5 baseline graded inadequate was 9%

5. Indicator not set before 2007/8
6. Not collected in 2005/6
7. LLSC Equality and Diversity Impact Measure [EDIM] headline target is: no greater than 15%
8. Percentage of borough population with a disability and/or learning difficulty is 12.4%
9. Amendment to data capture form required to make sure families that support children with learning difficulties and/or disabilities

**Relating to key local impact measures identified in the five priority areas:**

- 2.7 Further develop provision, at different levels, to meet English as an additional language needs across all the five priority areas. Offering both ESOL and EAL provision
- 2.8 Increase percentage of PCDL outreach learners across the 5 priority areas
- 2.9 Establish a curriculum that will specifically increase the learner participation across PCDL from minority ethnic groups in Heathfield and Whitton
- 2.10 Establish a curriculum, outreach or centrally within college, that will increase the percentage of males participating in PCDL and First Steps from Ham and are working towards gaining their Level 2
- 2.11 Further develop the curriculum to offer residents of Castelnau learning and training opportunities that prepare them for employment or return to employment

Indicator	Provision type	2005/6 actual	2006/7 target	2006/7 expected	2007/8 target	2008/9 target	2009/10 target
2.8 Increase % of PCDL outreach learners across the 5 priority areas	PCDL		Note 1	10.5%	12%	15%	15%
2.9 Establish a baseline then increase % learner participation across PCDL from minority ethnic groups in Heathfield and Whitton	PCDL		Note 1		(BME in Heathfield and Whitton = 1.47% of borough population)	+3% (over 2007/08)	+2% (over 2008/09 target)
2.10 Establish a baseline then increase % male participation in Ham gaining Level 2	PCDL		Note 1		(males in Ham = 0.33% of borough population)	+3% (over 2007/08)	+2% (over 2008/09 target)

Note 1. Indicator not set before 2007/8

### 3. Summary statement of activity

Learner number targets for 2007/8 to 2009/10 by type of provision:

Provision type	2006/7 target	2006/7 expected	2007/8 target	2008/9 target	2009/10 target
ACL	6400	6000	4500 <i>Note 1</i>	5000	5500
FL	1060	1060	1110	1110	1160
FLLN	220	220	270	300	330
NLDC	45	45	55	- <i>Note 2</i>	- <i>Note 2</i>

*Note:*

1. *The target is made up of an estimated 4000 PCDL learners and 500 First Steps learners.*
2. *Currently there is no commitment from the LSC that the Authority will receive NLDC funding after 2007/8.*

## Glossary of terms

ACL	Adult and Community Learning
ALI	Adult Learning Inspectorate
BME	Black and Minority Ethnic
CIF	Common Inspection Framework
DfES	Department for Education and Skills
EAL	English as an additional language
EDIM	Equality Diversity Impact Measure
EMAG	Ethnic Minority Advocacy Group
ESOL	English for speakers of other languages
FE	Further Education
FL	Family Learning
FLLN	Family Language, Literacy and Numeracy
IAG	Information, Advice and Guidance
ICT	Information and Communications Technology
LDA	Local Development Agency
LLSC	Local Learning and Skills Council
LSC	Learning and Skills Council
LSP	Local Strategic Partnership
MFL	Modern Foreign Languages
NLDC	Neighbourhood Learning in Deprived Communities
NIACE	National Institute of Adult and Community Education
NVQ	National Vocational Qualification
Ofsted	Office for Standards in Education
PCDL	Personal, Community and Development Learning
RACC	Richmond Adult and Community College
RARPA	Recognising and Recording Progress and Achievement in non-accredited learning
RCVS	Richmond Council for Voluntary Service
RHP	Richmond Housing Partnership
RLLP	Richmond Local Learning Partnership
RUTC	Richmond upon Thames College
SAR	Self-Assessment Report
SLLP	South London Learning Partnership