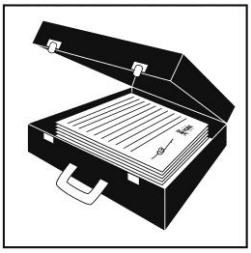

Notice of a public
Decision Session - Executive Member for Culture, Leisure & Tourism

To: Councillor Ayre (Executive Member)

Date: Friday, 25 January 2019

Time: 4.30 pm

Venue: The Thornton Room - Ground Floor, West Offices (G039)

A G E N D A

Notice to Members – Post Decision Calling In:

Members are reminded that, should they wish to call in any item* on this agenda, notice must be given to Democratic Services by **4:00 pm** on **Tuesday, 29 January 2019.**

*With the exception of matters that have been subject of a previous call in, require Full Council approval or are urgent which are not subject to the call-in provisions. Any called in items will be considered by the Customer and Corporate Services Scrutiny Management Committee.

Written representations in respect of items on this agenda should be submitted to Democratic Services by **5.00 pm** on **Wednesday, 23 January 2019.**

1. Declarations of Interest

At this point in the meeting, the Executive Member is asked to declare:

- any personal interests not included on the Register of Interests;
- any prejudicial interests;
- any disclosable pecuniary interests

which they may have in respect of business on this agenda.

2. Minutes (Pages 1 - 2)

To approve and sign the minutes of the Decision Session held on 19 November 2018.

3. Public Participation

At this point in the meeting, members of the public who have registered to speak can do so. The deadline for registering is **5.00pm** on **Thursday, 24 January 2019.** Members of the public can speak on agenda items or matters within the Executive Member's remit.

To register to speak please contact the Democracy Officer for the meeting, on the details at the foot of the agenda.

Filming, Recording or Webcasting Meetings

Please note that, subject to available resources, this meeting may be filmed and webcast, or recorded, including any registered public speakers who have given their permission. The broadcast can be viewed at http://www.york.gov.uk/webcasts or, if recorded, this will be uploaded onto the Council's website following the meeting.

Residents are welcome to photograph, film or record Councillors and Officers at all meetings open to the press and public. This includes the use of social media reporting, i.e. tweeting. Anyone wishing to film, record or take photos at any public meeting should contact the Democracy Officer (contact details are at the foot of this agenda) in advance of the meeting.

The Council's protocol on Webcasting, Filming & Recording of Meetings ensures that these practices are carried out in a manner both respectful to the conduct of the meeting and all those present. It can be viewed at

https://www.york.gov.uk/downloads/file/11406/protocol_for_webcasting_filming_and_recording_of_council_meetings_20160809

4. Cultural Commissions: Allocating Leeds City Region Business Rate Pool Funding to York Cultural Projects (Pages 3 - 8)

This report provides an update on two recent successful funding bids to the Leeds City Region Business Rates Pool to create two related programmes of cultural activity that will engage residents in a new shared vision for the city and contribute to the development of the Castle Gateway regeneration project by facilitating the use of Castle Car park as an events space.

5. York Learning - Self Assessment Report 2017/18 (Pages 9 - 64)

This report presents York Learning's Self Assessment Report (SAR) for the academic year 2017/18 and invites the Executive Member to make any comments or recommendations prior to publication of the final SAR on the Ofsted portal.

6. Urgent Business

Any other business which the Executive Member considers urgent under the Local Government Act 1972.

Democracy Officer:

Fiona Young
Tel: 01904 552030
Email: fiona.young@york.gov.uk

For more information about any of the following please contact the Democracy Officer responsible for servicing this meeting.

- Registering to speak
- Written Representations
- Business of the meeting
- Any special arrangements
- Copies of reports

Contact details are set out above.

This information can be provided in your own language.

我們也用您們的語言提供這個信息 **(Cantonese)**

এই তথ্য আপনার নিজের ভাষায় দেয়া যেতে পারে। **(Bengali)**

Ta informacja może być dostarczona w twoim własnym języku. **(Polish)**

Bu bilgiyi kendi dilinizde almanız mümkündür. **(Turkish)**

یہ معلومات آپ کی اپنی زبان (بولی) میں بھی مہیا کی جاسکتی ہیں۔ **(Urdu)**

☎ **(01904) 551550**

City of York Council	Committee Minutes
Meeting	Decision Session - Executive Member for Culture, Leisure & Tourism
Date	19 November 2018
Present	Councillor Ayre

9. Declarations of Interest

The Executive Member confirmed that he had no personal interests not included on the Register of Interests, nor any prejudicial or disclosable pecuniary interests, to declare in the business on the agenda.

10. Minutes

Resolved: That the minutes of the Decision Session held on 24 September 2018 be approved and signed by the Executive Member as a correct record.

11. Public Participation

It was reported that there had been no registrations to speak at the meeting under the Council's Public Participation Scheme.

12. Licensing Fees - Animal Welfare

The Executive Member considered a report which sought approval to implement new fees for Animal Welfare licensing, following the introduction of new licensing regulations.

The Animal Welfare (Licensing of Activities Involving Animals) (England) Regulations 2018 had come into force on 1 October. They introduced more prescriptive and wide-ranging legal requirements for licensing a number of functions, as well as licence conditions and a rating system. Details were provided in paragraphs 3 to 9 of the report. As noted in paragraph 6, most of the licences currently issued by the council were due for renewal before 31 March 2019.

The proposed fees, detailed in paragraphs 15 and 16, had been set at a cost recovery level. Licences would initially be granted for one year, except for the keeping or training of animals for exhibition, for which the regulations stipulated a three year

licence. The following options were considered, as detailed in paragraphs 12 to 17:
Option 1 – approve the implementation of the new proposed fees from 1 December 2018. This would prevent any financial loss to the council when renewing licences before 31 March 2019.
Option 2 – defer the decision until the budget process in February 2019, implementing the new fees from 1 April 2019.

In response to questions from the Executive Member, Officers at the meeting confirmed that:

- The number of applications for dog breeding licences was increasing, and the criteria for needing a licence included the number of litters and whether the pups were sold for profit.
- Dog walkers did not require a licence, but 'day care' for dogs was a licensable activity.

Resolved: That Option 1 be approved and the new proposed fees relating to Animal Welfare licensing covered by the new regulations, as set out in paragraphs 15 and 16 of the report, be implemented from 1 December 2018.

Reason: To allow the council to recover the cost of the licensing functions in relation to Animal Welfare licensing.

Cllr N Ayre, Executive Member
[The meeting started at 4.40 pm and finished at 4.48 pm].

Decision Session - Executive Member for Leisure, Culture & Tourism 25 January, 2019

Cultural Commissions: Allocating Leeds City Region Business Rate Pool Funding to York Cultural Projects

Introduction

1. This report provides an update on recent successful funding bids to the Leeds City Region Business Rates Pool to create two, related programmes of cultural activity that will:

   - Create cultural experiences that engage residents in creating a new shared vision for the city.
   - Contribute to the development of the Castle Gateway regeneration project by facilitating the use of Castle Car Park as an events space from 2019 onwards.

Recommendations

2. The Executive Member is asked to approve the approach set out in paragraphs 9 to 11 of the report to developing these programmes.

   Reason: To ensure that maximum benefit is gained for the city from these successful funding bids.

Background

3. York has recently been successful in submitting two bids to the Leeds City Region (LCR) Business Rates Pool:

4. The first project concerns attracting increased investment by promoting York's strengths and assets through the development of a shared vision for the city. The approach and governance arrangements for this were approved by the Executive Member for Economic Development and Community Engagement on 4 December 2018 following discussion with key stakeholders across the city. It recognises that York is evolving, with unprecedented regeneration providing huge commercial and economic opportunity for York. It sets out to:

a. **Engage residents:** Connect residents to the whole city, building their confidence, harnessing their energy, curating their stories to show how they are the story of York. Ensure that resident pride in the city is conveyed and harnessed.

b. **Evolve perception:** Build on city strengths to enhance the regional, national and international perception of York for all its key audiences.

c. **Attract investment:** Draw on the shared perception to build an understanding amongst inward investors and property developers of future opportunities.

d. **Attract visitors:** Increase spend in the tourism sector by continuing to attract a higher value and longer staying visitor.

5. Target audiences for the project are residents, employees who work but don't live in the city, higher value current and potential visitors, potential and recent property developers, inward investors and business owners.

6. The second project concerns the master-plan to transform the Castle and Eye of York area into new public realm and year round spaces for theatre, markets and cultural events. The proposals are closely linked to the York Museums Trust's ambitious proposals to refurbish the Castle Museum and to strengthen the connection between the Museum and the Castle Gateway area.

7. This bid has two strands that deliver vital elements of the Castle Gateway project. The first is to allow development of the detailed design of the master-plan proposals and YMT's project to happen in tandem, and the second, which is relevant to this report, is to support the continued hosting of events in the Castle Gateway in 2019, further changing public perception of the space from car park to thriving cultural hub.

The Funding

8. The bids provide for the following specific elements:

£100k	Programming in respect of the city vision
£90k	Core costs to retain the Mediale Team to develop and run the programmes
£20k	Further development of the Festival of the Rivers
£100k	To mitigate potential loss of car park income

The Proposed Approach

9. The bids specifically fund the Mediale Team to deliver these programmes in order to ensure that Mediale becomes not just a biennial festival but plays a wider role in maximising York's designation as a UNESCO City of Media Arts. This status represents a once-in-a-generation opportunity to raise the social, cultural and economic standing of York for the benefit of all residents, telling the story of York as a place that is culturally-rich and creatively-pioneering, a place where cutting-edge technology and art is used to breath new life into its heritage. There is an opportunity through this programme for the Mediale team to harness the city's media arts capabilities to engage residents and to tell York's story to the world. The team will:

    - Deliver four resident consultation events: Between Spring and Autumn this year the team will deliver events, convening, designing and delivering the events with interested parties and groups of residents, as defined by the appointed lead agency for the vision project. These will take place in key areas across the city, with one likely to be on Castle Car Park, attracting and appealing to residents who do not traditionally engage in cultural or consultative events, and drawing on the narrative themes to curate residents' stories. The agency will define target resident groups (such as young people) with Mediale designing content specifically to evoke target audience response that can then evolve the narrative (or demonstrate support of it), finding innovative ways to bring together and capture different views through this consultative process such that it can add to the evidence base.

    - Curate a programme of community and other events on Castle Car Park. This programme will engage residents in experiencing the site and thinking about the future use of its public realm through participating in an innovative and inclusive programme of activities. This will be with the support of the ongoing My Castle Gateway project to engage the public in shaping the future of the area. These events will supplement and complement the activity already secured by the Council in the Rose Theatre, and which use other parts of the car park and other parts of the Castle Gateway area in different ways.

      The Mediale Team will pull together a working group of stakeholders, largely drawn from the Castle Gateway Advisory

Group, to develop the programme. This will ensure that the programme links into the earlier My Castle Gateway consultation phase in order to draw out relevant issues for further testing through public engagement in the programme. It will also ensure that the programme helps to influence thinking about the future physical shaping of the public realm.

Some of the funding will be used to establish a small grants budget in order to stimulate and facilitate this approach.

- Design and deliver a headline piece to form part of Mediale 2020. Between Autumn 2019 and Autumn 2020 the team will commission and develop a major participatory commission for the Castle Gateway site, with a globally renowned artist / studio, and numerous artistic collaborators, locally, nationally and internationally. This will be delivered as the showpiece / headline project of the 2020 Mediale festival. This will allow a unique and locally rooted project to take place on the Castle Gateway site, while also a very different use of the space from the currently planned activities throughout 2019, whilst remaining rooted in the narrative themes developed through the city vision project.

10. To deliver these programmes the team proposes to raise an additional £55k from sponsorship, co-commissioners and a small amount from ticket sales.

11. **Festival of the Rivers:** The £20k funding will build on the current festival. It will be used for infrastructure, programming, staffing and publicity and will deliver:

    - A 5-day, vibrant, inclusive, community-enhancing arts-based experience, accessible to all
    - Ensuring that the main festival is kept free of charge and extending participation
    - Enlivening the river bank and promoting positive use of the riverside in York in line with the city's new cultural strategy
    - Engaging wider collaboration with various organisations to develop the festival

Options and Analysis

12. The Executive Member may approve the approach set out above or may suggest any additional delivery elements that are consistent with the terms of the funding approval from the Leeds City Region Business Rates Pool.

13. An offer has also been made to the city by the municipality of Changsha, China (another UNESCO City of Media Arts) to deliver a major firework display on the Castle Gateway site. This display, which would involve spectacular, leading-edge, digital fireworks, would be subsidised by Changsha at a level of around £200k. It would require the Council to make a £100k contribution towards the cost of the fireworks as well as funding the staging costs. The Council will work with the Mediale team to carry out a baseline feasibility study on the proposal.

Implications

14. **Finance:** The £310k expenditure detailed in paragraph 8 is all externally funded. It has been approved within two successful bids to the Leeds City Region Business Rates Pool. The first £100k is sourced from the bid to Support Attracting Increased Investment through promotion of our Historic Assets and developing a shared vision for the City. The remaining £210k is sourced from the Castle Gateway Masterplan and Events Programme bid.

15. There are no additional Equalities, Legal, HR, IT, Crime and Disorder or other implications arising directly from this report.

Council Plan

16. The proposals in this paper support the Council Plan aim of A Prosperous City for All and A Council that Listens to Residents where:

- We engage with our communities, listening to their views and taking them into account
- Local businesses can thrive
- Everyone who lives in the city can enjoy its unique heritage and range of activities
- Visitors, businesses and residents are impressed with the quality of our city

Risk Management

17. In compliance with the Council's risk management strategy the main risks that have been identified in this report are those which could lead to the inability to meet business objectives and failure to meet stakeholders' expectations, which could in turn damage the Council's image and reputation. Measured in terms of impact and likelihood, the risk score has been assessed at "Medium". This means that the risk level is acceptable but that regular, active

monitoring of progress against the programmes of activity will be required.

Authors:	**Chief Officer responsible:**			
Charlie Croft Assistant Director (Communities and Equalities)	Amanda Hatton Corporate Director of Children, Education and Communities			
	Report Approved	✓	**Date**	15.1.19.
Specialist Implications Officers:				
Wards Affected:			**All**	✓
For further information please contact the author of the report				

Background documents: LCR bid documents – available to view on the agenda supplement.

Document/reports/Exec Member/Cultural Commissions.doc

Decision Session Executive Member for Culture, Leisure and Tourism 25 January 2019

Report of the Assistant Director (Communities and Equalities)

York Learning – Self Assessment Report 2017/18

Summary

1. This report presents York Learning's Self Assessment Report (SAR) for the academic year 17/18. High level findings are attached at Annex 1 with the draft full report at Annex 2. Performance data is included as Annex 3, organised in Sector Subject Areas.

2. The final report will be published to the Ofsted portal at the end of January 2019.

Recommendations

3. The Executive Member is asked to consider the findings of the service's self-assessment report and make comments and recommendations for the production and publication of the final report.

   Reason: To help monitor the service and ensure robust governance arrangements.

Background

4. York Learning is a council service which delivers a range of learning programmes to support people into employment, to improve their skills and to support their personal development. The service is funded almost exclusively from external contract funding and fee income. For the academic year 2018/19 this will be £3.2m, an increase of about £250k on the previous year. Most of this increase has been in funding to support SEND 19-25 year olds who have an Education and Health Care Plan (EHCP).

5. This report is an important element in enabling the service to demonstrate to Ofsted that it has secure and robust governance arrangements in place.

6. The SAR leads to a number of Quality Improvement Plans (QIPs), which are dynamic documents used to monitor and record quality improvement actions at a service level. It also helps to inform the production of the next strategic plan which will be presented to the Executive Member in July.

Key Issues

7. There has been significant improvement in education and training achievement across the service meaning a continued 3 year improvement trend with overall service achievement now standing at 84.6%.

8. However, within the apprenticeship programmes achievement has fallen below minimum standards this year for the third year in a row. This is mainly as a result of poor achievement in Health and Social Care at level 2. This in turn is largely a result of the high turnover of staff in this area and the difficulties individuals face in completing the programmes. As a result, the service will need to review its participation in this area of activity.

Consultation

9. The plan is presented for consultation and approval. It has gone through some internal service consultation with senior managers and is in part as a result of a rigorous self-assessment process which is ongoing. It will also be considered by a group of “peer” partners as part of an external challenge.

Options and Analysis

10. It is open to the Executive Member to suggest any amendment to the SAR.

Corporate Objectives

11. York Learning’s plan is set within the context of the council plan responding principally to the objective of “A prosperous city for all” including residents having the opportunity to get good quality and well paid jobs, and everyone being supported to achieve their full potential.

It also responds to a number of sub regional, regional and national policy objectives.

Implications

12. **Finance:** Any actions or financial implications of the SAR are contained with service budgets already set for 2018/19. The service is fully funded via external contracts and grants.

13. The report has no Human Resources, Equalities, Legal, Crime and Disorder, Information Technology, Property or other implications.

Risk Management

14. In compliance with the Council's risk management strategy the main risks identified associated with the areas of work covered in this report are operational: affecting delivery of the Council's business objectives and its image and reputation. Measured in terms of impact and likelihood, the risk score has been assessed at 10 which equates to "Low". This is acceptable but means that regular monitoring will be required of the Quality Improvement Plans.

Annexes

1. Annex 1 – Self Assessment - High level summary report
2. Annex 2 – Draft full Self-Assessment report
3. Annex 3 – Data

Contact Details

<table>
<tr><td>Author:</td><td colspan="4">Chief Officer Responsible for the report:</td></tr>
<tr><td rowspan="2">Angela Padfield
Acting Head of York Learning</td><td colspan="4">Charlie Croft
Assistant Director (Communities & Equalities)</td></tr>
<tr><td>Report Approved</td><td>✓</td><td>Date</td><td>15.1.19.</td></tr>
<tr><td colspan="3">Wards Affected:</td><td>All</td><td>✓</td></tr>
<tr><td colspan="5">For further information please contact the author of the report</td></tr>
</table>

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Annex 1

City of York Council
York Learning

Summary Self-Assessment Report

2017-2018

Introduction

The City of York is a healthy and economically active (79.4%)[1] city with a population of around 200,000, 9.8% of which are BME[2], and 10%[3] of the population are 20-24 year olds which is larger than the national average and is largely due to our two successful universities. Unemployment is low at 3.0% which is below the national average and the percentage of workless households is at 13.9% which again is below the national average. York has an above average number of employees in part time work at 37.7% and above average number of employees in traditional lower paid work of retail, wholesale, trades, food services and health and social care. Full time workers also receive less pay on average than the Yorkshire & Humber region and Great Britain in general. This all shows that whilst York is a prosperous City but with a greater proportion of households, than the national average, on relatively low disposable income. Like any other City there are also identified areas with pockets of deprivation

York Learning is the City of York Council adult education and community learning service that focuses on improving people's core skills, including English, maths, ICT and skills for work and contributing to their health and well being. The service also provides the largest range of leisure and health and wellness learning programmes in the city. Provision is secured exclusively by external funding and contracts and the service has a zero base budget.

Key priorities for the service remain on developing skills for employment and to support health and well being. The service continues to focus on core skills of English, maths and ICT as these are the building blocks for the development of other skills and are key to the development of further learning. In brief priority areas include:

- Developing and improving skills in English, maths and ICT
- Learning to support people back into work or to improve in work skills to enable them to progress
- Full time 16-18 programmes, including personalised learning programmes for some of the city's most vulnerable young people
- SEND 19+ High Needs Support, personalised learning programmes delivered through sub-contracted arrangements

[1] https://www.nomisweb.co.uk/reports/lmp/la/1946157112/report.aspx?town=york#tabempunemp
[2] https://www.nomisweb.co.uk/reports/lmp/la/1946157112/report.aspx?town=york#tabempunemp
[3] **https://www.ons.gov.uk/**

- 16-18 and 19+ Apprenticeships, supporting national and local priorities
- Developing the skills of parents and carers to support children's learning
- Learning to support and improve peoples' mental health and well being
- Personal development and leisure learning

Turnover for 2017/18 academic year was £2.8m, (an increase of £160k on 16/17), mainly as a result of increases in funding for 16-18 work, fee income and loans funded provision.

The service employs 180 staff, with some 60 full and part-time contracted staff and 120 sessional tutors and support staff. The service had just over 5500 student enrolments in 2016/17, just over 4000 individual students. Currently the service operates from 40 community venues. The service operates a full-time 16-18 foundation learning programme in a dedicated centre and a fully equipped ICT suite. The service management headquarters and main service reception are located within CYC customer centre.

The service continues to develop our highly successful leisure and creative learning programmes. This growth has now been sustained for some 3 years and it is not clear as to whether this can be maintained. This has not only enabled the service to continue to offer local residents highly valued and popular courses, but enabled some cross subsidy of other programmes where fee income is impossible to collect.

High Level Summary

The service continues to see growth in 16-18 foundation programmes and in SEND provision for students with an EHCP. There has been a decline in learners accessing Advance Learner Loans funding, many of whom have opted to fund the course themselves rather than take the loan. Growth in SEND Learners seems set to continue into 2018/19 academic year and is part of a planned growth with significant benefits for young people and significant cost savings to the local authority.

The service continues to seek opportunities to diversify funding to ensure that it is not over-reliant on any one funding stream. This has led to a number of new contracts during 17/18, including a programme targeting those who have been out of work on long term sick and co-ordinating with various groups and GPs. However new contracts can come with significant audit and compliance requirements many of which are difficult to fulfil. Whilst the benefits these contracts for learners are significant, the staffing requirements in order to

comply can lead to disproportionate amount of time spent managing the contracts.

The service's Community Learning offer including Health and Leisure Learning appears to have had a slight drop in student numbers. However this is due to a change in the reporting of our full cost provision.

2017/18 was once again marked by a number of successful community arts programmes; Santa's Socks, a project to make and distribute Christmas stocking filled with gifts to disadvantaged families; an arts programme called Bloom, delivered in partnership with Explore York; and finally the annual "Inspirations Art Exhibition" at York Explore.

GCSE English and maths has been highly successful, with 71 people recruited with the achievement in maths at 82.5% and 90.6% in English achievement which is well above national benchmarks.

Achievement rates have overall been maintained or increased across the service except within Apprenticeships which has dropped again at 49.9% and continues in minimum standards range. Overall achievement rates for 19+ learners have increased to 84.2% from 82.2% in 16/17. However achievement rates for 16-18 year olds, has dropped from 73.8% in 16/17 to 63.6% which is largely related to late referrals not receiving as robust an induction process as those who started at the outset of the course.

Self-Assessment Process (SAR)

The Service is committed to continuous quality improvement via internal quality improvement processes and self-assessment. Managers and teams develop their own SAR input by area into a combined, Quality Improvement Plan (QIP) and Teaching Learning and Assessment plan ensuring that staff and stakeholders are fully involved in the process and have ownership of their report. The individual area SAR is moderated through a peer group meeting, and grades agreed. The overall Service SAR is validated by the Management Team, chaired by the service Head. The SAR is also presented to the CEC Leadership Team and the elected member with responsibility for the service..

Termly, the Service participates in a Yorkshire and Humberside peer review and development group. Meetings centre on SAR review and feedback, improvements in teaching, learning and assessments and outcomes for learners.

Sub-contractors have termly review and moderation meetings. The reviews are robust. They ensure positive performance against the contract, encourage accountability, measure quality and improve outcomes for TLA. Each subcontractor is supported to develop their own Self-Assessment Reports, Quality Improvement Plans and Teaching, Learning and Assessment Plans.

Self-Assessment Summary 2017-2018		
Overall Effectiveness	SAR Grade 2017-2018:	2 – Good
	Inspection Grade:	2 – Good
	Last Inspection Date:	February 2016
Outcome for Learners		2
Personal development, behaviour and welfare		2
Quality of Teaching, Learning & Assessment		2
Effectiveness of Leadership & Management		2

Children, Education and Communities
Adult Education Provision
Self-Assessment Report 2017-2018

Self Assessment Report Data - 2017/2018 - Service Wide - Education & Training

16-18 - Achievement Rate Summary - Overall

Year	Leavers	Achievement Rate	National
2015/16	167	49.1%	80.2%
2016/17	107	73.8%	81.5%
2017/18	*132*	63.6%	Not available

16-18 - Retention and Pass Rate Summary - Overall

Year	Leavers	Retention Rate	Pass Rate
2015/16	167	67.1%	73.2%
2016/17	107	84.1%	87.8%
2017/18	*132*	85.6%	74.3%

Self Assessment Report Data - 2017/2018 - Service Wide - Education & Training

19+ Achievement Rate Summary - Overall

Year	Leavers	Achievement Rate	National
2015/16	677	78.1%	85.9%
2016/17	709	82.2%	86.9%
2017/18	748	84.2%	Not available

19+ Retention and Pass Rate Summary - Overall

Year	Leavers	Retention Rate	Pass Rate
2015/16	677	86.1%	90.7%
2016/17	709	90.7%	90.7%
2017/18	748	91/0%	92.5%

Children, Education and Communities
Adult Education Provision
Self-Assessment Report 2017-2018

Self Assessment Report Data - 2017/2018 - Service Wide - Education & Training

Community Learning - Achievement Rate Summary - Overall

Year	Leavers	Number Achieved	Achievement Rate
2015/16	5200	4911	94.4%
2016/17	5229	5047	96.5%
2017/18	4767	4635	97.2%

Community Learning - Retention and Pass Rate Summary - Overall

Year	Leavers	Number Achieved	Number Retained	Retention Rate	Pass Rate
2015/16	4,489	4,058	4,159	97.3%	97%
2016/17	5,197	4,732	4,830	96.9%	99.6%
2017/18	5362	4,983	5,046	97.2%	100%

Self Assessment Report Data - 2017/2018

Qualification Achievement Rate Summary - Apprenticeships (Sites) - Overall

Year	Leavers	Achievement Rate	National Rate
2015/16	115	66.1%	67%
2016/17	62	62.9%	67.7%
2017/18	85	49.4%	Not available

Leadership & Management – Self Assessment Report

Effectiveness of Leadership & Management
Grade: 2
Strengths:
Good program planning, personalised and adapted to meet learner needs.

Good strategies and program planning which support disadvantaged learners.

Very good range of full cost programmes co-designed with learners to meet their needs.

Excellent range and variety of workshops and one day courses which meet learner needs.

Outstanding partnership \ subcontracting arrangements provide SEND learners with personalised learning programmes that meet their needs.

Areas for Improvement:
The current MiS system functionality is not fit for purpose.

The online booking system is not integrated with the main MiS system and is not fit for purpose

Whilst the accuracy of data is good managers do not have timely access to data.

Information on learners is duplicated on a number of spreadsheets which leads to data errors and potential GDPR non compliance.

Managers are often engaged in routine admin tasks.

The marketing strategy in still underdeveloped with some missed opportunities.

Quality of Teaching, Learning and Assessment
Grade: 2
Strength:
Good delivery of foundation learning for all programmes areas.

Teachers employ a good range of teaching styles and techniques to support learners to achieve.

Good initial assessment on targeted programmes.

Good teaching and learning and assessment in classroom based courses.

Areas for Improvement:

Prevent is not fully embedded across the service.

In OTLA there is a lack of consolidated service wide judgements that inform planning for CPD activities and improvement.

Over reliance on OTLA to make judgements on quality of teaching and learning.

Ineffective and insufficient use of technology to support learning.

Personal Development, Behaviour and Welfare of Learners
Grade: 2
Strengths:
Learners are well supported with clear and consistent adaptations of programmes to suit learners' needs

Learners are well supported to achieve their identified learning goals.

Good safeguarding arrangements across the service particularly in SEND programmes.

Good support and development of Learner self-esteem and self confidence.

Areas for Improvement:

Inconsistent understanding of the prevent duty and how to embed it within classroom practice.

Inconsistent access to good quality information advice guidance.

Further development required to support learners mental health.

Outcomes for Learners
Grade: 2
Strengths:
Good outcomes for learners across the service with a three year improvement trend.

Good achievement 74.6% in basic skills English and maths.

Good achievement in English and Maths at Level 1 & Level 2 which are well above national averages.

Good improvement across SSA 14 showing 5% improvement on 16/17 now at just under 80%

Outstanding achievement in GCSE English at over 90%, a 24% improvement over 2 years.

Learners make good progress against their starting points, often extending their learning goals and benefit from a wide range of unintended learning outcomes.

Good learner progression

Areas for Improvement:

Achievement in Health and Social Care at 32% and in Health, Public Services and Care Apprenticeships is inadequate at 42%.

Poor retention and high drop out rates for apprentices in Health and Social Care.

Inconsistent application of RARPA

Overall Effectiveness
Grade: 2
Strengths:
Good achievement in education and training and community learning.

Good planning ensuring a range and diversity or programmes that meets the needs of learners.

Good support for learners leading to good outcomes.

Outstanding partnership for the delivery of SEND programmes ensures good opportunities for some of the most vulnerable learners.

Areas for Improvement:
Achievement in Health, Public Services and Care Apprenticeships is inadequate at 42% and in Health and Social Care at 32%

Current MIS and Booking system are not fit for purpose

Inconsistent practice in ensure that learners know how to keep themselves safe from radicalisation.

Funding is not sufficiently targeted to those most in need.

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City of York Council

York Learning

Summary Self-Assessment Report

2017-2018

Introduction

The City of York is a healthy and economically active (79.4%)[1] city with a population of around 200,000, 9.8% of which are BME[2], and 10%[3] of the population are 20-24 year olds which is larger than the national average and is largely due to our two successful universities. Unemployment is low at 3.0% which is below the national average and the percentage of workless households is at 13.9% which again is below the national average. York has an above average number of employees in part time work at 37.7% and above average number of employees in traditional lower paid work of retail, wholesale, trades, food services and health and social care. Full time workers also receive less pay on average than the Yorkshire & Humber region and Great Britain in general. This all shows that whilst York is a prosperous City but with a greater proportion of households, than the national average, on relatively low disposable income. Like any other City there are also identified areas with pockets of deprivation

York Learning is the City of York Council adult education and community learning service that focuses on improving people's core skills, including English, maths, ICT and skills for work and contributing to their health and well being. The service also provides the largest range of leisure and health and wellness learning programmes in the city. Provision is secured exclusively by external funding and contracts and the service has a zero base budget.

Key priorities for the service remain on developing skills for employment and to support health and well being. The service continues to focus on core skills of English, maths and ICT as these are the building blocks for the development of other skills and are key to the development of further learning. In brief priority areas include:

- Developing and improving skills in English, maths and ICT
- Learning to support people back into work or to improve in work skills to enable them to progress
- Full time 16-18 programmes, including personalised learning programmes for some of the city's most vulnerable young people
- SEND 19+ High Needs Support, personalised learning programmes

[1] https://www.nomisweb.co.uk/reports/lmp/la/1946157112/report.aspx?town=york#tabempunemp

[2] https://www.nomisweb.co.uk/reports/lmp/la/1946157112/report.aspx?town=york#tabempunemp

[3] **https://www.ons.gov.uk/**

through sub-contracted arrangements

- 16-18 and 19+ Apprenticeships, supporting national and local priorities
- Developing the skills of parents and carers to support children's learning
- Learning to support and improve peoples' mental health and well being
- Personal development and leisure learning

Turnover for 2017/18 academic year was £2.8m, (an increase of £160k on 16/17), mainly as a result of increases in funding for 16-18 work, fee income and loans funded provision.

The service employs 180 staff, with some 60 full and part-time contracted staff and 120 sessional tutors and support staff. The service had just over 5500 student enrolments in 2016/17, just over 4000 individual students. Currently the service operates from 40 community venues. The service operates a full-time 16-18 foundation learning programme in a dedicated centre and a fully equipped ICT suite. The service management headquarters and main service reception are located within CYC customer centre.

The service continues to develop our highly successful leisure and creative learning programmes. This growth has now been sustained for some 3 years and it is not clear as to whether this can be maintained. This has not only enabled the service to continue to offer local residents highly valued and popular courses, but enabled some cross subsidy of other programmes where fee income is impossible to collect.

High Level Summary

The service continues to see growth in 16-18 foundation programmes and in SEND provision for students with an EHCP. There has been a decline in learners accessing Advance Learner Loans funding, many of whom have opted to fund the course themselves rather than take the loan. Growth in SEND Learners seems set to continue into 2018/19 academic year and is part of a planned growth with significant benefits for young people and significant cost savings to the local authority.

The service continues to seek opportunities to diversify funding to ensure that it is not over-reliant on any one funding stream. This has led to a number of new contracts during 17/18, including a programme targeting those who have been out of work on long term sick and co-ordinating with various groups and GPs. However new contracts can come with significant audit and compliance requirements many of which are difficult to fulfil. Whilst the benefits these contracts for learners are significant, the staffing requirements in order to comply can lead to disproportionate amount of time spent managing the

contracts.

The service's Community Learning offer including Health and Leisure Learning appears to have had a slight drop in student numbers. However this is due to a change in the reporting of our full cost provision.

2017/18 was once again marked by a number of successful community arts programmes; Santa's Socks, a project to make and distribute Christmas stocking filled with gifts to disadvantaged families; an arts programme called Bloom, delivered in partnership with Explore York; and finally the annual "Inspirations Art Exhibition" at York Explore.

GCSE English and maths has been highly successful, with 71 people recruited with the achievement in maths at 82.5% and 90.6% in English achievement which is well above national benchmarks.

Achievement rates have overall been maintained or increased across the service except within Apprenticeships which has dropped again at 49.9% and continues in minimum standards range. Overall achievement rates for 19+ learners have increased to 84.2% from 82.2% in 16/17. However achievement rates for 16-18 year olds, has dropped from 73.8% in 16/17 to 63.6% which is largely related to late referrals not receiving as robust an induction process as those who started at the outset of the course..

Self-Assessment Process (SAR)

The Service is committed to continuous quality improvement via internal quality improvement processes and self-assessment. Managers and teams develop their own SAR input by area into a combined, Quality Improvement Plan (QIP) and Teaching Learning and Assessment plan ensuring that staff and stakeholders are fully involved in the process and have ownership of their report. The individual area SAR is moderated through a peer group meeting, and grades agreed. The overall Service SAR is validated by the Management Team, chaired by the service Head. The SAR is also presented to the CEC Leadership Team and the elected member with responsibility for the service.

Termly, the Service participates in a Yorkshire and Humberside peer review and development group. Meetings centre on SAR review and feedback, improvements in teaching, learning and assessments and outcomes for learners.

Sub-contractors have termly review and moderation meetings. The reviews are robust. They ensure positive performance against the contract, encourage

accountability, measure quality and improve outcomes for TLA. Each subcontractor is supported to develop their own Self-Assessment Reports, Quality Improvement Plans and Teaching, Learning and Assessment Plans.

Self-Assessment Summary 2017-2018		
Overall Effectiveness	SAR Grade 2017-2018:	2
	Inspection Grade:	2 - Good
	Last Inspection Date:	February 2016
Outcome for Learners		2
Personal development, behaviour and welfare		2
Quality of Teaching, Learning & Assessment		2
Effectiveness of Leadership & Management		2

Self Assessment Report Data - 2017/2018 - Service Wide - Education & Training

16-18 - Achievement Rate Summary - Overall

Year	Leavers	Achievement Rate	National
2015/16	167	49.1%	80.2%
2016/17	107	73.8%	81.5%
2017/18	*132*	63.6%	Not available

16-18 - Retention and Pass Rate Summary - Overall

Year	Leavers	Retention Rate	Pass Rate
2015/16	167	67.1%	73.2%
2016/17	107	84.1%	87.8%
2017/18	*132*	85.6%	74.3%

Self Assessment Report Data - 2017/2018 - Service Wide - Education & Training

19+ Achievement Rate Summary - Overall

Year	Leavers	Achievement Rate	National
2015/16	677	78.1%	85.9%
2016/17	709	82.2%	86.9%
2017/18	748	84.2%	Not available

19+ Retention and Pass Rate Summary - Overall

Year	Leavers	Retention Rate	Pass Rate
2015/16	677	86.1%	90.7%
2016/17	709	90.7%	90.7%
2017/18	748	91/0%	92.5%

Self Assessment Report Data - 2017/2018 - Service Wide - Education & Training

Community Learning - Achievement Rate Summary - Overall

Year	Leavers	Number Achieved	Achievement Rate
2015/16	5200	4911	94.4%
2016/17	5229	5047	96.5%
2017/18	4767	4635	97.2%

Community Learning - Retention and Pass Rate Summary - Overall

Year	Leavers	Number Achieved	Number Retained	Retention Rate	Pass Rate
2015/16	4,489	4,058	4,159	97.3%	97%
2016/17	5,197	4,732	4,830	96.9%	99.6%
2017/18	5362	4,983	5,046	97.2%	100%

Self Assessment Report Data - 2017/2018

Qualification Achievement Rate Summary - Apprenticeships (Sites) - Overall

Year	Leavers	Achievement Rate	National Rate
2015/16	115	66.1%	67%
2016/17	62	62.9%	67.7%
2017/18	85	49.4%	Not available

Area of Learning:- Leadership & Management

Effectiveness of Leadership & Management
Grade: 2
Strengths:
Good program planning, personalised and adapted to meet learner needs.

Good strategies and program planning which support disadvantaged learners.

Very good range of full cost programmes co-designed with learners to meet their needs.

Excellent range and variety of workshops and one day courses which meet learner needs.

Outstanding partnership \ subcontracting arrangements provide SEND learners with personalised learning programmes that meet their needs.

Areas for Improvement:
The current MiS system functionality is not fit for purpose.

The online booking system is not integrated with the main MiS system and is not fit for purpose

Whilst the accuracy of data is good managers do not have timely access to data.

Information on learners is duplicated on a number of spreadsheets which leads to data errors and potential GDPR non compliance.

Managers are often engaged in routine admin tasks.

The marketing strategy in still underdeveloped with some missed opportunities.

Quality of Teaching, Learning and Assessment
Grade: 2
Strength:
Good delivery of foundation learning for all programmes areas.

Teachers employ a good range of teaching styles and techniques to support learners to achieve.

Good initial assessment on targeted programmes.

Good teaching and learning and assessment in classroom based courses.

Areas for Improvement:

Prevent is not fully embedded across the service.

In OTLA there is a lack of consolidated service wide judgements that inform planning for CPD activities and improvement.

Over reliance on OTLA to make judgements on quality of teaching and learning.

Ineffective and insufficient use of technology to support learning.

Personal Development, Behaviour and Welfare of Learners
Grade: 2
Strengths:
Learners are well supported with clear and consistent adaptations of programmes to suit learners' needs

Learners are well supported to achieve their identified learning goals.

Good safeguarding arrangements across the service particularly in SEND programmes.

Good support and development of Learner self esteem and self confidence.

Areas for Improvement:

Inconsistent understanding of the prevent duty and how to embed it within classroom practice.

Inconsistent access to good quality information advice guidance.

Further development required to support learners mental health.

Outcomes for Learners
Grade: 2
Strengths:
Good outcomes for learners across the service with a three year improvement trend.

Good achievement 74.6% in basic skills English and maths.

Good achievement in English and Maths at Level 1 & Level 2 which are well above national averages.

Good improvement across SSA 14 showing 5% improvement on 16/17 now at just under 80%

Outstanding achievement in GCSE English at over 90%, a 24% improvement over 2 years.

Learners make good progress against their starting points, often extending their learning goals and benefit from a wide range of unintended learning outcomes.

Good learner progression

Areas for Improvement:

Achievement in Health and Social Care at 32% and in Health, Public Services and Care Apprenticeships is inadequate at 42%.

Poor retention and high drop out rates for apprentices in Health and Social Care.

Inconsistent application of RARPA

Overall Effectiveness
Grade: 2
Strengths:
Good achievement in education and training and community learning.

Good planning ensuring a range and diversity or programmes that meets the needs of learners.

Good support for learners leading to good outcomes.

Outstanding partnership for the delivery of SEND programmes ensures good opportunities for some of the most vulnerable learners.

Areas for Improvement:
Achievement in Health, Public Services and Care Apprenticeships is inadequate at 42% and in Health and Social Care at 32%

Current MIS and Booking system are not fit for purpose

Inconsistent practice in ensure that learners know how to keep themselves safe from radicalisation.

Funding is not sufficiently targeted to those most in need.

Intro –

Work Based Learning

Work Based Learning offer training within the work place and at a variety of educational settings throughout York, eg local libraries and schools.

We are focused on creating opportunities for the individual as well as supporting local businesses to up skill their workforce. At the core of our curriculum are the qualifications our students require to flourish and progress in the workplace. Our learners can be already employed, applying for an Apprenticeship and many work with us from the start of their careers. We offer a bespoke training package for each and every one of them.

Our curriculum option reflect local business need and includes a variety of accredited qualifications in Adult Care, Childcare, Business Admin and Management at Level 2 to Level 5.

Many of our learners work in roles that traditionally have a low wage such as, adult care & childcare. Unfortunately low wages influence learners to migrate to and from different job roles, often leaving for a new vocational area and/or take on extra hours to gain additional income, sometimes up to 60 hours per week for Adult Care workers. This, inevitably, results in a higher withdrawal rate in these areas. Added to this many adult care and childcare employees may not have studied for a number of years and are more likely to require their Maths and English qualifications to complete an Apprenticeship. This adds at least one and sometimes two extra components to the Apprenticeship study programmes. Our QIP shows the strategy we have put in place to counteract these issues to support all our learners to become successful in their chosen careers.

Over 80% of Local Training Centre's and Colleges have now chosen not to offer the Adult Care accredited courses due to the variety of issues noted. However, we continue to work with them to ensure we carry on delivering this training to support our care workers and therefore our community in the York area. We promote lifelong learning with equal access to all everyone regardless of social background, race, culture, ethnicity or disability.

Area of Learning:- WBL

Effectiveness of Leadership & Management
Grade: 2
Strengths:
Robust OTL process with training for observers.

Good history of employer engagement and links to employers, serving the community.

Development of effective partnerships with local and regional Provider Networks for Childcare.

Development of successful programmes of work for each qualification according to learner requirements.

Supportive and informative 5 week induction process for Apprentices has improved FS achievement.

High risk assessors are monitored closely and supported well.

Areas for Improvement:
Central recording system is not adequate to track and monitor the ongoing progress of each learner efficiently.

Target setting for staff across provision is inadequate particularly for performance management related to success rates.

Quality of Teaching, Learning and Assessment
Grade: 2
Strength:
All learning and Skills Tutors have vast experience and skills in their vocational area.

Learner support is very good with all programmes offering 1-1 tuition. 60% of our Learning and Skills Tutors are also IQA's.

Assessment is good, with assessors up to date knowledge and experience of programmes.

Good CPD opportunities available to all tutors regularly .

Areas for Improvement:
Prevent, maths and English not embedded adequately into curriculum.

Initial assessment and induction sessions are not accurate enough.

Professional Discussion techniques are not adequate to develop learner's knowledge and understanding for End Point Assessments.

Poor Retention and high drop out rates across Health and Social Care

Personal Development, Behaviour and Welfare of Learners

Grade: 2
Strengths:
Training programmes delivered meet the needs of the learners within their sectors and as required by their employers leading learner's to progress with their employers.

Reviews cover safety at work and equality within the workplace to develop discussions with candidate.

Areas for Improvement:
Learners attendance..

Employers involvement in their staff learning process.

Outcomes for Learners

Grade: 3
Strengths:
Most learners develop good vocational skills to be able to sustain employability

Most learners progress into further education and higher careers when completing their first programme of learning.

Learners progress well from their different starting points.

Areas for Improvement:
Below minimum standards for apprenticeships in some areas.

Low success rates for Functional Skills in some areas of Apprenticeships.

Too many programmes with only small numbers of learners.

Employers are not involved enough in their staff learning process.

Achievement in Health, Public Services and Care Apprenticeships is inadequate at 42 (Health & Social care is at 32%)

Overall Effectiveness

Grade: 2
Strengths:
Good partnership working with employers.

Good achievement on the majority of programs

Good support for learners leads to good academic and career progressions relating to their professional aspirations.

Areas for Improvement:

Below minimum standards for apprenticeships in some areas.

Low success rates for Functional Skills in some areas of Apprenticeships.

Central recording system is not adequate to track and monitor the ongoing progress of each learner efficiently.

Intro –

ENGLISH AND MATHS FUNCTIONAL SKILLS AND GCSE

Introduction: Our English and maths provision is delivered through term time sessions at different times of day in a variety of locations including the City of York Council offices, central and local libraries, schools and community venues. Special projects are also set up to support organisations such as Travellers' Trust.

Qualifications offered include Functional Skills (from Entry 1 to Level 2) and GCSEs in both English and maths. In addition, we run a small amount of non-accredited provision and short taster courses to engage those individuals who are not ready for an accredited course.

Learners usually come through self-referral or referral by various partner organisations. Those on York Learning apprenticeships who have English and maths requirements are also integrated into this process. Each learner attends an assessment session where they receive one to one feedback to discuss levels and appropriate routes. Progression is encouraged through on course and end of course IAG (information, advice and guidance).

Particular attention has been paid to tracking and monitoring of learner achievement potential which has led to additional measures and support being put in place at an early stage. This has contributed to increases in success rates in most levels of both English and maths.

Area of Learning:- ENGLISH AND MATHS FUNCTIONAL SKILLS AND GCSE

Effectiveness of Leadership & Management
Grade: 2
Strengths:
Rigorous development of one to one and group assessments and systems set up to review assessment and learner progress procedures leads to appropriate placement and learning aims, and timely support where required.

Well designed programme at higher levels allows for flexibility to fit around learners with changing work patterns.

Inclusive support of target groups has included the introduction of specialised dyslexia screenings and one to one "top up" sessions, leading to achievement for those learners.

Areas for Improvement:
Inconsistent follow up and joining up of information from tutors where learner is progressing from one course to another or attending more than one course.

Teaching and support staff working across various locations/hours require further opportunities to bring the team together to ensure all staff feel supported/confident with procedures.

Drop in learner numbers requires review of marketing, recruitment and referral strategies within York Learning and CYC as well as with partner organisations.

Quality of Teaching, Learning and Assessment
Grade: 2
Strength:
Good tutor collaborative working on themed current topics to provide interesting, relevant courses for learners to investigate and discuss topics such as plastic pollution, local festivals, food waste supermarket "bargains".

Tutors work creatively and innovatively to promote learning outside of the classroom/ exam requirements, tapping into city libraries and archives, creating web pages, visiting art galleries and museums, involving learners in local events, increasing confidence and creating links within local communities.

Effective flipped learning and blended learning using Google classroom has been particularly successful in GCSE maths and is now being expanded across other courses.

Areas for Improvement:
Inconsistent placement of higher level ESOL students, particularly those with a "spikey profile" requires review of assessment and development of bridging activities between ESOL and mainstream English classes.
Review required of use of and up to date access to WiFi, tablets etc to decide on priority areas going forward.

Audit of ILPs demonstrated that targets are still not consistently "SMART" enough.

Personal Development, Behaviour and Welfare of Learners

Grade: 1
Strengths:
Tutor expertise builds on diverse demographics of class groups in a very supportive environment leading to greater learner knowledge and appreciation of other views and cultures.

Excellent support for learners from tutors, support workers and volunteers, as well as childcare provision for "Keep Up" model, allows learners to feel safe and secure in their learning.

Responsive, non-accredited and "taster" courses designed specifically for referrals or to support learners who, through mental health issues, learning difficulties, or other reasons, need slower progression allows them to access English and maths at an appropriate pace and level.

Areas for Improvement:
Continue to build in explicit reference and activities around Equality and Diversity, British Values, Safeguarding and Prevent strategies needed to strengthen tutor and learner understanding of these initiatives, building on feedback from British Values ILP activities being trialled autumn 2018.

Need for further opportunities for tutors to share good practice, develop their own skills around topics such as dyslexia, autism and mental health and link up with partner organisations to further develop learning resources.

Outcomes for Learners
Grade:2
Strengths:
High achievement in GCSE English 91% (86%) and maths 83% (83%) with positive learner feedback on supportive and collaborative teaching methods. Pass rate (grades 4+) English 94%, maths 67%

Good IAG and links with wider partners provides opportunities to progress to apprenticeships, access higher level courses including HE, employment and voluntary roles.

Excellent enrichment opportunities extend learning outside of the classroom leading to greater confidence and community involvement.

Specialised one to one dyslexia assessments, provided for some learners, have enabled them to achieve qualifications which they had previously struggled to access.

A highly pro-active approach to monitoring learner achievement, providing revision sessions and additional exam date opportunities has led to success in resits and a significant upturn in achievement rates: FS maths L2 83% (64%), L1 79% (62%), and FS English L2 82% (62%).

Areas for Improvement:
Inconsistent IAG links between English, maths and other curriculum areas.

Improve entry level pass for maths at 76% which has gone down compared to the previous year(90%) and for English L1 58% (61%) requiring a review of recruitment, support roles and referral routes. .

Overall Effectiveness

Grade: 2
Strengths:
Flexible model of approach and range of venues, times and levels, from pre-entry to GCSE increases accessibility for a diverse range of learners.

Effective partnership work by managers, both locally and nationally, leads to up to date and relevant course development.

Significant progress made in providing access to and training in ICT for both learners and tutors in a variety of venues, through increased WiFi, Google Classroom, new equipment and online resources.

Areas for Improvement:
Further sharing of good practice required, including flipped classrooms and Google Classroom.

Development required to raise awareness and the uptake of English and maths offer, particularly at the higher levels.

Increase use of social media, films and promotions of our service to raise awareness of offer.

Encourage greater ownership of learning journey by both learners and tutors through tightening up consistency of monitoring of ILPs, reflective learning, SMART targets and action planning.

Intro – Foundation Learning

Routes2Success is a supportive study programme for 16-18 year olds and up to the age of 25 for learners with SEN. It is a full time structured programme of learning aimed at building up learners personal and academic skills. The programme is aimed at those learners who are not yet ready to access mainstream post 16 education, who are vulnerable and have complex learning, social and personal development needs. It is best suited to those learners who work more effectively in a small group setting with support.

Learners can experience a safe and supportive environment where they have the opportunity to gain recognised accredited qualifications in English, maths, ICT, Employability Skills, Childcare and Health & Social Care.
Many learners have additional support requirements which are met by a dedicated learner support team.

In addition, there is a dedicated personal self development strand which improves the health and well being of learners. All learners are also supported to engage in work placements, introducing and preparing them for the next steps into adult hood and employment.

Progression for learners on completing Routes2Success is to further education, apprenticeships, employment or volunteering.

Area of Learning:- Foundation Learning- Routes 2 Success.

Effectiveness of Leadership & Management
Grade: 2

Strengths:
Identifying and implementing safeguarding actions in complex and ongoing cases in partnership with other agencies

Regular training and cascading of skills to the whole staff team in order to effectively deal with more complex welfare situations

PSD strand of the programme has significantly improved the resilience of learners on the programme

Open door policy and regular 1-2-1 supervision for staff

Specialised dyslexia screenings and support leading to tailored methods of supporting learners and achievement for those learners

Areas for Improvement:

Recruitment from secondary schools in the city is too narrow

Professionals have a simplistic idea of what Routes 2 success requires in terms of commitment from prospective learners, leading to occasional inappropriate referrals.

Quality of Teaching, Learning and Assessment
Grade: 2

Strength:
Highly skilled, trained and experienced knowledgeable staff able to implement bespoke teaching to better improve outcomes for learners

Locally unique provision which offers highly differentiated support to learners who are extremely high risk for being NEET.

Very good assessment and adaptation of ILPS to meet changing or emerging needs of students, leading to a more positive educational experience for young people with low self esteem

Areas for Improvement:
Smart boards are under utilised by all teaching staff

SMART target setting for all learners requires improvement

Insufficient laptops for the number of learners which interrupts learning flow

Training on specific and specialised SEN requirements needs updating to incorporate more effective teaching methods

Personal Development, Behaviour and Welfare of Learners
Grade: 1

Strengths:
Strong, professional links with outside agencies enables learners access to specialist information, advice and guidance

Safeguarding arrangements excellent- with swift response and strong links to statutory and other agencies to plan and monitor remedial action effectively

The PSD element embedded across the programme has ensured learners get the support they need to build confidence and resilience

Challenging topics around British Values Equality and Diversity Safeguarding and Prevent which have been adapted upon programme review and include relevant current topics are throughly embedded in to the programme

Areas for Improvement:
Opportunities to offer practical PSD activities is limited due to restrictive premises space

Outcomes for Learners
Grade: 2

Strengths:
Support for learners is exceptional in Maths English and ICT, to ensure the best outcome for learners

Retention for learners has shown a drastic improvement for two consecutive years from 60% drop out rate to 4%

Overall achievement rates across the multiple learning aims for those taking accredited qualifications is 76% (13 out of 17)

Positive progression for learners is good 17 out of 19 learners progressed to paid work, apprenticeships or FE- 89%

Areas for Improvement:
Gap between prior achievement and actual learner ability in some cases is significant??

Lack of apprenticeship vacancies at time of programme completion

Overall Effectiveness

Grade: 2

Strengths:

Good structure and initial inductions to courses provides a strong structure for learners and staff to build relationships and support learners needs early in the program..

Good personalised and flexible approach to learning ensure true accessibility

Very good supportive. nurturing environment with experienced and knowledgeable staff providers learners with an environment where we respond to individual needs

Areas for Improvement:

Learners referred late are less likely to be retained

Induction period requires further adaptation to increase attendance of students

Introduction to - ICT & Bookkeeping

The ICT and Bookkeeping area continues to develop and perform well. Our Flexible Learning offer is designed to be accessible to those who are unemployed or wish to improve their job prospects. York has low unemployment rates but it shows a high percentage of people on low incomes which affects their ability to pay for courses. The changes to funding for those who can show individual low incomes should show an improvement in learner numbers in the next academic year. In order to improve provision for learners who are also working we have added a further flexible learning session at the weekend and all 'out of hours' and city centre sessions have been popular.

ICT is continuing a 3 year downward trend in learner numbers and we are constantly looking at ways to reverse this. Significantly low numbers enrolled on Level 1 courses in the early part of the year therefore we introduced a new Level 1 pathway in March to ensure the curriculum remains fit for purpose and in line with learner's interest. There has already been a noticeable increase in learners enrolling at Level 1. The revised Level 1 pathway has improved our resilience against the planned withdrawal of Level 1 accreditation by OCR.

Changing the examination board for Bookkeeping has maintained our success rates at 96%, improved our already good timeliness of 93% up to 96% and enabled us to provide employer recognised progression pathways.

To encourage interest in future technologies and promote interest where there are skills gaps, we introduced a set of courses delving into coding for adults which have been popular. We will continue to develop this offer in 18/19 and ensure progression routes into Higher Education are continued to be promoted as part of this.

Our Digital Skills courses for beginners continue to be requested by learners but there has been a slight drop in achievement and timeliness for those carrying a qualification. Some of this can be explained by the increasing number of learners being recruited with greater learning needs. Flexible Learning Tutors are encouraged to ask for a support volunteer if necessary.

We recognise that the evidence of smart targeting for learners progress has been weak so change is now in place to improve that.

Area of Learning:- ICT

Effectiveness of Leadership & Management
Grade: 2
Strengths:
Good management tracking strategies has sustained above benchmark achievement at 90.9%

Excellent planning enables access for learners to engage with wide variety of sessions available in a flexible offer. The increase in sessions has increased opportunities for attendance especially within the FS apprenticeship area.

Good employer engagement has increased take up of ICT bespoke training to improve IT skills in the workplace from Entry digital skills up to Level 3 IT courses.

Good digital skills offer enabled those with more specific IT needs request to access 1-1 tutor support.

Areas for Improvement:
Poor learner guidance on progress monitoring for L3 and E3 learners.

Low recruitment to L1 courses suggests we need to improve targeted recruitment.

Tracking learners progression onto English and Maths after course completion is not yet adequate.

Timeliness and learner tracking requires improvement.

Quality of Teaching, Learning and Assessment
Grade: 2
Strength:
Improvements to the induction and assessment process for ICT FS learners has helped towards improved Pass Rates for Business Admin, EYES, T&L & Management

Good tracking has increased timeliness for L1 by 5% at 75% which is still below benchmarks but has maintained achievement at above national benchmark.

Good tutor collaboration on curriculum development and learner progression within flexible learning. Leading to widening offer and increased entry level digital skills engagement.

IT achievement rate is 87.8%.

Areas for Improvement:

RARPA completion is inconsistent across the provision and whilst improvements have been made still requires to be more robust and specific in achievement.

Timeliness requires improvement in some areas of the provision to meet benchmarks.

Improved target and goal setting required for Flexi learners.

Achievement rates have slightly fallen below benchmark due to a few learners with challenging lifestyles who are more likely to drop out of courses.

Personal Development, Behaviour and Welfare of Learners
Grade: 2
Strengths:
Learners comment on the excellent support provided to support their additional physical or challenging lifestyles aiding with their return into the workplace.

Learners comment that attending a course improves their health, wellbeing and confidence.

Targeted provision for digitally excluded learners has improved their access to digital services and reduce digital isolation.

High percentage of learners with challenging lifestyles or work commitments attend multiple centres which enables them to access learning and qualifications..

Areas for Improvement:
Tutors development of British Values and Prevent within sessions, with learners, requires improvement.

Progression guidance into English and maths requires development.

Outcomes for Learners
Grade:
Strengths: 2
Improved Bookkeeping offer is widening opportunities to learners.

Excellent achievement rates in Bookkeeping (96.2%) above benchmarks (85.4%) leading toimproved employment prospects.

Improved offer at Level 1 and increase in Flexible Learning sessions (4 to 6 days a week) has increased opportunities for learners to access courses.

Good achievement rates at Certificate L2 show good outcomes for learners. (92.6%)

Teachers have good motivation and interaction skills with learners which lead to learner's better engagement and achievement.

Areas for Improvement:
RARPA and ILP recording by learners and tutors requires improved guidance in setting aims and progress.

L3 and E3 IT learners require more detailed guidance on progress and targeted supported.

Learners need improved signposting on other learning opportunities to improve English and maths skills.

Overall Effectiveness
Grade: 2
Strengths:
Learners receive excellent support in learning which widens opportunities and equality to all.

Excellent range of learning opportunities available to engage, motivate and retain learners.

Good tracking and support strategies have achieved good achievement rates for learners at above benchmarks.

Excellent range of courses available to learners to encourage engagement and improve digital skills.

High responsive and fFlexible delivery model supports learners to access and achieve learning.

Areas for Improvement:
Some area of provision requires improved guidance and progression targets for learners.

Promotion of progression opportunities into other curriculum areas requires further guidance and support to learners.

Timeliness requires improvement to be more in line with national benchmarks and improve outcomes for learners.

Flexible Learning requires improvement on setting targets and goals with learners.

Introduction – Community Engagement

A combination of one to one assessments, outreach and partnership work, and whole team involvement in recruitment leads to a wide range of learners accessing courses across our targeted community offer.

Family Learning

We work with parents, grandparents and carers of pre-school and primary school aged children to build confidence and improve life chances both for the adult and child. Courses are delivered in some of the most disadvantaged areas of the city, mainly in children's centres and schools.

Some Family Learning learners have benefited from more intensive support through the Positive Progressions project although this has meant less visibility of our outreach team out in communities and a reduction in numbers accessing courses overall. Plans are in place to work with partners including schools and local area teams to introduce new models of engagement in 2018/19 and make more of opportunities to monitor, demonstrate and celebrate impact on both adults and children.

IAG

A new programme around Information, Advice and Guidance is being developed for members of our team and partners working in communities with the aims of expanding networks, sharing knowledge and expertise and increasing referrals onto our programmes. This offer will be extended to Family Learning and Community champions as these are identified

ESOL (English for Speakers of Other Languages)

This part of our provision has grown exponentially in the last two years which has been challenging, in particular because of the shortage of suitable teaching spaces in central venues. However, the team have very successfully grown the provision, including successfully integrating a number of Syrian refugees into both bespoke and regular classes. They have linked up well with other training providers and agencies providing support for these groups to increase opportunities for further language development, volunteering and employment.

Area of Learning:- Community Engagement – including ESOL, Family Learning and IAG

Effectiveness of Leadership & Management
Grade: 2
Strengths:
Strong partnership work at strategic level, including work with the Schools Improvement Team, local universities, Refugee Council and voluntary organisations leads to an integrated offer which is responding to local needs.

A flexible programme, delivered at venues across the city for Family Learning and in the city centre for ESOL and Entry level, along with links to ESF and Big Lottery projects, facilitates equality and diversity of access into courses..

Effective deployment and training of the childcare team into further support roles has created a highly flexible and knowledgeable team meeting changing support needs within the service.

Areas for Improvement:

Need to re-establish partnership links, developing IAG offer within York Learning , CYC and externally to strengthen referral network.

Need to develop much strong social media presence in Wider Family Learning to widen participation, involve Local Area Teams, schools and increase learner voice.

Review required of use of WiFi, tablets etc to make use of WiFi available and decide on priority areas going forward.

Quality of Teaching, Learning and Assessment
Grade: 2
Strength:
Good collaborative working between tutors and partners including higher education providers, local area teams and schools to provide interesting, relevant courses for learners.

Tutors work creatively and innovatively to engage learners with skills and extend learning outside of the classroom/exam requirements, tapping into city libraries and archives, using current and challenging topics, visiting art galleries and museums, involving learners in local events and increasing confidence.

Areas for Improvement:

Need to develop more rigorous ESOL learners accessing mainstream English courses – bring together ESOL and English assessments to ensure learners accessing English FS courses have near native skills across all 3 disciplines.

Inconsistency in completing RARPA folders which need to show more clearly progression within a course as well as progression from one course to another.

Need for schemes of work to be updated and made more consistent for ESOL and new FL courses.

Personal Development, Behaviour and Welfare of Learners
Grade: 2
Strengths:
Diverse demographics of class groups brings together different cultures, ages and backgrounds, where learners work together in a very supportive environment leading to greater knowledge and appreciation of other views and cultures.

Excellent support for learners from tutors, dedicated support workers and volunteers, and childcare/outreach workers in community venues ensures learners feel safe and secure in their learning.

Interactive activities to introduce British Values to classes results in learners having lively discussions and forming their own definitions of the key terms.

Areas for Improvement:

Further development required in delivery of Equality, Diversity, Safeguarding and Prevent strategies through active integration and understanding of other cultures, to discuss and promote shared values.

Learner information not following learners within different areas of targeted provision and between different curriculum areas.

Need identified by team and partners to widen offer to cover topics such as first aid, mindfulness and health and wellbeing in response to current initiatives and local demand.

Outcomes for Learners
Grade: 2
Strengths:
Good Enrichment activities for Learner. Learning is extended outside of the classroom, including researching library archives, creating displays/ web pages, visiting local museums and art galleries, attending local events, leading to greater confidence and community involvement.

Strong links with National Careers Service facilitated celebration events and one to one in depth IAG appointments for Family Learning and higher level ESOL learners.

Good achievement across the ESOL provision L1 70% (n/a) E3 77% (83%).

The "Keep Up" model of English and maths courses, themed around children's learning facilitates easy progression and good uptake for parents from non accredited to accredited learning aims.

Areas for Improvement:

Need to bring recording and monitoring of rapidly growing ESOL provision into line with English and maths offer to ensure achievement rates are maintained and improved.

Insufficient knowledge of progression opportunities for learners requiring review of IAG and links with projects and wider partners to clarify opportunities to progress to other support, learning opportunities, apprenticeships, employment and voluntary roles.

Overall Effectiveness
Grade: 2
Strengths:
A highly flexible approach from management which is reflected throughout the team has led to programmes which are engaging and relevant to people's lives.

Integration of Syrian refugees on resettlement project and successful growth of ESOL provision.

Areas for Improvement:

Marketing: More effective and consistent use of web pages, social media, films and promotions of our service to raise awareness of offer.

Marketing: Raise service profile by further celebrations of learning

Encourage greater ownership of learning journey by both learners and tutors through improved monitoring of RARPAs (and ILPs in ESOL), reflective learning, discussions and action planning.

Changes to outreach team format causing some recruitment and retention issues requires review of recruitment and admin support roles to ensure courses run successfully at the various community venues.

Intro Counselling

The Counselling Programme offers a comprehensive range of accredited courses enabling people to gain recognised and approved qualifications in this field. The programme offers a progression route thus allowing people to progress from introduction level to full qualified counsellor status if they wish to do so.

The courses run over an academic year in both the day time and the evening on various days thus giving people a more varied option on the time and day that they wish to study with us.

There is equal emphasis put upon the personal development of our learners and the acquisition of professional knowledge and skills required to become a counsellor. All the tutors delivering the programme are fully qualified / experienced counsellors which adds value to the programme.

At level 2 and 3 the learners are encouraged to gain experience within the helping sector usually through a voluntary work placement thus building their knowledge and understanding of the sector as well as their own employability skills. At Level 4 the learners are required to fulfil a placement as a counsellor within an agency which really supports their readiness to work as a counsellor post qualifying.

Area of Learning:- Counselling

Effectiveness of Leadership & Management

Grade: 2
Strengths:
Robust marketing and information procedures leading to exponential growth in enrolments across the programme but specifically at Level 2 rising from from 36 in 2016-17 to 56 in 2017-18

Excellent collaborative relationships with employers and other stakeholders in York and surrounding area providing and widening opportunities for learners on programme and post qualifying

Increase in the number of learners progressing to next level despite increasing competition from other providers

Robust recruitment procedures at all levels in the main delivery centre

Areas for Improvement:

Widen the process of recruitment and enrolment to include staff at West Offices

Improve complaints procedure at all levels that is fit for purpose

Continue to support the expansion of the offer in North Yorkshire by ensuring consistentcy in approach across the 2 areas

Quality of Teaching, Learning and Assessment

Grade: 2
Strength:
Excellent and robust induction processes that supports learners in meeting the requirements of the programme and awarding body

Excellent and robust range of teaching methods responsive to learner needs

Highly skilled and experienced staff teaching across all levels which ensures that the material and resources used in the classroom are current, evidence based and drawn from current authentic counselling practice

Robust assessment procedures at level 4 that have been informed through consultation with stakeholders agencies and supervisors) to support learners gaining necessary employability skills required to work in the sector

Areas for Improvement:

ICT insufficiently embedded within the programme across all levels: informed by the OTL reports

Insufficient embedding of Prevent and British Values within the programme

Lack of opportunity to share good practice of teaching and learning across the tutor team

Personal Development, Behaviour and Welfare of Learners

Grade: 2
Strength

Effective personal development activities embedded into the programme at all levels which results in increased self confidence and self esteem

Effective Inclusion of learners with specific and complex learning needs which has resulted in increased diversity within the classroom

Regular consultation between external verifier and learners to inform EV report which had led to an increase in learner voice and learner representation

Areas for Improvement:

Insufficient implementation of feedback and monitoring processes of the counselling programme at key points of the learner journey

Need to integrate the recent GDPR requirements into the induction across all levels

Outcomes for Learners

Grade: 2
Strengths:

Excellent 3 year upward trend on achievement rates at Level 2 increasing from 82.9% to 89.3%

Programme is exceptional in delivering learner centred courses where achievement is measured against the individual learner as well as the meeting of the formal criteria – impact is increased sense of personal achievement

Exceptional tutor support offered to learners to complete the internal assessment which has resulted in excellent success rates across all levels

Areas for Improvement:

To improve destination data on all learners

To roll out an impact survey to learners post qualifying at Level 4

Overall Effectiveness

Grade: 2

Strengths:

Excellent marketing approach that supports the growth of the programme

Robust and highly effective recruitment strategy that ensures learners are on the right level of course which has a positive impact on retention, achievement and progression

Excellent relationship with stakeholders and employers within the surrounding area that extends opportunities for learners during the course and post qualifying

Effective and highly skilled staff that ensures all teaching methods are current, evidence based and informed by counselling practice

Areas for Improvement:

Development of ICT methods to broaden the teaching and learning methods across the programme

Further develop the IAG processes to support learners progressing through each level with a focus on study skills

Intro VPA 2017 - 18

The main purpose of the programme is to provide a wide variety of artistic and creative learning opportunities, which engage the mind and enrich the lives of adults from the local community.

We employ well qualified, enthusiastic tutors from a wide variety of backgrounds & disciplines to ensure we keep the offer varied, current & competitive. The learning environment is as safe as we can make it, given the fact we have no premises of our own. In the majority of cases, sessions are fully inclusive, unless concessions have been made due to the availability of resources or specialist facilities. Responding to the individual & shared needs of learners is pivotal to the success & continued growth of the Visual Arts within York Learning.

Very positive relationships are fostered in class, by tutors, which help to motivate, inspire & contribute to the social wellbeing of our learners. Individuals achieve and often extend their learning goals because of this. The peer learning which occurs within our classes is often sited as one of the main reasons for re-enrolment. Many learners develop strong friendship groups within class, visiting exhibitions, going on class trips to meet fabric suppliers, going out for meals, etc.

We create opportunities for learners to celebrate their achievements and become involved within the wider creative community. This serves to both enhance our offer & fulfil the need we ourselves identify.....that an individual's creativity can thrive, when given support, confidence & opportunity.

We currently run a number of annual creative projects:- Foremost is Inspirations, a Painting & Drawing exhibition held within the premises of our key partner, Explore York Libraries; a Community Arts project "Santa's Socks" (charity focus), a Community Fine Arts project and most recently a Fashion Show, drawing upon the outcomes of the highly productive Dressmaking department.

Successful Partnership has become increasingly important to us over the last few years and is recognized as being integral to our future development and indeed, its direction.

As much as we have a degree of autonomy within York Learning, we also endeavour to adapt & respond to Service led direction. We comply to all standard working practices and training requests. The benefits, enable us to deliver our curriculum with confidence and efficiency. We are busy exploring Partnerships & Community projects which highlight & bring publicity to the full scope of the Service...not just the visual arts…raising its profile & attracting new & sometimes unexpected audiences.

Future developments are exciting!

The ILP format is being re-designed this term, with direct input from tutors.

We have, for years, been encouraging tutors to film and upload their demos of skills and techniques, digitally, so that their learners can access the footage in between classes. We are just starting to do this now, in a dressmaking class, with the help of a phone and an IPad. Once learners are accessing the footage successfully, we will hopefully extend this through the visual arts. We are also hoping to support some local targeted art groups who currently struggle to recruit/maintain retention.

Area of Learning: - Visual Arts

Effectiveness of Leadership & Management
Grade: 2
Strengths:
A broad diverse curriculum offer, which attracts new learners and enables existing learners to consolidate and expand skills.

Large scale 'Community Arts' projects, enables the curriculum and Service to gain City wide exposure to new audiences.

Highly successful, strategic Partnership working expands learner horizons by offering unexpected learning & celebratory opportunities.

Very positive relationships between Management, teaching & non-teaching staff ensures that learner needs are addressed quickly & efficiently.

Retention rates are excellent and Achievement rates are excellent at 97.1% against National Benchmarks of 88.3%

Highly effective and learner-responsive re-enrolment process for existing learners shows high satisfaction with customer service.
Areas for Improvement:
Improvement required in collating OTL data in a timely fashion.

Improvements required to following up Action Plans arising from the OTL process which are remaining incomplete.

Quality of Teaching, Learning and Assessment
Grade: 2
Strength:
Tutors create highly supportive learning environments by adapting teaching styles to meet individual learner needs.

99.8% of learners rate the knowledge & skills of their tutor as Good or Excellent. 96% said that the range of activities were Good or Excellent. (559 respondents)

Teaching in the Visual Arts is Good.

Non-specialist observations & Non-specialist Moderation of OTL reports, ensure outcomes & processes of OTL system remain rigorous & objective.

Areas for Improvement:

The quality & content of our induction process is inconsistent.

Improvements required to the design of the ILP which doesn't sufficiently capture all essential aspects of learner progress.

CPD inc Essential training of tutors has not been routinely logged by the Curriculum Manager.

Personal Development, Behaviour and Welfare of Learners
Grade: 2
Strengths:
High percentage of learners comments that attending a course improves their health, wellbeing and confidence.

Excellent workshops planning, as part of Community Arts projects, are often run specifically to targeted groups. Many then go on to join non targeted workshops/courses.

The curriculum offer evokes a sense community and the subsequent learning "experience", helps to combat loneliness, stress and the sense of isolation.

Safeguarding arrangements are good.

Areas for Improvement:

Tutors and learners do not receive timely advice & guidance about progression /accredited courses across the service and offered by other providers.

The curriculum needs to develop a regular targeted offer for learners outside of our general offer, to engage in creative activities.

Outcomes for Learners
Grade: 2
Strengths:
Learners make good progress against their starting points, often extending their learning goals and benefit from a wide range of unintended learning outcomes.

Large Scale and High Profile, Community Arts projects, Fashion Shows & exhibitions are now highly successful & embedded features of our provision. This enables learners to celebrate and enjoy their achievements.

Pre-course information is good enabling learners to select appropriate courses in fitting with their interests, prior skills or knowledge.

Course evaluations indicate very high levels of learner satisfaction.

Areas for Improvement:

Many popular classes are "blocked" by the re-enrolment of repeat learners, meaning that new learners cannot excess the curriculum offer in the way they would like.

Overall Effectiveness
Grade:
Strengths:
Excellent diverse offer leading to wide learner engagement

Effective and highly skilled teaching and learning, results in good retention and achievement rates and good progression for learners.

Highly effective partnership working provides extended opportunities and good outcomes for learners.

Good enrolment processes and course information shows high satisfaction and learners on correct courses.

Areas for Improvement:

Development and recording of, teacher CPD needs to be improved.

Improvement required in tutors IAG related to progression pathways available into others areas of learning.

Introduction of targeted offer and moving some groups into self managed courses will enable new learners and other disadvantaged learners to engage with courses.

Intro – Health and Wellbeing

The Health and Wellbeing programme, mainly consists of leisure and pleasure courses and workshops that are classed as full cost. They cover their own costs and do not draw down any funding, the income they generate helps support some of the other programmes York Learning deliver.

The programme is current, diverse and constantly evolving and consists of courses such as Guitars, Singing, Flower Arranging , Digital Photography, Pilates, Yoga, Dance, Zumba, Tai Chi, Creative writing, Mindfulness, Public Speaking, Cookery, Cake Decorating etc. Some of the courses are very much learner responsive and have been developed to target specific learners such as those older learners and those with limited mobility allowing them to maintain their independence and remain socially included in some instances. There are a number of courses run as series offering learners clear progression routes within their chosen area of interest.

Our tutors are highly qualified, committed and enthusiastic and thus their contribution towards the success of the programme ensures it remains current and vibrant. They also ensure that their sessions are suitably challenging but also inclusive enabling all learners to take part.

The courses run across the city in various main centres; the secondary schools where we have an office base, to Church Halls, Community Centres and Sports Clubs. That way we are delivering our community learning at the heart of the communities we serve.

The continued development and our ever changing programme ensures our learners continue to return year on year and relish and recognise the significance that the enjoyment, challenges and friendship the courses and workshops bring to their lives.

Area of Learning:- Health and Wellbeing

Effectiveness of Leadership & Management
Grade: 2
Strengths:
Fresh, current and evolving progressive programme attracts many new learners but also allows for current learners to develop and consolidate their learning

Highly effective social media and email marketing has led to increased learner numbers.

New targeted programmes (aimed at Elderly and less mobile) and series of courses developed as direct result of learner feedback and meet learner needs.

Highly effective learner-responsive re-enrolment process for existing learners.

Areas for Improvement:
Quality of venues is inconsistent. Only 31% of learners indicated they were excellent

Inefficient and ineffective booking system causes unnecessary frustration and stress to both learners and staff alike

RARPA and OTL processes require improvement.

Attendance,completion and achievement data is Incomplete, inconsistent and not timely.

Quality of Teaching, Learning and Assessment
Grade: 2
Strength:
90% of learners indicated the knowledge and skills of the tutors were excellent

Learners consistently indicate finding the courses/tutors/ fellow learners as friendly, welcoming, inclusive, relaxed, rewarding, supportive and encouraging

98% of learners said the support they received on their course was excellent

Assessment of learner progress on leisure & pleasure courses is very informal and encourages learners to gain confidence and ability, leading to subsequent progress

Areas for Improvement:

Engaging tutors in developing their IAG knowledge to better advise learners

Assessment of more formal learning is inconsistent

Inadequate emphasis currently on tutor CPD

Personal Development, Behaviour and Welfare of Learners
Grade: 2
Strengths:
Learners advocate that attending a course improves their health, wellbeing and confidence.

Good overall welfare and support to learners from all teams is very good and ensures learners feel valued, safe and secure.

98% of learners said the welcome to class was excellent or good

Areas for Improvement:
Improve communication of learner support information.

Improvement required on Equality & Diversity and Prevent teaching strategies to support learners understanding of those policies.

Pricing strategies require review to capture other more targeted learners

Further develop partnership working with Public Health and Health, Housing, Adult Social Care to meet local and national strategies and guidelines

Outcomes for Learners
Grade:
Strengths: 2
Good pre-course information enabling learners to select appropriate courses relating to their interests, prior skills or knowledge

97% of learners indicated they would continue to improve their skills at the end of their course

Excellent progression routes offered in wide range of courses

Areas for Improvement:

Advice around progression or what next is inconsistent and only 71% rated it as excellent or good.

Inconsistent and inadequately designed templates for flyers/posters

Develop alternative methods (i.e. videos) to both promote courses and evidence learner achievement

Lack of recognition and celebration given to learners achievement, enjoyment and success, across the diverse Health and Wellbeing programme.

Overall Effectiveness
Grade:
Strengths: 2
Excellent range of offer leads to increased learner engagement and local opportunities which is fully accessible.

Supportive teams and environment leads to learners improving their health, wellbeing and confidence.

Highly effective social media and email marketing strategies support a growing program.

Areas for Improvement:

Improvements to venues are required to meet higher standards expected by learners.

Inconsistent recording of learners progress and achievements

Inadequate development of tutor CPD including IAG and assessment strategies.

Develop partnership working with key local and central government agencies to meet local and national guidelines

HNS PLP SAR rationale

Personalised learning packages are part of the post 16 educational offer for students with Education Health and Care plans who have significant learning support needs. These learners are known as HNS- High needs support. York Learning is the lead provider in the vast majority of this provision across York, with around 90 learners annually.

We operate a subcontracted model with 6 providers delivering on our behalf. We also offer some direct delivery to HNS students through our own Routes to Success and Evolve L3 provision. Under the SEND code of practice learners with EHCPs are entitled to education up to age 25 with a valid EHCP which puts considerable pressure on funding allocations. Numbers of learners have grown exponentially each year since 2013, creating a need for a high quality management service to oversee the financial arrangements and the quality of teaching and learning for subcontracted provision.

Referrals come via special schools, mainstream schools, Danesgate Community (local PRU) and potential learners are connected to our partners through IAG professionals, teachers, inclusion heads, SENCOs, social workers, and pastoral leads for an initial visit and taster opportunity before they leave their current provision.

Students may have a variety of disabilities and health conditions, and there is also provision for young people with PMLD (profound and multiple learning disabilities) There are increasing numbers of students with ASD and learners with severe and enduring mental health conditions. Most learners have co morbidity for a number of conditions.

Most students and/or their families are experiencing support via a multi disciplinary support team , with involvement ranging from youth offending team, family in need, social services, CAMHS etc..

Students undertake a range of accredited qualifications that meet their needs such as Functional Skills, GCSEs maths and English, ICT and AQA unit awards, RSL and Trinity Arts Awards, but the majority of provision is non accredited and covers vocational and independent living skills as part of post 16 SEN responsibility to offer an holistic learning programme that supports successful transition to adulthood.

The range of ability is wide across the provision- some learners are milestones level, with others operating at Level 3. Retention is 97% and achievements rates are 92%.

Many students are studying on Supported Internships (based overwhelmingly with an employer) whilst all providers offer work placements as part of their offer for young people.

Focus on progression to employment is key, and expectations of positive outcomes for learners are high. Destination rates are excellent, with 98% of students moving onto further education, paid work, volunteering and work focused social care

Area of Learning:- Foundation Learning- Personalised learning programmes for HNS students :- Personalised learning programmes for post 16 SEN learners are a key part of the local offer for young people with Education Health and Care plans. York Learning subcontract this delivery to 6 providers across York who offer a range of different accredited and non accredited learning and independent skills opportunities which aim to successfully support young people in to adult life.

Effectiveness of Leadership & Management
Grade: 1
Strengths:

Excellent subcontractor relationships resulting in increased volumes of students and an increased local offer, further reducing the need for expensive out of area provision

Good compliance and high levels of involvement in learning provision through structured management support, training and supervision leading to more effective infrastructure across sub contractors

High levels of support around quality improvement

Excellent support for business development of subcontractor organisations, with an increase in numbers of trained staff

Areas for Improvement:

Insufficient staff attached to managing considerable subcontractor requirements

lack of joined up working over SAR development at YL end

Quality of Teaching, Learning and Assessment
Grade: 2
Strength:

Embedded functional skills especially beneficial for learners with literacy and communication difficulties at Ad Astra

Good use of ICT resources at United Response

Increase in teaching qualifications for support staff who previously worked informally within education settings in Blueberry Academy, United Response and Toolbox

Areas for Improvement:

SMART targets used inconsistently Streamlining of processes required due to inconsistent use by staff in the bigger subcontractors

Inconsistent standardisation practice in small providers

Better integration of EHCP goals required

Training for tutors on specific learning needs requires updating

Personal Development, Behaviour and Welfare of Learners
Grade: 2
Strengths:

Personalised learning packages place emphasis on holistic progression at Blueberry Academy

Excellent safeguarding practice regarding high risk learners across all providers.

Extensive pastoral support across all providers

Excellent levels of family and parental /carer involvement on a regular basis

Areas for Improvement:

Embedding British values for learners with complex needs is inconsistent, particularly in settings where this topic need contextualising. Blueberry Academy offer citizenship where Prevent and British Values are covered in detail, In other providers vocational focus and teaching model reduces natural opportunity to address this adequately ex cept through basic learner induction

Detailed Learner voice capture is insufficient and a more innovative approach is required

Outcomes for Learners
Grade: 1
Strengths:
Good achievement rates-92% achieved full learning aims and a further 8 % achieved partial learning aims

At Toolbox learners are leaving with skills in advance of some entry level college courses.

1-2-1 or 1-2-1 provision enables learners to achieve secure levels of attainment at Blueberry

Significant progress in learning demonstrated through RARPA across all providers with learners with complex needs

Good range of work placements increasing learners' employment potential, even with those who may not be able to work in an open competitive job market

Increasing numbers of learners moving into work focused outcomes such as Supported Internships and paid employment

Areas for Improvement:

RARPA not captured in sufficient detail in newer providers with only a handful of learners

Integrating learning goals with home life lacks consistency

Overall Effectiveness
Grade: 2
Strengths:

Bespoke learning programmes increase learning opportunities to an widening range of learners with disabilities

Good rates of learners progressing to Supported Internships and paid work opportunities or self employment- [aid work and supported internships account for 24% of positive outcomes and our first learner went on to HE this year. Only 2% of learners (one person) did not move onto a positive outcome and this was for complex health reasons

Learner experience of education is reported as extremely positive

Areas for Improvement:

SMART goal setting and stretched targets

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ANNEX - 3

Apprenticeships p1

SSA 1 Health, Public Services and Care		OVERALL			TIMELY		
		2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Health and Social Care Intermediate Level	Achieved	4	2	5	3	1	5
	Leavers	11	6	17	11	3	18
	Achievement	36.4%	33.3%	29.4%	27.3%	33.3%	27.8%
Health and Social Care Advanced Level	Achieved	17	7	6	8	6	2
	Leavers	19	15	17	12	15	13
	Achievement	89.5%	46.7%	35.3%	66.7%	40.0%	15.4%
Health and Social Care Subtotal	**Achieved**	**21**	**9**	**11**	**11**	**7**	**7**
	Leavers	**30**	**21**	**34**	**23**	**18**	**31**
	Achievement	**70.0%**	**42.9%**	**32.4%**	**47.8%**	**38.9%**	**22.6%**
Children and Young People's Workforce Intermediate Level	Achieved	6	6	1	5	6	1
	Leavers	7	6	5	7	6	5
	Achievement	85.7%	100.0%	20.0%	71.4%	100.0%	20.0%
Children and Young People's Workforce Advanced Level	Achieved	15	6	13	9	6	10
	Leavers	28	9	17	23	8	15
	Achievement	53.6%	66.7%	76.5%	39.1%	75.0%	66.7%
Children and Young People's Workforce Subtotal	**Achieved**	**21**	**12**	**14**	**14**	**12**	**11**
	Leavers	**35**	**15**	**22**	**30**	**14**	**20**
	Achievement	**60.0%**	**80.0%**	**63.6%**	**46.7%**	**85.7%**	**55.0%**
Healthcare Support Services Intermediate Level	Achieved	-	-	0	-	-	0
	Leavers	-	-	1	-	-	1
	Achievement	-	-	0.0%	-	-	0.0%
Healthcare Support Services Advanced Level	Achieved	-	-	0	-	-	0
	Leavers	-	-	2	-	-	2
	Achievement	-	-	0.0%	-	-	0.0%
Healthcare Support Services Subtotal	**Achieved**	-	-	**0**	-	-	**0**
	Leavers	-	-	**3**	-	-	**3**
	Achievement	-	-	**0.0%**	-	-	**0.0%**
Youth Work	Achieved	0	-	-	0	-	-
	Leavers	1	-	-	1	-	-
	Achievement	0.0%	-	-	0%	-	-
SSA 1 TOTAL	**Achieved**	**42**	**21**	**25**	**25**	**19**	**18**
	Leavers	**66**	**36**	**59**	**57**	**32**	**54**
	Achievement	**63.6%**	**58.3%**	**42.4%**	**43.9%**	**59.4%**	**33.3%**

Apprenticeships p2

SSA 6 Information and Communication Technology		OVERALL			TIMELY		
		2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
IT Application Specialist	Achieved	2	-	-	2	-	-
	Leavers	2	-	-	2	-	-
	Achievement	100.0%	-	-	100.0%	-	-
SSA 6 TOTAL	**Achieved**	**2**	-	-	**2**	-	-
	Leavers	**2**	-	-	**2**	-	-
	Achievement	**100.0%**	-	-	**100.0%**	-	-

SSA 8 Sport, Leisure and Recreation		OVERALL			TIMELY		
		2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Playwork Intermediate Level	Achieved	-	0	-	-	0	-
	Leavers	-	1	-	-	1	-
	Achievement	-	0.0%	-	-	0.0%	-
Playwork Advanced Level	Achieved	-	1	-	-	1	-
	Leavers	-	2	-	-	2	-
	Achievement	-	50.0%	-	-	50.0%	-
SSA 8 TOTAL	**Achieved**	**-**	**1**	-	**-**	**1**	-
	Leavers	**-**	**3**	-	**-**	**3**	-
	Achievement	**-**	**33.3%**	-	**-**	**33.3%**	-

SSA 13 Education and Training		OVERALL			TIMELY		
		2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Supporting Teaching and Learning in Schools Intermediate Level	Achieved	-	1	0	-	1	0
	Leavers	-	2	1	-	2	2
	Achievement	-	50.0%	0.0%	-	50.0%	0.0%
Supporting Teaching and Learning in Schools Advanced Level	Achieved	0	1	3	0	1	3
	Leavers	3	1	4	3	1	4
	Achievement	0.0%	100.0%	75.0%	0.0%	100.0%	75.0%
SSA 13 TOTAL	**Achieved**	**0**	**2**	**3**	**0**	**2**	**3**
	Leavers	**3**	**3**	**5**	**3**	**3**	**6**
	Achievement	**0.0%**	**66.7%**	**60.0%**	**0.0%**	**66.7%**	**50.0%**

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SSA 15 Business, Administration, Finance and Law		OVERALL			TIMELY		
		2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Business and Administration Intermediate Level	Achieved	16	5	3	14	5	3
	Leavers	17	6	3	14	6	3
	Achievement	94.1%	83.3%	100.0%	100.0%	83.3%	100.0%
Business and Administration Advanced Level	Achieved	4	5	4	3	5	4
	Leavers	5	8	5	4	8	5
	Achievement	80.0%	62.5%	80.0%	75.0%	62.5%	80.0%
Business and Administration Subtotal	**Achieved**	**20**	**10**	**7**	**17**	**10**	**7**
	Leavers	**22**	**14**	**8**	**18**	**14**	**8**
	Achievement	**90.9%**	**71.4%**	**87.5%**	**94.4%**	**71.4%**	**87.5%**
Customer Service Intermediate Level	Achieved	-	-	0	-	-	-
	Leavers	-	-	1	-	-	-
	Achievement	-	-	0.0%	-	-	-
Customer Service Advanced Level	Achieved	-	-	2	-	-	2
	Leavers	-	-	3	-	-	2
	Achievement	-	-	66.7%	-	-	100.0%
Customer Service Subtotal	**Achieved**	**-**	**-**	**2**	**-**	**-**	**2**
	Leavers	**-**	**-**	**4**	**-**	**-**	**2**
	Achievement	**-**	**-**	**50.0%**	**-**	**-**	**100.0%**
Management Advanced Level	Achieved	12	1	3	9	1	3
	Leavers	22	2	4	15	1	3
	Achievement	54.5%	50.0%	75.0%	60.0%	100.0%	100.0%
Management Higher Level	Achieved	-	2	1	-	2	1
	Leavers	-	2	3	-	2	3
	Achievement	-	100.0%	33.3%	-	100.0%	33.3%
Management Subtotal	**Achieved**	**12**	**3**	**4**	**9**	**3**	**4**
	Leavers	**22**	**4**	**7**	**15**	**3**	**6**
	Achievement	**55.5%**	**75.0%**	**57.1%**	**60.0%**	**100.0%**	**66.7%**
Marketing Advanced Level	Achieved	-	2	1	-	2	1
	Leavers	-	2	2	-	2	1
	Achievement	-	100.0%	50.0%	-	100.0%	100.0%
SSA 15 TOTAL	**Achieved**	**32**	**15**	**14**	**26**	**15**	**14**
	Leavers	**44**	**20**	**21**	**33**	**19**	**17**
	Achievement	**72.7%**	**75.0%**	**66.7%**	**78.8%**	**78.9%**	**82.4%**

GRAND TOTALS		OVERALL			TIMELY		
		2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
TOTAL	**Achieved**	**76**	**39**	**42**	**53**	**37**	**35**
	Leavers	**115**	**62**	**85**	**92**	**57**	**77**
	Achievement	**66.1%**	**62.9%**	**49.4%**	**57.6%**	**64.9%**	**45.5%**

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SSA 1 Health, Public Services and Care		OVERALL			TIMELY		
		2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
1.3 Health & Social Care	Achieved	8	6	1	7	6	1
	Leavers	15	6	5	14	6	5
	Achievement	53.3%	100.0%	20.0%	50.0%	100.0%	20.0%
TOTAL	**Achieved**	**8**	**6**	**1**	**7**	**6**	**1**
	Leavers	**15**	**6**	**5**	**14**	**6**	**5**
	Achievement	**53.3%**	**100.0%**	**20.0%**	**50.0%**	**100.0%**	**20.0%**

SSA 2 Science and Mathematics		OVERALL			TIMELY		
		2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
2.2 Mathematics and Statistics	Achieved	3	3	3	2	3	3
	Leavers	5	3	4	5	3	4
	Achievement	60.0%	100.0%	75.0%	40.0%	100.0%	75.0%
TOTAL	**Achieved**	**3**	**3**	**3**	**2**	**3**	**3**
	Leavers	**5**	**3**	**4**	**5**	**3**	**4**
	Achievement	**60.0%**	**100.0%**	**75.0%**	**40.0%**	**100.0%**	**75.0%**

SSA 3 Agriculture, Horticulture and Animal Care		OVERALL			TIMELY		
		2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
3.2 Horticulture and Forestry	Achieved	-	-	1	-	-	1
	Leavers	-	-	1	-	-	1
	Achievement	-	-	100.0%	-	-	100.0%
TOTAL	**Achieved**	**-**	**-**	**1**	**-**	**-**	**1**
	Leavers	**-**	**-**	**1**	**-**	**-**	**1**
	Achievement	**-**	**-**	**100.0%**	**-**	**-**	**100.0%**

SSA 4 Engineering and Manufacturing Technologies		OVERALL			TIMELY		
		2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
4.1 Engineering	Achieved	-	-	3	-	-	3
	Leavers	-	-	4	-	-	4
	Achievement	-	-	75.0%	-	-	75.0%
4.3 Transportation Operations and Maintenance	Achieved	1	3	-	1	3	-
	Leavers	1	3	-	1	3	-
	Achievement	100.0%	100.0%	-	100.0%	100.0%	-
TOTAL	**Achieved**	**1**	**3**	**3**	**1**	**3**	**3**
	Leavers	**1**	**3**	**4**	**1**	**3**	**4**
	Achievement	**100.0%**	**100.0%**	**75.0%**	**100.0%**	**100.0%**	**75.0%**

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SSA 7 Retail and Commercial Enterprise		OVERALL			TIMELY		
		2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
7.1 Retailing and Wholesaling	Achieved	-	-	1	-	-	1
	Leavers	-	-	1	-	-	1
	Achievement	-	-	100.0%	-	-	100.0%
7.4 Hospitality and Catering	Achieved	-	1	-	-	1	-
	Leavers	-	2	-	-	2	-
	Achievement	-	50.0%	-	-	50.0%	-
TOTAL	**Achieved**	**-**	**1**	**1**	**-**	**1**	**1**
	Leavers	**-**	**2**	**1**	**-**	**2**	**1**
	Achievement	**-**	**50.0%**	**100.0%**	**-**	**50.0%**	**100.0%**

SSA 8 Sport, Leisure and Recreation		OVERALL			TIMELY		
		2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
8.1 Sport, Leisure and Recreation	Achieved	2	1	3	2	1	3
	Leavers	2	2	3	2	2	3
	Achievement	100.0%	50.0%	100.0%	100.0%	50.0%	100.0%
TOTAL	**Achieved**	**2**	**1**	**3**	**2**	**1**	**3**
	Leavers	**2**	**2**	**3**	**2**	**2**	**3**
	Achievement	**100.0%**	**50.0%**	**100.0%**	**100.0%**	**50.0%**	**100.0%**

SSA 9 Performing Arts		OVERALL			TIMELY		
		2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
9.1 Performing Arts	Achieved	2	-	2	2	-	2
	Leavers	2	-	2	2	-	2
	Achievement	100.0%	-	100.0%	100.0%	-	100.0%
9.2 Crafts, Creative Arts and Design	Achieved	3	2	3	3	2	3
	Leavers	3	3	3	3	3	3
	Achievement	100.0%	66.7%	100.0%	100.0%	66.7%	100.0%
9.3 Media and Communication	Achieved	-	2	1	-	2	1
	Leavers	-	2	1	-	2	1
	Achievement	-	100.0%	100.0%	-	100.0%	100.0%
TOTAL	**Achieved**	**5**	**4**	**6**	**5**	**4**	**6**
	Leavers	**5**	**5**	**6**	**5**	**5**	**6**
	Achievement	**100.0%**	**80.0%**	**100.0%**	**100.0%**	**80.0%**	**100.0%**

SSA12 Languages, Literature and Culture		OVERALL			TIMELY		
		2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
12.1 Languages, Literature and Culture of the British Isles	Achieved	7	4	4	6	4	4
	Leavers	7	4	6	7	4	6
	Achievement	100.0%	100.0%	66.7%	85.7%	100.0%	66.7%
TOTAL	**Achieved**	**7**	**4**	**4**	**6**	**4**	**4**
	Leavers	**7**	**4**	**6**	**7**	**4**	**6**
	Achievement	**100.0%**	**100.0%**	**66.7%**	**85.7%**	**100.0%**	**66.7%**

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SSA14 Preparation for Life and Work		OVERALL			TIMELY		
		2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
14.1 Foundations for Learning and Life	Achieved	34	45	42	31	45	40
	Leavers	89	65	75	87	69	73
	Achievement	38.2%	69.2%	56.0%	35.6%	65.2%	54.8%
14.2 Preparation for Work	Achieved	22	12	18	18	12	18
	Leavers	43	17	25	40	17	25
	Achievement	51.2%	70.6%	72.0%	45.0%	70.6%	72.0%
TOTAL	**Achieved**	**56**	**57**	**60**	**49**	**57**	**58**
	Leavers	**132**	**82**	**100**	**127**	**86**	**98**
	Achievement	**42.4%**	**69.5%**	**60.0%**	**38.6%**	**66.3%**	**59.2%**

SSA15 Business, Administration and Law		OVERALL			TIMELY		
		2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
15.2 Administration	Achieved	-	-	2	-	-	2
	Leavers	-	-	2	-	-	2
	Achievement	-	-	100.0%	-	-	100.0%
TOTAL	**Achieved**	**-**	**-**	**2**	**-**	**-**	**2**
	Leavers	**-**	**-**	**2**	**-**	**-**	**2**
	Achievement	**-**	**-**	**100.0%**	**-**	**-**	**100.0%**

GRAND TOTALS		OVERALL			TIMELY		
		2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
TOTAL	Achieved	82	79	84	72	79	82
	Leavers	167	107	132	161	111	130
	Achievement	49.1%	73.8%	63.6%	44.7%	69.4%	63.1%

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SSA 1 Health, Public Services and Care		OVERALL			TIMELY		
		2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
1.3 Health & Social Care	Achieved	60	57	87	51	57	74
	Leavers	78	65	103	69	74	98
	Achievement	76.9%	87.7%	84.5%	73.9%	77.0%	75.5%
1.5 Child Development and Well Being	Achieved	18	11	17	16	9	10
	Leavers	19	15	21	20	13	28
	Achievement	94.7%	73.3%	81.0%	80.0%	69.2%	35.7%
TOTAL	**Achieved**	**78**	**68**	**104**	**67**	**66**	**84**
	Leavers	**97**	**80**	**124**	**89**	**87**	**126**
	Achievement	**80.4%**	**85.0%**	**83.9%**	**75.3%**	**75.9%**	**66.7%**

SSA 2 Science and Mathematics		OVERALL			TIMELY		
		2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
2.2 Mathematics and Statistics	Achieved	27	48	42	27	48	42
	Leavers	34	58	51	34	58	51
	Achievement	79.4%	82.8%	82.4%	79.4%	82.8%	82.4%
TOTAL	**Achieved**	**27**	**48**	**42**	**27**	**48**	**42**
	Leavers	**34**	**58**	**51**	**34**	**58**	**51**
	Achievement	**79.4%**	**82.8%**	**82.4%**	**79.4%**	**82.8%**	**82.4%**

SSA 3 Agriculture, Horticulture and Animal Care		OVERALL			TIMELY		
		2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
3.2 Horticulture and Forestry	Achieved	-	-	3	-	-	3
	Leavers	-	-	3	-	-	3
	Achievement	-	-	100.0%	-	-	100.0%
TOTAL	**Achieved**	**-**	**-**	**3**	**-**	**-**	**3**
	Leavers	**-**	**-**	**3**	**-**	**-**	**3**
	Achievement	**-**	**-**	**100.0%**	**-**	**-**	**100.0%**

SSA 4 Engineering and Manufacturing Technologies		OVERALL			TIMELY		
		2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
4.3 Transportation Operations and Maintenance	Achieved	1	-	-	1	-	-
	Leavers	1	-	-	1	-	-
	Achievement	100.0%	-	-	100.0%	-	-
TOTAL	**Achieved**	**1**	**-**	**-**	**1**	**-**	**-**
	Leavers	**1**	**-**	**-**	**1**	**-**	**-**
	Achievement	**100.0%**	**-**	**-**	**100.0%**	**-**	**-**

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SSA 6 Information and Communication Technology		OVERALL			TIMELY		
		2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
6.2 ICT for Users	Achieved	103	96	65	98	88	61
	Leavers	116	100	74	113	102	75
	Achievement	88.8%	96.0%	87.8%	86.7%	86.3%	81.3%
TOTAL	**Achieved**	**103**	**96**	**65**	**98**	**88**	**61**
	Leavers	**116**	**100**	**74**	**113**	**102**	**75**
	Achievement	**88.8%**	**100.0%**	**87.8%**	**86.7%**	**86.3%**	**81.3%**

SSA 7 Retail and Commercial Enterprise		OVERALL			TIMELY		
		2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
7.1 Retailing and Wholesaling	Achieved	-	-	7	-	-	7
	Leavers	-	-	7	-	-	7
	Achievement	-	-	100.0%	-	-	100.0%
7.3 Retail and Commercial Enterprise	Achieved	6	9	16	5	4	14
	Leavers	7	10	19	8	10	19
	Achievement	85.7%	90.0%	84.2%	62.5%	40.0%	73.7%
7.4 Hospitality and Catering	Achieved	-	4	-	-	4	-
	Leavers	-	4	-	-	4	-
	Achievement	-	100.0%	-	-	100.0%	-
TOTAL	**Achieved**	**6**	**13**	**23**	**5**	**8**	**21**
	Leavers	**7**	**10**	**26**	**8**	**14**	**26**
	Achievement	**85.7%**	**92.9%**	**88.5%**	**62.5%**	**57.1%**	**80.8%**

SSA 8 Leisure, Travel and Tourism		OVERALL			TIMELY		
		2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
8.1 Sport, Leisure and Recreation	Achieved	9	12	24	9	12	24
	Leavers	9	12	24	9	12	24
	Achievement	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
TOTAL	**Achieved**	**9**	**12**	**24**	**9**	**12**	**24**
	Leavers	**9**	**12**	**24**	**9**	**12**	**24**
	Achievement	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**

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SSA 9 Arts, Media and Publishing		OVERALL			TIMELY		
		2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
9.1 Performing Arts	Achieved	10	5	19	10	5	19
	Leavers	10	5	19	10	5	19
	Achievement	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
9.2 Crafts, Creative Arts and Design	Achieved	13	10	12	13	10	12
	Leavers	13	10	12	13	10	12
	Achievement	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
9.3 Media and Communication	Achieved	-	5	1	-	5	1
	Leavers	-	5	1	-	5	1
	Achievement	-	100.0%	100.0%	-	100.0%	100.0%
TOTAL	**Achieved**	**23**	**20**	**32**	**23**	**20**	**32**
	Leavers	**23**	**20**	**32**	**23**	**20**	**32**
	Achievement	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**

SSA 12 Languages, Literature and Culture		OVERALL			TIMELY		
		2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
12.1 Languages, Literature and Culture of the British Isles	Achieved	20	24	29	20	24	29
	Leavers	30	28	32	30	28	32
	Achievement	66.7%	85.7%	90.6%	66.7%	85.7%	90.6%
TOTAL	**Achieved**	**20**	**24**	**29**	**20**	**24**	**29**
	Leavers	**30**	**28**	**32**	**30**	**28**	**32**
	Achievement	**66.7%**	**85.7%**	**90.6%**	**66.7%**	**85.7%**	**90.6%**

SSA 13 Education and Training		OVERALL			TIMELY		
		2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
13.2 Direct Learning Support	Achieved	2	12	7	2	12	7
	Leavers	2	13	8	2	13	8
	Achievement	100.0%	92.3%	87.5%	100.0%	92.3%	87.5%
TOTAL	**Achieved**	**2**	**12**	**7**	**2**	**12**	**7**
	Leavers	**2**	**13**	**8**	**2**	**13**	**8**
	Achievement	**100.0%**	**92.3%**	**87.5%**	**100.0%**	**92.3%**	**87.5%**

SSA 14 Preparation for Life and Work		OVERALL			TIMELY		
		2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
14.1 Foundations for Learning and Life	Achieved	242	255	248	240	253	248
	Leavers	337	347	319	336	345	321
	Achievement	71.8%	73.5%	77.7%	71.4%	73.3%	77.3%
14.2 Preparation for Work	Achieved	9	1	24	9	1	23
	Leavers	9	2	25	9	2	25
	Achievement	100.0%	50.0%	96.0%	100.0%	50.0%	92.0%
TOTAL	**Achieved**	**251**	**256**	**272**	**249**	**254**	**271**
	Leavers	**346**	**349**	**344**	**345**	**347**	**346**
	Achievement	**72.5%**	**73.4%**	**79.1%**	**72.2%**	**73.2%**	**78.3%**

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SSA 15 Business, Administration, Finance and Law		OVERALL			TIMELY		
		2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
15.1 Accounting and Finance	Achieved	8	28	25	8	28	24
	Leavers	10	29	26	10	30	25
	Achievement	80.0%	96.6%	96.2%	80.0%	93.3%	96.0%
15.2 Administration	Achieved	1	5	3	1	4	3
	Leavers	2	5	3	2	5	3
	Achievement	50.0%	100.0%	100.0%	50.0%	80.0%	100.0%
15.3 Business Management	Achieved	-	1	1	-	1	1
	Leavers	-	1	1	-	1	1
	Achievement	-	100.0%	100.0%	-	100.0%	100.0%
TOTAL	**Achieved**	**9**	**34**	**29**	**9**	**33**	**28**
	Leavers	**12**	**35**	**30**	**12**	**36**	**29**
	Achievement	**75.0%**	**97.1%**	**96.7%**	**75.0%**	**91.7%**	**96.5%**

GRAND TOTALS		OVERALL			TIMELY		
		2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
TOTAL	Achieved	529	583	630	510	565	602
	Leavers	677	709	748	666	717	752
	Achievement	78.1%	82.2%	84.2%	76.6%	78.8%	80.1%

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SSA 1 Health, Public Services and Care		OVERALL			TIMELY		
		2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
1.3 Health & Social Care	Achieved	30	50	-	30	50	-
	Leavers	30	50	-	30	50	-
	Achievement	100.0%	100.0%	-	100.0%	100.0%	-
TOTAL	**Achieved**	**30**	**50**	**-**	**30**	**50**	**-**
	Leavers	**30**	**50**	**-**	**30**	**50**	**-**
	Achievement	**100.0%**	**100.0%**	**-**	**100.0%**	**100.0%**	**-**

SSA 2 Science and Mathematics		OVERALL			TIMELY		
		2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
2.2 Mathematics and Statistics	Achieved	92	129	123	92	129	123
	Leavers	107	137	132	107	137	132
	Achievement	86.0%	94.2%	93.2%	86.0%	94.2%	93.2%
TOTAL	**Achieved**	**92**	**129**	**123**	**92**	**129**	**123**
	Leavers	**107**	**137**	**132**	**107**	**137**	**132**
	Achievement	**86.0%**	**94.2%**	**93.2%**	**86.0%**	**94.2%**	**93.2%**

SSA 3 Agriculture, Horticulture and Animal Care		OVERALL			TIMELY		
		2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
3.2 Horticulture and Forestry	Achieved	186	148	111	186	148	111
	Leavers	190	151	113	190	151	113
	Achievement	97.9%	98.0%	98.2%	97.9%	98.0%	98.2%
TOTAL	**Achieved**	**186**	**148**	**111**	**186**	**148**	**111**
	Leavers	**190**	**151**	**113**	**190**	**151**	**113**
	Achievement	**97.9%**	**98.0%**	**98.2%**	**97.9%**	**98.0%**	**98.2%**

SSA 4 Engineering and Manufacturing Technologies		OVERALL			TIMELY		
		2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
4.3 Transportation Operations and Maintenance	Achieved	73	59	-	73	59	-
	Leavers	73	59	-	73	59	-
	Achievement	100.0%	100.0%	-	100.0%	100.0%	-
TOTAL	**Achieved**	**73**	**59**	**-**	**73**	**59**	**-**
	Leavers	**73**	**59**	**-**	**73**	**59**	**-**
	Achievement	**100.0%**	**100.0%**	**-**	**100.0%**	**100.0%**	**-**

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SSA 6 Information and Communication Technology		OVERALL			TIMELY		
		2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
6.1 ICT Practitioners	Achieved	3	7	11	3	4	7
	Leavers	3	7	13	3	7	13
	Achievement	100.0%	100.0%	84.6%	100.0%	57.1%	53.8%
6.2 ICT for Users	Achieved	340	239	233	335	237	233
	Leavers	348	241	236	347	241	236
	Achievement	97.7%	99.2%	98.7%	96.5%	98.3%	98.7%
TOTAL	**Achieved**	**343**	**246**	**244**	**338**	**241**	**240**
	Leavers	**351**	**248**	**249**	**350**	**248**	**249**
	Achievement	**97.7%**	**99.2%**	**98.0%**	**96.6%**	**97.2%**	**96.4%**

SSA 7 Retail and Commercial Enterprise		OVERALL			TIMELY		
		2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
7.4 Hospitality and Catering	Achieved	178	173	86	178	173	86
	Leavers	188	174	86	188	174	86
	Achievement	94.7%	99.4%	100.0%	94.7%	99.4%	100.0%
TOTAL	**Achieved**	**178**	**173**	**86**	**178**	**173**	**86**
	Leavers	**188**	**174**	**86**	**188**	**174**	**86**
	Achievement	**94.7%**	**99.4%**	**100.0%**	**94.7%**	**99.4%**	**100.0%**

SSA 8 Sport, Leisure and Recreation		OVERALL			TIMELY		
		2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
8.1 Sport, Leisure and Recreation	Achieved	1056	1135	1213	1056	1135	1213
	Leavers	1129	1198	1242	1133	1194	1242
	Achievement	93.5%	94.7%	97.7%	93.2%	95.1%	97.7%
TOTAL	**Achieved**	**1056**	**1135**	**1213**	**1056**	**1135**	**1213**
	Leavers	**1129**	**1198**	**1242**	**1133**	**1194**	**1242**
	Achievement	**93.5%**	**94.7%**	**97.7%**	**93.2%**	**95.1%**	**97.7%**

SSA 9 Performing Arts		OVERALL			TIMELY		
		2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
9.1 Performing Arts	Achieved	542	613	502	542	613	502
	Leavers	567	625	510	567	625	510
	Achievement	95.6%	98.1%	98.4%	95.6%	98.1%	98.4%
9.2 Crafts, Creative Arts and Design	Achieved	1361	1486	1406	1360	1486	1406
	Leavers	1419	1519	1438	1418	1519	1438
	Achievement	95.9%	97.8%	97.8%	95.9%	97.8%	97.8%
9.3 Media and Communication	Achieved	32	69	92	32	69	92
	Leavers	34	69	92	34	69	92
	Achievement	94.1%	100.0%	100.0%	94.1%	100.0%	100.0%
TOTAL	**Achieved**	**1935**	**2168**	**2006**	**1934**	**2168**	**2006**
	Leavers	**2020**	**2213**	**2040**	**2019**	**2213**	**2040**
	Achievement	**95.8%**	**98.0%**	**98.3%**	**95.8%**	**98.0%**	**98.3%**

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SSA 10 History, Philosophy and Theology		OVERALL			TIMELY		
		2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
10.1 History	Achieved	-	25	11	-	25	11
	Leavers	-	27	11	-	27	11
	Achievement	-	92.6%	100.0%	-	92.6%	100.0%
TOTAL	**Achieved**	**-**	**25**	**11**	**-**	**25**	**11**
	Leavers	**-**	**27**	**11**	**-**	**27**	**11**
	Achievement	**-**	**92.6%**	**100.0%**	**-**	**92.6%**	**100.0%**

SSA12 Languages, Literature and Culture		OVERALL			TIMELY		
		2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
12.1 Languages, Literature and Culture of the British Isles	Achieved	208	119	196	208	119	196
	Leavers	230	149	217	230	149	217
	Achievement	90.4%	79.9%	90.3%	90.4%	79.9%	90.3%
12.2 Other Languages, Literature and Culture	Achieved	622	739	629	622	739	629
	Leavers	681	766	655	681	766	655
	Achievement	91.3%	96.5%	96.0%	91.3%	96.5%	96.0%
TOTAL	**Achieved**	**830**	**858**	**825**	**830**	**858**	**825**
	Leavers	**911**	**915**	**872**	**911**	**915**	**872**
	Achievement	**91.1%**	**93.8%**	**94.6%**	**91.1%**	**93.8%**	**94.6%**

SSA14 Preparation for Life and Work		OVERALL			TIMELY		
		2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
14.1 Foundations for Learning and Life	Achieved	150	56	22	150	56	22
	Leavers	157	57	22	157	57	22
	Achievement	95.5%	98.2%	100.0%	95.5%	98.2%	100.0%
14.2 Preparation for Work	Achieved	34	-	-	34	-	-
	Leavers	40	-	-	40	-	-
	Achievement	85.0%	-	-	85.0%	-	-
TOTAL	**Achieved**	**184**	**56**	**22**	**184**	**56**	**22**
	Leavers	**197**	**57**	**22**	**197**	**57**	**22**
	Achievement	**93.4%**	**98.2%**	**100.0%**	**93.4%**	**98.2%**	**100.0%**

SSA 15 Business, Administration, Finance and Law		OVERALL			TIMELY		
		2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
15.1 Accounting and Finance	Achieved	4	-	-	4	-	-
	Leavers	4	-	-	4	-	-
	Achievement	100.0%	-	-	100.0%	-	-
TOTAL	**Achieved**	**4**	**-**	**-**	**4**	**-**	**-**
	Leavers	**4**	**-**	**-**	**4**	**-**	**-**
	Achievement	**100.0%**	**-**	**-**	**100.0%**	**-**	**-**

GRAND TOTALS		OVERALL			TIMELY		
		2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
TOTAL	Achieved	4911	5047	4635	4905	5042	4631
	Leavers	5200	5229	4767	5202	5225	4767
	Achievement	94.4%	96.5%	97.2%	94.3%	96.5%	97.1%

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