

York Learning – 2023-24

Key Themes York Learning Self-Assessment Report

Quality of Education

Intent - Strengths

- Very good broad, ambitious curriculum offers meeting a range of delivery models to meet partners, residents and known skills gaps needs, which has clear recognised progression routes within our offer and externally via partners.
- Excellent flexible provision provides multiple entry points which are available and encourage learners to start when ready which better supports those from disadvantaged backgrounds to engage whilst improving learner outcomes.
- Excellent support for learners in curriculums throughout supports the social, emotional, health, wellbeing, and resilience of learners and increases good outcomes for learners.
- Very good offer in skills, heritage skills, art, and languages offer effective gateways to wider learning, supporting and promoting the cultural city we live in and opportunities it presents towards employment and self-employment in the local area.
- High Needs learners receive good opportunities towards employment and Internships introducing advanced skills as appropriate to support career developments. . particularly for those seeking entrepreneurial pathways into self employment
- Excellent 16-18 study programme with a curriculum that challenges, stretches but also supports these learners with complex SEMH needs so they are not disadvantaged in learning, retention is 91.8% (86.8% 22_23) achievement 87.8% positive progressions 78%.
- Very good engagement across the service with those who are hardest to reach, with help from a variety of partners across the city, to improve their skills, wellbeing and engagement relating to improving employment outcomes.

Implementation:- Strengths

- Good ground up partnership working has increased opportunities to those with ingrained health issues back into learning to build skills and confidence.
- Very good teaching is evident across the service with 96% of the teaching team are good or better in their teaching performance, learners agree that the knowledge of tutors is good or outstanding as 98%.
- Learners find their class welcoming 97%; range of activities very good 93%; 92% say feedback from tutors is very good; 94% state expectations are met very well; 94% have gained very good benefits to themselves from attending a course; 95% state they have had a very good overall experience; 93% say their course was very well organised.
- Good development of transferable skills and employability progression routes are articulated in the offer with continued signposting to IAG services for career guidance.
- Good quality processes to track and monitor teaching performance so that learners make good progress.

- Good stretch and challenge by tutors with the majority of the offer engaging learners in pursuits which widen their horizon re:- employment & higher level learning and a range of learners building and using skills, confidence and knowledge gained as a springboard into further education, employment also self employment as a working artist or craft person.
- Life Skills for 16-18 area's curriculum promotes independence skills and develops learners' transferrable skills 78% of learners into positive progressions.

Impact:- - Strengths

23-24 Education & Training 16-18 & 19+

Achievement 79.3% (22/23 71.9%) -Pass Rate of 94.7% (22/23 86.3%)-

Retention 83.8% (our stats show 87%) (22/23 at 83.3%)

23-24 Apprenticeships

Achievement 55.3% (22/23 59.6%) – Pass Rate 100% (22/23 100%)

Retention 55.3% (22/23 59.6%)

- Majority of achievement rates are very good and predominantly above benchmark {benchmark} in the following areas :- 16-18 overall 87.6 {70.8%} Science and Maths 16-18 85.7% {76.1%}; ICT 86.6% {85.3%}; Leisure, Travel and Tourism 19+ 97.3% {95.1%} and 16-18 95.8% {89.5%} Languages, Literature and Culture 19+ 91.7% {86.1%};
- Curriculum achievement rates are also very good for Counselling 94.6% {85.5%}, IAG 95% {85.8%}, Family Learning 86.5% {85.8%} and Wider Community Learning 92.2% {85.8%} are all above benchmark.
- Retention is primarily good and improved at 86.4% (22/23 83.3%) due to improved initial assessment, informed inductions raising conversations relating to funding and improved wellbeing awareness and support. Retention improved in:- Science & Maths 81.8% (22/23 73.8%); 16-18 retention improved 85.7% (22/23 83.3%); Health & Social Care 85.8% (22/23 79.4%); ICT to 86.6% (22/23 75.3%); Languages, Literature & Culture 86.4% (22/23 76.5%);
- Good skills develop with curriculum managers to build new skills areas of knowledge in areas such as VR/AR, Cyber Security, Computer Aided Design and Project Management
- Good intervention strategies to improve achievement has moved overall achievement 79.3% (22/23 71.9%)
- Good progression for learners in building confidence, reducing isolation, and building skills for employment. Destinations are 60% into work; 31% into further FE/HE learning; 2% into volunteering
- Good IAG across the offer supports learners to identify skills needed and how to apply them and at times leading to employment or improve their career prospects.
- 100% of counselling learners at level 4 have progressed into employment or voluntary employment in the sector supporting an industry area much in need.
- Excellent support is in place for learners across the service helping them to keep on course and continue learning.
- 100% of apprentices that reach the gateway achieve their end point assessment 65% achieving distinctions.

- 16-18 Study Programme has 78% positive progressions into employment, further learning/training or volunteering opportunities for some of the most vulnerable young people in the city.

Quality of Education

Areas for Development

- Continuing to monitor retention in key areas of maths, English, Adult Care and Childcare specifically working with employers within work based courses. This also relates to small numbers in the Apprenticeship provision and reflect a national challenge relating to withdrawals.
- Improve achievement in maths and English Functional Skills and EYE Apprenticeships.
- Increased focus within maths and English courses on differentiation, stretch and challenge and problem solving and development teaching pedagogy to increase opportunities for innovation and approaches.
- Improved initial assessment and its use in English and maths within apprenticeship provision and closer working with the English and maths teams.

Behaviour and Attitudes

Strengths

- There is a strong ethos within classrooms to create a relaxed and organised space to learn in.
- Excellent wellbeing and pastoral support, creating an excellent environment of care and support across the service from tutors and teams which learners embrace and engage with. This is exceptionally good within the HNS and 16-18 Study programme where retention has improved from 86.8% to 91.8% leading to better outcomes for learners.
- Good behaviours and good classroom management is enabling learners to thrive in their sessions (learners comments and increased confidence and independence).
- Excellent collaborative approach between tutors and learners in the embedding and monitoring of professional standards in the classroom that are reflective of the professional standards and culture required in the counselling and helping sector thus strengthening employability skills.
- Robust IAG embedded into the curriculum through peer led information sessions and Q&A workshop leading to good destination and progression outcomes for learners. Destinations are 60% into work; 31% into further FE/HE learning; 2% into volunteering
- Learners show a positive and enthusiastic attitude to their learning when visited, they say they feel well supported, have improved confidence, reduced isolation and want to continue in their learning.
- Strong links with wider family members within the 16-24 provision, where needed, ensure that learners needs are identified and managed well.
- Safeguarding is very good across the service with an easy to access process to highlight concerns. Within 16-18 provision there is an open-door policy which enables learners to share concerns and manage their anxieties also.

Areas for Development

- Learner retention is not yet good in Early Years Apprenticeships. withdrawal rate is at 15.2% (0.2% over benchmark). This has been mainly due to candidates leaving the vocational area and/or declining to complete their Maths qualification due to changes in Ofsted regulations
- Continue to strengthen conversations around Initial Assessment with development of frequently asked questions about expectations of the course, time commitment and attendance and potential impact of declaration of additional needs and medical conditions both on the course and during the exam with English and maths.
- Offer early success for learners by allowing them to achieve parts of their qualification throughout the year to support motivation within English and maths.
- Improve learners understanding of risk to themselves within communities from radicalisation.

Personal Development

Strengths

- Learners have access to a range of extension activities around the programmes to support their wider development, with an increasing number of learners within Wider Community Learning using their skills and knowledge learned to become working artist. i.e. Encouraged to exhibit; working with partners on community art activities; careers guidance; digital skills; wellbeing discussions;
- Excellent development throughout the offer to support learners in developing their confidence, resilience, and knowledge to support their wellbeing. Leading to learners with increased confidence and independence in their learning pathways.
- Good IAG is available throughout the service to support learners in their aspirations.
- Good progression to support learners' developments in skills progressing to employment and success. Destinations are 60% into work; 31% into further FE/HE learning;
- Excellent internship opportunities for learners with SEND which supports their personal development.
- Good stretch and challenge continue to be evidenced in deep dives and with bite size/distanced learning within the essential skills areas of the offer.
- Good development of transferable skills across the service to help learners recognise how their skills can translate into different skill sets for jobs.
- Pastoral support for learners is good across the offer and excellent within HNS and 16-18 supporting those learners particular with complex SEMH needs (retention 91.8%).
- Well rounded curriculum offer evokes a sense of community and being respectful and responsible when living within our communities; The learning experiences helps to encourage sustainability and combat loneliness, stress and reduce isolation.

Areas for Development

- Consider curriculum development in order to facilitate increased readiness for 16-18 learners to feel comfortable accessing work placements.

- Further development within English and maths learning, including within Apprenticeships and Work Based learners, relating to stretch and challenge and problem solving.

Leadership & Management

Strengths

- Good quality processes in tracking and monitoring the quality of provision in a developmental model and feeds the CPD opportunities.
- Good attendance at CPD events from tutors and other personal development opportunities including innovative practice using VR/AR.
- Leaders have high expectations in the quality of teaching and tutor training and its high, positive, impact on learners' development including those with SEND/SEMH and those with high needs.
- Very good partnership work across the city in co-development of programmes, IAG offer and job fairs all of which increases opportunities for residents/learners and enables us to offer courses to target specific client's needs for development.
- Good strategies developed to support learners' and tutors' mental health/wellbeing
- Good development work ongoing to reach those most disadvantaged engage with learning. (working in key areas, multiply courses, digital menu, esol and family learning)
- Governance continues to have good scrutiny of performance, support to the service and challenge as needed.
- Very good and effective safeguarding practices/processes are in place which are robust and clearly communicated.
- Good uptake within teams for IAG level 2 qualifications (20) and for management Level 2 Understanding Mental Health First Aid and Advocacy in the Workplace (11) to support teams' ability to provide IAG and managers understanding of tutors training needs to support learners with mental health needs in the classroom which is creating relevant support for learners in the classroom.

Areas for Development

- Securing premises for the service continues to be a strategic aim so that we can widen our offer into new skills areas and widen engagement overall.
- Continue to monitor retention and achievement in the specific areas of English, maths, and EYE whilst also improving teaching within these areas to increase motivation and engagement of learning right through to success.
- To enable better targeting in specific areas we require increased capacity relating to outreach workers.