

Learning visit report
St Clement and St James Community Development Project 13139

1.1 Visit Date: 03/10/18	1.2 Name of visiting Funding Manager: Julia Mirkin	1.3 People met with: CEO and CPO
1.4 Programme Area & Outcomes: English for Speakers of Other Languages\More people with improved English language skills\More people participating in the wider community		
1.5 Purpose of the award: £94,500 over three years towards the salary of the full-time Adult Learning Manager and a contribution to project on-costs.		
Grant start date: 31/05/2016		Grant end date: 31/05/2019
Project progress and difference made		
<p>2.1 Project Outcome 1: 96 people will achieve ESOL accreditation, improving English language skills, and their confidence in accessing the wider community and services.</p> <p>Progress made: Over the last academic year, 130 learners achieved ESOL accreditation.</p>		
<p>2.2 Project Outcome 2: 93% of learners will meet individual learning targets, improving English language skills, improving confidence, and become more able to access the wider community and services.</p> <p>Progress made: 98% of learners met their individual learning targets during the last academic year.</p>		
<p>2.3 Project Outcome 3: At least 90% will move onto a higher-level language course, or training (at ClementJames or elsewhere), or progress into employment.</p> <p>Progress made: 99% of the Grantee's learners in the last academic year achieved this outcome.</p> <p>Following the fire at Grenfell Tower, students showed even more commitment to their studies. It was thought that this was related to a real desire to achieve something tangible and to the desire to engage with a service that offered consistency and stability in such a time of turmoil.</p>		
<p>2.4 Project Outcome 4: 70 will receive extra support, or Information, Advice and Guidance, allowing them to overcome language barriers, and use the wider services on offer.</p>		

Progress made: 100% of learners accessed additional support offered by the Grantee.

Impact and learning: Funding Manager comments

Impact: The impact of the grant was described as 'huge' because a large proportion of local people have very low levels of or no English, which is extremely isolating. The less formal learning environment is very important for these beneficiaries, for whom college is too intimidating and most are younger than 25, with many years of employment ahead.

Learning: The Grantee reported learning about the vulnerability of its learners, which has led to employment of a Safeguarding Officer. The Grantee emphasised the need for face-to-face debt advice (as opposed to telephone support) for people with English as a second language. ClementJames also employed a Staff Support Worker, who is a qualified counsellor, to support staff who have been exposed to trauma at work. 24 learners lost their lives in the fire at Grenfell Tower and staff were offered grief and bereavement training and support.

Knowledge: *is there any relevant knowledge for CBT's wider grant-making e.g. local or subject specialist knowledge?* Employers value functional skills courses more than ESOL as they offer students practical knowledge and vocabulary for work. ESOL can be offered through functional skills courses.

An increasing number of people are slipping into debt due to universal credit and that the disruption caused by rehousing families outside of the borough, often at very short notice, is acute for ESOL learners and their families.

School exclusions or 'managed moves' are becoming an increasing problem and appeals or managing this is extremely difficult for families for whom English is an additional language. Locally, school exclusions appear to be disproportionately affecting boys from BME backgrounds. This has also been linked anecdotally to increases in knife crime in the local area.

Total assets: *is there anything else CBT can do to support the organisation?* Mentoring or coaching for senior staff, also people management, conflict resolution, strategic development, presentations and public speaking.