

Annex 1-York Learning Self Assessment Report 2014 - 2015

Area of Learning : Blueberry Academy 16-25 Personalised Learning

Outcomes for Learners

Grade: 2

Strengths:

- Highly individualised induction experience ensures good retention and achievement (PLIA forms/ EHCP and 139a forms/ evidence-based discussion)
- High level of achievement in accredited programmes (York Learning MIS/ 100% achievement in Functional Skills and Arts Award, 89% in Employability Award)
- A holistic learning experience with a wide range of personal development opportunities leads to meaningful destinations for learners (range of timetabled activities/ existence of internal supported employment options and external work placements/ Learning and Skills Statements/ involvement in a range of community activities incl. local projects and evidence-based discussion)
- An employment focused approach leads to raised learner aspirations (2 learners into paid work/ PLs on take part in work experience/ presence of supported employment team/ qualified IAG staff)

Areas for Improvement:

- Individualised start date to learners: this will create phased starts and smaller groups initially, allowing for an even more personalised induction period
- Reviewing and improving induction paperwork- streamlining and making more accessible
- need to add a clear destination statement in the Learning Plan
- continue to develop community and employer partnerships to build our opportunities for sustainable paid and unpaid work

Quality of Teaching, Learning and Assessment

Grade: 2

Strengths:

- High level of innovation and flexibility, to accommodate learner health needs, in assessment methods, timetabling and delivery improves retention (evidence based discussion/ lesson plans/ ILPs/ learner timetables)
- embedding functional skills in off site and work based settings improves achievement (evidence based discussion/ lesson plans/ ILPs/ learner timetables)
- Excellent links forged with SALTs/ Ed Psychs/ physio/ care staff improves learner experience (evidence-based discussion/ diaries/ lesson plans)
- Ambitious vision for learners to be participative citizens and as independent/ vocationally active as possible, challenging low expectations and raising aspirations amongst individual's support network (evidence based discussion/ schemes of work/ lesson plans/Skills Portfolios/ Work Placement videos/ employer feedback)

Areas for Improvement:

- Better access and utilise a range of existing documentation- including EHCPs
- Developing a cohesive assessment process which brings together initial information from a range of group leaders across different activities (not just Functional Skills) to help inform a holistic approach. FS goals to be shared with all subject area staff to assist in embedding FS throughout programme.
- need to adapt paperwork to include clearer learning outcomes for subject areas other than FS and employability skills
- to broaden curriculum further to meet the needs and interests of our learners
- where appropriate, we need to provide more formal, written feedback as well as photographic evidence

Effectiveness of Leadership & Management

Grade: 2

Strengths:

- Improved relationships and partnership working with Social Care, health professionals, Connexions and other education providers (strong programme of in-house training aimed at working with EHCPs/ attendance at networking events/ specialists working within our sessions with individuals/ evidence based discussion)
- Focus on high quality, pro active IAG leads to learners focusing on realistic and sustainable employment goals (staff CVs/ ILPs/ Reviews/ IAG report documents)
- Good, sustainable employment opportunities are created (developing internal enterprise options/ dedicated Supported Employment team and job coaches/ staff CVs/ employer feedback/ individuals' progression into ongoing community work and paid job outcomes)
- Highly personalised and detailed processes for recruitment of learners, often developing over a period of 1 or 2 academic years, leads to good planning and retention (PLIAs/ evidence based discussion)

Areas for Improvement:

- Further in house staff training using input from SALTs/ LD Social Care team
- establish a Learner Forum to listen to people's needs, ideas and opinions
- to broaden curriculum further to meet the needs and interests of our learners
- adaptation to paperwork and system to allow closer sharing of information from all staff involved with a learner, which will better enable learners to understand how to improve and will make specific feedback more accessible
- continue to develop community and employer partnerships to build our opportunities for sustainable paid and unpaid work

Overall Effectiveness

Grade: 2

Strengths:

- Consistently high levels of individualised activity across the referral, assessment, learning and progression elements of the learning offer
- High aspirations and expectations to progress to a workplace environment beyond the Blueberry education package.
- Use of real work and enterprise to embed the experience and to make practical steps to employment.

Areas for Improvement:

- Working through the transition to EHCPs as the primary support and referral document for young people
- Continue the development of a fit for purpose internal training and development programme for all staff members
- To generate and nurture employer links within the city to provide a workplace offer to effectively support the areas of learning for young people