

**East Berkshire Community Learning and Skills Service**

# **Accountability Agreement 2024/2025**



**Slough Borough Council and ESFA**

**25 July 2024**

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## 1. Purpose

Slough Borough Council has been given overall responsibility for the delivery of the Education and Skills funding Agency (ESFA) adult learning provision for Slough Borough Council and the Royal Borough of Windsor and Maidenhead since 2012.

East Berkshire Community Learning and Skills Service ('the Service') supports residents from diverse backgrounds in both boroughs, who access courses in venues within their local communities. The Service provides learning opportunities via direct delivery and commissioned programmes to improve people's lives and outcomes, enable people to participate in their communities and support skills growth and prosperity within Slough, Windsor & Maidenhead. The overall aim of the Service is to make the most effective contribution it can to local, regional, and national policies.

- [Slough Strategic plan](#).
- [RBWM Council plan](#).

## Supportive

To encourage creative, innovative, supportive, and reflective approaches to our:

- Curriculum Intent Subjects, Skills, Values, and Planning.
- Culture
- Leadership & Governance

## Learning

To achieve outstanding levels of performance based on:

- Curriculum Implementation
- Support and Guidance
- Staff Development
- Impact and Outcomes

## Community

Where every individual feels a part of a community and where we play an active role in our own community, focusing on:

- Wellbeing
- Equality, Diversity and Inclusion
- Learners as leaders and citizens
- Partnerships & Stakeholder engagement

## Community Learning and Skills Service Mission and Vision

**Mission:** “Supporting residents through learning to improve their skills for employment and quality of life.”

**With a Vision to:** “Deliver quality learning, advice and skills to residents to enable them to improve their opportunities for education and employment and to contribute to the success of the local economy and their quality of life.”

### Intent of the curriculum

We will:

- Enable a vibrant and sustainable economy to include the development of existing staff linked to skills gaps and upskilling for change.
- Empower individuals to close the healthy life expectancy gap, by building on confidence of residents to be more capable, and live fulfilling and resilient independent lives.
- Create strong, engaged, and inclusive communities making a positive contribution to local priorities
- Strengthen partnerships to deliver strategic priorities in collaboration with key partners and stakeholders including employers, DWP, Private, Voluntary, independent sectors, FE and higher education providers.
- Work with priority sectors and emerging priorities for a skills system that works for all, and most importantly ensuring support to those furthest away from learning and work.

***“I really enjoyed the course and it helped me a lot to get more confidence and understanding.” (ESOL)***

***“It was taught well and I learnt from the course.” (Digital Skills)***

***“I like the fact that during the course I gained a lot of new knowledge and I get the chance to meet new people.” (English)***

## 2. Context and Purpose

The Service operates in vibrant and diverse towns, with opportunities for both residents and businesses. We have witnessed remarkable progress in recent years, attracting a range of industries and investment.

***To sustain this growth and ensure long-term success, we are committed to investing in our most valuable asset - our people.***

By focusing on the development of our residents and local employees' skills, we can empower them to reach their full potential and contribute to the continued success of our local economy. Whether they are young people, residents, public sector workers or part of the thriving private sector, their growth and development are intertwined with the prosperity of our towns.

There has been significant economic development and transformation over recent years. With its diverse range of industries, including information technology with arts & culture, healthcare, engineering, logistics, and more. Slough, Windsor, and Maidenhead play a vital role in the regional and national economy. As the towns continue to evolve, understanding the skills dynamics is crucial to ensure a well-prepared workforce that meets the demands of the changing job market.

Benefiting from the proximity to Heathrow Airport and London, there are exceptional transportation connections, and significant enhancements have been made to local infrastructures. The successful implementation of the Crossrail project, also known as the Elizabeth Line, has notably improved connectivity to London and surrounding areas, resulting in reduced travel durations and heightened accessibility. Nevertheless, the proximity to London presents a double-edged sword. While it offers advantages, the town often faces challenges in attracting and retaining talent due to the inability to compete with the higher salaries offered in the capital. This issue affects both local companies and public sector organisations in Slough, Windsor, and Maidenhead.

As in most places in modern Britain, Slough, Windsor, and Maidenhead have an 'hourglass economy'. High skilled, well-paid jobs are produced by some Slough, Windsor, and Maidenhead companies, but are often taken by non-residents. Lower skilled, lower paid jobs are on offer for the least skilled, and career progression is a challenge, for Slough, Windsor, and Maidenhead as it is for many other places, especially as technology continues to displace lower and medium skilled jobs.

Slough has a population of 158,500 (2021 Census) and an average age of 34 years old, particularly in terms of its workforce, skewing towards the younger side. However, like any locality, the population is gradually transitioning towards an older demographic as is the case in Windsor and Maidenhead with a population of 153,500 and average age of 42 years old. As a result, the significance of jobs in the care sector will continue to grow in the coming years.

This area is covered by the [Berkshire Local Skills Improvement Plan \(LSIP\)](#) overseen by the Thames Valley Chamber of Commerce Group.

Specific economic and social characteristics of the area are as described by the LSIP report:

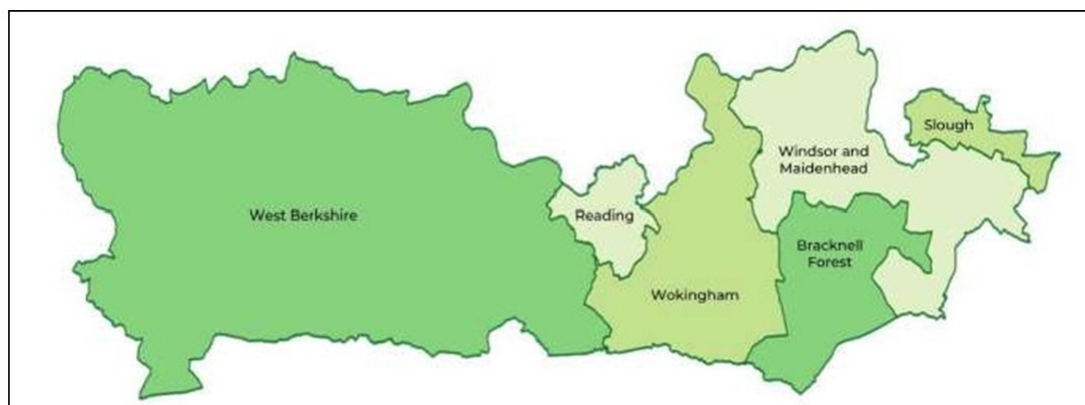
*"... exhibit high levels of employment, skill sets, and prosperity, along with expensive*

housing prices and a surplus of local job opportunities.”

Projected employment growth in the Thames Valley Berkshire LSIP area is higher than the national average, estimated as growth of 6% by 2035, compared to around 5% nationally. This is an increase of 47,000 jobs in Berkshire. Employment growth has, in recent years, been driven by Professional / Associate Professional jobs. This trend is forecast to continue to 2035.

Replacement demand is forecast to require training for 287,000 workers between 2020-2035. This level of employment growth and replacement demand, totalling 334,000 jobs, is unsurprising given Berkshire’s ranking 3rd overall amongst LEP regions in the FDI Intelligence’s European Cities and Regions 2022/23 report, including ranking 3rd for Economic Potential and Berkshire’s reported strong performance for GVA per job (Berkshire achieved the highest GVA per job filled of any Enterprise region in 2020, rising above London again for the first time since 2013). More than two thirds of enterprises operate within just five sectors: Professional, Scientific & Technical Activities, Information & Communication Technology, Wholesale/Retail, Construction and Business & Support Services. Berkshire has over three times the national average of digital sector jobs and accounts for a quarter of its economic output. Microsoft, Oracle, and Telefonica UK all have their UK headquarters in Berkshire. In the life science industry, AstraZeneca, Sanofi, and Bayer have a significant presence in Berkshire. This sector continues to grow, driven by the imperative of vaccine development. This sector requires higher-level technical skills and is struggling to find laboratory technicians.

The demographics and employment position for Berkshire as a whole:



The LSIP area comprises (figures from ONS 2022):

- LSIP engaged with over 500 employers.
- The 16 to 49 working-age population reduced by 9,800 (2.4%) from 409,000 (58.9%) in 2015-16 to 399,200 (55.8%) in 2021-22. Conversely, the 50+ working-age population increased by 31,200 (10.9%) from 285,500 (41.1%) in 2015-16 to 316,700 (44.2%) in 2021-22.
- The forecast employment growth in Berkshire is higher than the national average, estimated as growth of 6% by 2035, compared to c.5% nationally. This growth rate is ranked 15th of the 38 LSIPs.

- Berkshire is made up of six Unitary Authorities
- One Local Enterprise Partnerships (LEPs)
- Berkshire benefits from a wide range of technical education and skills providers including Activate Learning, The Windsor Forest Colleges Group and Newbury College and University Centre. There is also Reading UTC, Reading University, and a large range of Independent Training Providers.

The six unitary authorities in May 2024 have agreed to be members of a new Berkshire Prosperity Board to help drive forward and deliver future economic success jointly across the county.

All six councils will now work together to help seize opportunities to promote Berkshire to investors, businesses, and central government. The new Berkshire Prosperity Board's aim is to drive and deliver economic prosperity across Berkshire with the aim of securing more funding, creating more jobs, and enabling more affordable housing for residents.

Berkshire has played a hugely significant role in driving the UK economy in recent decades. It has great connectivity and is home to the UK's Silicon Valley, as well as many innovative and international businesses, and has a highly skilled workforce.

Berkshire is not immune to economic challenges however, which include the changing trade relationships with Europe, high levels of inflation, labour market shortages and areas of deprivation.

Locally, many Berkshire residents are facing increasing living costs, a scarcity of affordable housing is a particular issue with median house prices costing almost 11 times more than median earnings, acting as a constraint to recruiting and retaining graduate talent and people with the skills Berkshire's economy needs. Whilst Berkshire has low levels of deprivation overall, there are areas of significant poverty and disadvantage and some stark inequalities in health outcomes.



### 3. The Planning Approach to the Accountability Agreement

The Service's annual planning cycle commences in September and finishes in July for the academic year.

The Service analyses national, regional, and local priorities, considering the direction of government policy, regional analyses and information produced by the local chamber of commerce including the Berkshire LSIP, Berkshire Local Enterprise Partnership (LEP), Job Centres and, the corporate strategies for both Slough Borough Council and the Royal Borough of Windsor and Maidenhead.

Strong, multi-layered governance, together with local engagement from external stakeholders are two things that are intrinsically linked with the Service's strategy and planning.

*Closer links with stakeholders has given the Service better insight into the local wants and needs.*

The May 2023 (LSIP) highlighted the priority sector of skills needs throughout Berkshire as:



Screen Industries, Construction and Environment, Health and Life Sciences, Care, Haulage and Logistics, ICT

#### Steps to Planning

1. The Service's management team begin the planning process by considering the overarching direction of travel for the next academic year.
2. An analysis of Slough, Windsor & Maidenhead data is conducted to provide in-depth information of local needs it needs to respond to.
3. The Service's annual plan is written and sent for approval by the Service's Shared Service Management Committee (with cross-borough internal and external representation).
4. The annual plan is then taken to elected members for further challenge, and finally to the Council's Cabinet for approval.

#### Collaborations to plan for success

Good research of local data and strong partnerships are built with key stakeholders in both Councils, including council leaders, the Council for Voluntary & Community Partnerships VCS, and community engagement teams. The Service actively networks across council teams to engage with their clients and provide tailored courses:

- Library Services,
- Adult Social Care teams,
- Children's Services,

- Economic Development,
- Community Engagement & Development teams,
- Migrant and Refugee team,
- Children Centres and,
- Public Health.

*Our programmes are responsive to local needs and priorities.*

Working with cross Borough Economic Development teams the Service will forge working relationships with a wide range of employers; this informs our developmental work, for example, the implementation of the new construction and green skills programme in the current academic year.

The Service has an excellent relationship with the local Job Centre Plus (JCP) through jointly working together in the same location and tailoring the provision of courses accordingly. JCP collaborate with the Service on identifying and delivering courses to meet the skills needs in the boroughs, and agreeing priorities that influence the delivery of our courses.

## 4. The Strategic Priorities of the Service

### Intent

- Move people closer or into work.
- Deliver activities which support people's physical and mental wellbeing.
- Support parents to support their children to achieve in school and to be safe and healthy.
- Support a thriving cultural offer of activities to local residents.
- Ensure that suitable progression opportunities are available to all learners.
- Ensure the service contributes to national and local priorities by ensuring that all courses can be directly linked to specific evidenced priorities.
- Ensure increasing social justice for all through targeting those with the most needs.
- Better positioning adults to meet the employment opportunities (in Slough).
- To improve people's chances of career progression through the acquisition of skills and qualifications (in Slough).
- Through adult education and skills support the targeting of target health inequalities and promote wellbeing (in Slough).
- To support better positioning of adults to meet the employment opportunities (in Slough).
- Co-ordinate a skills strategy and skills forum to support the Berkshire Prosperity board.

### Implementation

- Ensure innovative high quality course planning and delivery which engages learners and where appropriate supports them to progress and achieve.
- Ensure all learners make progress against their individual starting points.
- Ensure learning takes place within a safe and supportive environment.
- Continue to develop the service's holistic approach to initial assessment to ensure the individual needs of learners are met.
- Support tutors to achieve through a comprehensive mentoring process which is informed by a holistic view of teaching, learning and assessment, which is supported by effective CPD activities.
- Deliver an impartial IAG service which supports all learners to progress and where appropriate works intensively with learners to move them nearer or into work.

### Impact

- Learners achieve well and progress into work or meaningful further learning.
- Vibrant offer of personal development courses, with increasing numbers of learners actively engaged in cultural and community activities.
- Learners who report a positive physical and mental health outcome as a result of their attendance on a course.
- Parents who report increased knowledge and confidence in how to support their children to achieve, be safe and healthy.
- Schools and Children's Centres, as a result of family learning activities, report increased engagement of parents and a positive impact on children's achievement, health and well-being.

- Learners report positive wider outcomes as a result of their attendance on a course.
- Learners report that they have enjoyed their courses and would recommend the Service activities to their family and friends.
- Learners reporting greater skills and employment opportunities to improve their life chances and lives.
- Measure the skills strategy actions and outcomes.

## 5. Our contribution to national, regional, and local priorities

In our first accountability agreement last year, we set out a series of targets to achieve in the previous academic year. As a result of the latter, we have:

- Engaged around 3,000 enrolments in each academic year (Community Learning and skills service serves Slough, Windsor & Maidenhead in the East Berkshire area.)
- Pass rates consistently remained good from 94% to 99% across the curriculum.
- Continued to robustly track retention on courses with an aim to increase across courses from 82.5% - 88.3% on skills course.
- Delivered Digital Skills embedded into all curriculums to support learner skills from pre-entry to level 2 including a successful no-worksheet week in May 2024.
- Revised and improved enrichment activities outside speaker from trading standards to discuss weights and measures and for learners to have a better understanding of local labour market needs and employability skills.
- Improved and individualised progression action plans (P&P booklets) show, in the overwhelming majority of cases, that learners achieve their intents on their courses. 87% of learners in the focus group found their course helped them to achieve their main reason for attending and 90% would recommend their course to other people.
- Prioritised entitlement to 1:1 careers advice to priority groups including widening participation learner and those from different and lower income backgrounds.
- Improved the destination data collected evidencing the impact we are having on helping to meet local, national, and regional skills needs.
- Begun to draft a more formal employment and skills strategy, to include skills gaps, actions and expertise from local employers, volunteering groups and the wider learning sector as members of a Skills steering group.

*As an Ofsted ‘Good’ adult learning provider we aim to continually improve our performance.*

Below, we set out aims and target outcomes for the year ahead in an action plan that reflects how we are responding to national, regional, and local skills needs.

### Action Plan for Jan 2024- to September 2025

| Summary   | Actions  | Outcomes   |
|---|--|--|
| <p>Whilst Slough’s overall proportion of people qualified at level 3 is above average at 53% there is some concern when this is considered by age profile which may require further investigation.</p> <p>Particular concern when looking at the levels of 20- to 24-year-olds who are qualified at level 3</p> | <p>Collaboration with local employers to promote the benefits of up to Level 3 qualifications, potentially offering incentives or support for employees to pursue further education.</p> | <p>Identifying skills needs: conduct a comprehensive skills mapping exercise to identify specific industries or sectors where up to Level 3 qualifications are in demand, guiding educational initiatives.</p> |

| Summary   | Actions  | Outcomes   |
|---|--|--|
| <p>and above, this is 16% lower than the same age range for Berkshire and 13.8% lower than England.</p> <p><i>“We should be training people for careers, not jobs.”</i> LSIP Advisory Panel Employer Member.</p> <p>There is an opportunity for tailored outreach programmes for the 19 to 24 age group to encourage participation and to address potential barriers to engagement and provide tailored support.</p> <p><i>“Industry needs to work closer with education as sometimes we are poles apart as industry moves a lot quicker than an education establishment and their curriculum can.”</i> Small and Midsize Enterprises - SME, Berkshire.</p> |  |  |
| <p>The shape of the Berkshire business landscape creates a fast-moving and often fragmented employer demand signal for skills - LSIP.</p> <p>Despite a history of strong economic performance, Berkshire employers are now experiencing a tight employment market with chronic and acute skills shortages and</p>   | <p>To improve achievements in education and training, Slough requires targeted efforts to boost community learning and apprenticeships.</p> <p>Striking a balance and fostering a holistic approach would be instrumental.</p> <p>Collaborate with the Berkshire LEP regarding the Berkshire Economic Strategy (BES) for</p> | <p>Present findings in strategy following a comprehensive economic analysis. To highlight the key factors behind Berkshire's</p> <p>impressive growth and pinpoint the challenges faced in pursuit of even greater economic prosperity for the region. Strategy to support the key success factors specific to Berkshire.</p> <p>Two meetings with</p> |

| Summary  | Actions   | Outcomes  |
|--|---|---|
| <p>significant shifts in work patterns -LSIP.</p> <p>Overall Implications to an informed skills strategy, highlighting skills gaps for Slough, Windsor &amp; Maidenhead.</p> | <p>2025-2035, planned to be published in the Autumn.</p> <p>To shape and inform curriculum for a robust Berkshire Economic Strategy and the accompanying action plan.</p>   | <p>employers to gain feedback on curriculum implementation and design in 24-25.</p> <p>At least two employer engagement events, in collaboration with Economic development department in 24-25.</p>   |
| <p>Collaborative Strategies to help drive the skills, health, and wellbeing agenda.</p>  | <p>Collaborate with local stakeholders who will be encouraged to share best practices and strategies. This collective effort aims to uplift Slough, Windsor &amp; Maidenhead's overall adult skills achievements.</p>   | <p>Strategic plans with DWP to support learners with essential skills and learning for greater success into or nearer to work.</p> <p>Develop tutors' professional knowledge and skills with robust CPD programme to embed informed health agenda into 100% of the curriculum.</p>  |
| <p>Continued Professional Development for staff</p>  | <p>Targeted training and mentoring for both direct and commissioned tutors to create industry and employment links as identified in the LSIP within curriculum.</p> <p>Creating links with businesses and employers to add valuable opportunities to teaching and learning.</p> <p>Support and training for measuring in-depth measurement of impact.</p> | <p>Three tutors will receive coaching &amp; mentoring training internally and from local businesses.</p> <p>Partnership and knowledge exchange between local business and educators are strengthened by a Skills Audit to inform curriculum.</p> <p>Improved staff awareness of service priorities.</p> <p>Individualised targets on skills development will be linked to LSIP priorities (Digital/IT, Screen industries, construction, health, life sciences, care, haulage and logistics) as part of the self-assessment and professional</p> |

| Summary  | Actions  | Outcomes   |
|--|--|--|
|  |  | <p>development cycles – 100% representation of at least one ‘Skills’ target in Above 50% of staff Personal Development plans.</p>  |
| <p>Evaluate and Continually Improve our Careers Employment Information Advice and Guidance CEIAG. informs planning and evaluation focused on the priority Berkshire sectors(digital/IT, Screen industries,construction, health, life sciences, care, haulage, and logistics).</p>        | <p>Labour Market Information -use local skills needs data identified in the LSIP to evaluate Skills audits including an internal Skills audit and help plan wider Skills &amp; CEIAG delivery for 2024-25.</p> <p>Run careers activities onpriority sector industries.</p> <p>Support up to six jobs fairs ayear with links to learning forwork purposes.</p> <p>Support a Skills week programme linked to the skills gaps in the borough (as identified in the LSIP).</p> | <p>Using the Labour Market Information +70% of learners have a better understanding of the sectorsand employers in Slough, Windsor &amp; Maidenhead as well as the skills required to enter the labour market or progress to further study. Better understanding of learners intended and actualdestinations, with links to priority sectors.</p> <p>Local skills priority sectors routinely inform data evaluations and curriculumplanning.</p> <p>Student attendance above80%.</p> <p>Positive staff/learner evaluations (above 3.5/5)</p> <p>Information and training for employers &amp; learners meetslocal skills gap needs.</p> |
| <p>Delivering soft skills</p> <p>Preparing our learners for employment and further study is not our only objective - we also provide opportunities for our learners and staff to participate in historical, democracy, social action and societal improvement and to grow personally</p> | <p>Employer Engagement Strategy in collaborationwith the EDD team.</p> <p>Link employers in discussion of transferableskills to help shape curriculum design as members of the Berkshire Prosperity Board.</p>   | <p>Transferable Skills Skills Week and end of termsurveys show positive impact: learners &amp; staff awareness (above 75%) and employer value ratings (above 3.5/5).</p> <p>The majority (above 80%) ofcurriculum department schemes of work or equivalent show skills</p>   |



| Summary  | Actions   | Outcomes   |
|--|---|--|
| <p>through wellbeing, happiness and creativity. We have a strong ethos in providing valuable opportunities and developments afforded in the joy of learning.</p> | <p>Plan and deliver employerevents which invite and engage learners in understanding needs of workplace (e.g. business and industry seminars, forums and round-tables).</p> <p>Work closely with DWP, EDD, Berkshire LEP and theSkills Forum to offer hosting of these events (e.g. SWAPs, Fairs).</p> <p>Offer sponsorship opportunities for local businesses to develop partnership working (e.g. minibuses; IT equipment; catering).</p> | <p>mapping to the skills strategy.</p> <p>The service works with employers in Slough, Windsor and Maidenhead to develop closer relationships, with better understanding of skills development needs.</p> <p>At least two meetings with link employers, Work with local learning providers, EDD, Adviza, &amp; DWP to gain feedback on curriculum implementation and design in 2024-25.</p> <p>At least two employer engagement events, in collaboration with local stakeholders in 2024-25.</p> <p>Sponsorship opportunities explored.</p> |

## **6. Local Needs Duty Self-assessment:**

The Service is meeting the needs of local learners and preparing them to become successful citizens who contribute to both the local and national economy - either directly after learning with us or once further training has been completed. Our curriculum is planned collaboratively alongside other providers to ensure breadth of opportunity, efficiency of delivery and fulfilment in meeting skills priorities across the towns.

The Service uses its Community Learning Grant to further improve the effectiveness of service delivery to its residents. It does this by

- Commissioning providers that engage with new residents that meet its strategic priorities.
- Supporting commissioned providers to develop capacity and quality to enhance the offer to residents.
- To provide additional delivery where the cost of developing direct delivery would be inappropriate.

The Service was inspected by Ofsted in November 2021 who agreed that the aim of the provision is to improve residents' employability and quality of life. Since then, we have further involved employers in the effective design and implementation of the curriculum areas as evidenced through our Self-Assessment Reports and Action Plan processes, as well as improving the data around the impact measures of the service.

## **Wider Community Provision**

The Service offers an ESOL (English as a Second or Other Language) programme that makes an important contribution to local needs by offering essential skills development (including English, maths, digital literacy, and employability) to new migrants in the town, including refugees and asylum seekers. Other curriculum programmes include Family learning, health eating, basic maths, basic digital skills, and confidence building.

## Appendices

### 1. Slough's Strategic Plans which are relevant to this agreement

- Slough Corporate Plan 2023-2027
- Slough Inclusive Growth Strategy 2020 – 2025
- School Effectiveness Strategy
- Local Skills Improvement Plans LSIP\*
- Slough Joint Well Being Strategy
- Slough Regeneration Framework
- Slough Cultural Strategy
- Slough Anti-Poverty Strategy 2023 – 2028\*
- Slough Skills Strategy\*
- Berkshire Economic Strategy (BES) for 2025-2035\*

\*currently being reviewed and/or developed

### 2. Key Local Priorities relevant to this agreement

The Council's priorities for 2023-27 are:

1. A borough for children and young people to thrive

2. A town where residents can live healthier, safer and more independent lives

3. A cleaner, healthier and more prosperous Slough

### 3. Other key local priorities relevant to this agreement are

- Creating secure & productive jobs
- A skills system working for all
- Regeneration & infrastructure unlocking growth
- Enterprise and scale-up ecosystem
- Inclusive and sustainable neighbourhoods

#### **4. RBWM Key Strategic Plans which are relevant to this agreement**

- RBWM Corporate Plan 2021 – 2026\*
- Inequalities Project\*
- Public Health Outcomes Framework
- Achieving for Children-Business Plan
- Local Skills Improvement Plan – LSIP\*
- Residence Survey 2022
- Joint Health and Well-Being Strategy
- Community Partnership Strategy
- RBWM Skills Strategy\*

\*currently being reviewed and/or developed

#### **5. Key Local Priorities relevant to this agreement**

The RBWM Council Plan has six strategic priorities three of which are particularly relevant to this agreement:

- A ladder of housing opportunity, to support better life chances for all
- Quality infrastructure that connects neighbourhoods and businesses and allows them to prosper
- Taking action to tackle climate change and its consequences, and improving our natural environment

#### **6. Other key local priorities relevant in this agreement are**

- a. Supporting a healthy population
- b. Prevention and early intervention
- c. Supporting children and parents with mental health issues
- d. Promoting social justice through maximising life chances particularly in relation to education and employment
- e. Ensuring the educational achievement of all children

## 7. Website Hyperlink

Location of Accountability Agreement on Slough Borough Council website: [Community learning policies – Slough Borough Council](#)

## 8. Deprivation: Employment, education, health, and housing

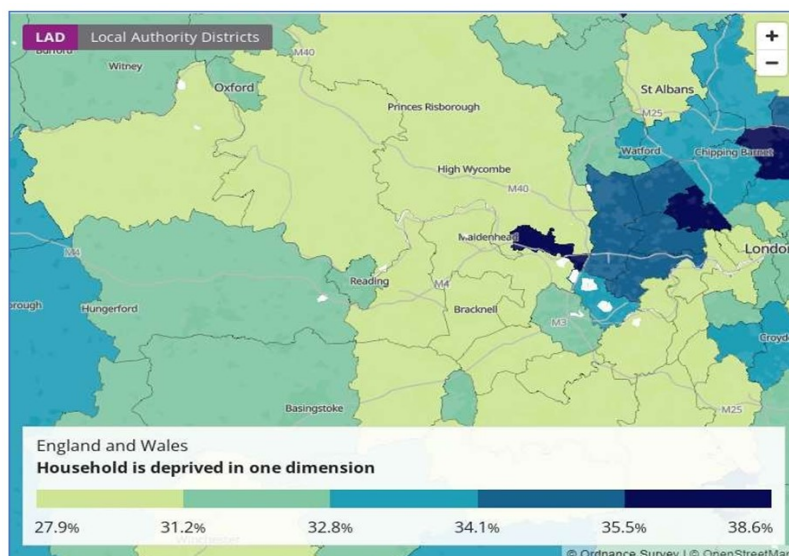
Following the recent Census 2021, data by the Office for National Statistics (ONS) has revealed where the most impoverished areas of Berkshire are located.

The data maps show that Slough is shaded a lot darker than the rest of Berkshire, with the other boroughs presenting a lighter green - and smaller percentage in comparison. A total of 36.6 per cent of people in Slough are deprived in at least one dimension and in Windsor and Maidenhead 29.8 per cent of people. In Slough, the Britwell and Northborough ward is the most deprived area whilst in Maidenhead St Mary's, Oldfield and Belmont are key areas of need.

### Data Map Slough



### Data Map Windsor & Maidenhead

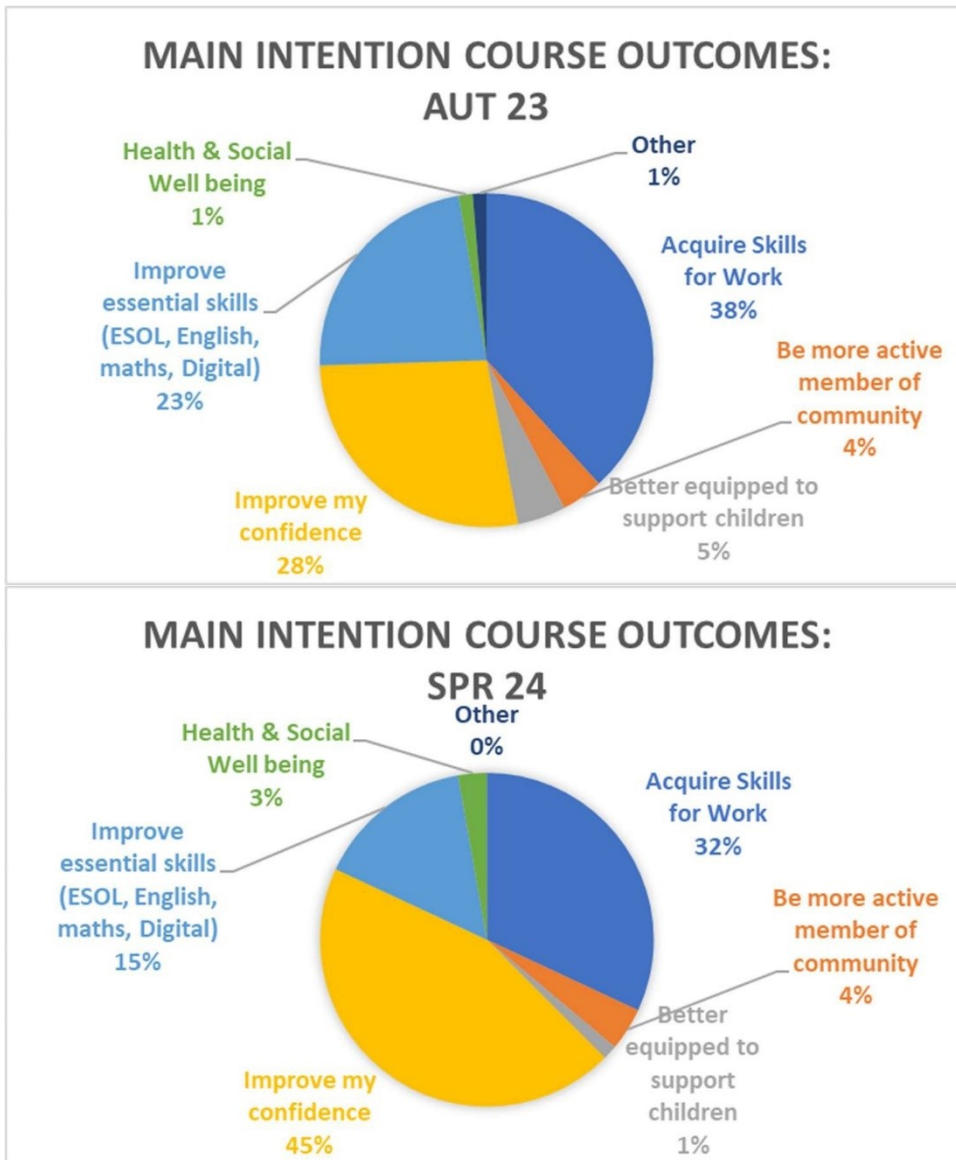


**Health Inequalities**

| <b>Health Measure</b>                                     | <b>Slough</b> | <b>RBWM</b>  | <b>South East</b> |
|---|---------------|--------------|-------------------|
| <b>Healthy life expectancy (Male)</b>                     | <b>58.1</b>   | <b>69.4</b>  | <b>63.1</b>       |
| <b>Healthy life expectancy (Female)</b>                   | <b>60.3</b>   | <b>70.3</b>  | <b>63.9</b>       |
| <b>% Physically active adults (150+ minutes per week)</b> | <b>48.8%</b>  | <b>70.8%</b> | <b>69.2%</b>      |

- Slough has high levels of health inequalities within the South East Region also compared to its Windsor and Maidenhead neighbour. Although there still also remains pockets of inequality in RBWM. Inequality is clustered neighbourhoods, although there are households or smaller groups experiencing challenges across the borough. Experiences of inequality differ also between neighbourhoods and cohorts. Some of these groups are likely to be clustered in areas of deprivation others dispersed across the borough.
- Those aged 75+ are more likely to be disabled and living throughout RBWM, including in rural areas which may exacerbate their risk of social isolation and loneliness.
- Social housing estates are often located in deprived neighbourhoods and can experience stigma and concentrations of anti-social behaviour.
- Younger residents in low paid employment, are more likely to live in private rental properties, and struggle with rising costs, mental health and accessing assets of the borough e.g. green spaces.

## 9. Course Outcomes survey



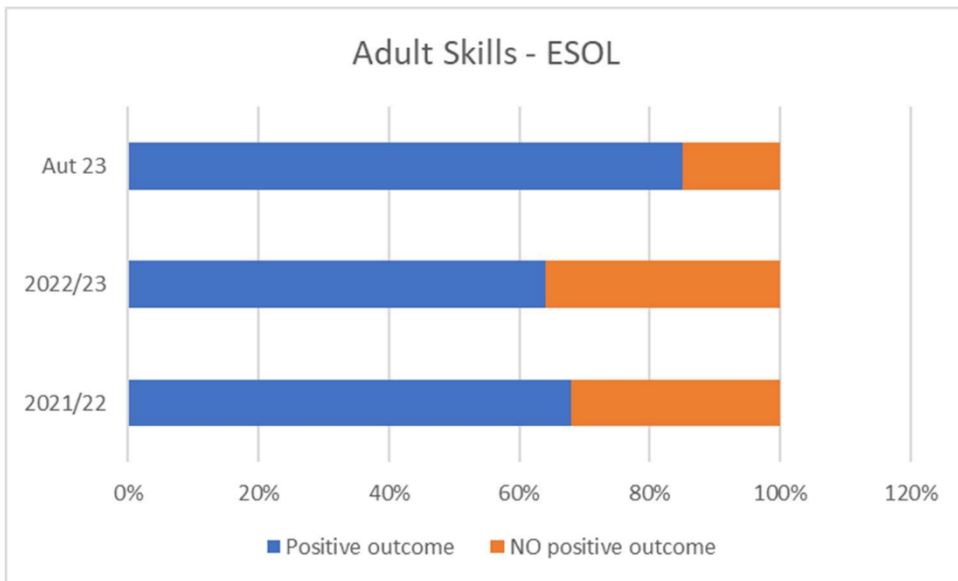
### Intended destinations survey

#### *Response focus on Adult Skills*

Steady intentions over both terms

- About half are seeking work (51% in Autumn 2023 & 46% in Spring 2024)
- About a third want to continue in further education (33% - 35%)
- About 80% positive outcome across service.
- About a tenth have no plans/ideas

**ESOL (AS) Destinations – Positive Outcomes**



Strong positive outcomes (85%) – has improved.

*Actual Destinations*

When compared to intended destinations...

- Adult Skills is strong with destinations into work and education with some loss to 'not looking for work' – especially in English.
- Community Learning is strong on achieving their reason for learning.