



**CAMBRIDGESHIRE
& PETERBOROUGH**
COMBINED AUTHORITY



ESOL Local Planning Partnerships

Annual Report 2021/22

Contents

Section 1	Foreword - Cllr Dr Alex Bulat	Page 3
	ESOL by Numbers and delivery locations	Page 4
Section 2	Introduction and Context	Page 5
Section 3	Our approach to ESOL Local Planning Partnerships	Page 7
	Census 2021 - Headlines	Page 8
Section 4	Membership of ESOL Local Planning Partnerships	Page 9
Section 5	Key Achievements in 2021/22	Page 10
Section 6	Key Deliverables for 2023/24 and	Page 11
Section 7	Case Studies from partners: <ul style="list-style-type: none"> ➤ NATECLA, CPCA & EELGA Working Together ➤ Cambridgeshire Skills ➤ City College Peterborough ➤ College of West Anglia ➤ Cambridge Regional College 	Page 12
Section 8	Appendices <ul style="list-style-type: none"> ➤ ESOL Participation Data ➤ Acknowledgements ➤ References 	Page 20

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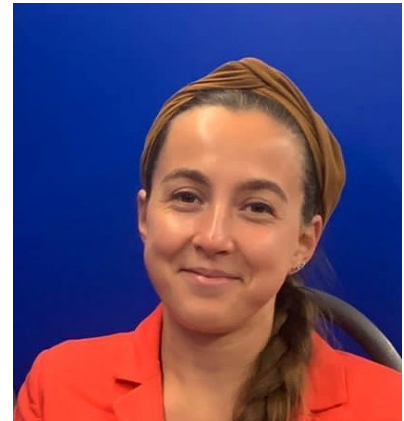
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Cambridgeshire & Peterborough Combined Authority, our Constituent Councils and partners are proud to support:



1. Foreword

Cllr Dr Alex Bulat



I am delighted to introduce our first Annual Report for the 2021/22 year for our newly formed ESOL Local Planning Partnerships in Cambridgeshire and Peterborough.

I am the chairperson for the South partnership, covering East and South Cambridgeshire and Cambridge City. We are searching for a chair and vice-chair for the North partnership covering Peterborough, Fenland and Huntingdonshire.

I am proud to represent the Abbey division on Cambridgeshire County Council. When I was elected in 2021, I became the first Romanian-born County Councillor in the UK.

When I am not in council meetings or doing casework, I work with various migrants' rights organisations as a project manager, researcher, and campaigner. I also co-founded the Migrant Democracy Project, working at the intersection between migration and democracy, encouraging residents to participate in our democratic processes.

I could not have imagined that I would be in local politics when I moved to the UK in 2012. I was 18 years old, and like many people moving to this country, I struggled with English in my first months living here. Becoming confident speaking English was essential for my study and work in the UK, but also being able to make friends in my new home. I would like to see everyone who makes their life in the UK to be able to learn English in an environment that is welcoming and supportive.

I am really pleased that we are one of the Mayoral Combined Authorities (MCA) in England with a directed elected Mayor, Dr Nik Johnson. We have responsibility for commissioning and designing the Adult Education Budget (AEB), which has been devolved to us locally since 2019/20. AEB is the primary source of funding for English for Speakers of Other Languages (ESOL) and so as a devolved area, we can plan and shape provision locally to better meet our residents' needs.

We do this in line with the Mayor's values of Compassion, Co-operation, and Community through a process of listening, co-design and co-production with our partners, stakeholders and local residents. The Local Planning Partnerships are our mechanism for achieving this. I see this work as a migration researcher and campaigner, but also through my lived experience as a migrant - and now new British citizen.

This report aims to celebrate our key achievements in our first year, showcasing learner experiences and good practice in the case studies and set the course for future years. I hope it will provide a useful resource for other areas considering adoption of our approach. ESOL provision is crucial for our communities across Cambridgeshire and Peterborough, and I am glad we can work on the new local partnerships together.

Cllr Dr Alex Bulat

Chair - ESOL Local Planning Partnership - South



1508 ESOL learners



2872 enrolments



£1.3m AEB spend on ESOL



18% increase in completed ESOL enrolments between 2020/21 and 2021/22



9 main providers of ESOL and 4 sub-contractors



10 new ESOL Teachers trained



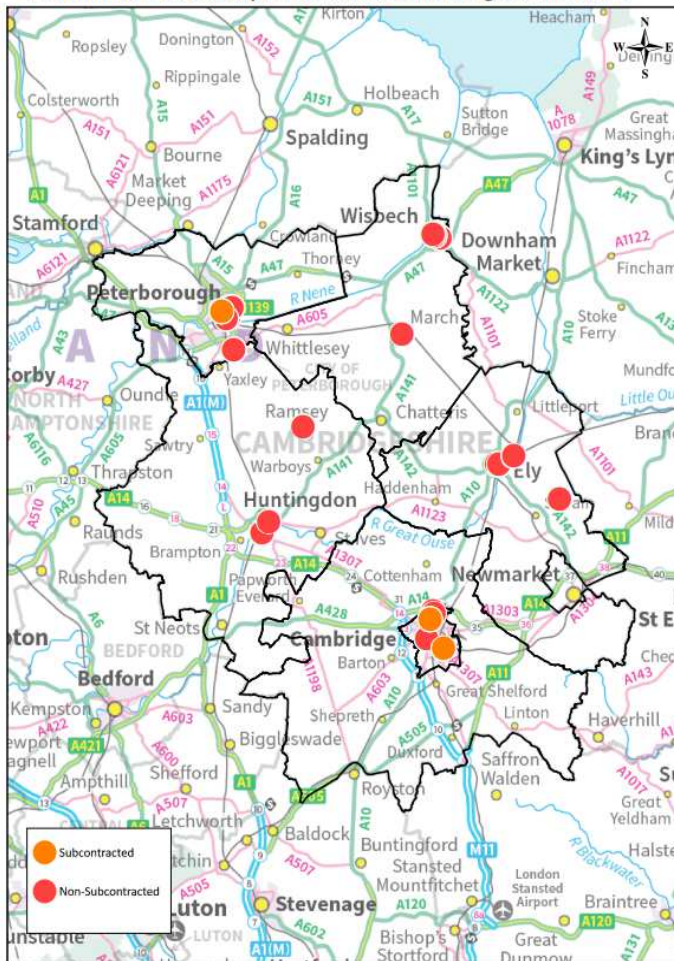
53 Hong Kong BN(O)s supported through additional Welcome Funding

ESOL by Numbers

A summary of ESOL delivery in Cambridgeshire and Peterborough in 2021/22 funded by AEB

(Source: R14 ILR Adult Skills & Community Learning)

Cambridgeshire and Peterborough Adult Education Budget 2021/22
Academic Year All Delivery Locations of ESOL Including Subcontractors



Source - Individualised Learner Record, ESFA

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ESOL Delivery Locations in Cambridgeshire and Peterborough for 2021/22. Around 94% of ESOL learning is delivered in the area and 6% remotely.

Peterborough

- City College Peterborough
- Peterborough College
 - GLADCA

Fenland

- Cambridgeshire Skills
- College of West Anglia

East Cambridgeshire

- Cambridgeshire Skills
- West Suffolk College

Greater Cambridgeshire

- Cambridge Regional College
- Cambridgeshire Skills
 - Cambridge English Language Society
 - United Learning Trust
- Workers Education Association

Huntingdonshire

- Cambridgeshire Skills

2. Introduction

2.1 English for Speakers of Other Languages (ESOL) is the term used for English language courses taken by people whose first language is not English and who need English to communicate in daily life. Cambridgeshire and Peterborough Combined Authority (the 'Combined Authority') is responsible for planning, commissioning, and funding ESOL courses in our area.

2.2 This report is our first Annual Report since forming our new ESOL Local Planning Partnerships and aims to report progress to the Skills Committee and other interested parties. It also aims to showcase the best of devolution by showing what can be achieved through partnership when local areas are able to convene, capitalise on freedoms and funding flexibilities- identifying local solutions. It also aims to provide wider stakeholders with resources and case-studies to inspire improvements to the ESOL and wider education system.







2.3 The background is that under Theresa May's government, the Integrated Communities Green Paper (March 2018) was published for consultation. It outlined the Government's vision for building an integrated and multicultural environment where people of all backgrounds live, work, learn and socialise together, based on shared rights, responsibilities, and opportunities.

2.3 The Green Paper highlighted, how an individual's lack of proficiency in English may hinder their ability to integrate by limiting opportunities to get a job, to mix with people from different backgrounds, and to participate in community life and access vital services such as health. In addition, the strategy stated that the landscape of English language can be difficult to navigate and there is too little provision at the early stages of learning, with providers struggling to meet demand at pre-entry and entry levels.

2.4 Development of an ESOL Strategy for England was a previous Government manifesto commitment which to date has not been published. However, at a local level, the Combined Authority is the primary funder of ESOL and many of the issues highlighted in the Integrated Communities Green Paper are still prevalent. Therefore, at the Skills Committee in November 2021, members approved the proposal to develop a coherent local plan and approach. Looking at national best practice, Greater Manchester and London Authorities had established ESOL Local Planning Partnerships and a Single Point of Contact (SPOC).

2.5 Stakeholders and partners had escalated concerns to the Combined Authority that there is currently no central or regional planning of ESOL to address the challenges such as a lack of provision and capacity, waiting lists and access to wider support. Colleagues from the Department for Work and Pensions (DWP), the Strategic Migration Partnership (SMP) for the Eastern Region and our constituent councils and local Voluntary and Community Organisations also reported challenges in the ESOL local system. These challenges are summarised in the table overleaf.

Challenges in the ESOL system

	patterns of ESOL provision, funding and attendance are complex and inconsistent. No one organisation has a grip on provision and so sign-posting is haphazard
	a lack of intensive, full-time ESOL to accelerate language acquisition, progression, and integration into British society
	a lack of vocational and intensive ESOL leading directly and swiftly into employment
	lack of clear signposting to the different types of provision and ensuring the right learner is on the right level of course
	courses can be inflexible to meet needs, especially for those who are working or with caring responsibilities, often with long waiting-lists
	lack of sufficient qualified ESOL teachers

2.6 The Combined Authority nor any other agency locally does not have a systematic way to quantify demand and therefore address specific gaps for different types of learners. Due to the academic year cycle, often learning organisations have planned their courses on a termly cycle, which can be inflexible for residents.

2.7 Partners in the Voluntary and Community Sector report that there is a general lack of awareness of ESOL and other support to improve skills. In some cases, people may not want to learn English, but may be encouraged to do so, if the right outreach is in place and accessing provision is made as easy as possible.

2.8 There is a lack of coherence and local leadership of ESOL with different organisations responsible for parts of the system. Referral organisations may not be aware there are a variety of different funding streams and eligibility criteria. Learners may be told they are ineligible for provision for fully funded provision and may be unaware they may be eligible under a different funding stream at another provider.

2.9 Providers have reported there is a lack of suitably qualified and proficient ESOL teachers in the region, to increase capacity and meet demand from learners and employers.

2.10 Multiple departments including the Department for Levelling Up, Housing and Communities, Home Office, DWP and DfE, have all funded ESOL, with different criteria. With its convening power and devolved AEB, the Combined Authority is positioned to provide strategic leadership, regional coherence, and co-ordination across multiple funding streams for ESOL to ensure quality, greater impact, and better outcomes for local communities.

3. Our Approach to ESOL Local Planning Partnerships

3.1 ESOL Local Planning (also known as ESOL Partnerships) is a multi-agency and multidisciplinary approach to co-ordination of ESOL and community integration strategies in a defined geography. The aim is to provide independent and impartial system-leadership across public sector actors (DWP, SMP, local authorities, health, and police), adult education providers, civic, faith and voluntary organisations. Public sector partners can be expanded or reduced depending on the focus as can others such as business support agencies. National good practice has been published by DfE, Education and Training Foundation and Learning and Work Institute, for ESOL Local Planning, referenced in this report. Other Combined Authorities such as Manchester have successfully established ESOL SPOC.

3.2 We have implemented ESOL Local Planning Partnerships (ESOL LPP) in the Combined Authority area. Given the unique geography of the sub-region, we have established two ESOL Local Planning Partnerships:

- ✿ North - covering Peterborough, Fenland and Huntingdonshire
- ✿ South - covering Cambridge City, East, and South Cambridgeshire

3.3 Our strategic intention is for ESOL LPPs to provide a 'network governance' model, grounded in communities, to improve the planning, delivery, and impact of ESOL locally. LPPs will address gaps, ensure better connectivity and signposting, widening reach and improving access to employment and wider support.

3.4 ESOL LPP will also support continuous improvement ESOL, through promoting good practice, opportunities for continuing professional development, sharing lessons learned, supporting increased quality of provision locally and ensuring it is tailored to local need. This will result in:

- ✓ Increased staff capability, capacity, and morale through development opportunities and collaborative working on shared issues and challenges
- ✓ Improved ability to secure external funding, potentially increasing investment in ESOL provision and infrastructure locally (e.g., UKSPF, DHLUC and Home Office funding)
- ✓ Increased visibility of English language - internally and to local strategic partners, leading to further improvements in provision (e.g., new progression routes, links with external agencies and services)
- ✓ Improving the quality of data which underpins the planning and delivery of ESOL to balance demand with labour market and community need
- ✓ Removing duplication of provision to improve efficiency
- ✓ ESOL strategy development is a part of the wider Essential Skills Route Map
- ✓ Collaboration with partners to create an independent and impartial single point of Contact, improved navigation for learners from IAG to business support.

CENSUS 2021 HEADLINES

According to the 2021 census, 102,788 residents aged 3+ did not speak English as a main language in Cambridgeshire and Peterborough, this equates to 12% of the regional population. This is higher than the proportion in England of 9%.

Out of these 17,607 residents could not speak English well or at all, this is 2% of the Cambridgeshire and Peterborough 3+ population (in England the proportion is also 2%) and 17% of the population who do not speak English as a first language (this is lower than the proportion in England of 20%)

Compared to the 2011 census, there has been a 46% increase the number of residents who do not speak English as a main language (from 70,561 residents in 2011 to 102,788 residents in 2021). As a proportion of the total population this is an increase from 9% of the population in 2011 to 12% of the population in 2021. This is higher than England where the population of those who did not speak English as a Main Language increased by 24%, increasing from 8% of the population in 2011 to 9% of the population in 2021.

Further analysis of Census 2021 data as it pertains to ESOL Local Planning will be presented and considered during 2022/23.



4. Membership of the ESOL Local Planning Partnerships 2021/22

NORTH

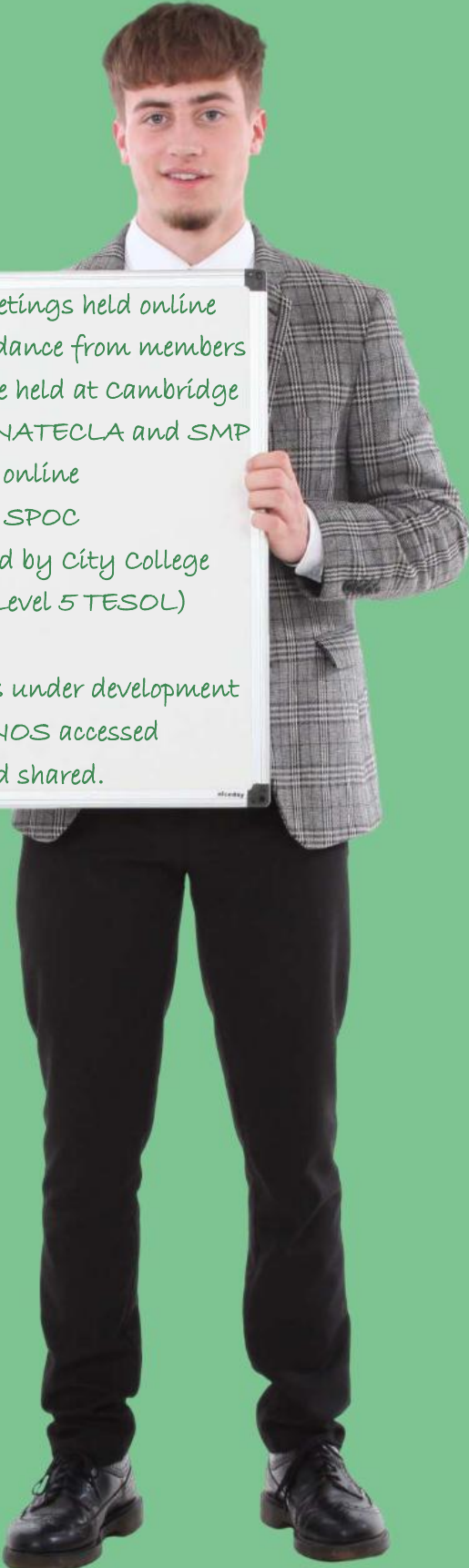
Chair - Vacant
 Vice Chair - Vacant
 Cambridgeshire Care Leavers Service
 Cambridgeshire Skills
 City College Peterborough
 College of West Anglia
 DWP
 Fenland District Council
 Ferry Project
 GLADCA
 NATECLA
 Near Neighbours
 PARCA
 Peterborough College
 Peterborough City Council
 Strategic Migration Partnership

SOUTH

Chair - Cllr Dr Alex Bulat
 Vice Chair - Vacant
 Cambridgeshire Care Leavers Service
 Cambridge Regional College
 Cambridgeshire Skills
 College of West Anglia
 DWP
 NATECLA
 Strategic Migration Partnership
 South Cambs District Council
 WEA
 West Suffolk College





5. Key Achievements 2021/22

During year one of the ESOL Planning Partnerships - we were at the 'forming' phase of development. Considerable progress has been made with close partnership working towards 'norming'. Key achievements are summarised below:

- 
- ✓ Four ESOL Planning Partnership Meetings held online via Teams with good consistent attendance from members
 - ✓ One in-person good practice conference held at Cambridge Regional College in partnership with NATECLA and SMP with 40 attendees in person and 40+ online
 - ✓ Budget secured to establish the ESOL SPOC
 - ✓ ESOL Teacher training pilot completed by City College Peterborough (offering fully funded Level 5 TESOL)
 - ✓ Mapping of ESOL Offer underway
 - ✓ Intensive and Vocational ESOL offers under development
 - ✓ Additional 'Welcome' Funding for BNOS accessed
 - ✓ ESOL Data Analysis undertaken and shared.

6. Our Focus and Forward Plan for 2022/23

The first year focused on bringing partners together, identifying challenges and coming up with collective solutions, for year two and beyond. These are summarised in the table below:

Continue to Deliver	Deliverables for 2022/23
 1. Partnership Meetings to facilitate co-production	
✓ Four virtual meetings to be held for each partnership and one in-person bringing both partnerships together	Chair for North Partnership to be inducted and Vice Chairs for North and South Partnerships recruited
✓ One best practice conference to be held bringing together both Planning Partnerships and showcasing the best of our sub-region in Autumn 2023	Membership to be broadened to include health and community safety representatives
 2. Data, Evidence, and Insights to inform provision planning	
✓ Sharing ESOL participation data and trends to inform planning	Dissemination of data Deep Dive from Census 2021 to inform planning
✓ Sharing data and insights of ESOL need and 'on the ground' experience	ESOL mapping of totality of 'offer' including informal provision and integration support in the first six-months while asylum claims are being processed
 3. Delivery and System Improvement	
✓ Continue with ESOL full funding through AEB incl. ESOL in the workplace	Appointment of partner organisation(s) to develop and deliver the ESOL SPOC
✓ ESOL Teacher Training Pilot	Double the number of ESOL Teachers Trained
	Increasing Intensive and Vocational ESOL for work
	Improving employment support
	Improving the offer for Unaccompanied Asylum-seeking young people
	Mapping the totality of the ESOL offer (incl. support for Asylum Seekers in first six months)
	Trauma-informed practice training rolled-out
	Multiply (adult numeracy) offer for ESOL learners
 4. Strategic Developments	
✓ Formation of ESOL Local Planning Partnerships	Co-production of Essential Skills Route Map (To incorporate Literacy, Numeracy, ESOL, Essential Digital Skills and Work Readiness)
	Promote and support the signing of pledges for the Cities of Sanctuary movement, including schools, colleges, and universities of sanctuary in Cambridgeshire and Peterborough.

7. Case Studies

This section captures a selection of case studies from partners in Cambridgeshire and Peterborough, that partners have kindly shared and led the way in developing new ways of working. These showcase the best of working in Cambridgeshire and Peterborough but are only a snapshot of the great work being undertaken by our partners.

Case Study One – Closer partnership working and sharing best practice

“Together we were able to shout-out the message of just how significant the need was to further support refugees to integrate through English classes, and support tutors and other professionals assisting refugees.”

Rachel Öner - NATECLA, National Co-chair and Committee Member of the East of England Branch shares reflections from our first joint ESOL Conference for Cambridgeshire and Peterborough.

A unique event was held on 14 October 2022. The day saw the coming together of the Cambridgeshire and Peterborough Combined Authority, the East of England Local Government Association (EELGA) and NATECLA, who jointly put on a hybrid conference at Cambridge Regional College. The event focused on one of the most important issues facing the ESOL sector at this time: supporting refugees in ESOL classes.

Though the event was locally organised, we were able to take our conference message to national level as colleagues from other combined authorities and strategic migration partnerships from across the UK joined online. It was fantastic to see the support of other organisations regional representatives such as the Education and Training Foundation, Hoxex, Accentis, DWP and local councils (to name a few). Together we were able to shout out the message of just how significant the need was for further support for refugees to integrate, by providing English classes, and support tutors and other professionals assisting refugees.

The Conference was Chaired by Cllr Dr Alex Bulat, who provided insights both from her professional research, casework and lived experience as the first Romanian-heritage County Councillor in England. The Conference was opened by a message from Mayor Dr Nik Johnson, who was unable to attend in-person but sent a message of support and some wildflower seeds for delegates to plant!

The event had a superb line up of speakers and case studies to share. The first speaker was Rebecca McCallum, the Education, Training and Employment Coordinator for Care leavers, from Cambridgeshire County Council. Rebecca captures the voices of young people who she supports in her role. She presented an engaging summary of ESOL for Unaccompanied Asylum Seekers, looking at wonderful case studies of young people being supported in ESOL and vocational courses at our local colleges.



Next, we heard from Gill Searl, the regional ESOL lead at EELGA presenting the report findings on Wellbeing and Work for Refugee Integration in the East of England. It was wonderful to hear how their project overachieved on their targets for refugees accessing wellbeing services as well as facilitating work-placement or course opportunities.

This was followed by my session on one of the very important areas in ESOL provision: Trauma Informed Practice. Many of our ESOL learners suffer trauma. In this session, delegates got an insight on the common causes of trauma and how that trauma manifests itself. A taster of strategies that tutors can use in their classes to make ESOL more 'accessible' to anyone experiencing trauma.

A key takeaway message was that support for this cohort of learners can be enhanced by ensuring that mental health training should be part of a whole organisational approach to supporting refugees in our provision.

Then finally, Dr Pat Carrington of City College Peterborough showcased their TESOL Teacher Training programme. The ESOL LPPs have discussed the shortage of good ESOL teachers in the region. Delegates were delighted to hear a case study from a former course participant and newly qualified ESOL teacher, Marta Pilinska explaining the difference the course had made to her career and confidence! Marta has already started teaching ESOL.

Special thanks to all the partners involved in this conference:



"Supporting our member councils to be the best they can be for their communities"



CAMBRIDGESHIRE & PETERBOROUGH
COMBINED AUTHORITY



City College
Peterborough



CAMBRIDGE
REGIONAL COLLEGE



Cambridgeshire
County Council

Case Study Two – Cambridgeshire Skills Ofsted & Learner testimonials

"Learners gain significant benefits from their courses. Those studying English for Speakers of other languages, who previously felt isolated, now are confident to take an active part in community projects. For example, volunteering at their children's Schools and collecting nappies, medicine, and other provisions to help Ukrainian Refugees." -

Ofsted Inspection report: Cambridgeshire County Council

(23 and 24 March 2022)

Cambridgeshire Skills are the adult education department of Cambridgeshire County Council, supporting around 1500 learners each year through skills training and community learning. The main delivery sites are the newly renovated March Community Centre in Fenland, libraries and various community venues in East Cambridgeshire, Huntingdonshire, and Greater Cambridge. In addition, Cambridgeshire Skills work with 11 sub-contractors, including Village Colleges and third sector organisations to provide education and training in the community. Cambridgeshire Skills' curriculum intent is to empower the most vulnerable residents, including those in rural communities and areas of deprivation across Cambridgeshire, to progress to further study, employment and volunteering and enhance their career opportunities. Cambridgeshire Skills were inspected by Ofsted in March 2022 and continue to be judged 'good'. The inspectors shone a spotlight on ESOL in the report.

Cambridgeshire Skills are a key ESOL learning organisation for rural communities and market towns with around 300+ ESOL learners each year. Their success is key to wider improvement in the education system, given their reach. Key findings are summarised below:

- Learners enjoy a positive learning experience, developing purposeful relationships with fellow learners while studying. This helps them to improve interpersonal and social skills and consider future opportunities
- Learners develop skills to access employment and participate in society
- Leaders work effectively with a range of employers and local agencies. For example, they work with employers in the agricultural sector by arranging English onsite during migrant workers' shifts
- Tutors teach literacy and IT to help learners of the traveller communities to access vocational courses such as heavy goods vehicle driving courses. This helps them to gain employment that is in demand locally. This also helps traveller communities to integrate with residents and employers
- Leaders and managers monitor and evaluate the quality of education effectively. They accurately identify teaching strategies that tutors need to improve. Leaders then provide relevant professional development sessions that enable teachers to improve their practice. Tutors value this approach to their continued professional development and feel that their workload is appropriately managed.
- Tutors skillful use of feedback enables learners to know what they have done well and what they need to further improve. In English, tutors carefully correct learners' pronunciation and intonation, enabling them to improve their communication, grow in confidence and enhance their vocabulary.



Cambridgeshire Skills deliver adult education at various venues including the refurbished March Community Centre in Fenland. A £400k capital grant from CPCA supported the refurbishments to create a safe and welcoming learning environment.

A lovely success story from one of our learners.

English for Beginners

I wanted to learn so I can communicate with people around me.

I liked the atmosphere in the group and I feel I have learnt a lot. The teacher was very patient with us and explained everything very well and helped us understand when we had difficulties.

This course has helped me communicate with my colleagues at work and better understand what I am being told, making my job easier with less frustration.

If a friend asked me about this course I would tell them that I liked it, it has helped me a lot and I recommend them to go as well.

Monica

A lovely success story from one of our learners.

English for Beginners

Learning English has had a huge impact on my life.

I wanted to learn English as it's not my first language.

I had a great experience learning with Cambridgeshire Skills and learned new and valuable things. I can now express myself better in English.

Learning English has had a huge impact on my life especially in my workplace. I can now communicate and understand my duties better.

This course has helped me in my day to day routine and also build relationships.

Mariana

Case Study Three – City College Peterborough

“Jabin beamed with pride when telling her tutor how much her confidence has improved when talking to people and how she is finding it much easier to find the social contacts required in her job. Her manager recently confirmed the improvements she’d noticed in Jabin’s work.”

- Pam Walker - City College Peterborough

City College Peterborough are the largest ESOL learning organisation in the sub-region, with over 500+ ESOL learners each year. Recognised as a centre for excellence for ESOL, they also train ESOL teachers delivering the level 5 TESOL qualification. **Pam Walker** is an ESOL teacher at the college and shares a testimonial about **Jabin Waljln**, an adult returner studying ESOL at entry-level 2.

Jabin is of Indian heritage and has been living in the UK for many years, before finally plucking up the courage to enrol for ESOL to learn English “properly”, as she puts it. Prior to joining the course, she communicated with others mainly by drawing on ready phrases she had picked up from her environment, primarily the Asian community in Peterborough. She often felt self-conscious.

Once her children had graduated and left home, she felt even more socially isolated and at a disadvantage both in terms of her work as a matchmaker, helping people in her community to find life partners, as well as in her own life. This led her to enquire about ESOL at City College to improve her English communication and interpersonal skills.

Five months into her course, Jabin has developed not only vital speaking skills but has also improved her writing and therefore her performance at work. She beamed with pride when telling her tutor how much her confidence has improved when talking to people and she is finding it much easier to find the social contacts required in her job. Her manager recently confirmed the improvements she had noticed in Jabin’s work.

Not only is Jabin visibly happier and more confident but her family members are also proud of her, that after so many years of struggling with her English communication and the isolation she felt, she’s found a new lease of life. She is even talking about some of her family members wanting to attend with her at the end of the course.



Photo Credit: City College Peterborough

Case Study Four – College of West Anglia

“We are delighted to be able to offer fully funded ESOL courses to employers and employees within Fenland with support from CPCA. This is a wonderful opportunity for employees to upskill within a workplace setting and improve their language learning within the wider community.”

- David Pomfret, CWA Chief Executive and Principal

Taking Language Learning on the Road

The College of West Anglia (CWA) began a brand-new initiative, offering to drive out to local employers in Fenland and the wider Fens to deliver free English for Speakers of Other Languages (ESOL) lessons to prospective students.

The unique project was the first of its kind in the area to pilot the delivery of free lessons to employees within a workplace setting to help them improve their English language skills for in-work progression and integration into British society. Through an Innovation Fund project, funded by the CPCA through devolved AEB, the college were able to lease a dedicated ‘ESOL Van’, purchase chrome books and teaching resources to assemble ‘pop-up’ ESOL classes on employer premises across the Fens, wherever they are needed and responding to employer demand. Through workplace delivery, the college aims to remove barriers for residents wishing to improve their skills by accessing learning around shifts, reducing travel, and delivering within a familiar environment.



ESOL students pictured with lecturer Anna Hodkinson
Photo: Courtesy of College of West Anglia

Case Study 5 – Cambridge Regional College

“Studying ESOL at CRC has helped me to feel more comfortable, to feel more alive, to keep busy. It is a fresh start for me. It’s helped me with English, with communication and being in society.” - V is 18 years old and from Ukraine

Cambridge Regional College (CRC) enrol over 250 adult ESOL students each year and have been pioneering vocational and intensive ESOL in the region. They are also building ESOL teacher capacity by offering the level 5 CELTA qualification. Here are a selection of case studies and learner testimonials from CRC, compiled by **Jeni Prettyman** from CRC:



N is a doctor and surgeon, originally from Afghanistan, who trained and worked in Ukraine. He came to the UK in 2022 and joined CRC in May. He is working towards Level 1 and Level 2 exams this year. He says:

“I am enjoying studying at CRC. I have improved my English and now it is much better. We have good teachers. Outside of class as well, there are many changes. Now I can understand appointments, interviews, and events. It is much improved. Now I can understand them... and the British accent!”

J is from Sudan and came from Lebanon to the UK as part of the Vulnerable Persons Resettlement Scheme in December 2019. She started at CRC in January 2020 at low E1 level and is now studying at E3 level She says:

“Without this course, I would never speak with people. People are surprised I can speak so well after only three years. I say it’s because I study at CRC! It’s helped me a lot how to speak and how to (make) contact with the people here. Before, I couldn’t go to the GP by myself, now I can. I can go to job interviews and understand. I do everything by myself now. I do not need to give the phone to my husband anymore! I give all my friends advice to go to CRC!”

U is from Ukraine. She joined our extra summer classes for new Ukrainian arrivals in June 2022 and is now in our full-time (12 hour) daytime programme. She is currently studying at Entry level 3. She says:

“I’m enjoying my time at college and every day I learn something new. I had a good experience on the radio show at CRC - I became more confident than I was before, and it was really good working in a team with my class to make the radio show. My grammar is better now than it was before. My confidence is much better than it was before. I met a lot of people here at CRC and I’m happy to know them. When I came, I couldn’t even understand at a café, but now it’s much better!”

H is from Sudan. He arrived in the UK as an Unaccompanied Asylum Seeking Child (UASC) and started at CRC in September 2019 at Entry level 1. He is now studying towards Entry 2 exams. He says:

“My English last year was not like this! It gets better. Before I can’t read, now I try to read good. I can’t write before, now I can text my friends. I get more friends because I can speak, and I feel happy.”

H is a UASC from Iranian Kurdistan. He has been at CRC since September 2021 and has made excellent progress; he started in an Entry 1 class and is expected to take Level 1 exams this coming summer. He says:

“I feel excited always because I see many improvements. I can talk better than before, I can listen better than before, I can understand much better than before, so I can make communication better between me and others. It’s good for me. I know a lot of different classmates from different and new cultures; it makes my brain wider and wiser because I know about other cultures and behaviours. I see myself better every day, day after day I can use better grammar and I can understand better.”



Photo credit: Courtesy of Cambridge Regional College

Oleksii, 26, came to the UK shortly after the invasion of Ukraine. He spent three months in a Dutch refugee centre, whilst waiting to be paired with a host from the UK. Due to being profoundly deaf, Oleksii chose to spend his time at the refugee camp preparing himself for his new life in the UK. Becoming extremely proficient in British Sign Language in a matter of months. He has recently enrolled at Cambridge Regional College on an ESOL course, which will help him with learning support as he progresses. With a long-term goal of studying computing at a degree-level.

Oleksii’s new host, Isobel, is a retired teacher of the deaf. She said “Oleksii amazes everyone he meets with his positive attitude. He reads and writes in Ukrainian, Russian and English - and he’s better than I am at British sign language!”

Appendices

Appendix 1 - 2021/22 ESOL ILR Data Headlines

Headline ESOL data is provided below. The AEB Annual Data Report (publication date March 2023) will contain further analysis including learner characteristics and destination data.

Table A: ESOL enrolments by level over a three-year period

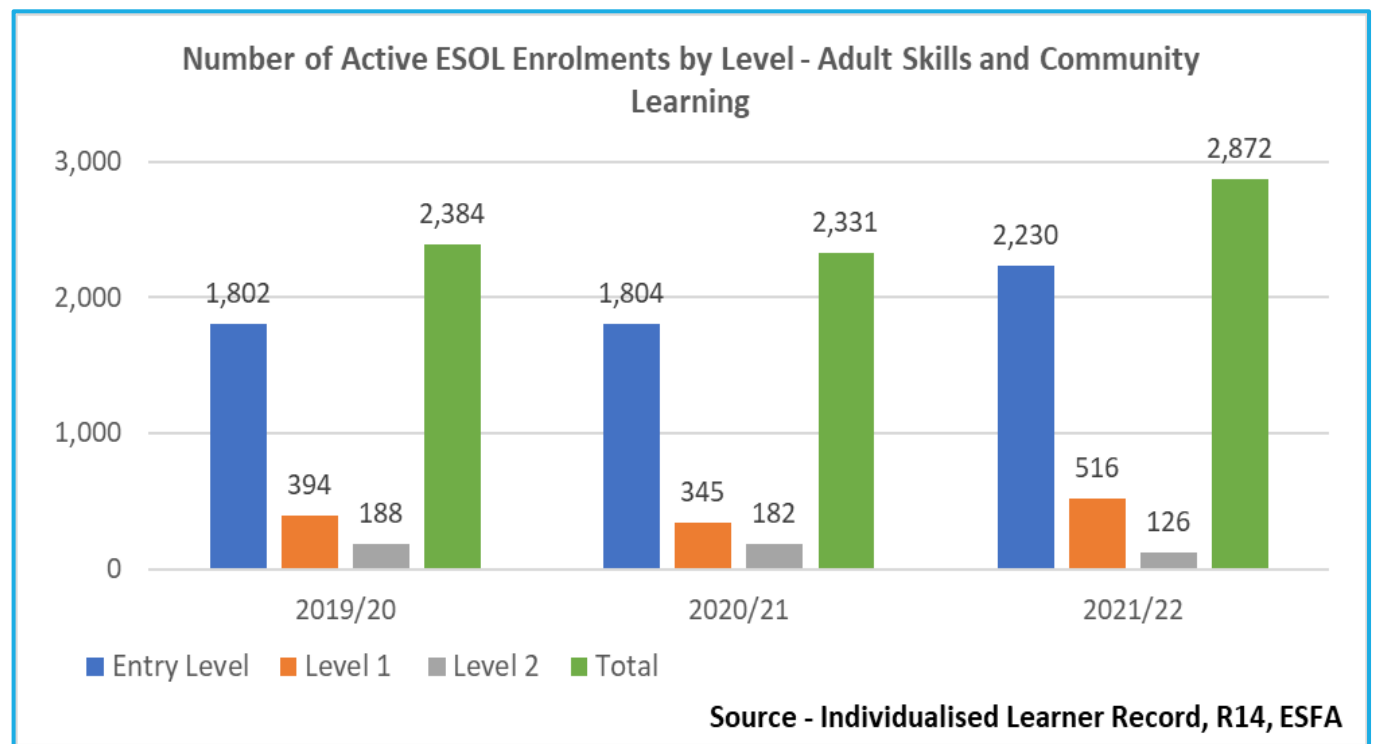
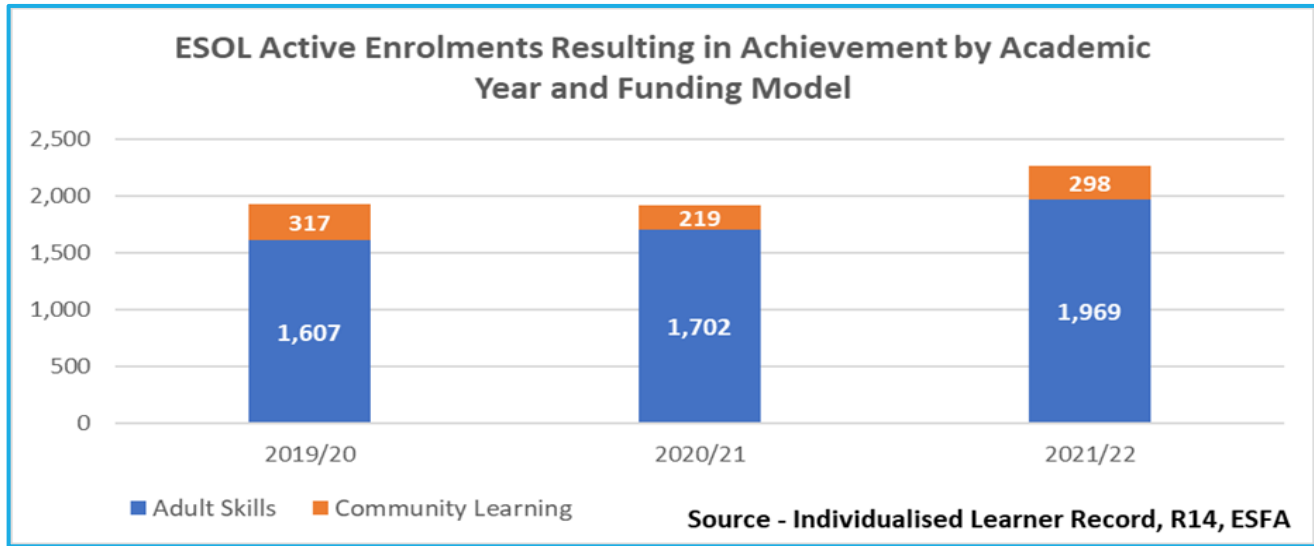


Table A shows that overall, since devolution, the number of ESOL enrolments **increased** in Cambridgeshire and Peterborough, over the last three years with a +23% increase between 2020/21 and 2021/22. Entry Level ESOL enrolments saw a +24% increase between 2020/21 and 2021/22 and Level 1 ESOL enrolments saw a +49% increase.

Whilst Level 2 ESOL enrolments increased between 2019/20 and 2020/21, they decreased between 2020/21 and 2021/22 by -31%

Table B: ESOL achievements over a three-year period



The number of ESOL enrolments that have resulted in achievement have **increased** across the last three years with a +17% increase between 2020/21 and 2021/22.

Figure 3: Concentration of ESOL learners by ward

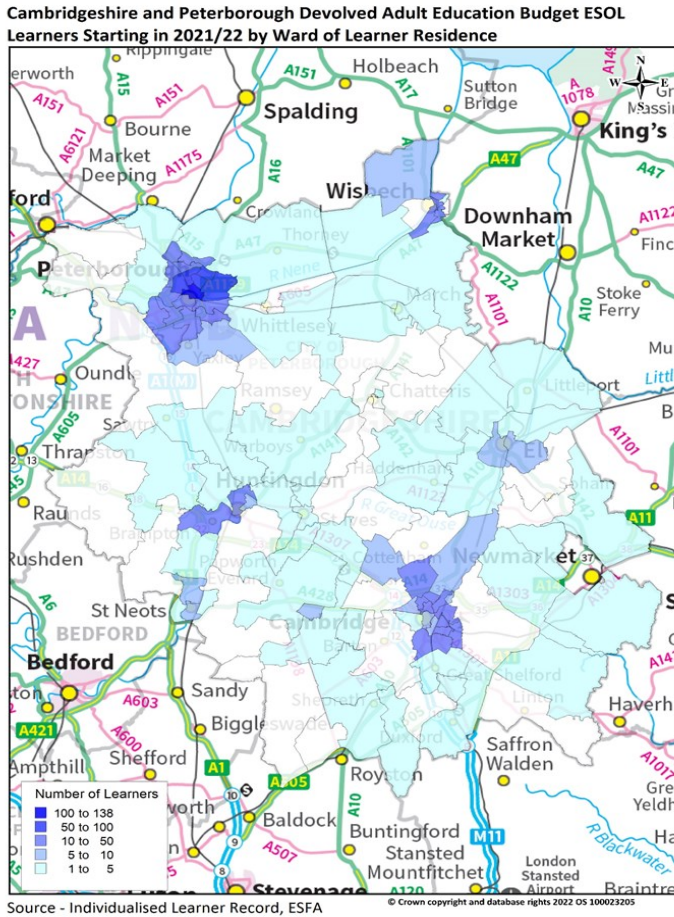


FIGURE 3: This Map shows the concentration of ESOL Learners in 2021/22 by ward of residence. The seven wards with the highest number of ESOL learners are in Peterborough. The largest of these are: Central (138 learners), East (91 learners), North (70 learners) and Dogsthorpe (63 learners). The ward in South Cambridgeshire with the most Learners is Histon and Impington (22 learners)

The most ESOL learners in Cambridge live in King’s Hedges (38 learners)

The East Cambridgeshire ward with the most ESOL learners is Ely West (7 learners). The Fenland ward with the most learners is Octavia Hill (31 learners). Huntingdon North (22 learners) has the most learners in Huntingdonshire.

Table 4: Participation of ESOL learners by constituent authority in 2021/22:

District	Number of ESOL Learners	% Of Total ESOL Learners
Cambridge	267	18%
East Cambridge	44	3%
Fenland	153	10%
Huntingdonshire	97	7%
Peterborough	826	55%
South Cambridgeshire	108	7%
Total	1,495	

Source: Individualised Learner Record (R14) 2021/22. Table 4 shows local authority of learner residence who started ESOL in 2021/22 academic year, excluding carry-over learners.

Table 5: Participation of ESOL learners by learning organisation in 2021/22

CPCA ESOL Provision by Provider and Subcontractor - 2021/22 Active Learners		
Provider and Subcontractors	Adult Skills and Community Learning ESOL Provision	
	Learners	Enrolments
Bedford College - Direct Delivery Only	SUPP	SUPP
Cambridge Regional College - Direct Delivery Only	231	494
Cambridgeshire County Council - Direct Delivery and Subcontractors	278	412
Direct Delivery	166	247
Cambridge English Language Society	50	66
United Learning Trust	60	92
Workers Educational Association	SUPP	SUPP
College of West Anglia - Direct Delivery	111	115
Inspire Education Group - Direct Delivery and Subcontractors	392	680
Direct Delivery	220	375
Gladstone District Community Association	173	305
Peterborough City College	449	970
West Suffolk College - Direct Delivery Only	39	139
Worker's Educational Association - Direct Delivery Only	41	42
Total	1,508	2,872

Table 5 notes -

SUPP - Number of learners is low enough to be disclosive (under 10)

Number of Learners will not necessarily sum to the total as a learner can take multiple learning aims across multiple providers.

Source - Individualised Learner Record, Education and Skills Funding Agency

Acknowledgements

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References

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[Greater London Authority: Establishing Local ESOL Partnerships](#)

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[Learn English in Yorkshire and the Humber](#)

[Learning & Work Institute ESOL Local Partnership Case Studies](#)

[Learning & Work Institute ESOL Partnership Guide](#)

[Migration Yorkshire ESOL Toolkit for Commissioners](#)