

# City of York Council

# York Learning

## Self-Assessment Report

**2018-2019**

11<sup>th</sup> February 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 enable resident's different opportunities in which to engage with learning. York Learning was visited by Ofsted at the end of November and were found to still be 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 also aimed at some of the most vulnerable young people in the City making a transition into education and employment. Tutors know their learners well and use this to provide provision that is flexible to meet learner's needs and help learners to develop their knowledge and skills well. Tutors identify quickly any additional learning and specialist support needs that a learner may have. This ensures we can then manage their behaviours, reducing anxieties and leading to good progress in their chosen study programme.

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 delivered in safe and accessible community locations such as local libraries and children's centres.

Very positive relationships are fostered in class by tutors, which help to motivate, inspire & contribute to the social wellbeing of our learners. Individuals achieve and often extend their learning goals because of this. The peer learning which occurs within our classes is often cited as one of the main reasons for re-enrolment. Many learners develop strong friendship groups within class. Ofsted have commented that tutors have high expectations for what their learners can achieve and that they learn important and empowering knowledge that they need to fulfil their ambitions. York Learning is currently running a number of community art projects to enable us to engage with a wide range of learners, craft, art and other vulnerable groups whilst also pulling in other parts of the service together in a combined theme.

York Learning has developed long lasting effective partnerships with local libraries, employers including nurseries, Job Centre Plus, local schools, charities and community centres. These partnerships have enabled us to recruit effectively to our targeted provision. Good governance is currently provided by our elected members and senior leaders, with information provided through clearly defined reporting processes. However, we believe this can be improved with a formal governing body which we are currently in the process of implementing.

The broad curriculum offer includes; English, maths, ICT, 16-18 Foundation Learning, 16-25 High Needs Supported Delivery, Apprenticeships & Work Based Learning, 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 lead the way with their personalised learning delivery as part of our post 16 education offer for students with Education Health and Care plans who have significant learning support needs. We currently have around 87 learners and work with a range of subcontractors to ensure there is adequate choice in 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.

Challenges for the service is in developing our current Management information system (MiS) software to better support the service and respective workflows to reduce pressure of administrative task on our teams. The new MiS software we have purchased will lead to an improved experience for learners, improved timely data on attendance/retention for tutors and managers and a greater production of relevant reports all of which at present is administratively heavy.

Our Foundation Learning program is moving premises this year to a much improved venue. We are working hard to ensure this has minimal disruption to the learners on their programmes.

Building and developing our digital inclusion strategies with other partners will continue to be a challenge as more and more services go online. In line with this the IT curriculum will be changing and more free provision will become available to all, whilst this is a positive move it will create a challenge to ensure learners who receive a free course are motivated to stay.

Minimum standards on our Apprenticeship programme continues to be challenging and whilst we are moving in a positive direction many of our learners work in roles that offer a traditionally low wage particularly adult care & childcare. These low wages influence our learners to migrate to and from different job roles, often leaving for a new vocational area and/or take on extra hours to gain additional income, sometimes up to 60 hours per week for Adult Care workers. This, inevitably, results in a higher withdrawal rate in these areas. However, Ofsted have reported particularly that learners on Childcare apprenticeships quickly gain new knowledge and skills which they apply in their job roles. Ofsted have also noted apprentices lack confidence in their ability to apply their mathematics knowledge to unfamiliar scenarios and further sequencing work is required here.

Arrangements for safeguarding and prevent are good and effective but will continue to be improved on and training of staff is ongoing.

Whilst actions from observations are followed up the recording of those actions and any impact following on from those actions is weak and should be developed further.

## **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 continue to grow and whilst this starts to stretch council budgets to meet this increasing need, the offer has continued to be highly responsive and significantly benefit young people and provide a very good educational experience. Programmes are targeted at learners with an EHCP and placements are followed through with York Learning. The programme is subcontracted but we are fully involved in the management of the provision and fully support our sub-contractors in the process and quality management of it. Programmes are well organised to meet learner needs and support is appropriate to ensure that learners make progress and achieve their stated outcomes. Learners enjoy their programmes and attendance is good. Learners feel safe in their programmes and safeguarding arrangements are good.

### **Adult Learning Programmes**

The curriculum offer to adults across the city is good. There is a good and welcoming environment in which they feel safe and able to learn. Success rates in Education and Training continue to be good at 84.4% and a pass rate of 92% overall. Achievement rates are good and above benchmarks (in brackets) as follows:-

Preparation for Life and Work 88.4 (84.9%)  
Bookkeepng and Accounting 90.7% (86.1%)  
ICT 91.1% (89.4%),  
Maths 90.4% (81.9%)

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. There continue to be fewer learners who now fall within minimum standards across the provision. Outcomes for learners is good and the community learning programme is wide ranging prompting community engagement and different pathways to return to learning. GCSE's achievement continues to be high in both English and maths leading to improved employment prospects for learners.

Where appropriate learners have access to good information, advice and guidance across a range of programmes. Recognising and recording progress of learners is good but can be inconsistent across programmes and tutors and continues to be an area for development. ICT programmes help with the development of good digital skills and have a personalised and flexible delivery model which develops independent learning skills and aid learners to gain employer recognised qualifications.

Whilst there continues to be reducing numbers within Family Learning we have developed new models for engagement and been successful in receiving funding to continue to develop this and raise learner numbers. Improved recruitment to Family Learning leads to increased participation in English and maths so this remains a priority for us.

## **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. An excellent supportive environment is created which is nurturing and lead by experienced, dedicated teams to respond to these learners' individual needs. The majority of learners suffer with anxiety and mental health issues, and have involvement with many outside agencies this can range from Youth Offending and Child in Need teams to Social Services and CAMHS

Safeguarding and prevent arrangements are extremely well managed with good support to learners on programmes. Learners feel safe and whilst attendance is challenging it is being well managed. Learners undertake a range of accredited qualifications tailored to meet their individual needs.

Work placements opportunities are integral to the programme to help those learners who are able to, progress into employment and further learning opportunities.

## **Apprenticeships**

Apprenticeship provision continues to require improvement. Our offer is currently in minimum standards on qualifications mainly related to Health & Social Care, Teaching & Learning in Schools and Childcare. An action plan is currently in place which is regularly communicated to the Education & Skills Funding Agency (ESFA) to lead to improved outcomes for learners. Improvements to the inductions and assessment process is ongoing and success rates for 19/20 are going in the right direction but legacy issues are continuing to affect our achievement rates. Due to minimum standards on the following courses the ESFA has introduced sanctions to stop recruitment until figures improve.

All levels of Health & Social Care  
L2 Teaching & Learning in School  
L2 Children's and Young People's workforce  
L5 Management

Due to projected figures we have also withheld further recruitment on L3 Children's and Young People's workforce until figures improve. The apprentices that are not achieving the relevant framework or standard are mainly due to a variety of reasons relating to the industry, and, in some cases, not achieving the relevant English, maths or ICT qualification.

## Quality of Education

### INTENT

#### Strengths

- Inclusive and broad curriculum plan across the City enhances residents' opportunities to engage with learning either for; accreditations, skills for work, wellbeing, leisure\pleasure which attracts new learners and supports learners with complex needs.
- The curriculum is ambitious and well-structured with plenty of flexibility to engage with all learners, particularly those disadvantaged or with special educational needs and/or disabilities (SEND) & High Needs.
- Creative methods are used with teachers to engage into developing their pedagogy of teaching leading to a developmental and supportive learning culture rather than judgemental.
- Ambitions and expectations are high and set to challenge learners relevant to their starting point. Creativity and development of employable skills are encouraged within learning and across the wider offer within class, community art events, exhibitions and celebration evenings. Helping to develop learner's self-esteem, inspire a sense of community, improve confidence and combat loneliness, stress and the sense of isolation.
- Wide range of resources, training and tools provided to encourage discussions on Prevent and British Values, which has improved conversations on these topics with learners.
- Flexible learning opportunities to develop and embed English, maths and ICT enable wider opportunities for learners to engage and attend around busy lives and employment shifts.

#### Areas for Improvement

- York Community Learning partnership requires reinvigorating to ensure learning across the City is developing and a strategy is progressing relating to future skills and wider learning opportunities.
- Family Learning programmes show clear impact on learners and families. However, recruitment is low and requires additional engagement strategies to refresh curriculum offer.
- Apprenticeship team require further development in contextualising math skills around apprenticeship programmes

### Implementation:-

#### Strengths

- Teaching is good with teachers having good\excellent subject knowledge (learner voice 99.23%)
- Senior leadership team provide good support mechanisms to help promote creativity in the classroom and a positive environment for CPD
- Good initial assessment and induction practices by teachers ensures learners are on challenging learning aims,
- Targeted curriculum is ambitious and planned with clear progression steps for learners.
- Comprehensive IAG provision and progression are in place to engage, inform and support learners particularly those furthest away from the job market and least engaged back into learning.

#### Areas for Improvement

- Enrolment system has been restrictive and administratively heavy which reduces time available in supporting learners from administrative teams.
- Feedback whilst supportive is not sufficiently progressive or challenging and requires further work.
- Continue to develop teacher training opportunities and development of teacher reflections
- Apprenticeship tracking and monitoring systems are antiquated and put time heavy administrative practices on the team to the learner's detriment

### Impact:-

#### Strengths

- Good teaching and learning has led to good achievement rates in the areas of; Community Learning 96.7% (4666 learners),
- 19+ 84.4%, (802 learners) with above national benchmarks (81.9%) achievement within our GCSE maths at 90.4%.
- Pass rates for 16-18 learning programmes is excellent at 92% with a cohort of very complex SEMH issues.
- 89.75% of learners continue into further learning

#### Areas for Improvement

- Lack of new venues has restrained the current offer slightly and requires further exploration.
- Antiquated portfolio and MiS within Apprenticeships provision has contributed towards the minimum standards on courses.
- Continued work on new MiS system will improve tutors access to timely information on progression opportunities.
- Apprenticeships continued to be in minimum standards at 50.7% (73 learners) mainly related to learners on low pay and long hours jobs who leave their employment.
- 16-18 learning has low success with an achievement rate of 62.7% (169 learners) all learners are part of programmes aimed at those who struggle to achieve main stream provision and who have Social Emotional Mental Health (SEMH) issues. However, retake success rates are good showing sustained or improved results, since nationally 38% of retakes in GCSE English & maths get lower grades.

## Behaviour and Attitudes

### Strengths

- Students are well behaved and receive good support in lessons leading to good achievement.
- Learners are welcomed in classes 98.62% with knowledgeable teachers 99.23% and a wide range of activities 94.99% leading to high motivation to complete learning and good retention in the majority of classes.
- Relationships between learners and staff reflect a positive and respectful culture. Positive environment reflects that bullying, peer on peer abuse or discrimination are not tolerated. Issues are dealt with quickly and effectively when they arise.
- A culture of peer support is very strong and actively encouraged throughout the service leading to increased learner confidence, participation, achievement and leading to a large proportion of learners progressing into further learning 94.54%
- Promotion of British values and prevent has improved and discussions with learners is happening within programmes with detailed discussions with learners within and after sessions.

### Areas for Improvement

- Data systems for recording retention are cumbersome and not timely leading to inconsistent, monitoring and tracking by SMT.
- Scarce apprenticeship openings to support learner progress for individuals not equipped for mainstreams options within 16-18 learning.
- Some inconsistency in widening opportunities to learners across the breadth of the programme to improve employable skills in counselling.

## Personal Development

### Strengths

- Safeguarding practices are excellent and well developed to support all learners.
- High participation levels relating to discussions around British Values and Prevent develop an understanding of the fundamentals and how to build safer communities.
- An enriching learning environment supports and develops learners' self-esteem, resilience, independence, reducing isolation and building confidence and increasing their awareness in keeping physically and mentally healthy. Learners share experiences, self-correct, support their peers, and take ownership of their learning.
- Excellent pastoral support for learners who have complex needs and/or are vulnerable with good support mechanisms in place.
- Community learning curriculum enables learners to 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.
- HNS programmes enable excellent learner development and pathways to supported internship, self and paid employment.
- 16-19 study programme targeting vulnerable young people offers a safe place of learning and for some LGBTQ+ young people a supported environment to manage any kind of transition they choose to make. The provision is inclusive and diversity is celebrated to support learners to discuss their views and beliefs.
- Innovative IAG projects offer support to learners' broader development but particularly targeting those furthest from the job market by developing positive progressions and inclusivity.

### Areas for Improvement

- Embedding of Functional Skills, British Values and Prevent still has some inconsistency across the offer.
- Continued focus on supporting the wider mental health agenda to develop appropriate partnership & support.
- Further development and focus required to provide IAG support to all learners across the service.
- Strengthen the learner voice throughout the offer to inform on the curriculum plan.



## Leadership & Management

### Strengths

- Managers' implementation of the vision is good and identifies learners most in need in society whilst also providing varied opportunities for learning in communities and centrally.
- Dynamic, innovative & dedicated team to inform & support learners development to deliver good outcomes to learners
- Excellent subcontractor relationships in HNS provision has resulted in increased learners and further developed local offer.
- Good management of subcontractors has led to a well-rounded and developed infrastructure with good quality processes and support to those partners.
- Outstanding partnership working and collaborative relationships with stakeholders in the local area and within the council has led widened opportunities for learners as well as involvement in wider council strategies, attracting external funding.
- Good communication strategies via team and targeted meetings, emails, team shout, moderations and training as appropriate to support tutors and teams to understand learner requirements, goals and objectives of the service.
- Support for teams is excellent with wellbeing given high priority. Management are approachable and responsive to needs and changing requirements in relation to workloads, work/life challenges, personal stress and bereavements for example.
- Safeguarding and Prevent processes are good and managers continue to challenge tutors to engage with learners and support them with training and resources.
- Good progression pathways planned with clear guidance to learners.

### Areas for Improvement

- Capacity issues within teams to support curriculum, quality and operational systems continue to be a challenge but improvements are continuing to be driven forward.
- MiS systems continue to require further improvement with focus starting on reporting, e-portfolio's for Apprenticeships, online tracking and recording for tutors.
- Continue to develop teacher training throughout the service, developing new systems to measure the full cyclical effectiveness of teaching and the quality of delivery.
- Minimum standards on Apprenticeships still require improvement. Investment in a new e-portfolio systems is required to improve learner experience, engagement and tutor\management tracking and monitoring.
- Development of a new Governance board which will report to current governance scrutiny arrangements is still to be implemented.

## Apprenticeships

SSA 1 Health, Public Services and Care		OVERALL			TIMELY		
		2016/17	2017/18	2018/19	2016/17	2017/18	2018/19
Health and Social Care Intermediate Level	Achieved	2	5	3	1	5	2
	Leavers	6	17	7	3	18	7
	Achievement	33.3%	29.4%	42.9%	33.3%	27.8%	28.6%
Health and Social Care Advanced Level	Achieved	7	7	2	6	3	1
	Leavers	15	17	6	15	13	6
	Achievement	46.7%	41.2%	33.3%	40.0%	23.1%	16.7%
Care Leadership and Management Higher Level	Achieved	-	-	0	-	-	0
	Leavers	-	-	2	-	-	2
	Achievement	-	-	0.0%	-	-	0.0%
<b>Health and Social Care Subtotal</b>	<b>Achieved</b>	<b>9</b>	<b>12</b>	<b>5</b>	<b>7</b>	<b>8</b>	<b>3</b>
	<b>Leavers</b>	<b>21</b>	<b>34</b>	<b>15</b>	<b>18</b>	<b>31</b>	<b>15</b>
	<b>Achievement</b>	<b>42.9%</b>	<b>35.3%</b>	<b>33.3%</b>	<b>38.9%</b>	<b>25.8%</b>	<b>20.0%</b>
Children and Young People's Workforce Intermediate Level	Achieved	6	1	5	6	1	5
	Leavers	6	5	8	6	5	8
	Achievement	100.0%	20.0%	62.5%	100.0%	20.0%	62.5%
Children and Young People's Workforce Advanced Level	Achieved	6	13	6	6	10	4
	Leavers	9	17	14	8	15	14
	Achievement	66.7%	76.5%	42.9%	75.0%	66.7%	28.6%
<b>Children and Young People's Workforce Subtotal</b>	<b>Achieved</b>	<b>12</b>	<b>14</b>	<b>11</b>	<b>12</b>	<b>11</b>	<b>9</b>
	<b>Leavers</b>	<b>15</b>	<b>22</b>	<b>22</b>	<b>14</b>	<b>20</b>	<b>22</b>
	<b>Achievement</b>	<b>80.0%</b>	<b>63.6%</b>	<b>50.0%</b>	<b>85.7%</b>	<b>55.0%</b>	<b>41.0%</b>
Healthcare Support Services Intermediate Level	Achieved	-	0	-	-	0	-
	Leavers	-	1	-	-	1	-
	Achievement	-	0.0%	-	-	0.0%	-
Healthcare Support Services Advanced Level	Achieved	-	0	-	-	0	-
	Leavers	-	2	-	-	2	-
	Achievement	-	0.0%	-	-	0.0%	-
<b>Healthcare Support Services Subtotal</b>	<b>Achieved</b>	<b>-</b>	<b>0</b>	<b>-</b>	<b>-</b>	<b>0</b>	<b>-</b>
	<b>Leavers</b>	<b>-</b>	<b>3</b>	<b>-</b>	<b>-</b>	<b>3</b>	<b>-</b>
	<b>Achievement</b>	<b>-</b>	<b>0.0%</b>	<b>-</b>	<b>-</b>	<b>0.0%</b>	<b>-</b>
<b>SSA 1 TOTAL</b>	<b>Achieved</b>	<b>21</b>	<b>26</b>	<b>16</b>	<b>19</b>	<b>19</b>	<b>12</b>
	<b>Leavers</b>	<b>36</b>	<b>59</b>	<b>37</b>	<b>32</b>	<b>54</b>	<b>37</b>
	<b>Achievement</b>	<b>58.3%</b>	<b>44.1%</b>	<b>43.2%</b>	<b>59.4%</b>	<b>35.2%</b>	<b>34.4%</b>

SSA 8 Sport, Leisure and Recreation		OVERALL			TIMELY		
		2016/17	2017/18	2018/19	2016/17	2017/18	2018/19
Playwork	Achieved	0	-	-	0	-	-
	Leavers	1	-	-	1	-	-
Intermediate Level	Achievement	0.0%	-	-	0.0%	-	-
Playwork	Achieved	1	-	0	1	-	0
	Leavers	2	-	4	2	-	3
Advanced Level	Achievement	50.0%	-	0.0%	50.0%	-	0.0%
<b>SSA 8 TOTAL</b>	<b>Achieved</b>	<b>1</b>	<b>-</b>	<b>0</b>	<b>1</b>	<b>-</b>	<b>0</b>
	<b>Leavers</b>	<b>3</b>	<b>-</b>	<b>4</b>	<b>3</b>	<b>-</b>	<b>3</b>
	<b>Achievement</b>	<b>33.3%</b>	<b>-</b>	<b>0.0%</b>	<b>33.3%</b>	<b>-</b>	<b>0.0%</b>

SSA 13 Education and Training		OVERALL			TIMELY		
		2016/17	2017/18	2018/19	2016/17	2017/18	2018/19
Supporting Teaching and Learning in Schools Intermediate Level	Achieved	1	0	4	1	0	3
	Leavers	2	1	5	2	2	5
	Achievement	50.0%	0.0%	80.0%	50.0%	0.0%	60.0%
Supporting Teaching and Learning in Schools Advanced Level	Achieved	1	3	3	1	3	3
	Leavers	1	4	6	1	4	6
	Achievement	100.0%	75.0%	50.0%	100.0%	75.0%	50.0%
<b>SSA 13 TOTAL</b>	<b>Achieved</b>	<b>2</b>	<b>3</b>	<b>7</b>	<b>2</b>	<b>3</b>	<b>6</b>
	<b>Leavers</b>	<b>3</b>	<b>5</b>	<b>11</b>	<b>3</b>	<b>6</b>	<b>11</b>
	<b>Achievement</b>	<b>66.7%</b>	<b>60.0%</b>	<b>63.6%</b>	<b>66.7%</b>	<b>50.0%</b>	<b>54.5%</b>

SSA 15 Business, Administration, Finance and Law		OVERALL			TIMELY		
		2016/17	2017/18	2018/19	2016/17	2017/18	2018/19
Business and Administration Intermediate Level	Achieved	5	3	5	5	3	5
	Leavers	6	3	5	6	3	5
	Achievement	83.3%	100.0%	100.0%	83.3%	100.0%	100.0%
Business and Administration Advanced Level	Achieved	5	4	7	5	4	7
	Leavers	8	5	8	8	5	8
	Achievement	62.5%	80.0%	87.5%	62.5%	80.0%	87.5%
Business and Administration Higher	Achieved	-	-	-	-	-	-
	Leavers	-	-	-	-	-	-
	Achievement	-	-	-	-	-	-
<b>Business and Administration Subtotal</b>	<b>Achieved</b>	<b>10</b>	<b>7</b>	<b>12</b>	<b>10</b>	<b>7</b>	<b>12</b>
	<b>Leavers</b>	<b>14</b>	<b>8</b>	<b>13</b>	<b>14</b>	<b>8</b>	<b>13</b>
	<b>Achievement</b>	<b>71.4%</b>	<b>87.5%</b>	<b>92.3%</b>	<b>71.4%</b>	<b>87.5%</b>	<b>92.3%</b>
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%
<b>Customer Service Subtotal</b>	<b>Achieved</b>	<b>-</b>	<b>2</b>	<b>1</b>	<b>-</b>	<b>2</b>	<b>1</b>
	<b>Leavers</b>	<b>-</b>	<b>2</b>	<b>7</b>	<b>-</b>	<b>2</b>	<b>7</b>
	<b>Achievement</b>	<b>-</b>	<b>100.0%</b>	<b>14.3%</b>	<b>-</b>	<b>100.0%</b>	<b>14.3%</b>
Management Advanced Level	Achieved	1	3	-	1	3	-
	Leavers	2	4	-	1	3	-
	Achievement	50.0%	75.0%	-	100.0%	100.0%	-
Management Higher Level	Achieved	2	1	-	2	1	-
	Leavers	2	3	-	2	3	-
	Achievement	100.0%	33.3%	-	100.0%	33.3%	-
<b>Management Subtotal</b>	<b>Achieved</b>	<b>3</b>	<b>4</b>	<b>-</b>	<b>3</b>	<b>4</b>	<b>-</b>
	<b>Leavers</b>	<b>4</b>	<b>7</b>	<b>-</b>	<b>3</b>	<b>6</b>	<b>-</b>
	<b>Achievement</b>	<b>75.0%</b>	<b>57.1%</b>	<b>-</b>	<b>100.0%</b>	<b>66.7%</b>	<b>-</b>
Marketing Advanced Level	Achieved	2	1	-	2	1	-
	Leavers	2	1	-	2	1	-
	Achievement	100.0%	100.0%	-	100.0%	100.0%	-
<b>SSA 15 TOTAL</b>	<b>Achieved</b>	<b>15</b>	<b>14</b>	<b>13</b>	<b>15</b>	<b>14</b>	<b>13</b>
	<b>Leavers</b>	<b>20</b>	<b>18</b>	<b>20</b>	<b>19</b>	<b>17</b>	<b>20</b>
	<b>Achievement</b>	<b>75.0%</b>	<b>77.8%</b>	<b>65.0%</b>	<b>78.9%</b>	<b>82.4%</b>	<b>65.0%</b>
Apprenticeships		OVERALL			TIMELY		
GRAND TOTALS		2016/17	2017/18	2018/19	2016/17	2017/18	2018/19
<b>TOTAL</b>	<b>Achieved</b>	<b>39</b>	<b>43</b>	<b>36</b>	<b>37</b>	<b>36</b>	<b>31</b>
	<b>Leavers</b>	<b>62</b>	<b>82</b>	<b>72</b>	<b>57</b>	<b>77</b>	<b>71</b>
	<b>Achievement</b>	<b>62.9%</b>	<b>52.4%</b>	<b>50.0%</b>	<b>64.9%</b>	<b>46.8%</b>	<b>43.7%</b>

## 16-18 Education and Training

SSA 1 Health, Public Services and Care		OVERALL			TIMELY		
		2016/17	2017/18	2018/19	2016/17	2017/18	2018/19
1.3 Health & Social Care	Achieved	6	1	6	6	1	6
	Leavers	6	5	9	6	5	9
	Achievement	100.0%	20.0%	66.7%	100.0%	20.0%	66.7%
<b>TOTAL</b>	<b>Achieved</b>	<b>6</b>	<b>1</b>	<b>6</b>	<b>6</b>	<b>1</b>	<b>6</b>
	<b>Leavers</b>	<b>6</b>	<b>5</b>	<b>9</b>	<b>6</b>	<b>5</b>	<b>9</b>
	<b>Achievement</b>	<b>100.0%</b>	<b>20.0%</b>	<b>66.7%</b>	<b>100.0%</b>	<b>20.0%</b>	<b>66.7%</b>

SSA 2 Science and Mathematics		OVERALL			TIMELY		
		2016/17	2017/18	2018/19	2016/17	2017/18	2018/19
2.2 Mathematics and Statistics	Achieved	3	3	6	3	3	6
	Leavers	3	4	9	3	4	9
	Achievement	100.0%	75.0%	66.7%	100.0%	75.0%	66.7%
<b>TOTAL</b>	<b>Achieved</b>	<b>3</b>	<b>3</b>	<b>6</b>	<b>3</b>	<b>3</b>	<b>6</b>
	<b>Leavers</b>	<b>3</b>	<b>4</b>	<b>9</b>	<b>3</b>	<b>4</b>	<b>9</b>
	<b>Achievement</b>	<b>100.0%</b>	<b>75.0%</b>	<b>66.7%</b>	<b>100.0%</b>	<b>75.0%</b>	<b>66.7%</b>

SSA 3 Agriculture, Horticulture and Animal Care		OVERALL			TIMELY		
		2016/17	2017/18	2018/19	2016/17	2017/18	2018/19
3.2 Horticulture and Forestry	Achieved	-	1	-	-	1	-
	Leavers	-	1	-	-	1	-
	Achievement	-	100.0%	-	-	100.0%	-
<b>TOTAL</b>	<b>Achieved</b>	<b>-</b>	<b>1</b>	<b>-</b>	<b>-</b>	<b>1</b>	<b>-</b>
	<b>Leavers</b>	<b>-</b>	<b>1</b>	<b>-</b>	<b>-</b>	<b>1</b>	<b>-</b>
	<b>Achievement</b>	<b>-</b>	<b>100.0%</b>	<b>-</b>	<b>-</b>	<b>100.0%</b>	<b>-</b>
SSA 4 Engineering and Manufacturing Technologies		OVERALL			TIMELY		
		2016/17	2017/18	2018/19	2016/17	2017/18	2018/19
4.1 Engineering	Achieved	-	3	-	-	3	-
	Leavers	-	4	-	-	4	-
	Achievement	-	75.0%	-	-	75.0%	-
4.3 Transportation Operations and Maintenance	Achieved	3	-	1	3	-	1
	Leavers	3	-	1	3	-	1
	Achievement	100.0%	-	100.0%	100.0%	-	100.0%
<b>TOTAL</b>	<b>Achieved</b>	<b>3</b>	<b>3</b>	<b>1</b>	<b>3</b>	<b>3</b>	<b>1</b>
	<b>Leavers</b>	<b>3</b>	<b>4</b>	<b>1</b>	<b>3</b>	<b>4</b>	<b>1</b>
	<b>Achievement</b>	<b>100.0%</b>	<b>75.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>75.0%</b>	<b>100.0%</b>

SSA 7 Retail and Commercial Enterprise		OVERALL			TIMELY		
		2016/17	2017/18	2018/19	2016/17	2017/18	2018/19
7.1 Retailing and Wholesaling	Achieved	-	1	-	-	1	-
	Leavers	-	1	-	-	1	-
	Achievement	-	100.0%	-	-	100.0%	-
7.4 Hospitality and Catering	Achieved	1	-	-	1	-	-
	Leavers	2	-	-	2	-	-
	Achievement	50.0%	-	-	50.0%	-	-
<b>TOTAL</b>	<b>Achieved</b>	<b>1</b>	<b>1</b>	<b>-</b>	<b>1</b>	<b>1</b>	<b>-</b>
	<b>Leavers</b>	<b>2</b>	<b>1</b>	<b>-</b>	<b>2</b>	<b>1</b>	<b>-</b>
	<b>Achievement</b>	<b>50.0%</b>	<b>100.0%</b>	<b>-</b>	<b>50.0%</b>	<b>100.0%</b>	<b>-</b>

SSA 8 Sport, Leisure and Recreation		OVERALL			TIMELY		
		2016/17	2017/18	2018/19	2016/17	2017/18	2018/19
8.1 Sport, Leisure and Recreation	Achieved	1	3	3	1	3	3
	Leavers	2	3	3	2	3	3
	Achievement	50.0%	100.0%	100.0%	50.0%	100.0%	100.0%
<b>TOTAL</b>	<b>Achieved</b>	<b>1</b>	<b>3</b>	<b>3</b>	<b>1</b>	<b>3</b>	<b>3</b>
	<b>Leavers</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>3</b>
	<b>Achievement</b>	<b>50.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>50.0%</b>	<b>100.0%</b>	<b>100.0%</b>

SSA 9 Performing Arts		OVERALL			TIMELY		
		2016/17	2017/18	2018/19	2016/17	2017/18	2018/19
9.1 Performing Arts	Achieved	-	2	2	-	2	2
	Leavers	-	2	2	-	2	2
	Achievement	-	100.0%	100.0%	-	100.0%	100.0%
9.2 Crafts, Creative Arts and Design	Achieved	2	3	1	2	3	1
	Leavers	3	3	2	3	3	2
	Achievement	66.7%	100.0%	50.0%	66.7%	100.0%	50.0%
9.3 Media and Communication	Achieved	2	1	1	2	1	1
	Leavers	2	1	1	2	1	1
	Achievement	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
<b>TOTAL</b>	<b>Achieved</b>	<b>4</b>	<b>6</b>	<b>4</b>	<b>4</b>	<b>6</b>	<b>4</b>
	<b>Leavers</b>	<b>5</b>	<b>6</b>	<b>5</b>	<b>5</b>	<b>6</b>	<b>5</b>
	<b>Achievement</b>	<b>80.0%</b>	<b>100.0%</b>	<b>80.0%</b>	<b>80.0%</b>	<b>100.0%</b>	<b>80.0%</b>

SSA12 Languages, Literature and Culture		OVERALL			TIMELY		
		2016/17	2017/18	2018/19	2016/17	2017/18	2018/19
12.1 Languages, Literature and Culture of the British Isles	Achieved	4	4	8	4	4	8
	Leavers	4	6	12	4	6	12
	Achievement	100.0%	66.7%	66.7%	100.0%	66.7%	66.7%
<b>TOTAL</b>	<b>Achieved</b>	<b>4</b>	<b>4</b>	<b>8</b>	<b>4</b>	<b>4</b>	<b>8</b>
	<b>Leavers</b>	<b>4</b>	<b>6</b>	<b>12</b>	<b>4</b>	<b>6</b>	<b>12</b>
	<b>Achievement</b>	<b>100.0%</b>	<b>66.7%</b>	<b>66.7%</b>	<b>100.0%</b>	<b>66.7%</b>	<b>66.7%</b>

SSA14 Preparation for Life and Work		OVERALL			TIMELY		
		2016/17	2017/18	2018/19	2016/17	2017/18	2018/19
14.1 Foundations for Learning and Life	Achieved	45	42	52	45	42	52
	Leavers	65	75	92	69	73	92
	Achievement	69.2%	56.0%	56.5%	65.2%	57.5%	56.5%
14.2 Preparation for Work	Achieved	12	18	21	12	18	21
	Leavers	17	25	32	17	25	32
	Achievement	70.6%	72.0%	65.6%	70.6%	72.0%	65.6%
<b>TOTAL</b>	<b>Achieved</b>	<b>57</b>	<b>60</b>	<b>73</b>	<b>57</b>	<b>60</b>	<b>73</b>
	<b>Leavers</b>	<b>82</b>	<b>100</b>	<b>124</b>	<b>86</b>	<b>98</b>	<b>124</b>
	<b>Achievement</b>	<b>69.5%</b>	<b>60.0%</b>	<b>58.9%</b>	<b>66.3%</b>	<b>61.2%</b>	<b>58.9%</b>

SSA15 Business, Administration and Law		OVERALL			TIMELY		
		2016/17	2017/18	2018/19	2016/17	2017/18	2018/19
15.2 Administration	Achieved	-	2	-	-	2	-
	Leavers	-	2	-	-	2	-
	Achievement	-	100.0%	-	-	100.0%	-
TOTAL	<b>Achieved</b>	-	<b>2</b>	-	-	<b>2</b>	-
	<b>Leavers</b>	-	<b>2</b>	-	-	<b>2</b>	-
	<b>Achievement</b>	-	<b>100.0%</b>	-	-	<b>100.0%</b>	-

16-18		OVERALL			TIMELY		
		2016/17	2017/18	2018/19	2016/17	2017/18	2018/19
<b>GRAND TOTALS</b>							
TOTAL	Achieved	79	84	101	79	84	101
	Leavers	107	132	163	111	130	163
	Achievement	73.8%	63.6%	62.0%	69.4%	64.6%	62.0%

## 19+ Education and Training

SSA 1 Health, Public Services and Care		OVERALL			TIMELY		
		2016/17	2017/18	2018/19	2016/17	2017/18	2018/19
1.3 Health & Social Care	Achieved	57	87	71	57	74	62
	Leavers	65	103	83	74	98	82
	Achievement	87.7%	84.5%	85.5%	77.0%	75.5%	75.6%
1.5 Child Development and Well Being	Achieved	11	17	28	9	11	22
	Leavers	15	21	35	13	28	32
	Achievement	73.3%	81.0%	80.0%	69.2%	39.3%	68.8%
TOTAL	<b>Achieved</b>	<b>68</b>	<b>104</b>	<b>99</b>	<b>66</b>	<b>85</b>	<b>84</b>
	<b>Leavers</b>	<b>80</b>	<b>124</b>	<b>118</b>	<b>87</b>	<b>126</b>	<b>114</b>
	<b>Achievement</b>	<b>85.0%</b>	<b>83.9%</b>	<b>83.9%</b>	<b>75.9%</b>	<b>67.5%</b>	<b>73.7%</b>

SSA 2 Science and Mathematics		OVERALL			TIMELY		
		2016/17	2017/18	2018/19	2016/17	2017/18	2018/19
2.2 Mathematics and Statistics	Achieved	48	42	47	48	42	47
	Leavers	58	51	52	58	51	52
	Achievement	82.8%	82.4%	90.4%	82.8%	82.4%	90.4%
TOTAL	<b>Achieved</b>	<b>48</b>	<b>42</b>	<b>47</b>	<b>48</b>	<b>42</b>	<b>47</b>
	<b>Leavers</b>	<b>58</b>	<b>51</b>	<b>52</b>	<b>58</b>	<b>51</b>	<b>52</b>
	<b>Achievement</b>	<b>82.8%</b>	<b>82.4%</b>	<b>90.4%</b>	<b>82.8%</b>	<b>82.4%</b>	<b>90.4%</b>

SSA 3 Agriculture, Horticulture and Animal Care		OVERALL			TIMELY		
		2016/17	2017/18	2018/19	2016/17	2017/18	2018/19
3.2 Horticulture and Forestry	Achieved	-	3	3	-	3	3
	Leavers	-	3	3	-	3	3
	Achievement	-	100.0%	100.0%	-	100.0%	100.0%
TOTAL	<b>Achieved</b>	-	<b>3</b>	<b>3</b>	-	<b>3</b>	<b>3</b>
	<b>Leavers</b>	-	<b>3</b>	<b>3</b>	-	<b>3</b>	<b>3</b>
	<b>Achievement</b>	-	<b>100.0%</b>	<b>100.0%</b>	-	<b>100.0%</b>	<b>100.0%</b>

SSA 6 Information and Communication Technology		OVERALL			TIMELY		
		2016/17	2017/18	2018/19	2016/17	2017/18	2018/19
6.2 ICT for Users	Achieved	96	65	82	88	61	76
	Leavers	100	74	90	102	75	90
	Achievement	96.0%	87.8%	91.1%	86.3%	81.3%	84.4%
<b>TOTAL</b>	<b>Achieved</b>	<b>96</b>	<b>65</b>	<b>82</b>	<b>88</b>	<b>61</b>	<b>76</b>
	<b>Leavers</b>	<b>100</b>	<b>74</b>	<b>90</b>	<b>102</b>	<b>75</b>	<b>90</b>
	<b>Achievement</b>	<b>100.0%</b>	<b>87.8%</b>	<b>91.1%</b>	<b>86.3%</b>	<b>81.3%</b>	<b>84.4%</b>

SSA 7 Retail and Commercial Enterprise		OVERALL			TIMELY		
		2016/17	2017/18	2018/19	2016/17	2017/18	2018/19
7.1 Retailing and Wholesaling	Achieved	-	7	-	-	7	-
	Leavers	-	7	-	-	7	-
	Achievement	-	100.0%	-	-	100.0%	-
7.3 Retail and Commercial Enterprise	Achieved	9	16	5	4	14	5
	Leavers	10	19	8	10	19	8
	Achievement	90.0%	84.2%	62.5%	40.0%	73.7%	62.5%
7.4 Hospitality and Catering	Achieved	4	-	1	4	-	1
	Leavers	4	-	1	4	-	1
	Achievement	100.0%	-	100.0%	100.0%	-	100.0%
<b>TOTAL</b>	<b>Achieved</b>	<b>13</b>	<b>23</b>	<b>6</b>	<b>8</b>	<b>21</b>	<b>6</b>
	<b>Leavers</b>	<b>14</b>	<b>26</b>	<b>9</b>	<b>14</b>	<b>26</b>	<b>9</b>
	<b>Achievement</b>	<b>92.9%</b>	<b>88.5%</b>	<b>66.7%</b>	<b>57.1%</b>	<b>80.8%</b>	<b>66.7%</b>

SSA 8 Leisure, Travel and Tourism		OVERALL			TIMELY		
		2016/17	2017/18	2018/19	2016/17	2017/18	2018/19
8.1 Sport, Leisure and Recreation	Achieved	12	24	16	12	24	16
	Leavers	12	24	16	12	24	16
	Achievement	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
<b>TOTAL</b>	<b>Achieved</b>	<b>12</b>	<b>24</b>	<b>16</b>	<b>12</b>	<b>24</b>	<b>16</b>
	<b>Leavers</b>	<b>12</b>	<b>24</b>	<b>16</b>	<b>12</b>	<b>24</b>	<b>16</b>
	<b>Achievement</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>

SSA 9 Arts, Media and Publishing		OVERALL			TIMELY		
		2016/17	2017/18	2018/19	2016/17	2017/18	2018/19
9.1 Performing Arts	Achieved	5	19	4	5	19	4
	Leavers	5	19	4	5	19	4
	Achievement	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
9.2 Crafts, Creative Arts and Design	Achieved	10	12	8	10	12	8
	Leavers	10	12	8	10	12	8
	Achievement	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
9.3 Media and Communication	Achieved	5	1	3	5	1	3
	Leavers	5	1	3	5	1	3
	Achievement	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
<b>TOTAL</b>	<b>Achieved</b>	<b>20</b>	<b>32</b>	<b>15</b>	<b>20</b>	<b>32</b>	<b>15</b>
	<b>Leavers</b>	<b>20</b>	<b>32</b>	<b>15</b>	<b>20</b>	<b>32</b>	<b>15</b>
	<b>Achievement</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>

SSA 12 Languages, Literature and Culture		OVERALL			TIMELY		
		2016/17	2017/18	2018/19	2016/17	2017/18	2018/19
12.1 Languages, Literature and Culture of the British Isles	Achieved	24	29	17	24	29	17
	Leavers	28	32	21	28	32	21
	Achievement	85.7%	90.6%	81.0%	85.7%	90.6%	81.0%
TOTAL	<b>Achieved</b>	<b>24</b>	<b>29</b>	<b>17</b>	<b>24</b>	<b>29</b>	<b>17</b>
	<b>Leavers</b>	<b>28</b>	<b>32</b>	<b>21</b>	<b>28</b>	<b>32</b>	<b>21</b>
	<b>Achievement</b>	<b>85.7%</b>	<b>90.6%</b>	<b>81.0%</b>	<b>85.7%</b>	<b>90.6%</b>	<b>81.0%</b>

SSA 13 Education and Training		OVERALL			TIMELY		
		2016/17	2017/18	2018/19	2016/17	2017/18	2018/19
13.2 Direct Learning Support	Achieved	12	7	4	12	7	4
	Leavers	13	8	4	13	8	4
	Achievement	92.3%	87.5%	100.0%	92.3%	87.5%	100.0%
TOTAL	<b>Achieved</b>	<b>12</b>	<b>7</b>	<b>4</b>	<b>12</b>	<b>7</b>	<b>4</b>
	<b>Leavers</b>	<b>13</b>	<b>8</b>	<b>4</b>	<b>13</b>	<b>8</b>	<b>4</b>
	<b>Achievement</b>	<b>92.3%</b>	<b>87.5%</b>	<b>100.0%</b>	<b>92.3%</b>	<b>87.5%</b>	<b>100.0%</b>

SSA 14 Preparation for Life and Work		OVERALL			TIMELY		
		2016/17	2017/18	2018/19	2016/17	2017/18	2018/19
14.1 Foundations for Learning and Life	Achieved	255	248	303	253	248	303
	Leavers	347	319	379	345	321	379
	Achievement	73.5%	77.7%	79.9%	73.3%	77.3%	79.9%
14.2 Preparation for Work	Achieved	1	24	45	1	23	45
	Leavers	2	25	51	2	25	51
	Achievement	50.0%	96.0%	88.2%	50.0%	92.0%	88.2%
TOTAL	<b>Achieved</b>	<b>256</b>	<b>272</b>	<b>348</b>	<b>254</b>	<b>271</b>	<b>348</b>
	<b>Leavers</b>	<b>349</b>	<b>344</b>	<b>430</b>	<b>347</b>	<b>346</b>	<b>430</b>
	<b>Achievement</b>	<b>73.4%</b>	<b>79.1%</b>	<b>80.9%</b>	<b>73.2%</b>	<b>78.3%</b>	<b>80.9%</b>

SSA 15 Business, Administration, Finance and Law		OVERALL			TIMELY		
		2016/17	2017/18	2018/19	2016/17	2017/18	2018/19
15.1 Accounting and Finance	Achieved	28	25	39	28	24	38
	Leavers	29	26	43	30	25	43
	Achievement	96.6%	96.2%	90.7%	93.3%	96.0%	88.4%
15.2 Administration	Achieved	5	3	-	4	3	-
	Leavers	5	3	-	5	3	-
	Achievement	100.0%	100.0%	-	80.0%	100.0%	-
15.3 Business Management	Achieved	1	1	-	1	1	-
	Leavers	1	1	-	1	1	-
	Achievement	100.0%	100.0%	-	100.0%	100.0%	-
TOTAL	<b>Achieved</b>	<b>34</b>	<b>29</b>	<b>39</b>	<b>33</b>	<b>28</b>	<b>38</b>
	<b>Leavers</b>	<b>35</b>	<b>30</b>	<b>43</b>	<b>36</b>	<b>29</b>	<b>43</b>
	<b>Achievement</b>	<b>97.1%</b>	<b>96.7%</b>	<b>90.7%</b>	<b>91.7%</b>	<b>96.5%</b>	<b>88.4%</b>

19+ Education & Skills		OVERALL			TIMELY		
		2016/17	2017/18	2018/19	2016/17	2017/18	2018/19
<b>GRAND TOTALS</b>							
TOTAL	Achieved	583	630	676	565	603	654
	Leavers	709	748	801	717	752	797
	Achievement	82.2%	84.2%	84.4%	78.8%	80.2%	82.1%