Annex – A

City of York Council

York Learning

Self-Assessment Report

2019-2020

York Learning - High Level Summary

York Learning is the Adult Learning arm of City of York Council. We offer a broad curriculum plan across the City to provide residents with different opportunities in which to engage with learning. York Learning was visited by Ofsted at the end of November and are graded as a 'Good' provider.

York is viewed as an affluent city however it does have some small pockets of deprivation and has the largest proportion of residents on zero hour contracts in the Yorkshire and Humber region. We ensure residents who are most in need have ample opportunities to gain the skills they require to find work and improve their life chances and wellbeing.   Our Foundation Learning programme is aimed at some of the most vulnerable young people in the City making the transition from education into employment. Tutors know their learners extremely well and use this knowledge to provide provision that is flexible and individual to meet learner's needs and enable them to achieve their full potential.

York Learning have been found by Ofsted to manage a high-quality curriculum for adult learning that focuses on improving learners' knowledge and skills in English, mathematics and ICT. We recognise the importance of these subjects in tackling social disadvantage. Learning is usually delivered in safe and accessible community locations such as local libraries and children's centres. However, due to COVID this changed in March to be completely online.

When COVID struck tutors responded quickly and positively. They rapidly adapted their resources, teaching methods and lesson plans and made use of the tools available to teach online via Skype and Zoom. They also made use of our e-learning tools, Google Classroom and OneFile, with some tutors engaging with these tools for the first time. The digital and technological skills of most tutors and members of staff have developed exponentially since March.

Very positive relationships have continued to be fostered in class and online by tutors, which help to motivate, inspire & contribute to the social wellbeing of our learners. Individuals achieve and often extend their learning goals because of this. The peer learning which occurs within our classes is often cited as one of the main reasons for re-enrolment.

York Learning usually run a number of community art projects to enable us to engage with a wide range of existing and potentially new learners. The learners come from craft, art and vulnerable groups in the City who work together with other parts of the service on a combined theme. Despite COVID we still had our Fashion Show and Inspirations Exhibition to celebrate our learners' achievement, moving both online.

Inspirations Exhibition: https://yorklearning.org.uk/community-arts/inspirations/
Fashion Show: https://yorklearning.org.uk/alldressedup/

York Learning has developed long lasting effective partnerships with local libraries, employers, Job Centre Plus, local schools, nurseries, charities and community centres. These partnerships support our recruitment to our targeted provision. However, this recruitment has been severely affected by COVID. Enrolment onto our provision takes place all year round, and COVID has impacted on that.

Good governance has been provided by our elected members and senior leaders, with information provided through clearly defined reporting processes. However, we are working to strengthen the governance process by forming our own governing body. Although this process has been delayed due to COVID, we have made progress in identifying and recruiting a number of governors to our board.

The broad curriculum offer includes; English, maths, ICT, 16-18 Foundation Learning, 16-25 High Needs Supported Delivery, Apprenticeships & Work Based Learning, Employability, Family Learning, Visual Performing Arts, Modern Foreign Languages, courses for Health, Wellbeing and Leisure and Counselling all of which is supported by a robust IAG offer.

York learning continues to have a growing, healthy and responsive personalised learning delivery in post 16 education for students with Education Health and Care plans (EHCP) who have significant learning support needs. Our sub-contracting partners have worked tirelessly with us to ensure this provision has continued throughout lockdown where at all possible and delivery has gone online for those that are shielding. We currently have around 102 learners and work with a range of subcontractors to ensure there is an adequate choice of courses and delivery models. Students undertake a range of accredited qualifications but most provision is non- accredited and covers vocational and independent living skills to support successful transition to adulthood. Ofsted reported that these learners experience a welcoming atmosphere that tutors work hard to create. Learners have also commented that they have a feeling of belonging they have not experienced in previous learning environments.

There has been challenges for the service due to COVID with all learning (initially at least) moving online. Recruitment of new learners has significantly reduced in all areas of delivery. Many older learners have decided to not join us online and are waiting for classes to return in venues. Within accredited learning, those who are low skilled and difficult to engage, without face to face contact or partnership work, have been slow to sign up or difficult to keep on board. Digital skills learning particularly, has found learners disengaging with trying to learn 'computing over a computer' without someone being next to them to 'physically' point out what is wrong with their screen or what they are missing from a menu. Many learners are also unable to access a device or data to get online and whilst we have loaned out over 70 laptops/devices to learners it is not enough. We have and are continuing to work with other agencies through the pandemic to secure more devices and data for the most disadvantaged across all areas.

Another challenge for our service, which has been exacerbated by the situation with COVID, has been the introduction of a new booking and Management Information System (MIS). Whilst the ongoing development of this software will better support the service and respective workflows and enable us to meet the regulatory and audit requirements expected of us, staff training, communication and development of staff knowledge and skills required to use the system has been particularly difficult with all staff working from home.

Our Apprenticeship programme has made great improvements this year, moving out of minimum standards and continuing to grow, even during these difficult times.

Arrangements for Safeguarding and Prevent are good and effective and have been further developed to fit the new 'online' model. Further training for staff and awareness on safe online use for learners is ongoing.

Types of Provision
Provision for Learners with High Needs

Provision for learners with High Needs is very good and the partnership working and co-ordinated offer through sub-contractors provides an outstanding offer to these learners. This provision has continued to be highly responsive and of significant benefit to young people, providing a very good educational experience. Programmes are targeted at learners with an EHCP. The programme is completely subcontracted but we fully support and provide assistance to the sub-contractors throughout the process and quality management of it. Teaching of vulnerable adults has continued throughout lockdown and all risk assessments ensure that venues and teams are following strict safety protocols.

Adult Learning Programmes

There is a wide and inclusive curriculum offer which is evenly spread across the City and since going online is accessible as long as learners have access to a device and data. We ensure all our classes have a welcoming environment in which they feel safe and able to learn. Achievement rates in Education and Training have fallen from 84% to 77% but this can be attributed to COVID where we had to cancel classes OR where learners felt unable to continue to study at home whilst also working from home or home schooling.

There is consistently good standards of work within English, maths and ICT. Sustained progress continues across all programme types and programme aims with good improvement in all areas. Before COVID no areas were falling within minimum standards with good achievement and retention. However, since COVID struck these areas which target those further away from the job market and those with lower entry skills, have struggled to maintain their usual achievement and learner numbers. Outcomes for other learners is good and the community learning programme is wide ranging prompting community engagement and different pathways to return to learning.

Learners have access to good information, advice and guidance across a range of programmes. Recognising and recording learner progress is good but has become challenging since being solely online and therefore continues to be an area for development. ICT programmes help with the development of good digital skills and has a personalised and flexible delivery model which develops independent learning skills and aids learners to gain employer recognised qualifications.

Through Lockdown 1, daily learning challenges were shared via the hashtag '#communitylearningtogether' and a new Family Learning Facebook page aimed at parents made available home schooling tips, 'call the tutor' and activities. Digital support was also available to all at ICTskills@york.gov.uk' and advertised via social media to engage and connect with our residents. During the transition to online classes we initially offered short courses for free to enable tutors to build confidence and keep learners engaged and curious to try online learning. We also felt it was our duty to provide wellbeing opportunities to support York residents at such a difficult time. This has led to an increased new cohort of learners in the areas of Arts, dressmaking, languages and health and wellbeing particularly.

16-18 Study Programmes

The 16-18 study program is very good and meeting the needs of some of the most vulnerable young people in the city. This is a full time programme which attracts those young people who cannot attend college or other mainstream provision. During COVID an excellent supportive environment has continued to be created which is nurturing and led by experienced, dedicated teams responding to learners' individual needs. Tutors identify quickly any additional learning and specialist support needs that a learner may have. This ensures that tutors can manage learner behaviour, reduce anxieties and learners can make good progress in their chosen study programme.

Classes have continued through COVID with a combination of reduced classroom times in bubbles and increased online/blended learning. The majority of learners suffer with anxiety/mental health issues which, for some, have escalated during COVID and we continue working with outside agencies to ensure support is in place.

Safeguarding and Prevent arrangements have continued to be extremely well managed with good support for learners on programmes. Learners feel safe and whilst attendance is challenging, it is being well managed.

Work placement opportunities are integral to the programme to help those learners who are able to, progress into employment and further learning opportunities. During COVID this has obviously had a big impact on those opportunities but the teams are continuing to work with our partners to safely put these back in place.

Apprenticeships

Apprenticeship provision has improved and is no longer in minimum standards. During COVID this offer has still been able to thrive with learners having more time to complete their course work. Our offer currently includes qualifications related to Childcare, Business Admin and Customer Service. An action plan continues to be in place and regularly communicated to the Education & Skills Funding Agency (ESFA) to lead to improved outcomes for learners.

Apprenticeships has been the only provision to still grow during the pandemic with increased learner numbers on last year (4) and good success outcomes for learners. Extensive quality improvement actions have been ongoing within this area leading to improved outcomes relating to induction, initial assessment, progress reviews, improved systems for tracking of learners and supporting learners portfolio building.

Key Strengths
- Very good teaching and learning is provided through knowledgeable, innovative, responsive and talented tutors to ensure good outcomes for learners in the delivery of the curriculum planned.
- Responsive and relevant curriculum enables multiple access points to learning at a variety of entry levels and progression routes whilst also providing opportunities that help support physical and mental wellbeing.
- Excellent relationships are developed and nurtured between management and tutors and peer relationships between tutors-tutors and learners-learners which creates highly supportive, non-judgemental, safe learning environments.
- Effective collaborative partnership working through sub-contractors, partners and other agencies ensure effective strategies are in place and learning opportunities are relevant to learners and employers' needs.
- Excellent leadership and management enabled the service to respond quickly and effectively to fully switch to an online offer within one week of lockdown to continue the opportunity for learners to engage and finish their learning.

We are not yet outstanding due to these
Key Areas for Improvement
- Engage and support more hard to reach learners in communities through collaboration with partners.
- Continue to ensure those learners who struggle to engage with online learning have 'kit' and data available to support them
- Further work is required to ensure effective mechanisms are in place to establish learners' aims and record progress within online learning.
- Improve achievement rates in those areas that struggled during Covid

Covid – Strengths and Challenges through this period

Covid highlighted that we have resilient, talented and highly committed management and tutor teams. Tutors willingly engaged with new technologies such as Zoom video conferencing and Google Classroom. Courses were quickly transferred to remote learning during the pandemic and, where needed, tutors safely delivered resource packs to learners to support those on entry level courses where online learning has limitations.

Frequent contact, outside of the classroom, was maintained during holidays and lockdown, helping with continued engagement and especially with our most vulnerable learners. Support was also provided to residents and learners throughout lockdown with activities and challenges to do alone or with family to support them and helped to combat loneliness, stress and the sense of isolation people were feeling at that time. Learners, residents, parents & carers of disabled young people have all provided feedback relating to the positive impact of learning via zoom, helping them to remain focused, positive and providing a lifeline to help them stay well both physically and mentally whilst maintaining educational progress.

York learning and City of York Council provided a high level of support during the pandemic to all team members to support remote working and accommodate work life balances.

Whilst overall learner numbers have dropped there have been many new learners recruited, mainly within the online wider community learning offer, which is encouraging and shows the potential of growth for an ongoing online offer.

Whilst the strong curriculum enabled engagement from all types of learners including the most disadvantaged, going fully online has made new engagement opportunities, with the most disengaged, almost impossible for a period of time. Strategies are being developed, but better digital access is required if online only learning is continued, due to some learners being unable to participate and others who have been unwilling to engage with this move to online delivery. This is mainly within entry and lower level skills including family learning courses and very evident within IT and Digital skills where improving digital and IT work skills felt too challenging for some learners, thus leading to lower recruitment and achievement. Achievement in IT for Users has dropped between 2018-19 and 2019-20 - -19+ E&T 91% to 67%, ACL 92.75 to 82.5%

Working solely online is challenging and creates difficulties for collecting meaningful, detailed RARPA feedback and recording learner targets and progress.

A lack of suitable in-year evidence made predicted grades challenging for both GCSE and Functional Skills, particularly for fast-track learners starting later in the

year. Improvements are ongoing to ensure evidence is gathered regularly, through Google Classroom resources.

COVID's impacts on exams particularly in maths and English where Adult learners refused to work towards predicted grades and therefore asked to defer exams affected achievement rates dropping from 90.4% to 34.1%, since exams restarted we predict this to increase to 64%

16-24 provision has had significant impact due to COVID on work placements. Further work is required to identify and secure alternative, realistic and achievable employment options available to learners.

New approaches and resources were required to deliver Prevent, Safeguarding and British Values online to ensure learners engagement.

Recruitment of new learners has dropped significantly since March in all areas of learning since COVID hit (reduction of 442 Learners and a reduction in 1122 enrolments) particularly in the Entry to Level 1 learning and digital skills. However with Entry to Level 2 learners who are recruited via outreach, engagement events and referrals this obviously has not been able to happen. All leaders and teams continue to work together to get information out and encourage referrals but lack of face to face engagement is a barrier to this.

Academic Year	Total number of Learners	Total Number of Enrolments	Drop in Numbers
2018/19	3145	6451	442
2019/20	2703	5329	1,122

Development work is required to collect, log and evaluate individual student progress during online teaching.

The increased need for our own venue has been highlighted due to COVID and significant support is required to press the need to have a fully accessible adult learning base, which can celebrate and visually motivate adults to embrace lifelong learning, is recognised.

Improvement is required relating to the retention and achievement rates in the areas of Level 4-Yr 1 Counselling and IT ECDL / Digital Skills all of which have been impacted during COVID. These impacts are mainly related to the learner's lack of skills, lack of technology or increased responsibilities at home such as home schooling, home working or illness.

Overall Grade	**Good**
Quality of Education	**Good**
Personal Development	**Good**
Behaviours & Attitudes	**Good**
Leadership & Management	**Good**

York Learning – 2019-2020   Self-Assessment Report - Leadership and Management

Quality of Education

Intent

Strengths

- Ambitious, broad, diverse and flexible curriculum developed which has learners need and interest at its core, extending learning opportunities not only for existing learners but for new learners also.
- Strong curriculum development enabled a swift adaptation into new 'online only' medium through these difficult and challenging times to meet a wide variety of learners needs and strategies, Resources were deployed which showed clear engagement from all existing learners and also enabled the most disadvantaged to still engage whilst the family learning content supported parents and children learning together.
- Strong sequencing, differentiated approach and accessible content within curriculums allows a bespoke approach and good progression opportunities for learners
- Excellent development of programmes allows learners a choice in building their qualifications to suit their skills and needs with high levels of personalisation and bespoke learning within the HNS provision to help prepare towards adulthood.
- Good E-Learning resourcing available to support program delivery which were able to be rapidly utilised in the full turn around into online learning
- Programmes support our learners within a community which allows them to develop the wider, sometimes more subtle benefits associated with education, such as a more diverse social circle, a support network of like-minded people, timekeeping, community engagement, appropriate language/discussion topics and a regular weekly routine.
- Well-developed induction and assessment processes to support learners getting onto the correct course and level especially within apprentices.

Areas for Improvement

- Develop further with learners the induction processes and resources to ensure they become fully embedded within our online offer.
- Further work is required to find the most suitable, flexible, learning delivery models that will appeal to parents and those furthest away from the job market to meet the challenges of those with lower skills needs, this has been particularly apparent during COVID restrictions.

Implementation:-

Strengths

- A Good, dedicated and versatile tutor team have an exceptional 'can do' attitude and have fostered an ethos of working together effectively, resulting in sharing skills and resources through a difficult time. Supporting home schooling for parents with activities and task - local residents with Digital skills and help to learners to gain access to courses via Zoom, Google etc.
- Excellent sharing of good practice has enabled successful implementation of courses from classroom based to online based and has supported tutors through that transition period during COVID
- Learners make good progress against their starting points. They often extend their goals and benefit from a wide range of very positive unintended learning outcomes. Repeat learners within creative, health and wellbeing courses gain the confidence to move "across" classes & subject specialism to increase knowledge & experience.
- Well planned schemes of work which carefully sequences new knowledge enables learners to develop detailed knowledge and skills. Learners report feeling motivated and passionate about their learning and learners apply skills learnt with us in activities outside the classroom and at home.
- Highly supportive, non-judgemental and safe learning environments are created by tutors which fulfil and extend learners aspirations within both creative and academic settings and leads to good levels of success, enjoyment, confidence/self-esteem building and timekeeping and attendance attitudes.
- Teaching is Good - 99% of learners rate the knowledge and skills of tutors as Excellent/Good, 96% said there was an Excellent/Good range of activities, 97.5% of learners said the class environment was welcoming, 97% of learners agreed that the course was Excellent/Good at meeting their expectations.
- Effective collaboration and partnership working to support learners and the development of programmes and resources relevant to learners' needs, local priorities, schools and digital support.
- Good implementation and promotion of functional skills English, maths and ICT are embedded across most areas of the curriculum
- Good stretch and challenge for learners to help progress and improve learner's growth in their relevant subject area.
- Good tutor training strategies are in place to support tutors pedagogy development

Areas for Improvement

- Continued work is required to further promote functional skills across the wider community learning programmes
- Continued work is required to improve the tutor's feedback to learners to ensure it is meaningful, motivating and time framed.
- Curriculum plan requires further work to develop and recognise emerging skills requirements of the future
- Development is required in the marketing and recruitment for new and returning learners onto courses.

Impact:-

Strengths

- Online courses have been extremely successful and widely appreciated by existing and new learners and has highlighted additional benefits to some learners who would otherwise have experienced greater levels of social isolation.
- Extension opportunities offered have increased the sense of achievement and aspirations of learners as well as enabling learners to celebrate and enjoy their achievements this is particularly so within the online fashion show and Inspirations exhibition. 96% of learners have gained Excellent/Good benefits from doing the course, 95% of Learners rated their experience overall as Excellent/Good
- ESOL continues to be extremely relevant and bespoke to meet the needs of those in the City and those on the refugee resettlement scheme and other asylum seekers.
- Strong curriculum plan enables learners to see a clear progression pathway within areas of learning 88% and into new areas of learning and there is also progression into FE and HE 44%
- Learners develop confidence and skills whilst raising aspirations for themselves and for their children's future, feeling able to discuss their children's learning and development with early years providers and schools.
- Good teaching and support enables our young study programme learners to achieve positive progressions. 42% progressing to College or employment, 37% recruited to further engagement and learning activities to support gaining employment. HNS learners benefit from strong multi-disciplinary teams contributing to well-planned exit strategies.
- Good retention and achievement rates within High Needs (HNS) Retention 94% and achievement 91%, Counselling L4 y2 100%, L2 90.9%, L3 95.4% achievement all of which are equal/above national benchmarks
- 70% of all work based learners receive promotion in their workplace when completing their qualifications with us.
- 99% of learners confirmed that their tutors have excellent/good knowledge and skills required in their chosen subject, continuing a three year trend in standards.
- 97% of learners confirmed that their course met their expectations
- 92.4% learners confirmed that they received excellent/good support in class (increasing over last three years)
- 96.5% learners confirmed that the organisation of their course was excellent/good

Areas for Improvement

- Entry provision to Digital Skills needs developing in line with new digital skills curriculum and improved progression information to learners in Digital skills to help them progress from L1 to L2
- Improve achievement rates in Counselling L4 y1 to match national averages at 70% whereas currently this is 60%
- Improved development in curriculum planning to increase the stretch and challenge in task to Work based learners and continued development of maths knowledge skills relating to work based apprenticeships.
- Lack of venues has severely impacted our ability to return to face to face learning safely during COVID and has highlighted a need for dedicated Adult Learning premises.

Behaviour and Attitudes

Strengths

- Adult learner's attitude to their learning is positive. They're committed to their learning, engaging with different delivery models and continuing to attend during difficult times with demands on their time and resources (working longer shifts/home-schooling/sharing digital resources). Learners have remained committed and motivated to their learning with high attendance and engagement throughout lockdown on the whole.
- Learners take pride in their learning and achievements, two-thirds of the GCSE Maths cohort opted for further study or a real exam rather than having a predicted grade.
- A dedicated tutor team have gone over and above to maintain contact with their learners relating to studying and compassionate support during the effects of lockdown whilst also ensuring they achieve their aim.
- Course evaluations indicate very high levels of learner satisfaction. 96% of learners said that their experience overall was either Good or Excellent.
- Achievement rates in Community learning are very good at 93.3%.
- Tutor, Peer and Peer-Peer relationships are extremely good and frequently identified as a major factor in learner re-enrolment. Counselling particularly has a strong peer support programme is encouraged and learners are overall very generous with the support that they offer to each other. The good rapport between tutors / learners and learner/learners leads to a happy, supportive and welcoming environment
- Course evaluations indicate very high levels of learner satisfaction. When asked …"How well has the course met your expectations?" 97% of learners surveyed answered Good or Excellent.
- The 16-18 Study programmes monitoring of learner personal development, behaviour and welfare is exceptional. Daily meeting and extensive contact logs provide real time data.
- Safeguarding of learners is outstanding across the service. Within the 16-18 study programme where many learners are extremely vulnerable and subject to multi-disciplinary arrangements due to complex layered needs the Programme Manager has advanced training in safeguarding
- End of course surveys show that learners feedback relating to the Support received on the course being Excellent/good has scored 92.4%

Areas for Improvement

- Closer monitoring in ESOL required to allow rapid follow up on attendance issues.
- Further work is required to ensure we celebrate achievements and share success stories to help motivate existing and new learners.
- Improvement is required to capture detailed learner voice within some of the high needs learners providers
- Learner's attendance and achievement has been affected by parental responsibilities and home schooling during the pandemic which has affected achievement in the areas of Counselling, maths and Digital skills particularly.

Personal Development

Strengths

- Learners are carefully assessed at the start of their journey continuing with robust IAG strands embedded in the skills courses ensuring learners are guided and supported in their enrolment, learning and progression.
- Learners are offered a wide range of qualifications to support their learning to ensure they acquire skills and knowledge at a pace that suits them and learning is personalised with bespoke support to learners.
- Flexible delivery and start dates give Learners opportunities to take qualifications at a time that is right for them, enabling those who need the qualification for their next steps to proceed.
- Learners are encouraged to take ownership of their own learning through online resources such as Google Classroom, BKSB, OneFile and flipped learning to extend work outside the classroom.
- The curriculum offer evokes a sense community and the subsequent learning "experience", helps to combat loneliness, stress and the sense of isolation. This has been especially important throughout lockdown.
- 96.5% of Learners agreed that the benefits they had gained by attending their course were Excellent/Good and community arts projects and creative extension opportunities increased the sense of achievement.
- A significant number of learners use the skills/knowledge learnt in class as a means of enriching and improving their lives or the lives of those around them, such as family and friends.
- Overall attitude to learning is positive. Learners are committed to learning and the majority of learners have continued to attend even with varying demands on their time.
- Pastoral support for learners is exceptional, with a wider service response to support learners during in lockdown ensuring referrals were processed and contact information shared for support groups etc.
- Learners reference British Values, Prevent etc. in their conversations/their feedback. They feel safe and supported in sessions.
- Learners gain qualifications that help them progress within work/gain work/gain skills for work purposes
- Developing the personal and social skills of learners across all levels through the implementation of ambitious assessments and robust peer support.
- Learners tell us how they value the "encouraging and relaxed learning environment", impact of the friendships and social interaction that are immeasurable additional benefits on top of their learning.
- Learners tell us that they grow in confidence and greatly improve wellbeing with the support of the knowledgeable and encouraging tutors

Areas for Improvement

- Some learners have found it impossible to engage with On-line learning options leading to lower retention and recruitment
- Some areas of the provision need to improve their advice & guidance about accredited courses, offered by other providers
- Continued work is required to ensure learner support information follows the learner through every different course and level they choose to undertake
- Learner voice requires continued development to support the shaping, development and visibility of the curriculum plan

Leadership & Management

Strengths

- Leaders have clear and ambitious vision for delivering high quality training which is widely recognised and responsive to local and national initiatives and provides clear and relevant progression routes for learners.
- Leaders provide effective guidance and personal development opportunities to support a talented, well qualified tutor team. Leading to a seamless, high quality, inclusive teaching and learning across all levels
- Very good communication between Management, teaching & non-teaching staff ensures that learner needs are addressed quickly & efficiently in this highly changeable, unprecedented teaching environment.
- Tutor specialisms and expertise is celebrated, recognised and utilised to ensure delivery is to the highest standards and responsive to changes within the field.
- Leaders have ensured all teams have access to excellent support and CPD blended learning opportunities through this difficult time whilst working at home, including mindfulness, fitness and art classes.
- There is strong and influential strategic management and partnership working across various city-wide groups leading to increased support for some of our most vulnerable groups such as recently arrived asylum seekers and refugees, asylum seekers and SEND learners, resulting in an increase in a wider support network and improved outcomes for learners.
- Strong continued focus on E-Learning enabled tutors to have the tools and skills to respond and switch classroom based learning to online learning which enabled learners during COVID lockdowns.
- Excellent culture of safeguarding and partnership working supports effective arrangements to identify, support or refer learners to appropriate projects and support organisations ensuring vulnerable learners are safe.
- Highly motivated and skilled staff were able to adapt quickly to the changing demands of maintaining quality provision of education through the pandemic.
- Excellent subcontractor relationships with the SEND High Needs programmes resulting in increased volumes of students and an increased local offer, further reducing the need for expensive out of area provision .
- Good compliance and high levels of involvement in learning provision through structured management support, training and supervision leading to more effective infrastructure across sub-contractors.
- Leaders provide a high level of challenge around quality improvement and self-assessment

Areas for Improvement

- Improvements required in the processes related to signing off Action Plans arising from the OTL process
- Blended learning and delivery continues to require development to support team's, enabling further resources to be available at all levels to meet the needs of all learners.
- Creativity in delivering remote working and access to IT resources requires improvement for Learner Support staff
- Tutor teams requires expansion, particularly within ICT, Study Programme, High Needs and Creativity and Leisure programmes which has proven particularly difficult during COVID period
- Review of marketing messages and engagement activities to ensure we are widening our reach.

19+ Education and Training

SSA 1 Health, Public Services and Care		OVERALL			TIMELY		
		2017/18	2018/19	2019/20	2017/18	2018/19	2019/20
1.3 Health & Social Care	Achieved	87	71	67	74	62	62
	Leavers	103	83	85	98	75	88
	Achievement	84.5%	85.5%	78.8%	75.5%	82.7%	70.5%
1.5 Child Development and Well Being	Achieved	17	28	21	11	21	21
	Leavers	21	35	26	28	25	25
	Achievement	81.0%	80.0%	80.8%	39.3%	84.0%	84.0%
TOTAL	**Achieved**	**104**	**99**	**88**	**85**	**83**	**83**
	Leavers	**124**	**118**	**111**	**126**	**100**	**113**
	Achievement	**83.9%**	**83.9%**	**79.3%**	**67.5%**	**83.0%**	**73.5%**

SSA 2 Science and Mathematics		OVERALL			TIMELY		
		2017/18	2018/19	2019/20	2017/18	2018/19	2019/20
2.2 Mathematics and Statistics	Achieved	42	47	15	42	47	15
	Leavers	51	52	44	51	52	58
	Achievement	82.4%	90.4%	34.1%	82.4%	90.4%	25.9%
TOTAL	**Achieved**	**42**	**47**	**15**	**42**	**47**	**15**
	Leavers	**51**	**52**	**44**	**51**	**52**	**58**
	Achievement	**82.4%**	**90.4%**	**34.1%**	**82.4%**	**90.4%**	**25.9%**

SSA 3 Agriculture, Horticulture and Animal Care		OVERALL			TIMELY		
		2017/18	2018/19	2019/20	2017/18	2018/19	2019/20
3.2 Horticulture and Forestry	Achieved	3	3	1	3	3	1
	Leavers	3	3	1	3	3	1
	Achievement	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
TOTAL	**Achieved**	**3**	**3**	**1**	**3**	**3**	**1**
	Leavers	**3**	**3**	**1**	**3**	**3**	**1**
	Achievement	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**

SSA 7 Retail and Commercial Enterprise		OVERALL			TIMELY		
		2017/18	2018/19	2019/20	2017/18	2018/19	2019/20
7.1 Retailing and Wholesaling	Achieved	7	-	-	7	-	-
	Leavers	7	-	-	7	-	-
	Achievement	100.0%	-	-	100.0%	-	-
7.3 Retail and Commercial Enterprise	Achieved	16	5	-	14	5	-
	Leavers	19	8	-	19	7	-
	Achievement	84.2%	62.5%	-	73.7%	71.4%	-
7.4 Hospitality and Catering	Achieved	-	1	1	-	1	1
	Leavers	-	1	1	-	1	1
	Achievement	-	100.0%	100.0%	-	100.0%	100.0%
TOTAL	**Achieved**	**23**	**6**	**1**	**21**	**6**	**1**
	Leavers	**26**	**9**	**1**	**26**	**8**	**1**
	Achievement	**88.5%**	**66.7%**	**100.0%**	**80.8%**	**75.0%**	**100.0%**

SSA 8 Leisure, Travel and Tourism		OVERALL			TIMELY		
		2017/18	2018/19	2019/20	2017/18	2018/19	2019/20
8.1 Sport, Leisure and Recreation	Achieved	24	16	17	24	16	17
	Leavers	24	16	17	24	16	17
	Achievement	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
TOTAL	**Achieved**	**24**	**16**	**17**	**24**	**16**	**17**
	Leavers	**24**	**16**	**17**	**24**	**16**	**17**
	Achievement	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**

SSA 6 Information and Communication Technology		OVERALL			TIMELY		
		2017/18	2018/19	2019/20	2017/18	2018/19	2019/20
6.2 ICT for Users	Achieved	65	82	57	61	84	33
	Leavers	74	90	84	75	111	65
	Achievement	87.8%	91.1%	67.9%	81.3%	75.7%	50.8%
TOTAL	**Achieved**	**65**	**82**	**57**	**61**	**84**	**33**
	Leavers	**74**	**90**	**84**	**75**	**111**	**65**
	Achievement	**87.8%**	**91.1%**	**67.9%**	**81.3%**	**75.7%**	**50.8%**

SSA 9 Arts, Media and Publishing		OVERALL			TIMELY		
		2017/18	2018/19	2019/20	2017/18	2018/19	2019/20
Performing Arts	Achieved	19	4	11	19	4	11
	Leavers	19	4	11	19	4	11
	Achievement	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
9.2 Crafts, Creative Arts and Design	Achieved	12	8	4	12	8	4
	Leavers	12	8	4	12	8	4
	Achievement	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
9.3 Media and Communication	Achieved	1	3	4	1	3	4
	Leavers	1	3	4	1	3	4
	Achievement	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
TOTAL	Achieved	32	15	19	32	15	19
	Leavers	32	15	19	32	15	19
	Achievement	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

SA 12 Languages, Literature and Culture		OVERALL			TIMELY		
		2017/18	2018/19	2019/20	2017/18	2018/19	2019/20
12.1 Languages, Literature and Culture of the British Isles	Achieved	29	17	19	29	17	19
	Leavers	32	21	19	32	21	19
	Achievement	90.6%	81.0%	100.0%	90.6%	81.0%	100.0%
TOTAL	Achieved	29	17	19	29	17	19
	Leavers	32	21	19	32	21	19
	Achievement	90.6%	81.0%	100.0%	90.6%	81.0%	100.0%

SSA 13 Education and Training		OVERALL			TIMELY		
		2017/18	2018/19	2019/20	2017/18	2018/19	2019/20
13.2 Direct Learning Support	Achieved	7	4	5	7	4	5
	Leavers	8	4	5	8	4	5
	Achievement	87.5%	100.0%	100.0%	87.5%	100.0%	100.0%
TOTAL	Achieved	7	4	5	7	4	5
	Leavers	8	4	5	8	4	5
	Achievement	87.5%	100.0%	100.0%	87.5%	100.0%	100.0%

SSA 15 Business, Administration, Finance and Law		OVERALL			TIMELY		
		2017/18	2018/19	2019/20	2017/18	2018/19	2019/20
15.1 Accounting and Finance	Achieved	25	39	19	24	38	17
	Leavers	26	43	23	25	43	28
	Achievement	96.2%	90.7%	82.6%	96.0%	88.4%	60.7%
15.2 Administration	Achieved	3	-	-	3	-	-
	Leavers	3	-	-	3	-	-
	Achievement	100.0%	-	-	100.0%	-	-
15.3 Business Management	Achieved	1	1	1	1	-	1
	Leavers	1	1	1	1	-	1
	Achievement	100.0%	100.0%	100.0%	100.0%	-	100.0%
TOTAL	Achieved	29	40	20	28	38	18
	Leavers	30	44	24	29	43	29
	Achievement	96.7%	90.9%	83.3%	96.5%	88.4%	62.1%

SSA 14 Preparation for Life and Work		OVERALL			TIMELY		
		2017/18	2018/19	2019/20	2017/18	2018/19	2019/20
14.1 Foundations for Learning and Life	Achieved	248	303	265	248	305	260
	Leavers	319	379	332	321	382	327
	Achievement	77.7%	79.9%	79.8%	77.3%	79.8%	79.5%
14.2 Preparation for Work	Achieved	24	45	29	23	45	28
	Leavers	25	51	36	25	53	34
	Achievement	96.0%	88.2%	80.6%	92.0%	84.9%	82.4%
TOTAL	Achieved	272	348	294	271	350	288
	Leavers	344	430	368	346	435	361
	Achievement	79.1%	80.9%	79.9%	78.3%	80.5%	79.8%

19+ GRAND TOTALS		OVERALL			TIMELY		
		2017/18	2018/19	2019/20	2017/18	2018/19	2019/20
TOTAL	Achieved	630	677	537	603	663	500
	Leavers	748	802	694	752	808	689
	Achievement	84.2%	84.4%	77.4%	80.2%	82.1%	72.6%

Community Learning

SSA 1 Health, Public Services and Care

		OVERALL			TIMELY		
		2017/18	2018/19	2019/20	2017/18	2018/19	2019/20
1.3 Health & Social Care	Achieved	-	-	36	-	-	36
	Leavers	-	-	37	-	-	37
	Achievement	-	-	97.3%	-	-	97.3%
TOTAL	**Achieved**	**-**	**-**	**36**	**-**	**-**	**36**
	Leavers	**-**	**-**	**37**	**-**	**-**	**37**
	Achievement	**-**	**-**	**97.3%**	**-**	**-**	**97.3%**

SSA 2 Science and Mathematics

		OVERALL			TIMELY		
		2017/18	2018/19	2019/20	2017/18	2018/19	2019/20
2.1 Science	Achieved	-	-	3	-	-	3
	Leavers	-	-	3	-	-	3
	Achievement	-	-	100.0%	-	-	100.0%
2.2 Mathematics and Statistics	Achieved	123	114	95	123	114	95
	Leavers	132	133	109	132	133	109
	Achievement	93.2%	85.7%	87.2%	93.2%	85.7%	87.2%
TOTAL	**Achieved**	**123**	**114**	**98**	**123**	**114**	**98**
	Leavers	**132**	**133**	**112**	**132**	**133**	**112**
	Achievement	**93.2%**	**85.7%**	**87.5%**	**93.2%**	**85.7%**	**87.5%**

SSA 3 Agriculture, Horticulture and Animal Care

		OVERALL			TIMELY		
		2017/18	2018/19	2019/20	2017/18	2018/19	2019/20
3.2 Horticulture and Forestry	Achieved	111	111	108	111	111	108
	Leavers	113	112	110	113	112	110
	Achievement	98.2%	99.1%	98.2%	98.2%	99.1%	98.2%
TOTAL	**Achieved**	**111**	**111**	**108**	**111**	**111**	**108**
	Leavers	**113**	**112**	**110**	**113**	**112**	**110**
	Achievement	**98.2%**	**99.1%**	**98.2%**	**98.2%**	**99.1%**	**98.2%**

SSA 6 Information and Communication Technology

		OVERALL			TIMELY		
		2017/18	2018/19	2019/20	2017/18	2018/19	2019/20
6.1 ICT Practitioners	Achieved	11	6	64	7	6	62
	Leavers	13	13	76	13	13	76
	Achievement	84.6%	46.2%	84.2%	53.8%	46.2%	81.6%
6.2 ICT for Users	Achieved	233	235	61	233	235	61
	Leavers	236	247	72	236	247	72
	Achievement	98.7%	95.1%	84.7%	98.7%	95.1%	84.7%
TOTAL	**Achieved**	**244**	**241**	**125**	**240**	**241**	**123**
	Leavers	**249**	**260**	**148**	**249**	**260**	**148**
	Achievement	**98.0%**	**92.7%**	**84.5%**	**96.4%**	**92.7%**	**83.1%**

SSA 7 Retail and Commercial Enterprise

		OVERALL			TIMELY		
		2017/18	2018/19	2019/20	2017/18	2018/19	2019/20
7.4 Hospitality and Catering	Achieved	86	62	32	86	62	32
	Leavers	86	62	41	86	62	41
	Achievement	100.0%	100.0%	78.0%	100.0%	100.0%	78.0%
TOTAL	**Achieved**	**86**	**62**	**32**	**86**	**62**	**32**
	Leavers	**86**	**62**	**41**	**86**	**62**	**41**
	Achievement	**100.0%**	**100.0%**	**78.0%**	**100.0%**	**100.0%**	**78.0%**

SSA 8 Sport, Leisure and Recreation

		OVERALL			TIMELY		
		2017/18	2018/19	2019/20	2017/18	2018/19	2019/20
8.1 Sport, Leisure and Recreation	Achieved	1213	1364	1219	1213	1364	1219
	Leavers	1242	1401	1304	1242	1401	1304
	Achievement	97.7%	97.4%	93.5%	97.7%	97.4%	93.5%
TOTAL	**Achieved**	**1213**	**1364**	**1219**	**1213**	**1364**	**1219**
	Leavers	**1242**	**1401**	**1304**	**1242**	**1401**	**1304**
	Achievement	**97.7%**	**97.4%**	**93.5%**	**97.7%**	**97.4%**	**93.5%**

SSA 9 Performing Arts

		OVERALL			TIMELY		
		2017/18	2018/19	2019/20	2017/18	2018/19	2019/20
9.1 Performing Arts	Achieved	502	522	325	502	522	325
	Leavers	510	537	340	510	537	340
	Achievement	98.4%	97.2%	95.6%	98.4%	97.2%	95.6%
9.2 Crafts, Creative Arts and Design	Achieved	1406	1161	857	1406	1161	857
	Leavers	1438	1184	901	1438	1184	901
	Achievement	97.8%	98.1%	95.1%	97.8%	98.1%	95.1%
9.3 Media and Communication	Achieved	92	66	58	92	66	58
	Leavers	92	66	58	92	66	58
	Achievement	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
TOTAL	**Achieved**	**2006**	**1749**	**1240**	**2006**	**1749**	**1240**
	Leavers	**2040**	**1787**	**1299**	**2040**	**1787**	**1299**
	Achievement	**98.3%**	**97.9%**	**95.5%**	**98.3%**	**97.9%**	**95.5%**

SSA 10 History, Philosophy and Theology		OVERALL			TIMELY		
		2017/18	2018/19	2019/20	2017/18	2018/19	2019/20
10.1 History	Achieved	11	19	12	11	19	12
	Leavers	11	19	12	11	19	12
	Achievement	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
TOTAL	**Achieved**	**11**	**19**	**12**	**11**	**19**	**12**
	Leavers	**11**	**19**	**12**	**11**	**19**	**12**
	Achievement	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**

SSA12 Languages, Literature and Culture		OVERALL			TIMELY		
		2017/18	2018/19	2019/20	2017/18	2018/19	2019/20
12.1 Languages, Literature and Culture of the British Isles	Achieved	196	110	186	196	110	186
	Leavers	217	130	214	217	130	214
	Achievement	90.3%	84.6%	86.9%	90.3%	84.6%	86.9%
12.2 Other Languages, Literature and Culture	Achieved	629	723	585	629	723	585
	Leavers	655	745	626	655	745	626
	Achievement	96.0%	97.0%	93.5%	96.0%	97.0%	93.5%
TOTAL	**Achieved**	**825**	**833**	**771**	**825**	**833**	**771**
	Leavers	**872**	**875**	**840**	**872**	**875**	**840**
	Achievement	**94.6%**	**95.2%**	**91.8%**	**94.6%**	**95.2%**	**91.8%**

SSA14 Preparation for Life and Work		OVERALL			TIMELY		
		2017/18	2018/19	2019/20	2017/18	2018/19	2019/20
14.1 Foundations for Learning and Life	Achieved	22	17	22	22	17	22
	Leavers	22	17	22	22	17	22
	Achievement	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
TOTAL	**Achieved**	**22**	**17**	**22**	**22**	**17**	**22**
	Leavers	**22**	**17**	**22**	**22**	**17**	**22**
	Achievement	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**

Community Learning		OVERALL			TIMELY		
GRAND TOTALS		2017/18	2018/19	2019/20	2017/18	2018/19	2019/20
TOTAL	Achieved	4635	4510	3663	4631	4510	3661
	Leavers	4767	4666	3925	4767	4666	3925
	Achievement	97.2%	96.7%	93.3%	97.1%	96.7%	93.3%

Apprenticeships

SSA 1 Health, Public Services and Care		OVERALL			TIMELY		
		2017/18	2018/19	2019/20	2017/18	2018/19	2019/20
Health and Social Care Intermediate Level	Achieved	5	3	1	5	2	-
	Leavers	17	7	2	18	7	-
	Achievement	29.4%	42.9%	50.0%	27.8%	28.6%	-
Health and Social Care Advanced Level	Achieved	7	3	1	3	1	-
	Leavers	17	7	1	13	4	-
	Achievement	41.2%	42.9%	100.0%	23.1%	25.0%	-
Lead Adult Care Worker (Standard)	Achieved	-	-	0	-	-	-
	Leavers	-	-	1	-	-	-
	Achievement	-	-	0.0%	-	-	-
Care Leadership and Management Higher Level	Achieved	-	0	2	-	0	1
	Leavers	-	2	4	-	3	3
	Achievement	-	0.0%	50.0%	-	0.0%	33.3%
Health and Social Care Subtotal	**Achieved**	**12**	**6**	**4**	**8**	**3**	**1**
	Leavers	**34**	**16**	**8**	**31**	**14**	**3**
	Achievement	**35.3%**	**37.5%**	**50.0%**	**25.8%**	**21.4%**	**33.3%**
Children and Young People's Workforce Intermediate Level	Achieved	1	5	4	1	5	3
	Leavers	5	8	4	5	9	3
	Achievement	20.0%	62.5%	100.0%	20.0%	55.6%	100.0%
Children and Young People's Workforce Advanced Level	Achieved	13	6	13	10	4	11
	Leavers	17	14	18	15	14	21
	Achievement	76.5%	42.9%	72.2%	66.7%	28.6%	52.4%
Children and Young People's Workforce Subtotal	**Achieved**	**14**	**11**	**17**	**11**	**9**	**14**
	Leavers	**22**	**22**	**22**	**20**	**23**	**24**
	Achievement	**63.6%**	**50.0%**	**77.3%**	**55.0%**	**39.1%**	**58.3%**
Healthcare Support Services Intermediate Level	Achieved	0	-	0	0	-	0
	Leavers	1	-	1	1	-	1
	Achievement	0.0%	-	0.0%	0.0%	-	0.0%
Healthcare Support Services Advanced Level	Achieved	0	-	-	0	-	-
	Leavers	2	-	-	2	-	-
	Achievement	0.0%	-	-	0.0%	-	-
Healthcare Support Services Subtotal	**Achieved**	**0**	**-**	**0**	**0**	**-**	**0**
	Leavers	**3**	**-**	**1**	**3**	**-**	**1**
	Achievement	**0.0%**	**-**	**0.0%**	**0.0%**	**-**	**0.0%**
SSA 1 TOTAL	**Achieved**	**26**	**17**	**21**	**19**	**12**	**15**

SSA 8 Sport, Leisure and Recreation		OVERALL			TIMELY		
		2017/18	2018/19	2019/20	2017/18	2018/19	2019/20
Playwork Intermediate Level	Achieved	-	-	-	-	-	-
	Leavers	-	-	-	-	-	-
	Achievement	-	-	-	-	-	-
Playwork Advanced Level	Achieved	-	0	3	-	0	3
	Leavers	-	4	4	-	3	4
	Achievement	-	0.0%	75.0%	-	0.0%	75.0%
SSA 8 TOTAL	**Achieved**	**-**	**0**	**3**	**-**	**0**	**3**
	Leavers	**-**	**4**	**4**	**-**	**3**	**4**
	Achievement	**-**	**0.0%**	**75.0%**	**-**	**0.0%**	**75.0%**

SSA 13 Education and Training		OVERALL			TIMELY		
		2017/18	2018/19	2019/20	2017/18	2018/19	2019/20
Supporting Teaching and Learning in Schools Intermediate Level	Achieved	0	4	5	0	3	4
	Leavers	1	5	7	2	4	7
	Achievement	0.0%	80.0%	71.4%	0.0%	25.0%	57.1%
Supporting Teaching and Learning in Schools Advanced Level	Achieved	3	3	1	3	3	1
	Leavers	4	6	1	4	6	1
	Achievement	75.0%	50.0%	100.0%	75.0%	50.0%	100.0%
SSA 13 TOTAL	**Achieved**	**3**	**7**	**6**	**3**	**6**	**5**
	Leavers	**5**	**11**	**8**	**6**	**10**	**8**
	Achievement	**60.0%**	**63.6%**	**75.0%**	**50.0%**	**60.0%**	**62.5%**

SSA 15 Business, Administration, Finance and Law		OVERALL			TIMELY		
		2017/18	2018/19	2019/20	2017/18	2018/19	2019/20
Business and Administration Intermediate Level	Achieved	3	5	4	3	5	4
	Leavers	3	5	5	3	5	5
	Achievement	100.0%	100.0%	80.0%	100.0%	100.0%	80.0%
Business and Administration Advanced Level	Achieved	4	7	4	4	8	3
	Leavers	5	8	4	5	9	3
	Achievement	80.0%	87.5%	100.0%	80.0%	88.9%	100.0%
Business and Professional Administration Higher	Achieved	-	-	1	-	0	-
	Leavers	-	-	1	-	1	-
	Achievement	-	-	100.0%	-	0.0%	-
Business and Administration Subtotal	Achieved	7	12	9	7	12	7
	Leavers	8	13	10	8	15	8
	Achievement	87.5%	92.3%	90.0%	87.5%	80.0%	87.5%
Customer Service Intermediate Level	Achieved	-	1	-	-	1	-
	Leavers	-	4	-	-	4	-
	Achievement	-	25.0%	-	-	25.0%	-
Customer Service Advanced Level	Achieved	2	0	-	2	0	-
	Leavers	2	3	-	2	3	-
	Achievement	100.0%	0.0%	-	100.0%	0.0%	-
Customer Service Practitioner (Standard)	Achieved	-	-	0	-	-	-
	Leavers	-	-	1	-	-	-
	Achievement	-	-	0.0%	-	-	-
Customer Service Subtotal	Achieved	2	1	0	2	1	-
	Leavers	2	7	1	2	7	-
	Achievement	100.0%	14.3%	0.0%	100.0%	14.3%	-
Accounting Intermediate Level	Achieved	-	-	1	-	-	1
	Leavers	-	-	1	-	-	1
	Achievement	-	-	100.0%	-	-	100.0%
Accounting Advanced Level	Achieved	-	-	1	-	-	1
	Leavers	-	-	2	-	-	2
	Achievement	-	-	50.0%	-	-	50.0%
Accounting Subtotal	Achieved	-	-	2	-	-	2
	Leavers	-	-	3	-	-	3
	Achievement	-	-	66.7%	-	-	66.7%
Management Advanced Level	Achieved	3	-	-	3	-	-
	Leavers	4	-	-	3	-	-
	Achievement	75.0%	-	-	100.0%	-	-
Management Higher Level	Achieved	1	-	-	1	-	-
	Leavers	3	-	-	3	-	-
	Achievement	33.3%	-	-	33.3%	-	-
Management Subtotal	Achieved	4	-	-	4	-	-
	Leavers	7	-	-	6	-	-
	Achievement	57.1%	-	-	66.7%	-	-
Marketing Advanced Level	Achieved	1	-	-	1	-	-
	Leavers	1	-	-	1	-	-
	Achievement	100.0%	-	-	100.0%	-	-
SSA 15 TOTAL	Achieved	14	13	11	14	13	9
	Leavers	18	20	14	17	22	11
	Achievement	77.8%	65.0%	78.6%	82.4%	59.1%	81.8%

Apprenticeships GRAND TOTALS		OVERALL			TIMELY		
		2017/18	2018/19	2019/20	2017/18	2018/19	2019/20
TOTAL	Achieved	43	37	41	36	31	32
	Leavers	82	73	57	77	72	51
	Achievement	52.4%	50.7%	71.9%	46.8%	43.1%	62.7%

York Learning - Learner Voice

	Excellent			Good			Satisfactory			Poor			don't know n/a			Total Responses		
	2017/18	2018/19	2019/20	2017/18	2018/19	2019/20	2017/18	2018/19	2019/20	2017/18	2018/19	2019/20	2017/18	2018/19	2019/20	2017/18	2018/19	2019/20
Registering and signing up for your course	48.36%	47.48%	41.62%	37.24%	40.81%	41.62%	8.29%	7.19%	11.08%	3.03%	2.67%	3.65%	3.22%	1.91%	2.03%	1,520		740
Information about the course	40.72%	39.01%	37.97%	44.14%	49.39%	49.73%	10.99%	8.64%	10.27%	1.25%	1.33%	0.54%	2.96%	1.68%	1.35%	1,520		740
The organisation of the course	59.41%	60.58%	61.22%	35.67%	34.38%	35.27%	3.36%	3.07%	2.70%	0.07%	0.35%	0.27%	2.50%	1.62%	0.54%	1,520		740
The knowledge/skills of the tutor	89.93%	90.67%	91.49%	9.21%	8.52%	7.43%	0.33%	0.23%	0.41%	0.00%	0.06%	0.14%	0.53%	0.64%	0.54%	1,520		740
The range of activities	67.89%	69.80%	73.78%	26.71%	25.16%	22.57%	1.58%	1.51%	1.08%	0.00%	0.06%	0.41%	3.83%	3.54%	2.16%	1,520		740
The tutor's use of technology	50.26%	49.45%	53.65%	21.38%	23.13%	21.35%	2.50%	2.38%	2.30%	0.13%	0.23%	0.27%	25.92%	24.93%	22.03%	1,520		740
Feedback given to you by the tutor	67.57%	66.90%	71.89%	24.21%	24.52%	21.22%	2.37%	2.38%	2.16%	0.00%	0.23%	0.27%	5.92%	5.97%	4.46%	1,520		740
Was the class welcoming	80.13%	82.67%	82.97%	18.22%	15.77%	14.59%	0.99%	1.10%	1.35%	0.07%	0.00%	0.27%	0.72%	0.52%	0.81%	1,520		740
Advice given to you about what you could do after the course	46.91%	45.80%	50.81%	26.12%	24.00%	24.46%	4.47%	5.33%	4.73%	0.72%	0.46%	0.54%	21.84%	24.52%	19.19%	1,520		740
The standard of the venue used	41.84%	41.51%	39.19%	43.16%	43.71%	35.95%	12.17%	12.52%	9.46%	1.25%	1.51%	1.35%	1.58%	0.87%	0.41%	1,520		740
How well the course met your expectations	65.79%	67.94%	69.59%	30.39%	27.71%	27.16%	2.11%	3.07%	2.57%	0.26%	0.29%	0.41%	1.51%	0.99%	0.27%	1,520		740
The benefits you have gained from the course	64.47%	64.17%	64.46%	31.12%	31.59%	32.03%	2.50%	2.90%	2.16%	0.20%	0.00%	0.14%	1.71%	1.33%	1.22%	1,520		740
Your experience overall	70.66%	71.30%	71.89%	26.84%	24.46%	23.51%	1.45%	1.91%	1.76%	0.07%	0.12%	0.27%	1.05%	2.26%	2.16%	1,520		740
How was the support you received	65.79%	67.42%	72.16%	17.57%	19.30%	20.27%	1.12%	1.68%	1.08%	0.07%	0.23%	0.54%	15.46%	11.48%	5.81%	1520		740

Destination –	417 Learners	
Full time FE	53	13%
Part time FE	113	27%
HE	19	5%
Not in employment and NOT looking for work	34	8%
Employment 16+ hrs	90	22%
Unable to contact	25	6%
Employment less than 16 hrs	16	4%
Voluntary work	17	4%
Not in employment and looking for work	29	7%
Apprenticeship	2	0%
Self-employed less than 16 hrs	2	0%
Self-employed 16+ hrs	1	0%
Supported Internship	16	4%