



**Notice of a public meeting of  
Learning & Culture Policy and Scrutiny Committee**

- To:** Councillors Taylor (Chair), Fenton (Vice-Chair), Dew, Looker, Jackson, K Myers and Wells  
Dr Dickinson (Co-opted Statutory Member)
- Date:** Tuesday, 24 May 2016
- Time:** At the conclusion of the Economic Development and Community Engagement (Deputy Leader) Decision Session but no sooner than 6.15 pm.
- Venue:** The Thornton Room - Ground Floor, West Offices (G039)

**AGENDA**

**1. Declarations of Interest**

At this point, Members are asked to declare:

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

which they may have in respect of business on this agenda

**2. Minutes**

(Pages 1 - 12)

To approve and sign the minutes of the meeting held on 21 March 2016 and to approve and sign the minutes of the York Museums Trust SLA Scrutiny Review Task Group held on 14 March 2016.

**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 Monday 23 May 2016**. Members of the public can speak on agenda items or matters within the remit of the committee.

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

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#### **4. Attendance of Chair of Learning City**

The Chair of Learning City will be in attendance at the meeting to provide an update on how the organisation has been working with the Council and other partners to deliver joint services since it provided its last update in January 2015

#### **5. York Theatre Royal - Service Level Agreement (Pages 13 - 24) Performance Bi-annual Update Report**

This report is to inform the Scrutiny Committee of the progress and performance of the York Theatre Royal under the current Service Level Agreement (SLA).

#### **6. Explore Libraries and Archives Mutual: Performance Update, 2015/16 Half Year Report** (Pages 25 - 38)

This report updates members on the performance of Explore York Libraries and Archives Mutual Ltd (Explore) during the second 6 months of 2015/16

**7. York Learning - Strategic Plan Update and Progress Report 2015/16** (Pages 39 - 66)

This report presents performance data for York Learning and provides an update and progress report against the service's strategic plan. It follows on from the first report made to this committee in November 2015, which set the scene, and focuses on the first half of the academic year 2015/16.

**8. Learning and Culture Policy and Scrutiny Committee Draft Workplan for 2016/17** (Pages 67 - 68)

Members are asked to consider the Committee's draft workplan for the 2016-17 municipal year.

**9. Urgent Business**

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

Democracy Officers

Catherine Clarke and Louise Cook (job share)

Contact details:

- Telephone – (01904) 551031
- Email [catherine.clarke@york.gov.uk](mailto:catherine.clarke@york.gov.uk) and [louise.cook@york.gov.uk](mailto:louise.cook@york.gov.uk)

(If contacting by email, please send to both Democracy officers named above).

For more information about any of the following please contact the Democratic Services Officers responsible for servicing this meeting:

- Registering to speak
- Business of the meeting
- Any special arrangements
- Copies of reports and
- For receiving reports in other formats

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

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Meeting	Learning & Culture Policy and Scrutiny Committee
Date	24 May 2016
Present	Councillors Taylor (Chair), Fenton (Vice-Chair), Dew, Looker, K Myers, Wells and Mason (Substitute) Dr Dickinson (Co-opted Statutory Member)
Apologies	Councillor Jackson

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## **62. Declarations of Interest**

Members were asked to declare any personal or prejudicial interests or disclosable pecuniary interests which they might have in respect of the business on the agenda.

Cllr Taylor declared a personal non prejudicial interest on item 5, York Theatre Royal Service Level Agreement Performance Bi-annual update report, as his work venue, City Screen, showed the York Theatre Royal's production of Railway Children twice.

Cllr Mason also declared a personal non prejudicial interest on item 5 that he had accepted some free tickets to various productions at the National Railway Museum and he had paid to hold his wedding reception in the De Grey Rooms.

## **63. Minutes**

Resolved: That the minutes of the Learning & Culture Policy and Scrutiny Committee held on 21 March 2016 be approved as a correct record and signed by the Chair and that the minutes of the York Museum Trust SLA Scrutiny Review Task Group be approved as a correct record and signed by the Task Group Chair.

## **64. Public Participation**

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

## **65. Attendance of Chair of Learning City**

Members considered a verbal update from the Chair of Learning City who was in attendance to provide an update on how the organisation had worked with the Council and other partners to delivery joint services.

The Chair stated that the 2013-16 Skills Strategy was concluding and she gave an update on their achievements made against their priorities set out in the strategy and confirmed:

- A considerably amount of activity had been delivered and achieved regarding skills for business growth but some Key Performance Indicators (KPI) were a bit uneven and had not been met.
- York was listed the 12th city outside of London to achieve a level 4 qualification in adults and although this was an excellent result it had not met their KPI of achieving a top 5 position.
- The KPI had not been met for improving adults with no qualifications but significant changes and improvements had been made.
- Officers would continue to focus on employee reported skills gaps and skills for employment. Their KPI aimed for 5% higher than the national average but was currently sitting at 2%.
- Unemployment had reduced and apprenticeship start ups had risen.
- Qualifications achieved by young people had improved especially level 2 at aged 16 and 19 and level 3 at aged 19.

Officers confirmed their targets were ambitious and although they had achieved good results they would continue to work on improving these measures. They highlighted how some priorities could change throughout the year and commended their partner organisations for supporting them in their achievements and for finding employment opportunities that provided job progression.

In answer to Members questions officers stated:

- That some targets were not met due to factors that could not be foreseen including some funding cuts.
- They were working on the importance of travelling to work and encouraging young people to look further a field for opportunities.
- They were encouraging individuals to invest in their careers long term, especially in those job sectors that had employee skills gaps.

- Work was continuing on retraining adults and loans were available to support this.
- Consultation with the construction industry, to ensure any skills gaps were filled, was ongoing.
- Support to develop digital skills with students and young people was taking place.
- The school curriculum was not their responsibility but a school Headteacher was on their Board and they would use this avenue to flag concerns.
- The curriculum for all post 16 education had been reconfigured to include work related learning to give young people more employability and entrepreneurial skills.

Members considered the York Skills and Employment Plan for 2016-2020 that included key employment and growth sectors, graduate interns and apprentices, strategic drivers and levers. It was suggested that the new draft skills strategy should be brought back to this Committee for consideration.

Members thanked officers for their update.

Resolved: That the update be noted.

Reason: To keep the Committee updated on the delivery of joint services.

#### **66. York Theatre Royal - Service Level Agreement Performance Bi-annual Update Report**

Members considered a report that informed them of the progress and performance of the York Theatre Royal under the current Service Level Agreement (SLA).

The Chief Executive of the York Citizens Theatre Trust was in attendance to give an update of delivery against the SLA and confirmed they had met all their conditions between the period September 2015 and April 2016 by providing:

- A year round programme of work which included in house productions, a pantomime, youth theatre productions, touring drama productions and hiring out to local amateur companies.
- Sign language interpreted and audio described performances and touch tours.
- A regular Youth Theatre for at least 250 young people.

- Educational activities related to each main house production, including special matinees, talks, teachers' packs, workshops and visits to schools.
- A range of activities to engage older people in activities connected with the Theatre.
- A new programme for The Studio including promoting new and culturally diverse work.
- Student placements and careers advice to support the development of a strong local creative sector.
- A creative production hub for the city through the De Grey Complex and the Theatre.

Members noted that the Theatre reopened following a £6 million capital investment on 22 April 2016 and that the partnership with the National Railway Museum (NRM) during the refurbishments was well managed and the transition was a huge success.

In answer to Members questions it was confirmed:

- A Council representative would continue to have a place on their Board.
- Funding from the National Arts Council would continue.
- The refurbishments had received very positive responses from users.

Members thanked the Chief Executive for her update and congratulated the Theatre on their redevelopment and the programme of work they delivered at the NRM. Members encouraged them to continue the excellent work with children and young people including the outreach projects.

Resolved: That the report be noted.

Reason: To fulfil the Council's role under the Service Level Agreement

## **67. Explore Libraries and Archives Mutual: Performance Update, 2015/16 Half Year Report**

Members considered a report that updated them on the performance of Explore York Libraries and Archives Mutual Ltd (Explore) during the second 6 months of 2015/16.



The Chief Executive of Explore York Libraries and Archives was in attendance to give an update on their performance. She confirmed:

- A new reading cafe would be set up in the Homestead Park.
- Their new website was now live and had been designed by York Mix.
- They were entering their third year of independence and had secured charitable status allowing them to raise money through donations.
- A bid to the Arts Council had been successful and would generate £97,000 over three years to develop York Explore as a cultural hub in the city centre.
- A new Executive Assistant had been recruited and work was underway to develop Explore as a strong and sustainable organisation.
- They were working with the Workforce Development Unit to deliver a two year plan to develop staff.
- Active borrowers was up by 21% but visits had fallen by 4.4% over a two year period and officers were instigating a more rigorous system of monitoring and intervention to improve these figures.

In answer to Members questions the Chief Executive confirmed:

- the toy library would be utilised more and options to support families who would welcome this service would be considered.
- work had taken place to encourage more users to utilise the digital opportunities in libraries across the city.
- she would verify the number of users who visited Explore for digital use only.
- new internal signage would be completed in York Explore shortly and the external signage was still with planners.
- options to increase internal and external funding was being considered.
- libraries in Tang Hall, Huntington and New Earswick would be improved.
- they would be developing their philanthropy strategy.

Members thanked the Chief Executive for her update and the Chair encouraged Members to send a tweet on Friday 15th July at 11am to promote York Flash Read at #yorkflashread.

Resolved: That the report be noted.

Reason: To help monitor the service received under the contract.

## **68. York Learning - Strategic Plan Update and Progress Report 2015/16**

Members considered a report that presented performance data for York Learning and provided an update and progress report against the service's strategic plan.

The Head of York Learning confirmed the service had undergone a short Ofsted report in February 2016. The thorough inspection covered two judgements, the safeguarding arrangements and whether their service continued to be judged as good, and Ofsted concluded that was the case.

Officers found this particularly encouraging as the result confirmed their service had continued to maintain a good standard of provision despite significant changes in funding and a number of reorganisations over the last 5 years.

Members noted the service plan actions for 2015/16 and officers confirmed:

- The European Structural and Investment Fund bid had been delayed but York Learning remained in a strong position and results should be announced soon.
- They were on target to hit £90K to maximise learning loans for aged 24+ by expending and developing new programmes for those seeking to improve their skills
- They had excelled the targets expected for students enrolling on non qualification bearing courses.

In answer to Members questions, it was confirmed:

- The 24+ loans came from a government student loan company and the loan must be used on an approved qualification that was delivered by a permitted provider.
- All staff had been trained on safeguarding arrangements which were robust and very affective.

Members thanked the Head of York Learning for his update.

Resolved: That the report be noted.

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

**69. Learning and Culture Policy and Scrutiny Committee Draft Workplan for 2016/17**

Members considered the committee's work plan for the 2016/17 Municipal year.

It was noted that a number of membership changes would be made to the Learning and Culture Policy and Scrutiny Committee which would include a change of Chair to the Committee and the Tour De France Task Group.

Members agreed the following changes to the workplan:

- Attendance of the Executive Member for Education, Children & Young People's Services be slipped to the 13th July meeting.
- That the Tour De France Task Group would aim to present their draft final report at the 13th July meeting.

Members were invited to put forward any topic ideas to be considered for the next municipal year.

The Chair noted that Cllr Looker would be standing down as a member of the Committee and thanked her for all her contributions over the years .

Resolved: That the work plan be agreed subject to the amendments detailed above.

Reason: To keep the committee's work plan updated.

Cllr Taylor, Chair

[The meeting started at 6.15 pm and finished at 8.00 pm].

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Meeting	York Museums Trust SLA Scrutiny Review Task Group
Date	14 March 2016
Present	Councillors Dew, Fenton and Looker (Chair)

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### **1. Declarations of Interest**

Members were asked to declare any personal or prejudicial interests not included on the register of interests, any prejudicial interests or disclosable pecuniary interests which they might have in respect of the business on the agenda. No interests were declared.

### **2. Public Participation**

The Vice President of Friends of York Art Gallery spoke on item 3 York Museums Trust SLA Scrutiny Review – Draft Final Report. He confirmed that the Friends group had concerns when charges for all visitors were introduced but did understand why the Art Gallery had to charge residents. After receiving a large funding cut from City of York Council he believed the York Museums Trust had done their best to make the gallery accessible to residents. He confirmed that the Friends membership had grown since the charges were implemented but with a fall in visitor numbers to the Art Gallery, he felt the charges should be dropped to allow attendance figures to rise.

### **3. York Museums Trust SLA Scrutiny Review - Draft Final Report**

The Task Group considered a report that presented information gathered to date in support of the review and asked them to consider the options brought forward to meet the scrutiny review objectives.

The future legal relationship between the Council and YMT was discussed and having considered the information provided, the Task Group agreed that it should be based on the following key building blocks that would replace all the current agreements and leases:

- A funding agreement which would govern how the Council would fund YMT.
- A charity with a governing document or scheme, which would set out how the buildings and collections would be managed.

The Task Group considered the funding agreement and agreed that it should be made up of the following four core elements:

- i) Common Partnership Objectives for Museums Provision
- ii) Reporting Mechanisms:-  
The Task Group agreed that it would be appropriate for YMT to report back to the Learning & Culture Policy and Scrutiny Committee twice a year. The report should cover the activities of both YMT and the Council, highlighting development and challenges against:
  - The Core Partnership Objectives
  - The Long-Term Financial Plan
  - The Capital Development Plan
- iii) A Long-Term Financial Plan
- iv) A Projected Capital Development Plan

The Scrutiny Officer tabled a number of email responses to the press release that was issued in support of the review and confirmed that members of the public would also have the opportunity to speak at Learning and Culture Policy and Scrutiny Committee on 21 March 2016 and Executive on 28 April 2016 when both committees would be considering the Task Groups recommendations.

The Chief Executive of YMT was in attendance and confirmed that the Arts Council was opening a portal in August 2016 to give organisations the opportunity to apply for a 4 year financial funding plan. She stated that the Arts Council would consider the funding they received from City of York Council (CYC) and suggested an outline long-term forward financial plan from CYC would further support their application.

Officers suggested that in considering how best to establish, maintain and update the Funding Agreement, an annual discussion with YMT should take place between August and September, and in support of that discussion YMT would need to provide their

refreshed 5 year financial plan and an updated capital development plan.

In considering the current management arrangements for all of the heritage and cultural assets, the Task Group agreed that a more consistent model of stewardship would be beneficial, as it would put a double-lock protection on the assets so that neither YMT nor the Council could dispose of or use them outside of the terms of the governing document or scheme without the other's consent and would also:

- Provide clarity and consistency of approach regarding the long-term use and management of the assets.
- Reassure potential donors to the collections regarding the long-term security of their donations.
- Reassure potential funders, legacy donors and others regarding the long-term security of their contributions.
- Demonstrate the long-term commitment of both the Council and YMT to a partnership approach to protect, preserve and enhance the assets for the public good.

The Task Group agreed that a charitable scheme similar to the one currently in place for the Yorkshire Museums and Gardens would be the preferred option with CYC as custodian trustee and YMT as managing trustee.

They noted how the free resident's festival in January had been a great success for the Art Gallery and queried if any other free events would take place. The Chief Executive confirmed that they would not want to undermine the YMT Card but would be offering free entrance to residents for one weekend in June.

The Task Group congratulated YMT on the work they do to engage the public and the continuing links they have with York schools.

Resolved:

That the following review recommendations be agreed:

- In regard to the Council's financial contribution to YMT:
  - i. A Funding Agreement be developed and maintained consisting of four elements: Common Partnership Objectives for Museums Provision; Reporting Mechanisms; A Long-Term Financial Plan; A Projected Capital Development Plan.

- ii. A 5 year rolling financial plan, with commentary to support the Council in its consideration of its contribution to maintaining YMT's core business.
- iii. YMT to provide a long-term capital development plan to inform the Council's consideration of its support of YMT's capital development programme.
- In regard to future custodianship arrangements:
- iv. A consistent charitable framework be implemented for all assets and collections, which addressed the objectives identified by the task group and which together with the proposed Funding Agreement, replace the various current legal agreements.
- To ensure YMT can operate as an effective business-like charity:
- v. The Common Partnership Objectives for Museums Provision be endorsed as the partnership's long- term shared intentions.
- vi. That YMT report back bi-annually to the Council via Learning & Culture Policy & Scrutiny Committee on developments and challenges with respect to the Common Partnership Objectives, the Financial Plan and the Capital Development Plan as the basis for discussion on shared opportunities for the partnership between the Council and YMT.

Reason: To inform the future renewed agreement between YMT and the Council and to conclude this review in line with scrutiny procedures & protocols

Cllr Looker, Chair

[The meeting started at 4.00 pm and finished at 5.10 pm].





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**Learning & Culture Policy & Scrutiny Committee**

24 May 2016

Report of the Assistant Director (Communities, Culture and Public Realm)

**York Theatre Royal: 2015/16 Half Year Performance Update****Summary**

1. This report is to inform the Scrutiny Committee of the progress and performance of the York Theatre Royal under the current Service Level Agreement (SLA).

**Background**

2. The SLA is a joint agreement between the Council and the York Theatre Royal. The SLA sets out:
  - The key objectives of the partnership and partnership arrangements
  - Performance targets and indicators to be met by the Theatre
  - Performance information to be provided, review and reporting procedures
3. The key partnership requirements covered in the SLA are:
  - To maintain and develop York Theatre Royal as a local, regional and national theatre provider, creating productions of quality, daring, delight and accomplishment for the citizens of York and the region, and for visitors to the city.
  - To continue to develop local and nationally significant programmes of work with partnerships across the UK and internationally, that contribute to making York a vital and vibrant city and extending our reputation for world class culture.
  - To encourage creative expression and engagement with the community, through a diverse programme of work, both on and off stage, that offers a cultural mix of entertainment, innovation, participation and enjoyment.
  - To develop work and activities that promotes the enjoyment of Theatre with older people and diverse communities.

- To work in active partnership with business, education, community and arts organisations, and local authority service providers to extend both the range and reach of the Theatre's work.

4. Reports are brought to Scrutiny Committee twice a year to report on performance against the outcomes agreed in the SLA. Annex 1 sets out in detail the work undertaken in the second 6 months of 2015/16 and the plans in development for the future.

### **Consultation**

5. This report is for information only and there is no consultation to consider.

### **Options**

6. This report is for information only and there are no options to consider.

### **Corporate Objectives**

7. York Theatre Royal contributes to a number of corporate objectives including developing opportunities for residents and visitors to experience York as a vibrant and eventful city, improving opportunities for learning, and in strengthening York's economy through investment in the tourism infrastructure.

### **Implications**

8. **Finance:** The Council's funding in 2015/16 was 173,600, a reduction of £30k compared to £203,600 in 2014/15.
9. The report has no additional implications relating to:
  - Human Resources
  - Legal
  - Crime and Disorder
  - Information Technology
10. **Equalities.** Annex 1 sets out the contribution the Theatre makes to support our Equalities agenda.

### **Risk Management**

11. In compliance with the Council's risk management strategy there are no risks associated with the recommendations of this report.

### **Recommendations**

12. The Scrutiny Committee is asked to note the report and comment upon the progress that the Theatre has made in the last 6 months

Reason: To fulfil the Council's role under the Service Agreement.

**Contact Details**

**Author and Chief Officer responsible for the report:**

Charlie Croft  
Assistant Director  
(Communities, Culture  
& Public Realm)

**Report Approved**



**Date**

13 May 2016

**Wards Affected:**

**All**



**For further information please contact the author of the report**

**Background Papers: None**

**Annexes**

Annex A: York Theatre Royal Performance report

**Abbreviations**

SLA – Service Level Agreement

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## York Theatre Royal: Service Level Agreement report May 2016

This report will give an update of delivery against the Service Level Agreement (SLA) between the City of York Council and York Citizens' Theatre Trust Ltd.

The report covers the period from Sept 2015 to April 2016.

### **PARTNERSHIP DELIVERY 2012/2018**

SLA conditions are noted in bold with the details of how the theatre has been working to achieve them underneath.

- 1. Provide a year round programme of work which shall include in-house productions, including a pantomime, youth theatre productions, touring drama productions, and hires to local amateur companies**

York Theatre Royal was closed for a major re-furbishment from mid-March 2015. It re-opened on 22 April 2016 with the Stage World Premiere of Evelyn Waugh's **Brideshead Revisited**.

In March 2015 York Theatre Royal began a residency at the National Railway Museum. The aim of the partnership between these two York organisations was to enhance the programme of both institutions and develop audiences for culture in York. This partnership has been awarded funds from the Arts Council Exceptional Award scheme and from Grants for the Arts to recognise the innovative approach of both organisations to improving experiences for both theatre and museum audiences.

During the Residency theatre productions were mounted in a 1,000 seat theatre venue, built as a temporary structure. Productions in the earlier part of the year included a community production, **In Fog and Falling Snow**, the re-mount of **The Railway Children** and during this report period the annual pantomime, **Dick Whittington and his meerkat**.

**The Railway Children** had its final performances in early September including 2 special extra performances as the show was filmed for screenings at cinemas. The screening took place at 400 cinemas nationwide on 28 March with 30 encore screenings. The screening of the film of the York production was seen by over 30,000 people in cinemas across the UK in addition to the 31,000 people who saw the production live in at the Signal Box Theatre.

**Dick Whittington and his meerkat** had originally been planned as the first production in the re-opened theatre but due to the overrun of the Capital project this production was transferred to the Signal Box Theatre. It was a great success in this novel space, enjoyed by audiences and the acting company. The total audience for the run of the show was 47,000.

York Theatre Royal is currently involved in a European Theatre project called **Be SpectACTive**. Over the next 4 years we will be hosting a number of European theatre companies and artists in residence as they research and create new pieces of theatre work, in discussion with and in response to people in our community.

In September 2015 we had our first residency, led by Romanian Director Gianina Carbutariu with 5 actors from the Teatrul National "RADU STANCA" Sibiu who have been creating a new piece of theatre based on the experience of Whistleblowers in the NHS. Gianina interviewed several key Whistleblowers in the UK and this research was scripted and performed in the De Grey Rooms as a piece of verbatim theatre called **Common People**.

Other theatre work in the De Grey Rooms during this period included **The Last Supper** – Internationally acclaimed performance company **Reckless Sleepers** presented a unique event that has toured around the world since 2002 where audiences attend the last suppers of the forgotten last meals of inmates on death row. We also presented the York Theatre Royal and tutti frutti co-production of **Snow Child** for the under 7s following a national tour.

York Theatre Royal was the subject of one of the BBC's On Stage season of documentaries in November 2015. The documentary covered the theatre redevelopment project and the community production **In Fog and Falling Snow**. It was narrated by Sir Derek Jacobi.

## **2. Provide sign language interpreted and audio described performances and touch tours**

All of the York Citizens Theatre Trust productions in the Signal Box Theatre have had sign interpreted, audio-described and captioned performances.

## **3. Provide a regular Youth Theatre for at least 250 young people annually**

York Theatre Royal Youth Theatre comprises of 370 young people who take part in weekly sessions within 14 youth theatre groups split by age, Access all Areas (referral only) and two new taster groups.

Due to the closure of York Theatre Royal and the residency relationship with the National Railway Museum many of the youth theatre weekly sessions were held at the National Railway Museum and took the railways as their theme for theatre work produced by the Youth Theatre over the year.

During Autumn 2015 we started a new relationship with York St John University offering new youth theatre taster sessions based at the University for 5-7's and 8-10's. This helped to satisfy the demand for more youth theatre places in the city, especially for these age ranges.

Performances of the Youth Theatre took place in a host of different venues during the ongoing closure of the Theatre Royal. The 11-14 year olds groups toured around primary schools in York with a new play called **The Boy Who Swallowed a Wolf** which they performed to 8-10 year olds with accompanying workshops. The 14-16 year old groups produced 3 plays **The Holding Place, Trojan Women** and **This Changes Everything**, in collaboration with York St. John University. Originally performed in March 2016 they will also form part of the Create Festival in May 2016.

A Youth Theatre time capsule was placed under the seating bank in the new auditorium of the theatre in February 2016 by the Youth Theatre forum. Included in the capsule were letters from current Youth Theatre members to possible members of the future, some scripts of the plays they have performed, production photos, and various other artefacts.

### **Outreach and Community Youth Theatres**

**Access All Areas** is the referral only theatre group that meets every week. We are working with young people from The Island Project, York Young Carers, All Together Active Youth Club, young people who have been referred to us by personal social inclusion officers and Applefields School students. The aim of this group is to make friends, build confidence and self-esteem whilst learning about theatre. During the Autumn they took part in organizing the TakeOver Festival at the National Railway Museum and in the Spring they worked on acting in a play called **Kasper the Wild** by Tim Crouch which the group hope to perform in the future. They will again become part of the **TakeOver** Festival Volunteer team in the Summer 2016 TakeOver Festival at York Theatre Royal.

Project Q is a now a weekly youth theatre session for young people aged 8-13 with learning difficulties and additional needs.

#### **4. Provide educational activities related to each main house production, including special matinees, talks, teachers' packs, workshops and visits to schools**

As always we are working with schools on many different projects.

We have continued our ongoing long-term cross-curricula relationship with seven York schools including, Knavesmire, Joseph Rowntree and St Olave's.

And we have been working with a cohort of eight schools as the York Shakespeare Cluster. This is a continuation of the Royal Shakespeare Company Learning and Performance Network. Schools in this network include York High, Applefields, Poppleton Road Primary and Acomb Primary School. Each school group will be working on a 10 minute



section of **The Tempest** to present on the main stage of York Theatre Royal as part of the opening artistic programme in May 2016.

**5. Provide a range of activities to engage older people in activities connected with the Theatre**

Facilities at the theatre for our work with older people have been compromised during the closure. However the Friends of York Theatre Royal continue to offer opportunities for older people to volunteer to be involved in the work of the theatre. The Friends is an important and inclusive social club for older people. It continues to expand its activity with opportunities to be creative as well as support the theatre in fundraising and looking after audiences.

The team of Welcome volunteers who enhanced the visitor experience at the Signal Box Theatre throughout the run of the Pantomime, although not exclusively for older people, has offered more opportunities for a regular and purposeful role for many older people to be involved with the theatre.

We continue to offer two Adult Acting classes on a termly basis that are consistently over- subscribed. Our Adult Acting class members perform a new play each term.

**6. Develop The Studio programme promoting new and culturally diverse work: using the space to provide opportunities for local voluntary arts organisations and to develop the creative infrastructure of the city.**

Please see above for the artistic programme details during the closure of York Theatre Royal.

**7. Provide student placements and careers advice to support the development of a strong local creative sector**

Placements for young people during this period of closure have been more difficult to manage as the organization planned its reoccupation of the Theatre Royal.

Our major placement opportunity has been the TakeOver project for 12 – 25 year olds. In this period we held a two week Festival managed by the TakeOver young people at the National Railway Museum.

A TakeOver Board of 15 young people and over 70 others in roles as varied as Artistic Director and Stage Technician programmed, organized and ran a multi-arts Festival in the Museum. The programme of arts events included new theatre commissions, small-scale theatrical events, performance poetry, film, music and lots of participatory arts activities. Theatre performances took place in railway carriages, goods trucks and promenade through the museum.

It took place throughout the half term week and was very successful in animating the museum spaces in very new ways. 78 performances during the 10 day Festival were further enhanced by a continuous programme of Creation Stations across the museum that encouraged people of all ages to take part in arts activities.

#### **8. Develop the De Grey Complex, along with the Theatre, as a creative production hub for the city**

The De Grey Complex has been very busy during this period with the closure of York Theatre Royal.

The York Theatre Royal box office and reception moved into the De Grey Rooms. We managed a “pop-up” café in the Rooms giving regular theatre café visitors continuity with the theatre and a venue for regular groups to meet.

The Friends of York Theatre Royal maintained a weekly craft session in the Rooms and held a Craft Fair in November.

York College performing arts students continue to be based in the De Grey Rooms for dance and drama sessions.

There was a programme of public dance events including masked balls and tea dances.

Costume Hire and the theatre’s Costume makers are based in the De Grey Rooms.

Permanent residents in De Grey House include Pilot Theatre Company and The Society of Ticket Agents and Retailers, a national agency.

The De Grey Rooms and House continue to offer creative production facilities for both the professional and voluntary arts. Companies using the spaces included tutti frutti, Flying Cloud Theatre, The Flanagan Collective, Telling Tales Theatre Company, Pilot Theatre, TongueTied,

Mud Pie Arts, Ensemble Theatre Company and Bad Apple Theatre Company.

**9. Work with key stakeholders on the Cultural Quarter developments as well as other developments as appropriate**

York Theatre Royal re-opened following a £6 million capital investment on 22 April 2016.

The project was funded by Arts Council Capital Lottery Funds, York Conservation Trust, City of York Council, and many major national and regional Trusts & Foundations. The community of York contributed well over £200,000 in individual donations.

Liz Wilson Chief Executive  
York Citizens Theatre Trust  
14 May 2016.

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**Learning & Culture Policy & Scrutiny Committee**

24 May 2016,

Report of the Assistant Director (Communities, Culture &amp; Public Realm)

**Explore Libraries and Archives Mutual: Performance Update, 2015/16 half year report****Summary**

1. This report updates members on the performance of Explore York Libraries and Archives Mutual Ltd (Explore) during the second 6 months of 2015/16.

**Background**

2. Explore was set up on 1 May, 2015 as a Community Benefit Society with exempt charitable status, jointly owned by staff and the community, with the aim of delivering a comprehensive and efficient public library service, increasing access to library services by providing excellent services, encouraging everyone to be a library member from birth, and giving York residents universal membership of all public libraries in England and Wales. Explore's vision is to enable people to live fuller, more connected and engaged lives.
3. Explore is tasked with making a major contribution to helping the Council engage with its communities, facilitating adult learning, getting people on line, promoting the health and wellbeing agenda, and supporting vulnerable people, e.g. housebound people and people with mental health issues.
4. £450k savings were made in establishing Explore. This was achieved whilst maintaining paid staff in every library, ensuring no closures, and driving service improvement.
5. The report from the Chief Executive of Explore (see Annex 1) sets out performance issues in the period from 1 October 2015 to date.

**Options**

6. This report is for information and there are no options to consider.

### Council Plan 2015-19

7. Explore contributes to a number of the council's corporate objectives including developing opportunities for residents and visitors to experience York as a vibrant and eventful city, improving opportunities for learning, and in strengthening York's economy through investment in the tourism infrastructure.

### Implications

8. **Finance:** The contract sum for the full year in 2015/16 is £2,070,940.
9. The report has no implications relating to: Human Resources, Equalities, Legal, Crime and Disorder, Information Technology, Property.

### Risk Management

10. This report is for information and there are no risks to consider.

### Recommendations

11. That Member's comment upon the performance of Explore.

Reason: To help monitor the service received under the contract.

### Contact Details

#### Authors:

Charlie Croft  
Assistant Director  
(Communities, Culture &  
Public Realm)

Fiona Williams  
Chief Executive  
Explore

#### Chief Officer Responsible for the report:

Charlie Croft  
Assistant Director (Communities, Culture & Public  
Realm)

**Report Approved**



**Date** 16/05/2016

#### Wards Affected:

**All**

**For further information please contact the author of the report**

**Background Papers:** None

### Annexes

**Annex 1** – Report of the Chief Executive of Explore

#### Abbreviations

CYC – City of York Council

HMRC – Her Majesty’s Revenue & Customs

HR – Human Resources

LGBT – Lesbian, Gay, Bisexual, Transgender

RVS – The Royal Voluntary Service

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# explore

## Scrutiny Report – May 2016

As we enter the third year of independence, we have had a lot of good news. This is as a result of a lot of hard work and staff feel very pleased and encouraged that their work has been rewarded. It feels as if we are at a real turning point and the year ahead will see much progress in our aim to be a strong and sustainable organisation. We are writing a five year plan which will be underpinned by an 18 month business plan. The world of social enterprise is a fascinating one and is filled with opportunities for us. We continue to develop new skills and take on new challenges.

### Highlights

- We have recently heard from HMRC that we have charitable status. This opens up the world of philanthropy to us.
- Our bid to the Arts Council has been successful. This will give us £97,000 over three years to develop York Explore as a cultural hub in the city centre
- Work underway to develop Explore as a strong and sustainable organisation
- Executive Assistant Dionne Saville has started

### Archives Advisory Group

The Gateway to History project is complete and leaves an exciting legacy for York's archives. We are now working on ensuring that the legacy continues. A new advisory group under the Chair of Director John Carlill has been set up to focus on raising funding for the archives. There will be a wide representation on the group from all of York's communities.

### Learning and Development Strategy

We are working with CYC's Workforce Development Unit to deliver a two year plan to develop our staff. This is a very valuable partnership for us

and is already producing great results. It is very interesting to be able to measure the difference to staff of working in a mutual.

## **Philanthropy**

Charitable status recognition means that we can progress our plans to raise money through donations. We aim to start with a range of small offers, building to a more focused fundraising strategy over the next 3 years.

## **Arts Council Project**

We have won a bid for £100k to deliver a 3 year programme to:

- Remove barriers and widen participation
- Develop Explore's role as a cultural provider in communities
- Enhance communities' experience of both the arts and libraries
- Support, enhance and enrich libraries' core work
- Unlock creative potential, celebrate the creative diversity of communities
- Develop York Explore as a cultural hub in the heart of the city
- Develop lasting relationships with artists and communities
- Develop new audiences and increase our footfall

We are very excited and keen to get going. First steps are to commission an audience development plan. This is a new thing for libraries and will help us to understand who our potential audiences are, where they are and how to reach them. We will move into commissioning artists to deliver installations and programmes around digital arts. There will be some hacker/maker days encouraging the use of technology such as 3D printers.

Behind all the activity will be a learning and development plan for our staff and volunteers.

## **Partnerships**

We are working a lot with different parts of the council. We sit on the Digital Services Project Board as a key delivery partner. We are ideally and uniquely placed to support people getting online. Increasingly we are seeing a real growth in the need for assisted digital services. This is spending time helping people to complete forms etc online. With the government and council channel shifting to digital by default there is a

real need for this extra help for people who are not online or who need a bit of help. Our staff are trained to help people through the online world and so we can be a real help to the council in persuading people to channel shift.

We also sit on the Building Stronger Communities Board. This complements our work in communities and ensures that we work with the council to provide services for local people.

## **Public Health**

We are in discussion with Public Health and are planning much joint working as the strategy is developed in that area.

## **Performance**

Active borrowers (borrowing at least one book in a financial year) are up at 21% of York's population. So 1 in 5 of York's people have borrowed a book in the last year, which is a significant number and shows the impact we make in just one area. We joined about 14,000 new library members last year and renewed 22,976 paid Yorkcards. 1.086 were renewed free for adults on means tested benefits.

Our visits have fallen by 4.4% over a two year period 13/14 to 15/16 (last year York was shut for refurbishment so that doesn't make a good comparison). Nationally there was a 3.9% fall in library visits in the single year 13/14 to 14/15. National figures for 15/16 are not yet available, but we can assume from the news that a similar decline will have occurred 14/15 to 15/16. Logically, this would mean that the national decline in the two year periods 13/14 to 15/16 would be around 7 – 8%. So our 4.4% decline is better than the national trend. We have instigated a more rigorous system of monitoring and intervention to improve these figures. There is an improvement in the smaller libraries which is encouraging.

We have worked out targets in a different way for the year ahead, reflecting the fact that larger libraries have more opportunities to improve figures as they open longer and have more staff. So, large libraries have a 25% increase through 10% to small ones at 2%.

## **Asset Projects**

### **Burnholme**

We continue to work closely with the council on this exciting project. Our aim is to have a bigger Explore Centre there to replace Tang Hall Library. With Acomb Explore in the west and this in the east, our provision will be much more balanced.

We are meeting with local groups to begin discussions on what the centre will deliver and begin to build new partnerships.

### **New Earswick**

We are working with Joseph Rowntree Housing Trust and the Primary School on the provision of our services in New Earswick. We are working to strengthen the partnership and put on Explore activities in the Folk Hall e.g storytimes, local history, digital inclusion, as well as developing services at the school.

### **Huntington**

We are back in talks with the My Health surgery next door to the library. This project stalled for a while but is now back on track.

### **Home Library Service**

The Home Library Service was re launched last September in partnership with The Royal Voluntary Service (RVS). We pay them to employ a part time person to work in this area, managing and recruiting volunteers and promoting the service. As a statutory service we have to reach everyone in York and so if people are housebound we take books to them at home. We also visit residential homes and nursing homes to reach their residents. Our volunteers are being trained to deliver help to people getting online and supporting their use of online services. The numbers reached are growing and our range of services offered is wider than simply books. We have a major role to play in ensuring that housebound people are not left behind in the digital world.

### **Children and Young People**

The Bloodaxe Challenge culminated in the February half term with children completing the challenge invited to meet author David MacPhail. Children had been challenged to read 4 books between

October and January with a “History” theme. We run this jointly with Jorvik Viking Centre as part of the Viking Festival’s education strand.

As part of LGBT History Month we hosted a talk for teachers, parents, and youth workers on Helping Young people who are LGBT to cope with bullying. We only had a small audience of 12 but those who came found it really helpful. Some library staff were judges on the panel of the recent York LGBT Writing Competition, which was a very successful endeavour. We plan to be involved next year in this really exciting project.

We also hosted the North Yorkshire round of Poetry by Heart, a national competition for young people aged 14 – 16 to recite poetry. It was a wonderful afternoon with some very talented young people. We wish our winner well as they progress to the final.

We will be recruiting young volunteers as part of the Reading Agency’s Reading Hack scheme. As well as offering a general role and Duke of Edinburgh opportunities, we have started to trial The Booksorter club, run by young volunteers. This challenges children to read a book from each genre on the Reading Agency’s Booksorter on the Summer Reading Challenge web site. For each book they read they get a sticker and a certificate for reading all 12.

We launched Shelf Help, a books on prescription scheme to provide reading on mental health issues for young people, aged 13 – 18 on 19<sup>th</sup> April. We have collections in the 8 libraries nearest to our secondary schools. Information has gone out to pastoral leads in the area and other youth providers. Shelf Help is a national offer provided by The Reading Agency.

We have added new toys to the Toy Library and use continues to grow. We held a launch in February for the new toys that attracted about 40 children, many new users to come and see what the toy library is all about.

We continue to deliver the Bookstart scheme to the children of York on behalf of Book trust. This sees us deliver an envelope containing a free book and reading information to all children at 12 months, 3 years and 5 years.

We are trialling Bear’s Reading Adventure for Bookstart. This involves giving a story/sticker book to under 5s. They then receive a sticker for

their book over a number of visits to the library for such activities as borrowing books and attending story times.

Our Arts Council funded under 5s sessions “Jump Inside a Story” are doing well at York Explore. The sessions are facilitated by Mud Pie Arts and this is the second year of a three year programme. Each session is based on a well known book or story and children take part in activities linked to this. Year 1 was run at Acomb Explore, Year 2 is at York Explore and Year 3 will start in September 2016 and will take place at Tang Hall Explore. The aim is to give fresh ideas for delivering under 5 sessions to staff and leave them able to use those new techniques when the scheme moves on. Acomb currently use these techniques monthly. Each school holiday Mud Pie Arts also run an activity for a slightly older audience. In February we had the story Of The fish in the Forest which 22 children attended and Easter holidays saw 4 sessions of The Great Roald Dahl Hunt, with 5 actors leading the children round the library hunting for characters that had escaped from Roald Dahl’s books.

Contacts with The Festival of Ideas team at The University of York has lead to some extra activities in June including:

- Zombies in York which will see University of York scientists dissect a captured zombie and study the infectious agent causing the outbreak. Children will be asked to help save the day as they examine the zombie’s blood, play with its brains and more, in an interactive, hands-on workshop, aimed at children aged 8-12 (but fun for adults too!)
- On a more serious note we are also hosting Fulford School students to lead an EU referendum, with local MPs as speakers.

We continue to be part of the Children’s University scheme, where children get stickers from the Children’s University for attending our activities, encouraging children to take part in a wide range of cultural activities.

Work on this year’s Summer Reading Challenge – The Big Friendly Read is going well. This ties in to the celebrations of Roald Dahl’s 100<sup>th</sup> birthday.

- We will be involving 4,250 children in reading 6 books over the summer.
- We are involving schools as usual and launching with York Flash Read on Friday 15<sup>th</sup> July at 11 am. We would love as many people

as possible to all take part by tweeting themselves reading at 11 am. This can be a preset tweet if necessary. As part of this we are trying a Thunderclap where we get 100 people to agree to tweet. If we succeed Twitter will then send our tweet out widely so that we should get some really good publicity. Please use #yorkflashread when you tweet.

- We are also organising lots of activities tied into Dahl themes of Mischief, Invention and Friendship.
- We will be working with 2 schools in hard to reach areas to see how doing the Reading Challenge affects children's reading over the summer, both in attitudes and reading level.

We are also working with the Theatre Royal, Museum's Trust and York Minster to deliver Arts Award Discover. This is the third year we have done this and our extra aim this year is to get hard to reach children to complete. We will be working with Westfield School in Acomb on this.

## **Digital Skills and Engagement**

**Spring Online 2016** - This May, Explore will be hosting three special events to help people get the most out of being online. Our experts will help you discover the world of cloud storage – the safest and most convenient way of saving all those important and treasured documents and photographs. We'll also show you everything you need to know about ordering groceries online and getting your shopping delivered to your door with just a few clicks. As well as these hands-on workshops, we'll also be hosting a Digital Day at York Explore during which our team will demonstrate online resources and digital technology as well as answering any questions you might have about computers and the internet.

**Discover Cloud Storage** A hands-on introduction to using virtual storage services such as Dropbox, Google Drive and iCloud. Tang Hall Explore, Tues 10 May, 10am – 11am

**Discover Online Grocery Shopping** A practical introduction to safely and securely ordering your shopping deliveries online.  
Acomb Explore

**York Explore Digital Day** Drop in for free tasters, demonstrations and advice about a range of online resources and digital technologies.

**TALKTALK Partnership** We are working with TalkTalk in Clifton, Huntington and New Earswick via drop-in sessions and workshops to help people understand the internet and digital technology and assist them with getting connected in their homes.

**Social Care Innovation** We are supporting families with disabled children as part of the SCI project at CYC. I am meeting with families to help them get to grips with CYC's disability services online, specifically the Short Breaks initiative via York FIS and CYC.

**Coding** From June 18, we'll be hosting weekly Code Clubs at all Explore Centres for children between 9 – 11 years of age in partnership with Code Club UK. Sessions will be jointly run by Explore staff and volunteers. We will be one of the first library services in the country to offer this initiative.

**What is Coding ?** In addition to Code Clubs for kids, we're also running monthly introductory workshops to coding for parents and grandparents at York Explore.

**Windows 10** Our charged introductory workshops to Windows 10 are fully booked until July and working very well.

**Tinder Foundation/UK Online Funding** We have secured £5,000 as part of Tinder Foundation's Future Digital Inclusion network for 2016/17 after exceeding targets for the last year.

**Ancestry Sessions** We are about to launch free Ancestry beginner intros at Dunnington, led by volunteers, and £15 intermediate one-to-one sessions at YO.

**Summer Reading Challenge 2016** There will be a prominent digital strand as part of this year's SRC. I will be running Minecraft sessions, competitions and other digital support throughout at a number of libraries. I'll also be attending the special events, ensuring Flash Read is a success amongst the other various things.

**Big City Read** We will be demonstrating World War 1 digital resources as part of BCR, with emphasis on war poetry and art.

**Home Library** We now have six HLS volunteers trained and providing IT support in people's homes across the city. They have also been trained to promote and support people with the e-library and library online resources. This was achieved via two one hour-long training sessions with the volunteers. More volunteers have signed up and will be trained shortly. Volunteers have been equipped with Hudls provided by Be Independent. We will be evaluating this project with questionnaires and continued work with the volunteers.

## **New Services**

In December we launched **e-magazines**. The first few months have gone well and we had 500 e-magazine downloads in March. We're finding that this service is something non-users are particularly interested in when staff go out promoting libraries, so it's winning us a new audience.



In December we introduced **internet connectivity to the mobile library**. This means that they can manage their loans and reservations on the live system, like any other library, where previously they were alone in operating an offline service. This is a big improvement in terms of customer service. The vehicle is nearing the end of its life but the mobile internet solution will be transferable to a new vehicle.

In March we upgraded the **wifi** at all branches from 802.11n to 802.11ac which is the very latest standard, using central government funding administered by the Arts Council and in partnership with the council. Following significant teething problems at some branches (particularly Clifton and York), the performance is now fast and stable at all branches.

### **Looking ahead**

The next six months will be an exciting time with the Summer Reading Challenge and the Big City Read happening, as well as business as usual as we open the doors to our services across the city every day. Other key projects are

- Investigating the potential of social investment
- Developing our offer at Burnholme
- Developing our philanthropy strategy
- Improving communications with our Community Members
- Recruiting more Community Members

Fiona Williams  
Chief Executive

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**Learning & Culture Policy & Scrutiny Committee**

24 May 2016

Report of the Assistant Director (Communities, Culture &amp; Public Realm)

**York Learning – Strategic Plan Update and Progress Report 2015/16****Summary**

1. This report presents performance data for York Learning and provides an update and progress report against the service's strategic plan. It follows on from the first report made to this committee in November 2015, which set the scene, and focuses on the first half of the academic year 2015/16.

**Background**

2. 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 2015/16 this will be £2.3m. Funding for 2016/17 is expected to increase to £2.4m as the result of increases in funding for 16-18 work.
3. This report gives an overview of the service and reports on the challenges of that the service has faced over the past 12 months. It includes a detailed action plan and progress update since the plan was first presented to scrutiny. These are included at Annex 1 and 2.
4. Since the first report was presented the service has undergone a short Ofsted Inspection which resulted in the service being judged as Good. This was especially encouraging as it has been nearly 5 years since the previous inspection and confirms that the service has continued to maintain good standards of provision, despite significant changes and a number of reorganisations. The Ofsted findings are published as Annex 3.
5. The strategic plan for 2016/17 is in preparation and will be considered by the Executive Member for Culture, Leisure and Tourism in June.

### Options

6. This report is for information and there are no options to consider.

### Council Plan 2015-19

7. York Learning plan is set within the context of the council plan but also responds to a number of national policy objectives.

### Implications

8. **Finance:** The service is fully funded via external contracts and grants.
9. The report has no Human Resources, Equalities, Legal, Crime and Disorder, Information Technology, Property or other implications.

### Risk Management

10. This report is for information and there are no risks to consider.

### Recommendations

11. That Members comment upon the performance of York Learning and seek clarification on any areas of concern.

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

### Contact Details

#### Author:

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#### Chief Officer Responsible for the report:

Charlie Croft  
Assistant Director (Communities, Culture & Public Realm)

Report Approved



Date

13/05/16

Wards Affected:

All



For further information please contact the author of the report

### Annexes

- Annex 1 - Strategic/Service Plan 2015/16
- Annex 2 - Update report
- Annex 3 - Ofsted Report Findings and update

# **York Learning Strategic Plan 2015/16**

**Service:** **Communities, Culture and Public Realm**  
**York Learning**

**Directorate:** **Communities and Neighbourhoods**

**Director:** **Sally Burns**

**Executive  
Member:** **Cllr Nigel Ayre**

## Section 1: The Service

York Learning is a CYC business unit that focuses on improving peoples skills for work, contributing to their health and well being and providing a range of leisure based learning opportunities. Provision is secured exclusively by external funding and contracts and the service is working toward being a zero based budget service.

Turnover for 2015/16 is expected to be £2.3m, with all of the funding secured from external contracts and fee income. 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 6000 student enrolments in 2014/15 which was just over 4000 students. Currently the service operates from 40 community venues with substantial provision at York and Acomb Explore, Huntington, Fulford and York High secondary schools. The service operates its 16-18 full-time programme from Rougier House on Rougier Street where there are dedicated learning rooms and a fully equipped ICT suite. The service management headquarters are in West Offices, where the main service reception is located within CYC customer centre.

Success rates in the majority of areas of provision are above the national average, as reported in the service self assessment report. Success rates for Childcare and ICT (Information and Communications Technology) are outstanding. Success rates for functional English, maths and ICT are good with significant improvement for 16-18 provision.

The service offers a range of programmes including but not restricted to the following:

- English and maths functional skills and GCSE programmes
- ICT programmes to support Digital inclusion
- Full-time 16-18 programmes including personalised learning programmes
- A range of health and well being programmes
- Family Learning Programmes as part of a first steps back into learning
- Employability and work preparation programmes
- 16-18 and 19+ Apprenticeships
- Essential workplace qualifications to improve skills
- A range of leisure programmes to support health and well being and support personal development

## Section 2: Mission and Vision

The service mission and vision are drawn from the CYC Council Plan. The service will seek to support and implement clear council policies relating to Skills and Employment focussing on supporting Adults to improve their life chances, but also on improving Adult Skills to support young people, particularly but not exclusively through Family Learning. Where appropriate the service will work with local employers to improve the workforce skills and support new developments as appropriate.

The service mission and vision are included below:

## Our Vision

All our clients have the skill and motivation to maximise their life chances

## Our Mission

Support people to achieve the best they possibly can, by delivering learning, skills and employability programmes to suit their needs

## Section 3: Operating Context

The service provides learning primarily to adults in partnership and with links to a number of other learning providers. It has a unique place in the city providing community based learning, in a variety of community venues throughout York. Whilst some of the programme offer is similar to York College, it is unique in being non-campus based, a feature often sighted by learners as significant to them. There are close partnership links with Explore York, who provide three significant community spaces for delivery, York Explore, Acomb Explore and Clifton. These high quality spaces are vital to the delivery of York Learning programmes.

There are strong partnership arrangement through York Community Learning Partnership for the planning and promotion of learning. York WEA, (Workers Educational Association) York College, York Explore, York Museum Trust and York University are significant and active partners who collaborate to produce joint publicity, celebration events and other promotional activity. Joint planning of programmes is developing although there is still significant work to do in this area.

In common with most public sector organisations, funding for provision is reducing year on year and the service is seeking ways to diversify its offer in order to be able to continue to support some of the most vulnerable adults and young people in the city. This includes developing more “full-cost” provision (with a view to investing more in targeting learning) and competing in the market place for new business.

Core work for the service over the past couple of years has focussed to a large extent on getting people ready for work and improving their skills so that they can improve their work and life chances. Whilst this work will continue, the current relatively low levels of unemployment mean that the focus will shift to support some of those who are most vulnerable and perhaps somewhat away from the job market.

The service will be seeking to secure external funding for this work through both Leeds City Region LEP (Local Enterprise Partnership) and York and North Yorkshire LEP. This may involve work beyond the city boundaries, either in direct delivery or in partnership work as part of a larger contract.

## Section 4: Priority Focus

Key priorities for the service are a focus on developing skills for employment and to support health and well being. There continues to be a focus in all provision on improving core skills of English, maths and ICT alongside a general focus on supporting people skills to gain employment. In brief priority areas include:

- Full time 16-18 programmes, including personalised learning programmes for some of the city’s most vulnerable young people
- 16-18 and 19+ Apprenticeships, supporting national and local priorities
- Developing and improving skills in English, maths and ICT
- Programmes designed to support and improve peoples mental health and well being
- Programmes to support people’s personal development and leisure learning

## Section 5: Challenges

Funding for programmes remains the single key challenge for the service. This is both in securing new funding to develop the offer and respond to local needs. Equally there is a challenge to ensure that current funding is sufficient to ensure that provision is both adequate and of a good quality. The latter is increasing becoming a difficult as funding rates are reduced for the same provision year on year. This puts an increasing strain on staffing levels and the resources required to secure quality provision.

There are also some risks associated with contract compliance and reaching maximum contract values. Whilst the service is aware of those risks and takes the appropriate action to monitor and mitigate those risks there remain some challenges in ensuring that the resources dedicated to fulfilling the contracts do not exceed the value of the contracts themselves. This is particularly a risk in the early capacity building phase, where initial investment is needed to secure the model, but where the funding is insufficient in the early stages to cover this. Ensuring a model is developed to cope with this is important.

One very specific contract risk relates to the 16-18 full time learning programme. Due to the very specialist nature of the programme and the small numbers involved, core EFA (Education Funding Agency) funding is not adequate to cover the costs of delivery. There is a very real risk that if further resources are not secured or expenditure more closely matches income, that the programme is at risk. The closure of the programme would have a significant affect on the city's NEET (Not in Education, Employment or Training) outcomes and figures.

The service is also aware of the need to maintain the quality of the provision offered and to ensure it complies with and reaches the necessary OFSTED standards and requirements. This is a challenging area, as the requirements are increased but resources decrease. There is some risk in this area. The service has not undergone a full OFSTED inspection since June 2011 and the expectation is that sometime over the next 12 months the service can expect a full OFSTED visit under the new Common Inspection Framework. Preparation to respond to any potential inspection are underway.

Until recently the service has been able to maintain a vibrant team offering one to one support and Information, Advice and Guidance to individuals. This was primarily through ESF (European Social Fund) contracted provision. These contracts have now finished and it poses a significant challenge to the service to maintain this provision. Indeed over the last 12 months a significant number of staff have left the service and were not replaced. This is likely to continue in the service reorganisation and thus the service previously offered will also be lost. Information, Advice and Guidance are key aspects of all programmes and the service will have to find new and innovative ways to continue to offer these services.



## Section 6: Actions 2015/16 Academic Year

Ref	Council Plan/Local Priority	Activity	Lead officer	Milestones	Indicators by which performance will be measured & Frequency
1	Local/Service plan priority	Develop new governance arrangements that support and challenge service development and sustainability	AG	<ul style="list-style-type: none"> <li>This strategic plan is signed off by the executive member- 09/15</li> <li>SAR ( Self Assessment Report) report is received and approved by the executive member prior to publication -01/15</li> <li>Regular performance management information is reported to executive member and to directorate management team – 11/15</li> </ul>	<ul style="list-style-type: none"> <li>New Governance arrangements will be developed and signed off by the executive member</li> </ul>
2	Residents have the opportunity to get good quality and well paid jobs	Consider a range of new delivery models including working with other organisations in geographical areas outside of the city.	AG	<ul style="list-style-type: none"> <li>Develop a specification for the service to be used to measure and evaluate options – 02/16</li> <li>Options for the delivery of the service are presented to Assistant Director for discussion – 03/16</li> </ul>	<ul style="list-style-type: none"> <li>A report will be prepared to outline the options for the future delivery of the service</li> </ul>
3	Residents have the opportunity to get good quality and well paid jobs YSS – 2 - Skills for	Secure an ESIF (European Structural and Investment Fund) contract for working with some of the most	CC/AG	<ul style="list-style-type: none"> <li>Develop specifications with a number of partners as part of the bidding process – 10/15</li> </ul>	<ul style="list-style-type: none"> <li>New ESIF contract/contracts are secured and ready for delivery</li> </ul>

	Employment – More opportunities for the city’s most vulnerable adults and excluded groups.	vulnerable adults in the city to help them secure skills for employment and to support their mental well-being		<ul style="list-style-type: none"> <li>• Ensure adequate staffing is in place to respond to contract demands -02/16</li> <li>• Ensure staffing model allows for the contract to be developed and delivered in a timely and cots effective manner – 04/16</li> </ul>	
4	Local/Service Plan priority	Carry out a full service review and reorganisation to ensure that service costs align more closely with income generation.	AG	<ul style="list-style-type: none"> <li>• Options for new structure are developed and consulted upon – 11/15</li> <li>• New structure arrangements and funding model are approved by DMT ( Directorate Management Team) – 12/15</li> </ul>	<ul style="list-style-type: none"> <li>• New structure is implemented from 1<sup>st</sup> January 2016</li> </ul>
5	Every child has the opportunity to get the best possible start in life	Continue to secure provision for High needs support students as part of a “Personalised Learning” programme for 16-19 year olds and for 19-24 with learning difficulties	CC	<ul style="list-style-type: none"> <li>• Put in place SLA ( Service Level Agreement) and contract with Blueberry Academy -08/15</li> <li>• Ensure sufficient funds are secured to enable Routes to Success programme to operate or other arrangements developed to secure provision - 12/15</li> </ul>	<ul style="list-style-type: none"> <li>• 16-19 routes to success programme has a strategy for the next three years with funding model in place</li> </ul>
6	Residents have the opportunity to get good quality and well paid jobs YSS – 2 - Skills for Employment – More opportunities for the city’s most vulnerable adults and excluded groups.	Consider ways in which the service can respond to the highly significant increase in the demand for GCSE English and maths in the context of fixed funding	FH	<ul style="list-style-type: none"> <li>• Through Learning city consider how the service responds to increases in demand. 01/11</li> <li>• Explore how a full cost GCSE offer could be developed in the event of funding running out. 01/10</li> </ul>	<ul style="list-style-type: none"> <li>• A clear and coherent city plan for dealing with the demand for GCSE English and maths is developed and shared.</li> <li>• Clear strategies for coping with demand are set out and all providers understand their</li> </ul>

					role.
7	Local/Service Priority	Develop a testing centre to support the national drive to increase the number of people taking online tests	AP	<ul style="list-style-type: none"> <li>• Ensure ICT suite at Rougier House is fit for purpose as a new testing centre -10/15</li> <li>• Secure contracts for new testing- 01/16</li> </ul>	<ul style="list-style-type: none"> <li>• First tests take place. Further contract for testing is secured</li> </ul>
8	Everyone has access to opportunities regardless of their background  YSS – 2 - Skills for Employment – More opportunities for the city’s most vulnerable adults and excluded groups.	Continue to develop provision for digital inclusion targeting skills development on the final 25%	AP	<ul style="list-style-type: none"> <li>• Work with the Community Learning Partnership to indentify the role of the service within the wider digital inclusion provision – 11/16</li> </ul>	<ul style="list-style-type: none"> <li>• Clear digital inclusion strategy is developed in partnership with Community Learning Trust and action plan developed and shared with partners.</li> </ul>
9	Residents have the opportunity to get good quality and well paid jobs	Maximise funding for 24+ loans by expanding and developing new programmes for those seeking to improve their skills.	CC/AG	<ul style="list-style-type: none"> <li>• Level 4 counselling course developed and secured – 09/15</li> <li>• New provision for schools classroom assistants secured – 09/15</li> </ul>	<ul style="list-style-type: none"> <li>• £100k or funding for loans secured with clear pipeline for continued provision</li> </ul>
10	Local/Service Priority	Respond to the new OFSTED inspection framework by ensuring the service is OFSTED inspection ready	AP	<ul style="list-style-type: none"> <li>• Managers are briefed on new inspection framework – 07/15</li> <li>• Quality systems and SAR process area adjusted to fit with new requirements -10/15</li> </ul>	<ul style="list-style-type: none"> <li>• Processes and procedures are in place and regularly checked by the quality managers and head of service</li> <li>• Following an OFSTED short inspection visit the good status of the service is maintained.</li> </ul>

11	Local/Service Priority	Expand and develop new service performance development framework to include community learning programmes	CC	<ul style="list-style-type: none"> <li>Proposal for PDF (Performance Development Framework) is signed off at management team – 12/15</li> <li>New arrangements are introduced for community learning – 01/15</li> </ul>	<ul style="list-style-type: none"> <li>Arrangements are in place and signed off by management team</li> <li>Annual schedule is set up as part of the quality improvement process</li> </ul>
12	Everyone is supported to achieve their full potential	Develop the services approach and rationale for targeted and first step community learning programmes	FW	<ul style="list-style-type: none"> <li>Clear first steps programmes are implemented and recorded in the service SAR – 03/15</li> </ul>	<ul style="list-style-type: none"> <li>Clear strategy for community learning targeted and first step programmes is in place</li> </ul>
13	Residents have the opportunity to get good quality and well paid jobs  YSS – 2 - Skills for Employment – More opportunities for the city’s most vulnerable adults and excluded groups.	Secure a new “Headstart” programme to follow on from the current programme due to finish in March 2016	AG	<ul style="list-style-type: none"> <li>Continue to work closely with Learning City manager and LCR ( Leeds City Region) to ensure the service is well placed to secure a new contract 03/16</li> <li>Ensure bid is submitted where appropriate 02/16</li> </ul>	<ul style="list-style-type: none"> <li>New contract is secured to support young people into work</li> </ul>
14	Work with all public sector bodies in the city and the region to make sure we get the most from collective public expenditure in York  Residents are encouraged and supported to live healthily	Continue to support the new “Community Learning Trust” arrangements by working with a range of providers to secure provision beyond that which is funded.	AG	<ul style="list-style-type: none"> <li>Continue to develop a joint approach to promotion of programmes – 01/16</li> <li>Work with partners to consider new delivery models – 04/16</li> </ul>	<ul style="list-style-type: none"> <li>Learning for Everyone brochure is expanded to include more providers</li> <li>New models of delivery are in place with funding secured for 2016/17</li> </ul>

<p>15</p>	<p>Everyone is supported to achieve their full potential</p>	<p>Implement recommendations from Matrix review on provision of Information, Advice and Guidance</p>	<p>AG</p>	<ul style="list-style-type: none"> <li>• Train adequate numbers of frontline staff to IAG (Information Advice and Guidance) level 3 standard 03/16</li> <li>• Ensure an adequate number of staff are qualified at Level 4 12/15</li> <li>• Review all teaching staff and ensure an adequate number are qualified at level 4 IAG 3/16</li> </ul>	<ul style="list-style-type: none"> <li>• Following the review visit of the Matirx assessor all development actions are signed off as completed.</li> <li>• All frontline staff complete the level 3 IAG qualification</li> </ul>
<p>16</p>	<p>Local/Service Priority</p>	<p>Ensure the service is able to meet minimum standards for IAG as set out in the SFA contract</p>	<p>AG</p>	<ul style="list-style-type: none"> <li>• During service reorganisation ensure that adequate IAG capacity is retained to fulfil contract requirements – See above</li> </ul>	<ul style="list-style-type: none"> <li>• Some capacity to deliver IAG is retained within the new service structure.</li> </ul>
<p>17</p>	<p>Everyone has access to opportunities regardless of their background</p>	<p>Continue to development links with other organisations to development collaborative arrangements and the delivery of joint provision</p>	<p>AG</p>	<ul style="list-style-type: none"> <li>• When developing new programmes consider first how these can be delivered collaboratively – Review 07/16</li> <li>• Where the service is no-longer able to deliver provision consider how this can be developed with other providers – Review 07/16</li> <li>• Consider carefully the future delivery of mental health programmes in light of service reorganisation – 02/16</li> </ul>	<ul style="list-style-type: none"> <li>• New provision is in place with other partners and co-delivery arrangements are clearly indentified</li> <li>• Mental health provision is clearly identified within the new service model as appropriate.</li> </ul>



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## York Learning Strategic Service Plan : Actions 2015/16 Academic Year - May 2016 Update

Ref	Activity	Target date	Performance in 14/15	Target for 15/16	Progress to date	Commentary
1	<b>Develop new governance arrangements that support and challenge service development and sustainability</b>		N/A	N/A	N/A	Strategic plan has been signed off by the executive member. This report forms the first part of performance management. First performance report delivered to scrutiny. Nov 15. <i>Ofsted – 02/02 confirm Governance Arrangements to be effective</i>
2	<b>Consider a range of new delivery models including working with other organisations in geographical areas outside of the city.</b>		N/A	N/A	N/A	Initial contact has been made with NYCC to consider collaborative arrangements and closer partnership working. 04-02. <i>A number of meeting with NYCC have now taken place and a three way meeting with Craven college will take place at the end of the month. A scoping meeting with York College has been arranged</i>
3	<b>Secure an ESIF (European Structural and Investment Fund) contract to work with the most vulnerable adults in the city to secure skills for employment and to support their mental well-being</b>		The service had a £200k contract that was completed in 14/15	£100k contract secured	Service in good position to secure contract	ESIF contracting arrangements have been significantly delayed at a national and European level. The service has taken all the necessary action to secure a contract including ensuring supply chain arrangements with all the major contractors

4	<b>Carry out a full service review and reorganisation to ensure that service costs align more closely with income generation.</b>	AG		To secure £300k of savings.	£100k of savings to date	11/15 - Over the last 12 months a number of staff have left or applied for VR. This has secured close to £100k in staff savings in advance of the main service reorganisation implementation. <i>02/16 – Service reorganisation now implemented. Saving of just short of £300k have been achieved. However over £60k of annual pension costs have been incurred and a one of redundancy cost of £20k will be felt in 16/17</i>
5	<b>Continue to secure provision for High needs support students as part of a “Personalised Learning” programme for 16-19 year olds and for 19-24 with learning difficulties</b>	CC	Total students supported in 2014/15	63 students supported on the programme	60 students recruited and on programme	This is not a straightforward target of student numbers. The main challenge is to increase the overall numbers supported but at the same time to move students from part-time study into full time students. This has been achieved for 2015/16. It should be noted that the funding for this programme is currently insufficient to ensure the programmes viability. <i>02/16 – Programme is now just short of maximum numbers – funding problems continue. 13/05 – 47 learners have already been referred for starts in the new academic year. Whilst these figures are still provisional it demonstrates that numbers continue to remain buoyant.</i>
6	<b>Consider ways in which the service can respond to the highly significant increase in the demand for GCSE English and maths in the context of fixed funding</b>	FH	Total students on GCSE English maths	See performance tables below	See performance tables below	Demand for GCSE English and maths qualification has significantly increased in this academic year. It is difficult to be sure why this is the case but undoubtedly increased awareness and need to have achieved a GCSE at grade C or above to enter particular occupations is a factor. <i>13/05 – We were able to accommodate all learners who applied to the programme</i>



7	<b>Develop a testing centre to support the national drive to increase the number of people taking online tests</b>	AP	N/A	N/A	N/A	This is currently on hold due to circumstances beyond our control. 02/16 – Monopolies and Mergers commission are currently carrying out an investigation into this as a result of a proposed takeover of learndirect. The process is contracting is currently on hold. <i>13/05 – Due to circumstances beyond our control happening at a national level we are unable to take this forward</i>
8	<b>Continue to develop provision for digital inclusion targeting skills development on the final 25%</b>	AP	86 (Acc) 286 (NA)	70(Acc) 300 (NA)	101 (Acc) 345 (NA)	Acc = accredited – provision with a qualification attached NA = Non accredited – provision that has no qualification attached There are two overlapping groups. The smaller of the two groups (Acc) tend to be studying to acquire skills for work. The second are seeking skills to access the internet, do online shopping and use email. They tend to be older learners.
9	<b>Maximise funding for 24+ loans by expanding and developing new programmes for those seeking to improve their skills.</b>	CC/AG	£50k	£90k	£66k – 11/15 £74k – 02/16 £82K – 13/05  On target to hit £90k	24+ learning loans are replacing government funding for many qualifications. Popular programmes include, Counselling, Support in Schools and Nail Care. <i>Level 4 counselling programme continues to be popular with a second group due to start in Sept 2016</i>

10	<b>Respond to the new OFSTED inspection framework by ensuring the service is OFSTED inspection ready</b>	AP	N/A	N/A	N/A	<i>Ofsted short inspection took place 02/02/16 for 2 days. Outcome is the service remains "good and safeguarding is effective"</i>
11	<b>Expand and develop new service performance development framework to include community learning programmes</b>	CC	N/A	N/A	N/A	<i>Individual managers now have clear targets for a number of performance measures including fee income, number of closed classes, number of places taken. This will be implemented in Sept 2016.</i>
12	<b>Develop the services approach and rationale for targeted and first step community learning programmes</b>	FW	N/A	N/A	N/A	Clear strategy with practical implementation for first steps programme is now in place. This includes family learning programmes and those to improve employability. Good evidence of progression
13	<b>Secure a new "Headstart" programme to follow on from the current programme due to finish in March 2016</b>	AG	N/A	N/A	N/A	This will be part of the ESIF arrangements which are delayed. It is likely that some kind of NEET contract tender will be promoted shortly but timescales are unclear. <i>13/05- NEET contract has now been secured and work will start during May once contracting arrangements have been concluded</i>
14	<b>Continue to support the new "Community Learning Trust" arrangements by working with a range of providers to secure provision beyond that which is funded.</b>	AG	N/A	N/A	N/A	Partners organisations were included in the Learning for Everyone brochure. Two very successful community arts projects were delivered in 2014/15 and similar projects are planned for 15/16
15	<b>Implement recommendations from Matrix review on provision of Information, Advice and Guidance</b>	AG	N/A	N/A	N/A	All actions as a result of the Matrix accreditation are on course for implementation. Actions are monitored at senior manager level

16	<b>Ensure the service is able to meet minimum standards for IAG as set out in the SFA contract</b>	AG	N/A	N/A	N/A	This is now completed as a result of the award of the Matrix standard
17	<b>Continue to development links with other organisations to development collaborative arrangements and the delivery of joint provision</b>	AG	N/A	N/A	N/A	This is one of those actions which is difficult to report on or demonstrate progress. There are a number of organisations that we are either currently collaborating or exploring further options including the WEA, Mind, Blueberry Academy, York Explore and University of York.

## Performance targets

The following are some general performance information that the service uses as part of its performance management measures. These are further split into smaller “subject targets” for individual managers and monitored on a quarterly basis. Figures presented are performance up to and including the 10<sup>th</sup> November.

	Target area	Date	14/15 Final	15/16 Target	Progress 10/11/15	Progress 01/05/16	Commentary
18	<b>Fee income</b>	31/03/16	360k	360k	£240k	380k	Unlike most of the targets in this plan, this is a financial year target. We are above profile on this measure and are likely to exceed original target. Figure in brackets does not include receipt in advance.
19	<b>Student enrolments to non-qualification bearing courses</b>	31/07/16	4559	4800	2211 (12/15)	5150	The target figure is total enrolments which mean this includes students continuing on a similar course after the Christmas and Easter break. The figure to date includes enrolments on courses that have not yet started and some courses which may have been closed.

20	<b>Total number of 16-18 Apprenticeships ( Starts) (Carried over)</b>	31/07/16	25	30	3 (11/15) 9 (02-16)  (7)	15  (36)	Under progress the bracketed figure are the number of students carried over from the previous year. Progress against profile is well below target. We would have expected at least 10 students The number currently recruited to 16-18 apprenticeships is low. However this is to some extent out of our control as we are not able to specify the age of the apprenticeship at recruitment
23	<b>Total number of 19+ Apprenticeships (Starts) Carried over</b>	31/07/16	75	75	25 (11/15) 32 (02/16)  (75)	48  (132)	Funding for this worked is capped at a similar level to the previous year, so targets are the same. Progress is on profile for this target. 02/16 – It is clear that funding to support apprentices in this area is likely to run out before the end of the academic year. <i>Figures in brackets represent the total number in learning during the academic year. This measure is better than starts as this represents workload more accurately.</i>
26	<b>GCSE English</b>	31/07/16	12	30	35	28	We have seen a dramatic increase in the number of learners seeking GCSE English qualifications, some of whom are not yet ready for this level and have been accommodated elsewhere – this pattern is repeated at York College <i>Figures represent those still in learning</i>
27	<b>GCSE Maths</b>	31/07/16	32	34	34	34	See above
28	<b>Functional English</b>	31/07/16	131	130	70 + 42(FL)	109 56 (FL)	Targets are static as they are determined by funding which has not increased. It should be noted that there is a real danger that allocated funding for this area of work will be used up early in the new year. This will mean that new students who need to improve their English and maths will not be accepted onto programmes. The total number in learning

29	<b>Functional Maths</b>	31/07/16	133	130	46+34(FL)	138	See above
30	<b>Full time 16-18 Foundation Learning Programme</b>	31/07/16	30	36	36	24	This programme supports some of the most vulnerable young people in the city many of whom have not had a positive experience in mainstream schooling. This programme is now effectively full. This is the first year when this has been the case. This means that learners seeking a place on the programme will be placed on a waiting list.
31	<b>Full time 18-25 High Needs Support students on personalised learning programmes</b>	31/07/16	33	24	31	26	This is a vital programme for the city, where this provision is supporting young people who in the past would have been accommodated in out of area residential placement at an average cost of £80k a year. There are still one or two new places available of the programme
32	<b>Functional Skills English 16-18</b>	31/07/16	21	25	27	24	These students are a sub set of the ones on the full time 16-18 foundation programme. A similar pattern for 16-18 has been identified as for adults. Significant number of 16-18 years olds are being supported who are required to improve their GCSE English grade
33	<b>Functional Skills Maths 16-18</b>	31/07/16	20	20	15	11	See above

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18 February 2016

Mr Alistair Gourlay  
Head of York Learning  
City of York Council  
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YO1 6GA

Dear Mr Gourlay

### **Short inspection of City of York Council, York Learning**

Following the short inspection on 2 and 3 February 2016, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. The visit was the first short inspection carried out since the provider was judged to be good in June 2011.

#### **This provider continues to be good.**

- You and the leadership team have maintained strong and particularly effective partnerships within the City of York Council, and with other providers and agencies in the city and wider region. Through these, you have continued to provide a range of programmes that meet the needs of learners, employers and local communities in the City of York particularly well.
- Elected members and senior leaders within the City of York Council are committed to improving the lives and prospects of the city's residents and have a clear understanding about how York Learning should contribute to this. Senior leaders and council members govern the service effectively and provide good support and effective challenge to you as the head of service. They have a good understanding of the few areas of the service that require further improvement and monitor the progress that you and the leadership team are making to bring about improvements in these areas. You and the leadership team respond to this well, creating a positive culture and desire across the service to provide a good service to City of York residents and the communities in which they live.
- Since the previous inspection, you and your leadership team have sustained high-quality provision in family learning. This continues to engage adults in the first steps in learning, through which they greatly improve their confidence and self-esteem and are better able to help their children in their schoolwork and learning. A high proportion of adults gain the confidence through family learning to progress to take accredited qualifications in English, mathematics

and in the use of information and communication technology. A good proportion improve their skills and achieve accredited functional skills or GCSE qualifications in these subjects.

- You and the leadership team have responded well to the need in the city to provide 16 to 19 study programmes for young people with high needs and for those who are at risk of being not in education, employment or training (NEET), and not yet ready to attend other learning providers. Young people following the study programme receive very good personal support. They enjoy attending and the programme prepares them well to progress into further study or employment. Leaders of the study programmes have ensured that they provide all learners with purposeful work experience through which they gain in confidence and improve their attitudes to work. Although all young people on study programmes attend classes to improve their English and mathematical skills, you and your leadership team are aware that the proportion who achieve qualifications in these subjects is too low. You have made a number of changes to learners' programmes aimed at improving this but you know that further work is needed.
- You and the leadership team recognise that although a high proportion of apprentices achieve their qualification and develop good skills that enable them to be successful at work, too many in recent years made slow progress in completing the English and mathematics functional skills elements of their programmes. Leaders responsible for the apprenticeship programme recently restructured the training and assessment arrangements in response to this. As a result, apprentices who have started since September 2015 are making much better progress in improving their skills in English and mathematics and in achieving functional skills qualifications in these subjects.
- You have made good progress in addressing most of the weaknesses from your previous inspection. Managers now use the lesson observation process very effectively to bring about improvements in the quality of teaching, learning and assessment. They ensure that teachers share best practice identified through observations with others to help them to improve. Although you have made recent improvements, data and information available to managers about the progress that learners are making are still not sufficiently robust to enable them to take action quickly if concerns arise.

### **Safeguarding is effective.**

- The leadership team has ensured that safeguarding arrangements are fit for purpose and appropriate actions are taken to safeguard learners. Three leaders with designated responsibility for safeguarding, supported by the head of service, respond to safeguarding concerns swiftly. Staff have a good understanding of how to report any incidents or safeguarding concerns. Incident logs are detailed, and record actions taken, as well as subsequent learning points, and details of referrals to the City of York Council safeguarding team or other agencies.



- Robust procedures are in place to keep learners safe when online. Leaders have created a strong culture among staff to keep learners safe. As a result of this, teachers and assessors provide learners with suitable advice and guidance about the risks of radicalisation and extremist views and opinions. Leaders have only recently begun to provide all staff with formal training in the Prevent duty.

### **Inspection findings**

- The effectiveness of leadership and management is good. Since the previous inspection, leaders have taken appropriate steps to develop the provision to meet the needs of local communities and employers in the City of York. Leaders work particularly well with a range of partners to ensure that programmes offered by the service target individuals and communities who would benefit from them the most. The service has responded well to the locally identified need to provide a 16 to 19 study programme for young people with high needs and for those who are at risk of being NEET. Through the increased recovery of full fees from a range of community-based leisure and personal interest courses, leaders have been better able to use available funding to increase the number of adults who participate in family learning in the communities where the need is greatest.
- Governance is good. Elected members and senior leaders work closely with the head of service to set the strategic priorities for York Learning. They receive a good range of information through a clearly defined reporting process and use this well to hold service leaders to account for the quality of provision and outcomes of learners.
- Leaders and managers have strengthened the process for observing teaching, learning and assessment. This was identified as an area for improvement at the previous inspection. Observations are frequent. Managers who carry them out focus well on the learning that is taking place, and the progress that learners make. Following observations, managers provide teachers and assessors with clear actions to improve; they arrange good support as well as appropriate staff development for them. Managers identify good practice well through observations and ensure that this is shared across the service. The outcomes from teaching observations feed into teachers' and assessors' performance management and, where necessary, managers set them clear targets to improve. When teachers and assessors make insufficient progress in improving their practice, managers take appropriate action, including referring staff to the City of York Council's capability procedure.
- The 16 to 19 study programme provision is good. Learners receive particularly good support, which enables them to improve their confidence and attitudes to learning and work. Through training activities and appropriate work experience, they develop a good range of personal and work-related skills. However, the progress that learners make in improving these skills is not always formally recognised or recorded sufficiently well by teachers. Although English and mathematics, at an appropriate level based on learners' starting points, are an

integral part of study programmes, the proportion of learners who achieve qualifications in these subjects requires improvement.

- York Learning has maintained good quality provision on community and family learning programmes. Learners receive good initial advice and guidance, which enables them to choose courses which are appropriate for them and will help them to make progress towards their planned next steps. Teachers plan activities well to meet the individual needs of learners. They use procedures for recognising and recording learners' progress and achievements well to record the skills and knowledge that learners gain in family learning. Through well-planned and delivered lessons, learners improve their skills, knowledge and self-esteem and many gain the confidence to progress to further learning and to seek employment.
- York Learning provides a good range of opportunities for adults to access learning and qualifications in English and mathematics that are appropriate to their existing levels of skill, prior achievement and confidence in the subjects. Through family learning, learners who begin the programmes, often lacking in confidence, improve their basic English and mathematical skills well. They feel more able to help their own children with the reading, writing and mathematics they are learning at school. After participating in family learning courses, a high number of learners take further courses leading to accredited functional skills or GCSE qualifications in English and mathematics. A good proportion of learners achieve these. Leaders and managers implemented a useful range of actions as a result of their analysis of the reasons for the low proportion of learners on 16 to 19 study programmes who achieved successfully in English and mathematics in 2014/15. Learners now undergo a more thorough diagnostic assessment when they start their study programme, and class sizes in these subjects have been reduced so that learners receive more personalised and individual support.
- Apprentices improve their technical and professional skills well through their work with supportive employers. The service's self-assessment for 2014/15 correctly identified that although the proportion of apprentices who achieved their learning goals remained high, the proportion who did so within the planned time was poor. This was the result of the late introduction and poor coordination of training and assessment of English and mathematics functional skills. Leaders responsible for the apprenticeship programme restructured the training and assessment arrangements because of this. Apprentices who have started on programmes since September 2015 undergo thorough diagnostic assessment and are placed into functional skills classes from the start of their apprenticeship. As a result, these apprentices are making much better progress in English and mathematics. A minority of apprentices who started prior to September 2015 remain behind target. Although managers have introduced improved procedures for monitoring the progress of apprentices, these require further improvement as they are not yet sufficiently robust to provide managers with an early warning if apprentices are at risk of falling behind target.

### **Next steps for the provider**

Leaders and governors should ensure that:

- the progress that learners following 16 to 19 study programmes make in improving their personal and work-related skills is recognised and recorded fully
- they and other managers rigorously monitor the effectiveness of the actions implemented to improve the proportion of learners on 16 to 19 study programmes who achieve English and mathematics qualifications, taking further appropriate action if these are found not to be fully effective
- the proportion of apprentices who achieve within the planned timescale improves significantly as a result of the actions put in place to improve the quality and timing of functional skills training and assessment, and take further, appropriate action if these are not fully effective
- all managers use data and information about the progress that learners are making sufficiently well to be able to take action quickly if concerns arise and that systems and procedures to enable them to do this are sufficiently robust.

Yours sincerely

Malcolm Fraser

**Her Majesty's Inspector**

### **Information about the inspection**

Inspectors were assisted by the Head of York Learning as nominee. Inspectors met with senior leaders and spoke to elected members with responsibility for governance. They visited the City of York Council offices and observed lessons and assessments taking place in community venues across the city and visited and observed sessions at both locations where the delivery of the 16 to 19 study programme takes place. Inspectors held meetings with, or spoke to, managers, teachers, learners, apprentices and employers. They scrutinised learners' work and assessment records and key documents relating to the service strategy and implementation plans, self-assessment and improvement planning, and safeguarding. Inspectors considered the views of learners through discussions during learning sessions visited and through the responses received through Ofsted's online questionnaire.

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Meeting Dates	Learning & Culture Policy & Scrutiny Committee– Draft Work Plan 2016-17
Wed 15 June 2016 @ 5:30pm	<ol style="list-style-type: none"> <li>1. York Museums Trust – Partnership Delivery Plan Bi-annual Update Report (Reyahn King)</li> <li>2. Attendance of Executive Member for Culture, Leisure &amp; Tourism – Priorities &amp; Challenges for 2016/17 (Cllr Ayre – attendance confirmed)</li> <li>3. Attendance of Executive Member for Education, Children &amp; Young People's Services - Briefing on Priorities &amp; Challenges for 2015/16 (Cllr Brooks – attendance confirmed)</li> <li>4. Introductory Report on Potential Topics for Review in this Municipal Year</li> <li>5. Workplan 2016/17</li> </ol>
Wed 13 July 2016 @ 5:30pm	<ol style="list-style-type: none"> <li>1. Year End Finance &amp; Performance Monitoring Report (Richard Hartle)</li> <li>2. Update on Parks Development (Dave Meigh)</li> <li>3. Bi-annual progress report on Safeguarding &amp; Looked After Children (Eoin Rush)</li> <li>4. Workplan 2015/16</li> </ol>
Wed 14 Sept 2016 @ 5:30pm	<ol style="list-style-type: none"> <li>1. First Quarter Finance &amp; Performance Monitoring Report (Richard Hartle)</li> <li>2. York Safeguarding Board Bi-annual Update (Will Boardman)</li> <li>3. Workplan 2016/17</li> </ol>
Wed 9 Nov 2016 @ 5:30pm	<ol style="list-style-type: none"> <li>1. York Theatre Royal SLA Performance Bi-annual Update Report (Liz Wilson)</li> <li>2. Explore York Libraries &amp; Archives Mutual Ltd SLA &amp; Bi-Annual Update (Fiona Williams)</li> <li>3. Learning Services Biannual Update &amp; Draft Self-Assessment Report</li> <li>4. School Improvement and Ofsted Update on Schools Performance (Maxine Squire)</li> <li>5. Workplan 2016/17</li> </ol>

<p>Wed 11 January 2017 @ 5:30pm</p>	<ol style="list-style-type: none"> <li>1. York Museums Trust – Partnership Delivery Plan Bi-annual Update Report (Reyahn King)</li> <li>2. Second Quarter Finance &amp; Performance Monitoring Report (Richard Hartle)</li> <li>3. SACRE (Standing Advisory Committee on RE) Annual Report &amp; Review of York Schools' Agreed Syllabus</li> <li>4. CYC Bi-annual progress report on Safeguarding &amp; Looked After Children (Eoin Rush)</li> <li>5. Workplan 2016/17</li> </ol>
<p>Wed 22 March 2017 @ 5.30pm</p>	<ol style="list-style-type: none"> <li>1. Attendance of Chair of York@Large (Chris Bailey)</li> <li>2. York Theatre Royal – Service Level Agreement Performance Bi-annual Update Report (Liz Wilson)</li> <li>3. York Safeguarding Board Bi-annual Update (Will Boardman)</li> <li>4. Third Quarter Finance &amp; Performance Monitoring Report (Richard Hartle)</li> <li>5. Workplan 2016/17</li> </ol>
<p>Wed 24 May 2017 @ 5:30pm</p>	<ol style="list-style-type: none"> <li>1. Attendance of Chair of Learning City (Alison Birkenshaw)</li> <li>2. Explore York Libraries &amp; Archives Mutual Ltd SLA &amp; Bi-Annual Update (Fiona Williams)</li> <li>3. Learning Services Bi-annual Performance Update (Charlie Croft)</li> <li>4. Draft Workplan for 2016/17</li> </ol>