



**Notice of a public meeting of
Decision Session - Executive Member for Culture, Leisure &
Tourism**

To: Councillor Ayre (Executive Member)

Date: Friday, 29 January 2016

Time: 3.30 pm

Venue: The Thornton Room - Ground Floor, West Offices
(G039)

AGENDA

Notice to Members – Post Decision Calling In:

Members are reminded that, should they wish to call in any item* on this agenda, notice must be given to Democratic Services by **4:00 pm on Tuesday 2 February 2016.**

*With the exception of matters that have been subject of a previous call in, require Full Council approval or are urgent which are not subject to the call-in provisions. Any called in items will be considered by the Corporate and Scrutiny Management Policy and Scrutiny Committee.

Written representations in respect of items on this agenda should be submitted to Democratic Services by **Wednesday 27 January 2016 at 5.00 pm.**

1. Declarations of Interest

At this point in the meeting, the Executive Member is asked to declare:

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

which he might have in respect of business on this agenda.

2. Minutes

(Pages 1 - 2)

To approve and sign the minutes of the Decision Session held on 19 January 2016.

3. Public Participation

At this point in the meeting, members of the public who have registered their wish to speak at the meeting can do so. The deadline for registering is on **Thursday 28 January 2016 at 5.00 pm.**

Members of the public may register to speak on :-

- an item on the agenda
- an issue within the Executive Member's remit;

Filming, Recording or Webcasting Meetings

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The Council's protocol on Webcasting, Filming & Recording of Meetings ensures that these practices are carried out in a manner both respectful to the conduct of the meeting and all those present. It can be viewed at:

https://www.york.gov.uk/downloads/file/6453/protocol_for_webcasting_filming_and_recording_council_meetingspdf

- 4. York Learning Services Self-Assessment Report 2014-15**
(Pages 3 - 56)
This report presents York Learning's self assessment report (SAR) for the academic year 2014/15. The self assessment report is part of the service's quality improvement arrangements and is presented as part of the governance arrangements for the service.
- 5. New Monitoring Arrangements for Open Space Section 106 Funds** (Pages 57 - 62)
This report seeks the approval of the Executive Member to update the way the Council monitors Section 106 (s.106) agreements and how it allocates the funds received.
- 6. Review of the Management of Rowntree Park Tennis Courts** (Pages 63 - 68)
This report provides options for the future management of Rowntree Park tennis courts.
- 7. Urgent Business**
Any other business which the Executive Member considers urgent under the Local Government Act 1972.

Democracy Officer:

Name- Judith Betts
Telephone No.- 01904 551078
Email-judith.betts@york.gov.uk

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

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

Contact details are set out above.

This information can be provided in your own language.

我們也用您們的語言提供這個信息 (Cantonese)

এই তথ্য আপনার নিজের ভাষায় দেয়া যেতে পারে। (Bengali)

Ta informacja może być dostarczona w twoim własnym języku. (Polish)

Bu bilgiyi kendi dilinizde almanız mümkündür. (Turkish)

یہ معلومات آپ کی اپنی زبان (بولی) میں بھی مہیا کی جاسکتی ہیں۔ (Urdu)

 **(01904) 551550**

City of York Council

Committee Minutes

Meeting Decision Session - Executive Member for Culture, Leisure & Tourism

Date 19 January 2016

Present Councillor Ayre (Executive Member for Culture, Leisure and Tourism)

In Attendance Councillor Carr (Executive Member for Housing and Safer Neighbourhoods)

17. Declarations of Interest

At this point during the meeting, the Executive Members were asked to declare if they had any personal, prejudicial or disclosable pecuniary interests in the business on the agenda.

They declared that they had none.

18. Minutes

Resolved: That the minutes of the Decision Session held on 27 November 2015 be signed and approved by the Executive Member for Culture, Leisure and Tourism as a correct record.

19. Public Participation

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

20. Legal Actions – 1 April 2015 to 30 September 2015

The Executive Member for Culture, Leisure and Tourism, received in consultation with the Executive Member for Housing and Safer Neighbourhoods, a report which reviewed the results of legal actions (prosecutions, cautions and fixed penalties) undertaken by; Public Protection (Environmental Health, Trading Standards and licensing), the Regional Scambuster Team and the National Standards eCrime Centre and Housing Service.

The Executive Member for Housing and Safer Neighbourhoods pointed out that there was a typo in Annex B, in that it should read Housing Act **1985** rather than 1885.

In response to a question from the Executive Member for Culture, Leisure and Tourism it was noted that a fixed penalty notice issued under the Health Act 2006 for smoking in a vehicle/premise would have been carried out on the basis of a complaint.

Resolved: That the report be approved.

Reason: So that the Executive Members review formal enforcement activity undertaken by Public Protection, the Regional Scambuster Team and the National Trading Standards eCrime Centre in addition to Housing Services.

Councillor Ayre, Executive Member
[The meeting started at 3.00 pm and finished at 3.03 pm].



**Decision Session Executive Member for
Culture, Leisure and Tourism**

29 January 2016

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

York Learning Self Assessment Report 2014/15

Summary

1. This report presents York Learning's self assessment report (SAR) for the academic year 2014/15. The self assessment report is part of the service's quality improvement arrangements and is presented as part of the governance arrangements for the service.

Background

2. York Learning is a council service which delivers a range of learning programmes to support people into employment, to improve their skills and to support their personal development. The service is required to implement quality improvement arrangements as part of a regular annual cycle. The self assessment report is at the heart of this process and is thus a key document. It will be presented to Ofsted as part of any inspection arrangements.
3. The reports attached as Annex 1 are in a new format. This is the first time that the service has used this format in an effort to streamline the SAR and make it more accessible. Performance data is contained in Annex 2, 3 and 4. This information is subject to verification by the Skills Funding Agency in March 2016, when the national statistics for all further education providers are published. This information will be updated at this point if there are changes.
4. The SAR leads to a quality improvement plan (QIP) for each area of the service. Attached as Annex 5 is the leadership and management QIP. Each curriculum area of the service also produces a QIP, but these are not included for the sake of brevity. QIPs are very detailed documents

which are regularly reviewed as part of the service's quality improvement cycle.

SAR Report and Analysis

5. The SARs attached are summary reports from 8 curriculum areas and the main leadership and management report which is a summary of the main strengths and areas for improvement across the service. Curriculum reports contain substantial detail and are used by managers to make improvements in specific areas. They are produced from more detailed information and evidence, for example from classroom observations, end of course evaluations and managers feedback from staff and learners. This evidence is gathered throughout the year.
6. Performance data is included in Annex 2, 3, and 4. Annex 2 contains information relating to qualification-bearing courses, including English, Maths and ICT, Annex 3 is performance data related to Apprenticeship provision and Annex 4 is for community learning. These reports follow a national format and are reported in Subject Sector Areas (SSA), which do not necessarily match with way the service is organised and managed. This makes matching data with specific SARs quite complex and means that managers have to analyse the data carefully to understand the detail with which they are presented with. Course by course data is available for managers to support this process.
7. Overall service performance shows a slight drop compared with previous years. This is mainly due to an emphasis in 14/15 of working with those learners with significant challenges and targeting those learners with significant needs. Primarily this was learners who were mandated by the job centre to attend programmes as part of "skills conditionality" in 2014/15 and amounted to some 100 learners. Attendance and completion of programmes by this cohort of learners was inconsistent and is therefore reflected in a drop in success rates. Previous years' performance included significant numbers of learners who were studying more general qualifications and whose achievement and success was better.
8. Closer analysis of performance in 14/15 reveals that the main issue is retention of learners on programmes. Retention is a shorthand way of describing whether learners complete a programme. Compared with 13/14, retention is down by 5%, but achievement (those learners who successfully pass the qualification once they get to the end of the course) is only down by 1.5% overall. Thus achievement is still good and the drop

in achievement equates to about 15 learners out of the whole cohort of nearly 1000 learners.

9. Whilst success rates in 16-18 have reduced compared with previous years, there are a number of underlying factors that mitigate and explain these reductions in performance. The first is the increase in the number of learners on full-time programmes. Previous programmes were much shorter, learners attended for fewer hours each week and qualifications were less challenging. The change to full time programmes has huge benefits for the young people in consistency, improvement in social skills, confidence and work readiness. However, there follows a risk of non-completion of programmes as a result of some of the challenges these young people face.
10. In addition to the main factor identified above further detailed analysis and investigation of success rates for 16-18 years olds, has concluded that success rates have also been affected by a combination of factors, including some retention issues as described above, (both learners leaving and being asked to leave the programme), performance in English and maths and, rather more surprisingly, performance in ICT or functional computer skills.
11. The relative performance in comparison with previous years is also partly due to increased requirements for learners to achieve an English and Maths qualification. For example, some learners who did not achieve a grade C in English and Maths whilst at school are expected to achieve a grade C within the one year that they attend the York Learning programme. This is clearly challenging, given the timescales, the expectations of the learners and the nature and range of young people attending the programme. This is not a problem unique to York Learning and is affecting many further education providers, including colleges and other local authority adult learning services.
12. A number of practical and more fundamental changes have been implemented that will improve success rates for the current academic year. These include some redesign of the curriculum, some further support for students studying Maths and English and some changes in the way the groups are configured. Early indications are that this is having some impact but this still remains very challenging.
13. In apprenticeship provision success rates for 2014/15 also show some disappointing reductions. Some reduction in success rates was anticipated due to new requirements, once again for improvements in English, Maths and ICT. These new requirements have been challenging for the whole sector delivering apprenticeships. The requirement to

demonstrate improvement in functional computer skills, has led to some particular difficulties, given the nature of some of the apprenticeship provision, mainly in care. Those working domiciliary care often do not have regular patterns of working and thus cannot attend regular programmes to improve their computer skills. The service is implementing a blended, personalised approach to deal with this and is confident that this will lead to significant improvements in this area.

14. In addition to the issues identified above, some learners are completing the vocational elements of their programme and gaining their diploma or certificate, but not fully completing the apprenticeship framework, including the English, Maths or ICT elements. Thus they often get the qualification they require to progress at work, but this means that they do not achieve the full framework. There is now a clear strategy in place to make the necessary improvements and it is anticipated that success rates for 2016 will be much improved. There have also been some performance management issues in this area. These have now been resolved.
15. Annex 4 contains performance statistics for the service's main part-time community learning programmes. These programmes consist of a huge range of part-time day and evening programmes across a range of subject areas. Some of these programmes are now running at full cost recovery, meaning that fee income collected covers the costs of running the programmes. Performance in this area of the service is generally consistent year on year, with variations only occurring to the total numbers attending each programme.

Quality Improvement Plan

16. Actions within the quality improvement plan are drawn from those judgements in the SAR deemed to be "areas for improvement". These are the main areas for service improvement and are judged to have a significant impact on service performance. QIP plans are regularly reviewed as part of a performance management framework during one to one discussions and significant leadership and management actions are shared at senior management meetings. The leadership and management QIP is attached in Annex 5.
17. The service uses the traffic light system to show progress against actions, which is a quick visual reminder of when actions have been completed and where further action needs to be taken. QIP plans cover the academic year but are in effect rolling quality improvement plans. Managers are encouraged to add actions to the plans as issues arise during the year, so that the documents become very dynamic in nature.

This means actions are taken in a timely manner and quality improvement becomes an embedded and continuous process.

Consultation

18. The plan is presented for consultation and approval. It has gone through some internal service consultation with senior managers and is in part as a result of a rigorous self-assessment process which is ongoing. It will also be considered by a group of “peer” partners as part of an external challenge.

Options and Analysis

19. The attached plan is presented for member comment and approval.

Council Plan

20. The SAR responds to council objectives in as much as it is an analysis of service performance which is aligned with the new council plan.

Implications

Financial (Contact – Director of Resources)

21. Any actions or financial implications of the SAR are contained with service budgets already set for 2015/16. This service operates on an expected outturn of zero cost to CYC. Variations in expenditure and income will be reported through the usual management financial reporting arrangement

Human Resources (HR)

22. There are no HR implications.

Equalities

The report has no equalities implications that arise directly from the attached SAR, although some of actions will be subject to equalities impact assessments. Service managers are fully aware of duties under the equalities legislation and implement equalities actions as part of a regular cycle of quality improvements and actions.

Legal

23. There are no legal implications

Crime and Disorder

24. There are no crime and disorder implications

Information Technology (IT)

25. There are no IT implications other than those noted in the report.

Property

26. There are no direct property implications in the report. However one of the service actions is to reduce costs associated with its 16-18 programme and this may have property implications in the future.

Other

27. There are no other implications arising from this report.

Risk Management

28. There are no direct risks associated with the SAR and QIP. However, within some of the actions there are some inherent risks associated with contract delivery and HR. The service is always seeking ways to mitigate these risks and where they do arise these will be noted and shared with the Executive Member.

Recommendations

29. The Executive Member is asked to consider the attached Self Assessment Report and Quality Improvement Plan and subject to any changes, recommend it for approval. Regular updates on progress on the Quality Improvement Plan will be reported to the Executive Member.

Reason: To strengthen the Service's governance arrangements in light of Ofsted requirements.

Contact Details

Author:

Alistair Gourlay
Head of York Learning
Tel No: 554294

Chief Officer Responsible for the report:

Charlie Croft

Assistant Director (Communities,
Culture and Public Realm)

Report

Approved

Date 21 January
2016

Specialist Implications Officer(s)

None

Wards Affected: *List wards or tick box to indicate all*

All

For further information please contact the author of the report

Background Papers:

None

Annexes

Annex 1 – York Learning SAR 2014/15

Annex 2 - Data Tables – Qualification based courses

Annex 3 - Data Tables – Apprenticeships

Annex 4 - Data Table - Community Learning

Annex 5 - Leadership and Management Quality Improvement Plan

Abbreviations used in the report and annexes

CYC- City of York Council

EHCP- Education Health Care Plan

ESA- Employment and Support Allowance

FS- Functional Skills

GCSE- General Certificate of Secondary Education

HE- Higher Education

HR- Human Resources

IAG- Information Advice and Guidance

ICT- Information and Communication Technology

ILP- Individual Learning Plan

IT- Information Technology

JCP- Job Centre Plus

JSA- Job Seeker's Allowance

OTL- Observation of Teaching and Learning

NIACE- National Institute for Adults Continuing Education

QIP- Quality Improvement Plan

SAR- Self Assessment Report

SSA- Subject Sector Areas

Annex 1 - York Learning Self Assessment Report 2014 - 2015

Leadership and Management

Outcomes for Learners

Grade: 2

Strengths:

- Good progression routes in appropriate programmes
- Appropriate enrichment and extension activities leading to enhanced outcomes for learners
- Good improvement in 19+ functional skills success rates for the 3rd year running
- Good advice and information available to students in a variety of formats and modes of delivery

Areas for Improvement:

- Success rates for 16-18 functional skills programmes including apprenticeships
- Success rates for 16-18 provision in general
- Progression routes not always known or recorded

Quality of Teaching, Learning and Assessment

Grade: 2

Strengths:

- Good support for learners across a whole range of programmes
- Good variety of teaching approaches ensures good outcomes for learners
- Good innovation and flexibility in teaching and learning to adapt to learners needs
- Innovative ICT delivery model for the teaching of flexible ICT programmes, ensuring learners can access a range of courses
- Effective use of ILPs to collect learner voice feedback

Areas for Improvement:

- Inconsistent use of elearning and other technology to support learning
- Some teaching where no improvements have been demonstrated
- Some whole class teaching that is very teacher led
- Too many observations are restricted to subject specialists meaning innovative practice is stifled and good practice is not shared

Effectiveness of Leadership & Management

Grade: 2

Strengths:

- Specialist leadership at curriculum level enhances the programme offer and supports good outcomes for learners
- Good partnership working which leads to a variety of good outcomes for learners
- Programme is carefully and meticulously planned, leading to a varied and regularly refreshed offer, which responds to learner needs
- Excellent exam tracking for accredited learners

Areas for Improvement:

- Some areas of the service lack a rigorous performance management framework
- Insufficient investment in the use of new technologies to improve outcomes for learners
- Lack of systematic process to collect and then act on suggestions from learners
- Further improvement needed in recording and feeding back learner suggestions
- Marketing of the service offer could be improved, both internally and externally
- There are some missed opportunities for further funding

Overall Effectiveness

Grade: 2

Strengths:

- Good support for learners across all areas in the service
- Good curriculum leadership that supports tutors to help learners achieve
- Depth, breath, variety, delivery model and geographical spread of programme offer, increases accessibility and meets local need
- Good strategy for increasing fee income to subsidise other areas of work

Areas for Improvement:

- Publicity and promotion of service is inconsistent and there are a number of missed opportunities
- Insufficient investment in electronic media and hardware leads to some inconsistency and inefficiencies
- Lack of security of funding leads to uncertainties for staff and stifles creativity in some areas
- Maximisation of contracts in some areas – 24+ loans and 16-18 apprenticeships
- SAR process leading to timely quality improvement

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Annex 1 - York Learning Self Assessment Report 2014 - 2015

Area of Learning: 16-18 Foundation Learning

Outcomes for Learners

Grade:3

Strengths:

- Good distanced travelled by learners in softer skills, particularly self confidence and motivation.
- Employability skills are developed and improved.
- Learners achieve and make good progress relative to their starting points.

Areas for Improvement:

- Outcomes for learners in maths, English
- Whilst outcomes in ICT are improving these are still unsatisfactory
- Only 25% of learners achieve a positive progression outcome
- Withdrawals from programme are too high which affects achievement
- Low levels of achievement in some areas of the programme.
- Emotional and outside issues can make progression and retention difficult to maintain for some learners.
- Moving on plans can be difficult to identify and put in place for some learners who may still need more time to progress than the length of the programme allows.

Quality of Teaching, Learning and Assessment

Grade: 2

Strengths:

- Good teaching leads to positive learner engagement and progress in vocational subjects
- Equality and diversity are promoted effectively through teaching and learning.
- Good care, support and motivation from well qualified staff in all curriculum areas support self confidence and improvements in self esteem.

Areas for Improvement:

- Some functional skills teaching sessions lack creativity and challenge
- In some functional skills teaching there is a disproportionate emphasis on the final assessment

Effectiveness of Leadership & Management

Grade: 2

Strengths:

- Good understanding of learner needs
- Relationship with external agencies which leads to good referral routes and support for the most vulnerable learners
- Outstanding social and emotional support for learners
- Timely interventions defuse potentially difficult situations and tackles bullying and discrimination.
- Safeguarding is paramount for all learners.

Areas for Improvement:

- Inappropriate behaviour of learners is exasperated by the building and current programme design
- Support for tutors and teachers to address behaviour issues
- There is some concern about the ability to generate positive outcomes in the time-frame the learners attend the programme

Overall Effectiveness

Grade: 3

Strengths:

- Effective design of Specialist Foundation programme is highly appropriate to learner need
- Good support for some of the most vulnerable and disadvantaged learners in the city
- Positive and productive relationship with external agencies which leads to good referral routes and support for the most vulnerable learners

Areas for Improvement:

- Retention of learners and number of withdrawals.
- There is some concern about the ability of learners to achieve the number and range of elements within the programme given their prior achievement.
- The introduction of a more joined up programme to allow the learners to see this as a whole.

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Annex 1-York Learning Self Assessment Report 2014 - 2015

Area of Learning : Employability

Outcomes for Learners

Grade: 2

Strengths:

- Very good achievement rates
- Good progression rates of students moving to other courses particularly functional skills

Areas for Improvement:

- Better tracking of Learner into work
- Better job outcomes

Quality of Teaching, Learning and Assessment

Grade: 2

Strengths:

- Appropriately qualified tutors deliver effective and timely IAG and one-to-one tailored support
- Excellent cross curriculum work with Functional skills - English, Maths and ICT leads to effective outcomes for learners
- Good support for learners in finding work and work experience

Areas for Improvement:

- Student access to online resources using Google classroom
- Link employability and Functional skills courses using Google classroom

Effectiveness of Leadership & Management

Grade: 2

Strengths:

- Close working relationships with other curriculum areas, particularly FS English maths and IT, leads to good outcomes for learners
- Excellent relationship with JCP leading to good referral routes
- Organisation of six monthly jobs fair ensures good job opportunities for a range of learners across the city
- Enhanced support for those seeking work as a result of ESF and other externally funded project delivery

Areas for Improvement:

- Better tracking of learners into job outcomes

Overall Effectiveness

Grade: 2

Strengths:

- Effective links with Functional skills ensures good outcomes for learners
- Good understanding of jobs market ensures learners are well prepared for job opportunities

Areas for Improvement:

- Use of online resources and other materials

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Annex 1-York Learning Self Assessment Report 2014 – 2015

Area of Learning : Functional Skills and Family Learning

Outcomes for Learners

Grade: 2

Strengths:

- Good success rates 19+ provision, improving for the third year running, now at 70% (maths) and 80% (English) .
- Outstanding success rate in Entry Level maths (90%)
- Good use of local resources and enrichment activities in local community extend and enhance learning
- Good progression to apprenticeships, access higher level courses including HE, employment and voluntary roles
- Diverse demographics of class groups brings together different cultures, ages and backgrounds, where learners work together in a very supportive environment.

Areas for Improvement:

- 16-18 FS results dipped this year after two years of improvements. Requires detailed investigation into causes, support and development needed
- Further IAG training for front line staff particularly those involved in enquiries and assessments
- Further development around FS marketing and support for WBL and apprentices in blended approach and bespoke resources.

Quality of Teaching, Learning and Assessment

Grade: 2

Strengths:

- Excellent support for learners ensures good retention and achievement.
- Good creative and innovative learning outside of the classroom ensures classes are relevant and productive
- Good Learner feedback/OTL very positive.
- Rigorous OTL procedure has included peer observations and input from non specialist managers/ observers, leading to “fresh pair of eyes” feedback and a boost to tutor moral/confidence.
- Effective and appropriate partnership working including archives, schools improvement, schools, and local and regional networks leading to current and relevant course content.

Areas for Improvement:

- Continue to promote ILPs as a way of allowing learners to take more control of their own learner and identify key learning points, next steps and goals.
- Create self-assessment and revision tools for learners
- Share OTL/ideas/resources across stand alone provision and Routes/App/WBL

Effectiveness of Leadership & Management

Grade: 2

Strengths:

- A good range of course type, venue, duration planned to meet the needs of learners & employers and to meet local and national agendas
- Good collaboratively working with partner organisations to develop courses appropriate to learners needs
- Good curriculum design, including using non accredited course allow learners to try out topics without pressure of exams, making guided choices onto appropriate accredited aim.
- Improved retention and success rates due to good learners actively engage and understand qualification process.
- CYC led National Family Learning tracking showing multiple impact of Family Learning courses (called in by NIACE/BIS and leading to further research around Family Learning and Employability.

Areas for Improvement:

- Learners to be involved in OTL process and course development to increase learner voice
- GCSE maths course development and trial of google classroom.
- FS accreditation aims sheets and tracking system to be extended across service.
- Sharing of tracking and impact data with other services to facilitate further research and referrals.
- Collaboration between apprenticeship assessors and FS team to ensure maximum uptake of FS support.

Overall Effectiveness

Grade: 2

Strengths:

- Flexible model of approach and range of venues, times and levels, from pre-Entry to GCSE.
- Partnership work (see L&M) leading to up to date and relevant course development.
- Three year trend of improving retention and results for 19+
- Active participation in regional and national campaigns and strategy groups ensuring inclusion in national debates, facilitating research and influencing policy.

Areas for Improvement:

- Continuing improvement of IAG offered and work with partner organisations to establish clear progression routes to higher education and employment.
- Consistent tracking of learner progress to ensure learners have best opportunity/support available to complete.
- Further sharing of good practice, support and development within 16-18 and apprentice provision following model of stand alone courses to increase awareness, uptake and achievement in English and maths
- Increase use of social media, films and promotions of our service to raise awareness of offer and increase referrals.

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Annex 1-York Learning Self Assessment Report 2014 - 2015

Area of Learning : Health, Leisure and Wellbeing

Outcomes for Learners

Grade:2

Strengths:

Good Pre-course information enabling learners to select appropriate courses fitting with their interests, prior skills or knowledge

Excellent progression offered in a varied range of programmes both accredited and leisure

very high levels of learner satisfaction

Good success rates on accredited counselling programme (77%) however achievement is 88.4%

Areas for Improvement:

Initial assessment and induction process for counselling learners needs to continue to develop and become more robust ensuring suitability for the course and level.

Awareness of tutors and staff of wider service offer.

Develop simple feedback process to ensure progress of learners

Quality of Teaching, Learning and Assessment

Grade: 2

Strengths:

Tutors regularly challenge and inspire learners to extend their skills and knowledge on a range of informal learning courses

Effective adaptations of courses and approach enables a variety of learners to access programmes.

Good levels of support for learners across a wide range of programmes

Good innovation and a wide range of teaching approaches

Areas for Improvement:

Cross curriculum moderation and observations of teaching and learning to offer variety and variation in support to tutors to evaluate their teaching

Tracking and monitoring/assessing processes for accredited counselling programmes.

Inconsistencies in some classes with e-learning

Effectiveness of Leadership & Management

Grade: 2

Strengths:

Good range of programmes leads to increased number of learners on programmes year on year

New progression opportunities developed as direct result of learner feedback .

Good responsive and developing programme which meets local and national needs.

Depth of offer is relevant to employment and personal interests

Areas for Improvement:

Ensure wider service offer is cascaded to all staff and learners

More stringent target setting and monitoring

Feedback process to learners

Overall Effectiveness

Grade: 2

Strengths:

Good, Depth, breadth, variety and increasing range of learning opportunities which is evolving.

High level of learner satisfaction ensuring good levels of returning customers

Highly committed, dedicated and friendly staff across the service, leads to an enhanced learner experience and high levels of learner satisfaction

Areas for Improvement:

Recognition of learning and achievement – further develop avenues to facilitate this.

Improve promotion of wider service and city offer as currently inconsistent.

Utilise alternative methods (ie videos) of promotion courses and evidencing Learner achievement.

Inconsistencies and failings in booking system need to be resolved.

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Area of Learning : ICT

Outcomes for Learners

Grade: 1

Strengths:

- Robust individual initial assessments of learners leading to good targets to enable learners to achieve.
- Excellent success rates 89% in accredited learning, 96% non accredited
- Good depth of offer enables learners to continue into further learning, employment or to improve their own business or voluntary activity
- Good learner retention and achievement following effective and continuous assessment, excellent mentoring, and targeting and support for learners
- Effective \ Flexible offer enables more opportunities for learners to start at times and venues to suit their lifestyles.

Areas for Improvement:

- Delays in getting learners onto courses and with the ability to keep consistent tutors.
- Access for those learners who are not claiming JSA or ESA.
- Limited resources (appropriate laptops and software) has lead to reduce support for out of class learning.

Quality of Teaching, Learning and Assessment

Grade: 2

Strengths:

- Robust Individual inductions, initial assessment and JCP targeted assessments effectively inform learner aims and retention. Ensuring learners are on correct course with realistic expectation and appropriate support in place.
- Good development of differentiated personalised learning, which enables learners to take control of their learning and inform on achievable time scales.
- Good continuity of appropriate support and targeting as a result of communication between tutors.
- Excellent tracking enables learners to keep on target for learning and attendance. 90% retention 89% success.
- Excellent personalised coaching and mentoring of learners leads to good learner motivation and achievement

Areas for Improvement:

- Smaller teams within non accredited teaching on low sessional hours have lead to limited opportunities for sharing of good practice and new ways of doing this need exploring.
- Improvements required in formal written feedback to learners in non-accredited learning

Effectiveness of Leadership & Management

Grade: 2

Strengths:

- Improved tracking of flexible learners' attendance, progress and achievement following the implementation of new tracking system and software.
- Robust offer and modes of learning is relevant to employment, business and personal interest and enables learners to find courses suitable to their requirements.
- Good partnership working leads to an increased program offer that is locally responsive.

Areas for Improvement:

- Improved marketing is required to specific groups of customers
- Improved methods of enrolment to include website for collection of payment.
- Timeliness of enrolment and induction onto programmes
- Inconsistency in cascading wider service offer in further progression opportunities.

Overall Effectiveness

Grade: 2

Strengths:

- Good Initial assessment and inductions leads to good target setting to facilitate good success rates
- Excellent personalised coaching and mentoring on course to help learners achieve.
- Effective flexible offer and provision enables increased accessibility to learning opportunities for all.

Areas for Improvement:

- Ability to support learners outside of the classroom, with enrichment and other learning
- Some learners not able to access programme due to funding restrictions
- Inconsistent sharing of good practice
- Whilst enrolment is satisfactory there are inconsistencies present on getting learners onto courses in a timely manner.

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Annex 1-York Learning Self Assessment Report 2014 - 2015

Area of Learning : Supported Learning

Outcomes for Learners

Grade:2

Strengths:

- Excellent courses lead to improved mental health management, reduced isolation and where appropriate moving people closer to the jobs market.
- Learners progress from starting point is significant and consistent
- Life-changing learning which continues beyond the classroom, both personally and through follow-on support groups created.
- Marked improvement in personal, social and employability skills

Areas for Improvement:

- Reduction in funded courses and overall York Learning mean that the Supported Learning area is reducing in size so course provision is limited and other sources of funding need to be explored.

Quality of Teaching, Learning and Assessment

Grade: 2

Strengths:

- Support and care for learners and their individual needs is exceptional enabling learners to flourish in a non-judgemental, tolerant environment.
- Quality of teaching is outstanding ensuring that learners are motivated to attend despite significant mental health barriers

Areas for Improvement:

- More consistent use of initial and end of course assessments to be introduced for the next academic year to show progress in a more quantifiable way.

Effectiveness of Leadership & Management

Grade: 2

Strengths:

- Strong partnerships and well established systems lead to well attended classes and referral routes that ensure that learners are placed in appropriate provision and that there are good support mechanisms with partners.

Areas for Improvement:

- Urgent need to source funding so that the provision can continue

Overall Effectiveness

Grade: 2

Strengths:

- Responsive provision that meets the demands of the local community and complements other mental health provision
- Courses make a proven, demonstrable and meaningful contribution to the recovery of individuals with mental health conditions.

Areas for Improvement:

- Look beyond the funding currently available to be able to continue to offer courses through the Supported Learning area.

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Annex 1-York Learning Self Assessment Report 2014 - 2015

Area of Learning : Visual and Performing Arts

Outcomes for Learners

Grade: 2

Strengths:

- Retention/Completion rates are excellent in the Visual Arts – 97.6%
- Success rates are excellent – 96.2%
- Pre-course information is good. Course Guides are individually written by tutors/Curriculum Manager.
- Learners make good progress against their starting points, often extending their learning goals and benefit from a wide range of unintended learning outcomes.
- Learners celebrate their progress through their involvement in Community Arts projects, exhibitions & Fashion Shows, which are now highly successful & embedded features of provision.

Areas for Improvement

- An appropriate & efficient method(s) of collecting feedback from the public in regards to our Community Arts engagement needs to be designed & implemented.

Quality of Teaching, Learning and Assessment

Grade: 2

Strengths:

- Learners make very good progress against their starting points.
- teaching in the Visual Arts is good, 14/15 observations were graded either good or outstanding
- Good support for learners facilitated by teaching that suited a range of learning styles

Areas for Improvement:

- A minority of tutors still fail to engage fully with the ILP process. Although other methods of collecting & collating learner progress have been explored.
- Undertake non – specialist Moderation of OTL reports during autumn 2016, to ensure outcomes remain objective.
- Observations are always carried out by curriculum specialists and there are concerns about the rigour of this process.
- Some training required/work with the Observation team needed, in order to understand how to triangulate evidence & ascertain our key Strengths/AFD within the OTL process.

Effectiveness of Leadership & Management

Grade: 2

Strengths:

- A wide range of diverse learning opportunities, such as large scale community Arts projects and 1 day workshops attracts new learners and offers breadth & consolidation of knowledge & skills to existing learners.
- Rigorous process of quality interventions
- Effective method of sharing good practice from observations and learning walks with teaching staff
- Good partnership working provides a range of enrichment opportunities and community arts projects increase the reach of arts programmes and encourage community participation

Areas for Improvement:

- Aspects of Curriculum Management may need to be scaled down if the Curriculum is to be maintained efficiently.

Overall Effectiveness

Grade: 2

Strengths:

- Very high levels of learner Satisfaction, retention 97.6% & attainment 96.2%.
- Good delivery and successful completion of large scale Community Arts projects enhances wider public engagement and profile of provision
- Strong Partnership working enriches the learning experience & extends creative opportunities for both groups & individuals.
- Excellent Opportunities to celebrate learner progress & achievement

Areas for Improvement:

- Key tasks such as the collating of OTL & ILP data need to be completed and fed back to staff in a more timely manner.
- Sustainability of Community Arts projects relies upon increased level of partnership working.
- Progression routes should be investigated and explored to ensure that learners receive appropriate & timely advice & guidance about courses run by other providers.
- Ensure the wider Service offer is cascaded down to tutors & learners.

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Annex 1-York Learning Self Assessment Report 2014 - 2015

Area of Learning : Workplace Learning

Outcomes for Learners

Grade:2

Strengths:

- Young Apprenticeship achievement rates are very good; 88% of our 16-19 Apprentices have achieved 18% above the national rate.
- WPL Success rates are excellent; 98% overall compared to the national average of 76%
- Good progression routes on all courses from Level 2 to Level 3 and some at Level 4 and 5.

Areas for Improvement:

- Success rates for Functional Skills within Apprenticeships - Assessment and realistic expectations regarding Functional Skills outcomes to be improved for Apprenticeships, by working with the Functional Skills team more closely at initial assessment.
- Success rates for 19+ apprenticeships
- Retention rates for Health and Social Care learners.

Quality of Teaching, Learning and Assessment

Grade: 2

Strengths:

- Employer-Assessor partnership is good. Learner Reviews take place in workplace to guarantee staff, involved in the learners training, are present to discuss progress and planning and therefore ensure support.
- Assessor's provide focused support to remove barriers. For example our Home Care workers complete their units using a modular approach to enable them to work in between appointments.

Areas for Improvement:

- Ensure potential learners to reveal their additional needs at the induction period of the programme so we can better support them throughout.
- Improve target setting during learners' progress reviews to help learners make better progress in their programme between assessors' visits.

Effectiveness of Leadership & Management

Grade: 2

Strengths:

- Good links now made with local schools to offer information re qualifications to those that may be hard to reach, building on existing contacts.
- Good support for employers in advertising, recruiting and training their Apprentices. We have a good history of employer engagement.
- Good responsive provision aligned with the requirements of local, regional and national sector needs.
- Good use of target setting for performance management has.

Areas for Improvement:

- Numbers enrolling on the 16-18 Apprenticeship courses are low.
- Develop the OTL procedure to gather and use employer, and wider stakeholder views more analytically and improve action-planning following staff observations.
- Develop the coordination of additional support for at risk learners
- Engage employers further in planning skills development.
- Engage staff in evaluating their own work and areas for development through improved PDR system.
- Develop an interview process for potential learners working out of local area including email, telephone calls, skype.

Overall Effectiveness

Grade: 2

Strengths:

- WPL Success rates are excellent; 98% overall compared to the national average of 76%
- Good focused support helps remove barriers for learners.
- Good provision responsive to the requirements of local, regional and national sector needs

Areas for Improvement:

- Success rates for Functional Skills within Apprenticeships -
- Retention rates for Health and Social Care learners.
- Numbers enrolling on the 16-18 Apprenticeship courses are low.
- Success rates in 19+ apprenticeships, mainly as a result of poor retention

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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

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Annex 2

Classroom Qualification Success Rates Summary – Overall**Table 1**

		Overall			
		Provider Full Year			
		2011/12	2012/13	2013/14	2014/15
16-18	Leavers	12	19	92	118
	Success Rate	75.0%	84.2%	66.3%	38.1%
19+	Leavers	921	1,305	1,492	875
	Success Rate	81.5%	82.1%	87.3%	79.9%
Total	Leavers	933	1,324	1,584	993
	Success Rate	81.5%	82.2%	86.1%	74.9%

Classroom Retention and Achievement Rates Summary – Overall**Table 2**

		Overall			
		Provider Full Year			
		2011/12	2012/13	2013/14	2014/15
16-18	Retention	83.3%	89.5%	82.6%	55.1%
	Achievement	90.0%	94.1%	80.3%	77.6%
19+	Retention	89.3%	89.4%	93.9%	88.0%
	Achievement	91.4%	91.9%	93.0%	91.7%
Total	Retention	89.2%	89.4%	93.2%	95.4%
	Achievement	91.3%	91.9%	92.3%	90.7%

Classroom Qualification Success Rates by Age and Sector Subject Area

Table 3 – Including Counselling

			Overall			
			Provider Full Year			
			2011/12	2012/13	2013/14	2014/15
01 – Health, Public Services and Care	16-18	Leavers	0	0	13	13
		Success Rate	-	-	76.9%	46.2%
	19+	Leavers	0	19	65	78
		Success Rate	-	94.7%	84.6%	78.2%
	Total	Leavers	0	19	78	91
		Success Rate	-	94.7%	83.3%	73.6%

Annex 2

Table 4 – Maths GCSE

			Overall			
			Provider Full Year			
			2011/12	2012/13	2013/14	2014/15
02 – Science and Mathematics Total	16-18	Leavers	1	0	0	0
		Success Rate	0.0%	-	-	-
	19+	Leavers	6	27	32	35
		Success Rate	66.7%	74.1%	87.5%	62.9%
	Total	Leavers	7	27	32	35
		Success Rate	57.1%	74.1%	87.5%	62.9%

Table 5 – Computing including ECDL

			Overall			
			Provider Full Year			
			2011/12	2012/13	2013/14	2014/15
06 – Information and Communication Technology	16-18	Leavers	0	5	0	0
		Success Rate	-	80.0%	-	-
	19+	Leavers	177	312	447	273
		Success Rate	95.5%	88.5%	94.2%	89.4%
	Total	Leavers	177	317	447	273
		Success Rate	95.5%	88.3%	94.2%	89.4%

Annex 2

Table 6 – English GCSE

			Overall			
			Provider Full Year			
			2011/12	2012/13	2013/14	2014/15
12 – Languages, Literature and Culture	16- 18	Leavers	4	2	1	2
		Success Rate	100.0%	50.0%	100.0%	100.0%
	19+	Leavers	6	271	12	26
		Success Rate	100.0%	89.3%	83.3%	80.8%
	Total	Leavers	10	273	13	28
		Success Rate	100.0%	89.0%	84.6%	82.1%

Table 7 – Functional English and maths, employability and ICT

			Overall			
			Provider Full Year			
			2011/12	2012/13	2013/14	2014/15
14 – Preparation for Life and Work	16- 18	Leavers	6	12	77	97
		Success Rate	66.7%	91.7%	63.6%	32.0%
	19+	Leavers	709	624	872	416
		Success Rate	77.7%	76.9%	83.9%	75.7%
	Total	Leavers	715	636	949	513
		Success Rate	77.6%	77.2%	82.3%	67.4%

Annex 2

Table 8 – Accounting and Business courses

			Overall			
			Provider Full Year			
			2011/12	2012/13	2013/14	2014/15
15 – Business, Administration and Law	16-18	Leavers	1	0	0	0
		Success Rate	100.0%	-	-	-
	19+	Leavers	23	52	46	15
		Success Rate	91.3%	69.2%	89.1%	66.7%
	Total	Leavers	24	52	46	15
		Success Rate	91.7%	69.2%	89.1%	66.7%

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Annex 3

Apprenticeship Qualification Success Rates Summary – Overall 2014/15

		Overall			
		Provider Full Year			
		2011/12	2012/13	2013/14	2014/15
16-18	Leavers	17	28	23	27
	Success Rate	82.4%	85.7%	91.3%	70.4%
19-23	Leavers	15	18	21	-
	Success Rate	93.3%	83.3%	81.0%	-
24+	Leavers	10	46	29	-
	Success Rate	100%	78.3%	72.4%	-
19+	Leavers	25	64	50	75
	Success Rate	96.0%	79.7%	76.0%	44.0%
Total	Leavers	42	92	73	102
	Success Rate	90.5%	81.5%	80.8%	51.0%

Apprenticeship Qualification Success Rates by Age and Sector Subject Area

			Overall			
			Provider Full Year			
			2011/12	2012/13	2013/14	2014/15
01 – Health, Public Services and Care	16-18	Leavers	11	15	13	18
		Success	72.7%	80.0%	100%	55.6%
	19-23	Leavers	9	9	12	-
		Success	88.9%	66.7%	75.0%	-
	24+	Leavers	3	25	28	-
		Success	100%	72.0%	71.4%	-
	19+	Leavers	12	34	40	49
		Success	91.7%	70.6%	72.5%	34.7%

			Overall			
			Provider Full Year			
			2011/12	2012/13	2013/14	2014/15
15 – Business, Administration and Law	16-18	Leavers	6	13	10	9
		Success	100%	92.3%	80.0%	100.0%
	19-23	Leavers	6	9	9	-
		Success	100%	100%	88.9%	-
	24+	Leavers	7	21	1	-
		Success Rate	100%	85.7%	100%	-
	19+	Leavers	13	30	10	26
		Success Rate	100%	90.0%	90.0%	61.5%

Annex 4

Community Learning - Retention/Achievement Rates 14/15

Detail		2011/12	2012/13	2013/14	2014/15
SSA 1 Health, Public Services & Care	Start	285	204	11	35
	Retention	97.1%	98.5%	100%	100%
	Success	91.9%	91.7%	100%	77.1%
SSA 2 Science & Mathematics	Start	0	0	104	0
	Retention	-	-	100%	-
	Success	-	-	100%	-
SSA 3 Horticulture	Start	67	108	156	237
	Retention	99.0%	94.4%	98.0%	99.2%
	Success	98.5%	94.4%	97.0%	97.9%
SSA 4 Engineering & Manufacturing	Start	14	97	90	91
	Retention	100%	100%	100%	100%
	Success	100%	99.0%	100%	100%
SSA 6 ICT	Start	154	306	297	425
	Retention	94%	89.5%	97.0%	96.2%
	Success	92.8%	87.4%	96.0%	95.5%
SSA 7 Retail & Commercial Enterprise	Start	76	105	40	161
	Retention	96%	99.0%	95.0%	99.4%
	Success	96.1%	98.1%	90.0%	93.8%
SSA 8 Leisure, Travel & Tourism	Start	455	660	603	921
	Retention	94.0%	94.8%	95.0%	97.7%
	Success	92.7%	93.6%	93.0%	95.8%
SSA 9 Arts, Media & Publishing	Start	1241	1577	1619	1762
	Retention	97.0%	96.9%	97.0%	97.7%
	Success	92.7%	94.0%	95.0%	95.2%
SSA 10 History, Philosophy & Theology	Start	0	19	5	34
	Retention	-	100%	100%	100%
	Success	-	100%	100%	91.2%
SSA 12 Languages, Literature & Culture	Start	726	483	1003	1232
	Retention	96.0%	90.9%	95.0%	93.8%
	Success	93.4%	88.2%	93.0%	91.0%
SSA 14 Preparation for Life & Work	Start	57	44	194	309
	Retention	82.4%	93.2%	98.0%	98.7%
	Success	77.1%	90.9%	96.0%	94.8%
SSA 15 Business, Administration & Law	Start	13	0	0	0
	Retention	100%	-	-	-
	Success	100%	-	-	-

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 Quality Improvement Leadership and Management 2015/16

Improvement activity linked to SAR/new	Actions and steps required	Who/When	Summary of Progress	Green (ahead) Amber (ongoing) Red (behind)
1. Support for staff in identifying and supporting learners with mental health issues	Review the extent of the problem and produce a paper outlining the issue Discuss with staff the best options to support them in dealing with issues Implement solutions identified as part of this plan	AG AG AG Feb 2016	Discussion of issue has taken place at management team. Agreed this is still a significant issue, particularly as the manager in this area will be made redundant in the service reorganisation. 11/12/15	
<p>POSITION STATEMENT – This is an increasing area of concern for the service particularly following the reorganisation where considerable capacity in this area will be removed</p> <p>IMPACT OF ACTIVITY - Given reductions in management capacity in this area the impact on staff on the front line needs careful monitoring.</p>				

Annex 5

Improvement activity linked to SAR/new	Actions and steps required	Who/ When	Summary of Progress	Green (ahead) Amber (ongoing) Red (behind)
<p>2. Introduce performance review system for sessional staff</p> <p><i>(Carried forward)</i></p> <p>Teaching and Learning</p>	<p>a) Consider how this could be implemented and design a process</p> <p>b) Pilot system in one area (VPA)</p> <p>c) Review and roll out to rest of service</p>	<p>Head of Service</p> <p>June 2016</p> <p>September 2016</p>	<p>Basic schematic now sent out to managers for further discussion. This includes a recommendation for how we should deal with PDR for sessional staff. 11/12/15</p> <p>Ensure all staff who teach more than 10 hours per week have a full PDR carried out.</p>	
<p>POSITION STATEMENT; PDR continues to be a challenging area for very part-time staff</p>				
<p>IMPACT OF ACTIVITY - IS IT A STRENGTH OR CONTINUED AREA FOR IMPROVEMENT</p> <p>Has it impacted on other areas of learner journey?</p>				

Annex 5

Improvement activity linked to SAR/new	Actions and steps required	Who/When	Summary of Progress	Green (ahead) Amber (ongoing) Red (behind)
<p>3. Improve data reporting and use of data in all aspects of service delivery</p> <p>Achievement</p>	<p>a) Meet with MIS manager to develop a timetable of data to be shared with managers</p> <p>b) Quarterly data reports to be produced for management team and discussed</p> <p>c) Embed data reporting into the SAR cycle following discussions with MIS manager.</p>	<p>AG/PE Jan 2016</p> <p>April 2016</p> <p>Feb 2016</p>	<p>Initial meeting has taken place with data manager. A joint meeting with NYCC has also been convened to consider how the two services could work more closely on data management. 11/12/15</p>	<p style="background-color: #f4a460;">Amber</p>
<p>POSITION STATEMENT: Data is accurate and robust but not timely. IMPACT OF ACTIVITY - IS IT A STRENGTH OR CONTINUED AREA FOR IMPROVEMENT</p>				

Annex 5

Improvement activity linked to SAR/new	<i>Actions and steps required</i>	<i>Who/When</i>	<i>Summary of Progress</i>	Green (ahead) Amber (ongoing) Red (behind)
4. Each quarter analyse destination data and produce report for managers "Preparing for OFSTED inspection" data <i>Destination</i>	See actions above for completion of this improvement	Jan 2016 AG	There has been some progress in this area in terms of data reporting but there continue to be some concerns about the timeliness of data and the resources needed to produce data at short notice. Further work with the software supplier is needed to resolve these issues	
<p>POSITION STATEMENT</p> <p>IMPACT OF ACTIVITY - IS IT A STRENGTH OR CONTINUED AREA FOR IMPROVEMENT</p> <p>Has it impacted on other areas of learner journey?</p>				

Annex 5

Improvement activity linked to SAR/new	Actions and steps required	Who/ When	Summary of Progress	Green (ahead) Amber (ongoing) Red (behind)
5. Improve Learner destination tracking and develop agreed procedures for tracking learners Destination	Agree how this is going to be tackled at management team and then ensure action is taken to implement agreed measures	Strategy Manager 04/16	This has now been completed. 11/12/15	Green
POSITION STATEMENT IMPACT OF ACTIVITY - IS IT A STRENGTH OR CONTINUED AREA FOR IMPROVEMENT Has it impacted on other areas of learner journey?				

Annex 5

Improvement activity linked to SAR/new	Actions and steps required	Who/ When	Summary of Progress	Green (ahead) Amber (ongoing) Red (behind)
<p>6. Improve feedback from a range of sources</p> <p>Assessment</p>	<p>a) Make a list of all partners/stakeholders, obtain their feedback and ensure it is used.</p> <p>b) Introduce alternative methods to get learner feedback on an information and more regular basis</p> <p>c) Introduce trial telephone interviews on a sample of learners</p>	<p>Head of Service</p> <p>03/16</p>	<p>Checking with other managers to see if this is still a live action or whether other events have overtaken this.</p>	<p style="background-color: #f4a460;"></p>
<p>POSITION STATEMENT</p> <p><i>Progress reviews explore next steps both in short term and longer term as well as extension of learning outside of the classroom.</i></p> <p>IMPACT OF ACTIVITY - IS IT A STRENGTH OR CONTINUED AREA FOR IMPROVEMENT</p> <p>Has it impacted on other areas of learner journey?</p>				

Annex 5

Improvement activity linked to SAR/new	Actions and steps required	Who/When	Summary of Progress	Green (ahead) Amber (ongoing) Red (behind)
<p>7. Success rates for 16-18 functional skills programmes</p> <p>Success rates for 16-18 provision in general</p>	<p>Monitor actions plans in Functional skills QIP.</p> <p>Regular meeting with FS and SM to review 16-18 attendance and retention</p> <p>Regular monitoring of success rates meetings set up and reports back as part of regular reporting</p>	<p>AG/SR/CG/FH</p> <p>Review 01/16</p> <p>Review 05/16</p>	<p>Action plan to reorganise Routes to Success developed and shared with AG 11/12/15</p> <p>Regular meeting schedule established for report back on progress with Foundation learning programme.</p> <p>Head of service met with all managers to discuss progress. This includes significant redesign of the programme.</p> <p>Regular review meetings are now in place. 18/01/16</p>	
<p>POSITION STATEMENT</p> <p>IMPACT OF ACTIVITY - IS IT A STRENGTH OR CONTINUED AREA FOR IMPROVEMENT</p> <p>Has it impacted on other areas of learner journey?</p>				

Annex 5

Improvement activity linked to SAR/new	Actions and steps required	Who/ When	Summary of Progress	Green (ahead) Amber (ongoing) Red (behind)
<p>8. Inconsistent use of elearning and other technology to support learning And Insufficient investment in the use of new technologies to improve outcomes for learners</p>	<ul style="list-style-type: none"> Identify an annual revenue budget that is ring fenced to purchase elearning equipment and hardware Develop a process for identifying where the most cost effective deployment of Resources would be Monitor the use of resources and impact on learning 	<p>AG/AP 12/15</p> <p>01/16</p> <p>06/16</p>	<p>Budget of £20k identified for 2016/17 financial year. Recognition that this is not sufficient and plans to increase this year on year. 11/12/15</p> <p>Process for identifying resources developed and shared with managers 11/12/15</p> <p>Form for managers to fill in sent out for completion and discussion at 02/16 MT</p>	
<p>POSITION STATEMENT:</p> <p>Over the last few years the service has fallen behind in keeping up to date hardware as budget have been very tight. There is now a need to invest.</p> <p>IMPACT OF ACTIVITY - IS IT A STRENGTH OR CONTINUED AREA FOR IMPROVEMENT</p> <p>Has it impacted on other areas of learner journey?</p>				

Annex 5

Improvement activity linked to SAR/new	Actions and steps required	Who/ When	Summary of Progress	Green (ahead) Amber (ongoing) Red (behind)
<p>9. <i>Some teaching where no improvements have been demonstrated</i></p> <p><i>Some whole class teaching that is very teacher led</i></p> <p><i>Too many observations are restricted to subject specialists meaning innovative practice is stifled and good practice is not shared</i></p>	<p>Review the OTL process to see which of the three areas for improvement identified are to be taken forward</p> <p>Develop plans as a result of action above</p>	<p>FH – 03/16</p> <p>FH – 03/16</p>	<p>OTL processed reviewed and some minor changes made. Still further work needed to share skills across the service. Moderation of the OTL process still not systematic. 03/16</p>	
<p>POSITION STATEMENT</p> <p>IMPACT OF ACTIVITY -IS IT A STRENGTH OR CONTINUED AREA FOR IMPROVEMENT</p> <p><i>Has it impacted on other areas of learner journey?</i></p>				

Annex 5

Improvement activity linked to SAR/new	Actions and steps required	Who/When	Summary of Progress	Green (ahead) Amber (ongoing) Red (behind)
10. Further improvement needed in recording and feeding back learner suggestions	<ul style="list-style-type: none"> • Use the service brochure to introduce You said – we did section • Develop a process for collating suggestions from learners • Develop further processes to be proactive in collecting learner suggestions • Introduce clearer recording of complaints 	AG – June 2016	A small section was dedicated to “you said we did” in service brochure 11/12/15 Clearer and shared complaints process now in place. Review of complaints to be shared at MT. 04/16	
11. Lack of systematic process to collect and then act on suggestions from learners	See actions above	AG – 03/16	Learner feedback has improved and the service has implemented a system to record and then feedback learner suggestions. It is too early to judge the impact of this work. 07/01	
<p>POSITION STATEMENT Whilst the service is good at making changes as a result of learner feedback, it is not well recorded or consistent. Complaints are dealt with consistently but not recorded.</p> <p>IMPACT OF ACTIVITY - IS IT A STRENGTH OR CONTINUED AREA FOR IMPROVEMENT Has it impacted on other areas of learner journey?</p>				

Annex 5

Improvement activity linked to SAR/new	Actions and steps required	Who/ When	Summary of Progress	Green (ahead) Amber (ongoing) Red (behind)
12. Marketing of the service offer could be improved, both internally and externally	Identify a clear and ring-fenced marketing budget including expenditure on the L4E brochure Include marketing of the service as a priority area for discussion at MT	AG – 09/15	Budget for marketing clearly identified for financial year 2016/17. Separate cost centre identified for spend and monitoring Marketing is now a regular item on the MT agenda 11/12/15	
<p>POSITION STATEMENT: <i>Marketing of the service is good generally and significant improvement has taken place as a result of the new service brochure. Distribution of material still remains a challenge.</i></p> <p>IMPACT OF ACTIVITY -IS IT A STRENGTH OR CONTINUED AREA FOR IMPROVEMENT <i>Has it impacted on other areas of learner journey?</i></p>				

Annex 5

Improvement activity linked to SAR/new	Actions and steps required	Who/ When	Summary of Progress	Green (ahead) Amber (ongoing) Red (behind)
13. <i>There are some missed opportunities for further funding</i>	Clear and regular reports back on performance are developed Regular meeting with relevant staff to discuss funding opportunities	AG - 12/15 AG – 12/15	See above A schedule set of meetings to discuss funding opportunities has been set up. First one taking place 19/01	
14. <i>And Maximisation of contracts in some areas – 24+ loans and 16-18 apprenticeships</i>	A clear process and procedure for monitoring and then taking action on loans funding and 16-18 apprenticeships is developed	AG - 12/15	Performance management processes are now in place for all funding streams to manage performance. 11/12/15	
<p>POSITION STATEMENT <i>Generating new income streams to replace current funding is a clear service priority as is maximising current funding streams</i></p> <p>IMPACT OF ACTIVITY -IS IT A STRENGTH OR CONTINUED AREA FOR IMPROVEMENT <i>Has it impacted on other areas of learner journey?</i></p>				

Annex 5

Improvement activity linked to SAR/new	Actions and steps required	Who/ When	Summary of Progress	Green (ahead) Amber (ongoing) Red (behind)
<p>15. Some areas of the service lack a rigorous performance management framework</p>	<p>Develop a framework and process for performance management in community learning</p>	<p>AG Sept 2016</p>	<p>Targets have now been agreed and performance management meetings scheduled. There has been some slippage in the process for academic year 2016/17.</p> <p>This action has now been completed with some new measures agreed as part of the quality monitoring process</p>	<p>Green</p>
<p><i>POSITION STATEMENT</i> <i>Long term strategic involvement and partnership work</i> <i>IMPACT OF ACTIVITY -IS IT A STRENGTH OR CONTINUED AREA FOR IMPROVEMENT</i> <i>Has it impacted on other areas of learner journey?</i></p>				

Annex 5

Improvement activity linked to SAR/new	Actions and steps required	Who/ When	Summary of Progress	Green (ahead) Amber (ongoing) Red (behind)
16. Actons from Matrix assessment	These are part of a separate action plan embedded below L:\GROUP\Comm Ed Entrust\YORK LEARNING\MATRIX FOLDERS FEB 2015\Action plan - Updated December 2015.docx	AG – 12/15	Progress reported to management team where discussion has taken place. Most of the actions are included within actions above	Green
<p><i>POSITION STATEMENT</i> Long term strategic involvement and partnership work IMPACT OF ACTIVITY -IS IT A STRENGTH OR CONTINUED AREA FOR IMPROVEMENT Has it impacted on other areas of learner journey?</p>				



**Decision Session - Executive Member for
Culture, Leisure and Tourism**

29 January 2016

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

New monitoring arrangements for Open Space Section 106 Funds

Summary

1. This report seeks the approval of the Executive Member to update the way the Council monitors Section 106 (s.106) agreements and how it allocates the funds received.

Recommendations

2. The Executive Member is asked to agree:
 - To publish on the Council's web site a comprehensive list detailing all open space s.106 agreements, including any payments due, received or used; and, to update the list at regular intervals as set out in Paragraph 9.
 - The additional priorities for use of open space s.106 payments set out in Paragraph 11.

Reason: To improve the efficiency and transparency of use of s.106 payments.

Background

3. The Town and Country Planning Acts create the ability for Local Authorities to seek a payment from developers in lieu of providing children's play space, amenity space and sports pitches within new housing developments. This is commonly known as a s.106 payment.
4. The Council's approach to using s. 106 funds as been set out in two previous reports to the Executive Member in 2011 and 2013. In April 2015 the government introduced new rules on the collection and use of 106 funds; this report provides a response.

5. Payments are generally made where there is an existing or identified shortfall arising from a proposed development and it is not practical or desirable to have open space within a development (for example where developments are for individual or a small number of dwellings or where there is existing open space nearby which could be improved to accommodate the additional use from new residents). Payment is based on an approved formula related to the number of new bedrooms within the development. Full details can be found on the Council's web site at:

<http://www.york.gov.uk/environment/Planning/guidance/OpenspaceAdviceNote/>

6. S.106 payments received by the Council must be used for the benefit of the residents who will live in the development that has generated the payment. Previous Executive reports used Local Development Framework (LDF) process - the playing pitch assessment and the Open Space Sport and Recreation Study to identify sites for investment with s.106 funds directed to:

- Investment that supports quality initiatives such as the Green Flag award or club mark
- Investment that will increase access by all sectors of the community
- Schemes that are significantly well developed and/or have enough funds to be achievable
- Schemes that lever in other sources of funding e.g. lottery, sports governing bodies, landfill tax

New arrangements

7. In April 2015 the government introduced a limit on the number developments within an area that can contribute to site, scheme or project. This is known as pooling and, in accordance with Regulation 123 of the Town & Country Planning (Community Infrastructure Levy) Regulations 2010 (as amended), a pooling limit applies to any s.106 obligation which was secured after 6 April 2010. From 6 April 2015 when determining a planning application after this date the LPA is not allowed to request s.106 funding for an infrastructure project if more than five s.106 obligations since 6 April 2010 have already been entered into for that project. This pooling limit applies even if the funds are not paid to the Council or the planning permission is never implemented.

8. Pooling has been very useful and has been used extensively over the last 10 - 15 years as it allowed several smaller contributions to be combined to create a single large scheme that meet the objects set out in paragraph 6 above. For example, the recent major refresh of Clarence Gardens play area was funded by money from 6 developments accumulated over 8 years.
9. In order to comply with the new regulations improved recording, monitoring and transparency of s.106 obligations entered into and their use is required. To meet this requirement the Council will publish on the Council's website a list detailing for each appropriate planning application:
 - What s.106 obligations have been entered into
 - What payments are expected
 - What has been paid
 - What the payments can be used for, and
 - What has been used, by whom and when, including 3rd parties

This information will be searchable by ward.
10. Initially it is proposed that this list will be published monthly. The frequency will be reviewed once the system has been running for a few months.
11. It is proposed that use of s.106 funds continue to be based on the approach set out in paragraph 6 above with the following additional priority areas:
 - Supporting sites and schemes which help galvanise increased community engagement, reflecting the development of more ward based green space maintenance and care
 - Furthering the priorities and guidance contained within the Taking Play Forward Policy. (This policy will be refreshed in the next few months)
 - Increasing the self-sufficiency of sports facilities, especially those that create opportunities for new participants to be active and target those who are currently least active
12. To aid this process the Council is asking for help from wards and parish and town Council's at every stage.

This starts with suggesting sites and projects for inclusion in obligations, through to monitoring progress of developers once they start on site. This latter point will help in releasing funds for use as release cannot happen until it is certain that there is no risk of repayment. It will also help to identify developments where a payment should have been made but none has been received. Where money is transferred to 3rd Parties, including parish and town Councils the specific purpose for the payment will be set out and they will be required to report back to the Council to confirm the appropriate use of the s.106 funds.

Consultation

13. The proposed new reporting procedure has been tested out with representatives from parish and town Councils who are supportive of the idea.

Options

14. The options available to the Executive Member are:
 - Option 1: Agree to the proposals publish regular updates
 - Option 2: Suggest further and/or alternative proposals

Analysis

15. Option 1 – to publish the list as set out in paragraph 9. This has the support of local Councils and meets the wider objective of greater transparency.
16. Option 2 – No other options have come forward from the liaison meeting with parish and town Councils. The Executive Member is free to suggest alternative forms of reporting.

Council Plan

17. The actions set out in the report contribute to improving transparency and public engagement as out in the Council Plan 2015-19.

Implications

18. **Financial and Legal** – Failure to accurately record and monitor s.106 obligations entered into and their use may result in the Council breaching the Community Infrastructure Levy Regulations on pooling. A challenge to the grant of planning permission may be launched on the ground that the pooled contribution to be paid by the planning applicant is invalid.

Additionally, s.106 contributions must be spent within the agreed timescales and on the purposes specified within the individual s.106 agreements.

Failure to comply with these issues could cause reputational damage to the Council and might require repayment of developer contributions.

19. There are no Property, Equalities, Human Resources, Crime and Disorder or Information Technology implications arising from this report.

Risk Management

20. In compliance with the Council's risk management strategy the main risks that have been identified with the proposals contained in this report are:
- that insufficient resource is committed to the new monitoring arrangements and
 - 3rd parties fail to engage and provide the necessary information.
- 21 In an extreme case this could result in the Council having to pay back s.106 contributions to the developer which would have financial and reputational consequences. Level of risk is assessed as Low. This means that periodic monitoring is required of the operation of the new arrangements

Contact Details

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Charlie Croft
Assistant Director (Communities,
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**Report
Approved**

✓ **Date** 17.01.16

Specialist Implications Officers:

Jonathan Carr Head of Development Services & Regeneration
Mary Bailey Head of Communities & Equalities
Vicky Japes Health Improvement Manager (Lifestyles & Sport)

Wards Affected:

All ✓

For further information please contact the author of the report

Background Papers:

Taking Play Forward 2013-2016 York Play Policy <http://www.york.org.uk/workforce2014/play>

Annexes - None



**Decision Session - Executive Member for
Culture, Leisure and Tourism**

29 January 2016

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

Review of the Management of Rowntree Park Tennis Courts

Summary

1. This report provides options for the future management of Rowntree Park tennis courts.

Recommendations

2. The Executive Member is asked to decide which of the options set out in paragraph 12 should be taken forward to manage the tennis courts in Rowntree Park.

Reason: To ensure that the tennis courts remain sustainable and continue to provide a quality sports facility for York residents.

Background

3. Rowntree Park is one of three council parks and gardens that have tennis courts – Hull Road Park (2 courts), Glen Gardens (2 courts) and Rowntree Park (6 courts). How the courts are managed has been under review for the last few years as a consequence of changes to parks staffing.
4. The Park has been the home of Rowntree Park Tennis Club since 1950's. The Club has priority use of two courts at evenings, and weekends and Bank Holidays. Additional courts are used for matches. The Club is open to anyone to join with core membership fees for 2015 of £60 for adults and £25 for children / full time students.
5. Running in parallel with the activities of the Club, the Park hosts a year round coaching programme provided by *Tennis For All*, initially set up by the Sport and Active Leisure team as part of a Sport England programme to increase participation in tennis.

6. In 2014, the Council transferred the management of Glen Gardens tennis courts to Heworth Tennis Club on a 25 year lease. The Club had used Glen Gardens for several decades to supplement their own facilities on East Parade. By taking on the lease it has helped the Club to develop and qualify for a grant from Sport England of £42,000 for the rebuilding of their East Parade pavilion.
7. Over the winter 2014/15 similar discussion took place with Rowntree Park Tennis Club. In May 2015 an agreement was reached with the Club, in partnership with *Tennis For All* to manage the courts on a trial basis for one year. This was generally successful although feedback from a number of users indicated that the new arrangement could have been publicised more widely. The Club would now like to extend this arrangement.
8. For tennis to both thrive and be sustainable the Club's view is that better facilities, organisation and management are required:
 - a) Better facilities start with better day to day care of the courts through to a new or rebuilt pavilion with small kitchen and changing facilities that can withstand flood events.
 - b) Better organisation would include the creation of an integrated coaching programme to bring juniors into the sport, develop talent and support recreational members.
 - c) Better management would involve developing a Club that is robust and has a vision for the future. It would also mean having security of access to the courts in order to lever in grant aid, to invest in the facilities, which in turn will attract more members.
9. Following this year's experiences the Club has now asked for a three year lease on the courts. Membership is up from 42 to 107 and, to cope with occasional or ad hoc players, the Club are introducing the Lawn Tennis Association's on-line booking system coupled with PayPal.
10. Longer term the Club would like to take on the management of the pavilion and would seek a new lease for that option when they are ready. Colleagues from Sport and Active Leisure continue to support the Club with its short and long term ambitions.

Consultation

11. The views of The Friends of Rowntree Park and local Ward Members have been sought. Both the Friends and local Members are in support of a three year lease providing that some form of pay and play booking arrangements are put in place. The Friends and Club have agreed to work together to publicise as widely as possible the court management arrangements.

Options

12. Three options are available.
 - a) To grant the club a three year lease.
 - b) Not to grant the club a lease and revert back to day to day management by the council.

Analysis

13. Option a) This would put the asset into community control and support the principle of volunteers assisting with the care of the city's sports spaces and facilities. It would bring the courts into line with other council sports assets that are managed by the community including fishing, football, rugby, cricket and bowls.
14. All future day to day management and maintenance would be transferred to the club which in turn would free up park staff to concentrate on horticultural work. In addition, there would be no call on the Council's capital resources for rebuilding of the courts in the future. A small rental would be negotiated with the Club for use of the courts.
15. Option b) This would revert the court management to the pre 2015 arrangements with park staff supervising the courts, taking the bookings, safely keeping and banking cash. This arrangement was previously problematic in terms of ensuring that all users pay and that they do not overstay preventing others from using the court. Park staff have to fit court management in within other duties and so are not always present in that vicinity of the courts. Courts cannot be pre booked and it is not possible to check if they are already in use.

Implications

16. **Financial Implications** If Option a) is chosen it would save the Council staff time, which is estimated at an hour a day for six months of the year, in cleaning and net replacement. It would also save the long-term capital costs of surfacing and rebuilding estimated at around £50k over the life of a 25 year lease.

There would be a loss to the Council of around £1k p.a. from casual fees and charges which would be off-set by a small rental in line with Heworth Tennis Club agreement.

17. **Property implications:** Option a) will provide the best solution in terms of long term asset management. If, at the end of the three year lease the club seeks a longer lease e.g. 25 years, a report would need to be taken to the Council's Capital and Asset Board.
18. **Equalities:** An initial Equalities Impact Assessment (EIA) screening highlighted potential issues of access for those on limited income and this is being addressed by putting in the pay and play system. The park is also the home of the "tennis for all" disability tennis sessions, which are affiliated to Special Olympics City of York, during the summer months. This group are happy to stay at the park and work with Rowntree Park Tennis Club to ensure open and equitable access for disabled players.
19. The report has no additional implications relating to: Human Resources, Legal, Crime and Disorder, Information Technology.

Corporate Priorities

20. The proposals in this report are in line with the Council Plan priorities that ensure valued community facilities are protected and the council works with other organisations to deliver the best services for residents.

Risk Management

21. In compliance with the Council's risk management strategy the main risks that have been identified with the proposals contained in this report are that the Club withdraws from any future lease and hands the courts back to the council. This may damage the Council's reputation. level of risk is assessed as "Very Low". This means that periodic monitoring is required of the operation of the new arrangements.

Contact Details

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Report Approved

19 January 16

Wards Affected: Micklegate

For further information please contact the author of the report.

Background Papers: EIA screening held by Dave Meigh

Annexes - None

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