

City of York Council York Learning

Summary Self-Assessment Report

2017-2018



Introduction

The City of York is a healthy and economically active (79.4%)¹ city with a population of around 200,000, 9.8% of which are BME², and 10%³ of the population are 20-24 year olds which is larger than the national average and is largely due to our two successful universities. Unemployment is low at 3.0% which is below the national average and the percentage of workless households is at 13.9% which again is below the national average. York has an above average number of employees in part time work at 37.7% and above average number of employees in traditional lower paid work of retail, wholesale, trades, food services and health and social care. Full time workers also receive less pay on average than the Yorkshire & Humber region and Great Britain in general. This all shows that whilst York is a prosperous City but with a greater proportion of households, than the national average, on relatively low disposable income. Like any other City there are also identified areas with pockets of deprivation

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

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

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

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

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

³ <https://www.ons.gov.uk/>

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

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

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

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

High Level Summary

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

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

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

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

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

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

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

Self-Assessment Process (SAR)

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

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

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

Self-Assessment Summary 2017-2018

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

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

16-18 - Achievement Rate Summary - Overall

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

16-18 - Retention and Pass Rate Summary - Overall

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

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

19+ Achievement Rate Summary - Overall

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

19+ Retention and Pass Rate Summary - Overall

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

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

Community Learning - Achievement Rate Summary - Overall

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

Community Learning - Retention and Pass Rate Summary - Overall

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

Self Assessment Report Data - 2017/2018

Qualification Achievement Rate Summary - Apprenticeships (Sites) - Overall

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

Leadership & Management – Self Assessment Report

<p>Effectiveness of Leadership & Management Grade: 2 Strengths: Good program planning, personalised and adapted to meet learner needs.</p> <p>Good strategies and program planning which support disadvantaged learners.</p> <p>Very good range of full cost programmes co-designed with learners to meet their needs.</p> <p>Excellent range and variety of workshops and one day courses which meet learner needs.</p> <p>Outstanding partnership \ subcontracting arrangements provide SEND learners with personalised learning programmes that meet their needs.</p> <p>Areas for Improvement: The current MiS system functionality is not fit for purpose.</p> <p>The online booking system is not integrated with the main MiS system and is not fit for purpose</p> <p>Whilst the accuracy of data is good managers do not have timely access to data.</p> <p>Information on learners is duplicated on a number of spreadsheets which leads to data errors and potential GDPR non compliance.</p> <p>Managers are often engaged in routine admin tasks.</p> <p>The marketing strategy is still underdeveloped with some missed opportunities.</p>	<p>Quality of Teaching, Learning and Assessment Grade: 2 Strength: Good delivery of foundation learning for all programmes areas.</p> <p>Teachers employ a good range of teaching styles and techniques to support learners to achieve.</p> <p>Good initial assessment on targeted programmes.</p> <p>Good teaching and learning and assessment in classroom based courses.</p> <p>Areas for Improvement: Prevent is not fully embedded across the service.</p> <p>In OTLA there is a lack of consolidated service wide judgements that inform planning for CPD activities and improvement.</p> <p>Over reliance on OTLA to make judgements on quality of teaching and learning.</p> <p>Ineffective and insufficient use of technology to support learning.</p>	<p>Personal Development, Behaviour and Welfare of Learners Grade: 2 Strengths: Learners are well supported with clear and consistent adaptations of programmes to suit learners' needs</p> <p>Learners are well supported to achieve their identified learning goals.</p> <p>Good safeguarding arrangements across the service particularly in SEND programmes.</p> <p>Good support and development of Learner self-esteem and self confidence.</p> <p>Areas for Improvement: Inconsistent understanding of the prevent duty and how to embed it within classroom practice.</p> <p>Inconsistent access to good quality information advice guidance.</p> <p>Further development required to support learners mental health.</p>	<p>Outcomes for Learners Grade: 2 Strengths: Good outcomes for learners across the service with a three year improvement trend.</p> <p>Good achievement 74.6% in basic skills English and maths.</p> <p>Good achievement in English and Maths at Level 1 & Level 2 which are well above national averages.</p> <p>Good improvement across SSA 14 showing 5% improvement on 16/17 now at just under 80%</p> <p>Outstanding achievement in GCSE English at over 90%, a 24% improvement over 2 years.</p> <p>Learners make good progress against their starting points, often extending their learning goals and benefit from a wide range of unintended learning outcomes.</p> <p>Good learner progression</p> <p>Areas for Improvement: Achievement in Health and Social Care at 32% and in Health, Public Services and Care Apprenticeships is inadequate at 42%.</p> <p>Poor retention and high drop out rates for apprentices in Health and Social Care.</p> <p>Inconsistent application of RARPA</p>	<p>Overall Effectiveness Grade: 2 Strengths: Good achievement in education and training and community learning.</p> <p>Good planning ensuring a range and diversity of programmes that meets the needs of learners.</p> <p>Good support for learners leading to good outcomes.</p> <p>Outstanding partnership for the delivery of SEND programmes ensures good opportunities for some of the most vulnerable learners.</p> <p>Areas for Improvement: Achievement in Health, Public Services and Care Apprenticeships is inadequate at 42% and in Health and Social Care at 32%</p> <p>Current MIS and Booking system are not fit for purpose</p> <p>Inconsistent practice in ensure that learners know how to keep themselves safe from radicalisation.</p> <p>Funding is not sufficiently targeted to those most in need.</p>
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