



Notice of a public meeting of

**Decision Session - Executive Member for Health, Wellbeing and
Adult Social Care**

To: Councillor Coles

Date: Wednesday, 17 January 2024

Time: 10.00 am

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 Friday 19 January 2024.**

*With the exception of matters that have been the 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 Services, Climate Change and Scrutiny Management Committee.

Written representations in respect of items on this agenda should be submitted to Democratic Services by **5.00 pm on Monday 15 January 2024.**

1. Declarations of Interest (Pages 1 - 2)

At this point in the meeting, the Executive Member is asked to declare any disclosable pecuniary interest, or other registerable interest, they might have in respect of business on this agenda, if they have not already done so in advance on the Register of Interests. The disclosure must include the nature of the interest.

An interest must also be disclosed in the meeting when it becomes apparent to the member during the meeting.

[Please see attached sheet for further guidance for Members]

2. Minutes (Pages 3 - 6)

To approve and sign the minutes of the Decision Session held on 15 November 2023.

3. Public Participation

At this point in the meeting members of the public who have registered to speak can do so. Members of the public may speak on agenda items or on matters within the remit of the committee.

Please note that our registration deadlines have changed to 2 working days before the meeting. The deadline for registering at this meeting is at **5.00pm on Monday 15 January 2024**.

To register to speak please visit www.york.gov.uk/AttendCouncilMeetings to fill out an online registration form. If you have any questions about the registration form or the meeting please contact the Democracy Officer for the meeting whose details can be found at the foot of the agenda.

Webcasting of Public Meetings

Please note that, subject to available resources, this public meeting will be webcast including any registered public speakers who have given their permission. The public meeting can be viewed on demand at www.york.gov.uk/webcasts.

During coronavirus, we've made some changes to how we're running council meetings. See our coronavirus updates (www.york.gov.uk/COVIDDemocracy) for more information on meetings and decisions.

4. **York Learning Self Assessment Report** (Pages 7 - 24) **2022/23**

This report demonstrates how York Learning has performed in the academic year 2022/23 against the Education Inspection Framework, and approval is sought before it is sent to Ofsted on 31 January 2023.

5. **Urgent Business**

Any other business which the Executive Member considers urgent under the Local Government Act 1972.

Democracy Officer:

James Parker

Contact details:

- Telephone: 01904 553659
- Email: james.parker@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**

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Declarations of Interest – guidance for Members

- (1) Members must consider their interests, and act according to the following:

Type of Interest	You must
Disclosable Pecuniary Interests	Disclose the interest, not participate in the discussion or vote, and leave the meeting <u>unless</u> you have a dispensation.
Other Registrable Interests (Directly Related) OR Non-Registrable Interests (Directly Related)	Disclose the interest; speak on the item <u>only if</u> the public are also allowed to speak, but otherwise not participate in the discussion or vote, and leave the meeting <u>unless</u> you have a dispensation.
Other Registrable Interests (Affects) OR Non-Registrable Interests (Affects)	Disclose the interest; remain in the meeting, participate and vote <u>unless</u> the matter affects the financial interest or well-being: (a) to a greater extent than it affects the financial interest or well-being of a majority of inhabitants of the affected ward; and (b) a reasonable member of the public knowing all the facts would believe that it would affect your view of the wider public interest. In which case, speak on the item <u>only if</u> the public are also allowed to speak, but otherwise do not participate in the discussion or vote, and leave the meeting <u>unless</u> you have a dispensation.

- (2) Disclosable pecuniary interests relate to the Member concerned or their spouse/partner.
- (3) Members in arrears of Council Tax by more than two months must not vote in decisions on, or which might affect, budget calculations,

and must disclose at the meeting that this restriction applies to them. A failure to comply with these requirements is a criminal offence under section 106 of the Local Government Finance Act 1992.

City of York Council

Committee Minutes

Meeting	Decision Session - Executive Member for Health, Wellbeing and Adult Social Care
Date	15 November 2023
Present	Councillor Coles
Officers Present	Angela Padfield, Joint/Executive Head of Service, Adult Learning & Skills, York and North Yorkshire Ruth Hine, Public Health Specialist Practitioner Sharon Stoltz, Director of Public Health

5. Declarations of Interest (10:01 am)

The Executive Member was asked to declare, at this point in the meeting, any personal interests not included on the Register of Interests or any prejudicial or disclosable pecuniary interests they might have in respect of the business on the agenda.

None were declared.

6. Minutes (10:02 am)

That the minutes of the Decision Session held on 18 July 2023 be approved as a correct record.

7. Public Participation (10:02 am)

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

8. York Learning Annual Strategic Plan 2023-2024 (10:02 am)

The Executive Member considered the Annual Strategic Plan for York Learning, as presented by Joint/Executive Head of Service, Adult Learning & Skills.

The report presented York Learning's strategic aims for 2023/24 and identified areas for development to meet the Accountability Agreement.

In response to the Executive Member's questions, officers explained efforts to widen participation and advised about progression and pathways.

It was reported that:

- Successful working partnerships with Kyra, CVS and Menfulness and explained that these differentiate the offer from a school.
- Users could re-engage in a non-pressured way through non-accredited learning which was more accessible than formal education.
- Learning started at Level 2 (equivalent to GCSE) Level 3 courses, were kept to a minimum so as not to overlap college provision.

The Executive Member clarified the requirement to include the new council priorities before she approved the report and associated plan.

Resolved: That the York Learning Accountability Agreement 2023/23, and its publication, be approved, subject to the realignment to the new council priorities.

Reason: To help monitor the service and provide sound governance arrangement for York Learning Services.

9. Investment of 2023/4 Council Budget Growth Money - Substance Misuse (10:14 am)

The Executive Member considered an overview of the allocation of resources from the 2023/24 Council Budget growth funding, presented by the Public Health Specialist Practitioner.

This report provided the context for investment in York's Drug and Alcohol Partnership priorities and programme.

The Director of Public Health noted a correction to the report; Paragraphs 1 and 18 of the report stated that the schemes had been funded by one-off growth money in the 23/24 budget, whereas, the finance had come from the Public Health reserves.

Officers outlined the proposed spending plans contained within the report and reported that the York Drug and Health partnership brought a range of initiatives and partners together as a single point of contact.

The Chair approved the £75,000 funding as proposed by the report and offered her continued support to officers.

Resolved: Approved use of £75,000 for the purposes outlined in the report to fund the following:

- i. £50k funding for York in Recovery, a peer-led recovery charity working with those in recovery to maintain abstinence-based social and community participation.
- ii. £25k funding for the Alcohol Care team at York and Scarborough Teaching Hospitals Foundation Trust.

Reason: These investments are in line with partnership and council priorities and constitute a strong level of additional support from the council to support those with substance use disorder and tackle health inequalities.

10. Director of Public Health Annual Report 2023 (10:24 am)

The Executive Member considered the Director of Public Health's Annual report 2023, which focused on domestic abuse.

This was presented by the Director of Public Health.

The Officer highlighted several areas of concern such as the impact on children, families and the wider society, and noted the aim to provide more relationship education in schools. She also emphasised the importance of taking the needs of perpetrators into account when services were commissioned.

It was reported that multi agency work that focused on prevention and intervention for high risk families had proved successful in the city.

The Chair approved the report and in doing so acknowledged the outgoing Director of Public Health's contribution to the Local Authority throughout the pandemic and thanked her for her collaboration with both the current and the previous Executive Members.

Resolved: The Executive Member approved publication of the Director of Public Health Annual Report 2023.

Reason: So that the statutory duty of the local authority to publish the report is met.

Councillor J Coles, Chair

[The meeting started at 10.00 am and finished at 10.43 am].



Meeting:	Executive Member Decision Session
Meeting date:	17/1/2024
Report of:	Director of Customers and Communities
Portfolio of:	Cllr Jo Coles – Executive Member for Health, Wellbeing and Adult Social Care

Decision Report:

York Learning Self-Assessment Report 2022-2023

Subject of Report

1. This report presents York Learning’s Self-Assessment Report (SAR) for the academic year 2022/23. The full report is attached at Annex A with performance data contained within.
2. The report shows how York Learning performs in relation to the ‘Education Inspection Framework’ and this final report will be sent to Ofsted on 31 January.

Benefits and Challenges

3. This helps to form the robust monitoring in place for the service and supports the sound governance arrangement for York Learning Services.

Policy Basis for Decision

4. The performance of the service is aligned to the following strategies:
 - 10 Year York Skills Plan (<https://www.york.gov.uk/YorkSkillsPlan>).
 - York’s Economic Strategy 2022-2032
<https://www.york.gov.uk/performance-policies/york-economic-strategy>
 - York and North Yorkshire - Local Skills Improvement Plan 2023 (Annex c)
https://www.wnychamber.co.uk/app/uploads/2023/08/LSIP_York_and_North_Yorkshire_2023.pdf

5. The new Council Plan, which was adopted in September 2023, contains four core commitments to enable it to deliver the vision for the next four years.
6. York Learning's funding enables the service to provide a wide offer that helps us work towards those four commitments whilst tackling inequalities by providing a wide range of learner support to those most in need whether that is financially to support their access onto courses or with additional support within classes as needed to enable successful achievement of goals.
7. This report reflects on York Learning's performance, in the previous academic year, towards the expectations set out in the 'Education Inspection Framework'.

Financial Strategy Implications

8. The service is fully funded via external contracts and grants. The budget remains challenging, and the service will continue to seek additional income streams to allow us to meet the needs of those who are furthest away from accessing skills and employment.

Recommendation and Reasons

9. The Executive Member is asked to consider the attached 2022/23 Self-Assessment Report and approve it subject to any suggested changes.
Reason: To help monitor the service and provide sound governance arrangements.

Background

10. 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 and wellbeing. The service is funded exclusively from external contract funding and fee income.
11. This report, which is for the academic year 2022/23, is an important element in enabling the service to demonstrate to Ofsted that it has secure and robust governance arrangements in place.

Consultation Analysis

12. The Self-Assessment report is an amalgamation of themes showing from each curriculum area within York Learning which have separate individual reports. It has been robustly challenged and consulted on with various members of York Learning, a peer challenge from regional providers and the York Learning Improvement Board. This is now presented for final consultation and approval.

Options Analysis and Evidential Basis

13. York Learning continues to perform well, and overall top-level achievement is good at 87.4% (learners who stayed and achieved their qualification). Learners enjoy learning with York Learning, they feel very well supported, achieve their goals, become committed learners and progress well. There is a wide curriculum offer with highly skilled tutors, which ensures York residents receive a good choice of learning opportunities and York Learning work hard to support learners to identify their skills and opportunities towards employment.
14. Partnership working across the city is strong with a wide variety of other local colleges, local charities, services, and employers. Working together with partners we have created new co-designed courses which meet the local skills needs.
15. York Learning works hard to make learning available to all:
 - a. 16.74% of learners identify as non-white British which is above the York demographic of 13.9%.
 - b. 18% of learners recruited identified that they have LLD or health problems which is also above the demographic proportions of residents who identify as disabled or limited (10.9%) or with poor health (4.3%).
 - c. 4.24% of our learners are from the most deprived areas of the city (York population in LSOAs most deprived 4.6%), whilst this is below the proportion of the city, in comparison, we believe it is still good as this group are the hardest to reach and engage with to come back into learning.
16. Achievement for Education and Training 19+ is below benchmarks at 74.1%. Whilst this is not as good as we would like it to be, considerable quality checks have happened over the year, and we are confident that this is not due to poor teaching or resources. A proportion of learners from the following areas of maths, digital, ESOL and counselling level 2

have withdrawn from courses. On cold calling those learners there were a variety of reasons but there are three common themes that came back:

- a. health issues particularly mental health issues that were stopping many learners from continuing at that point;
 - b. financial issues, due to cost-of-living crisis and rising bills, many were taking on additional jobs, hours and shifts to make ends meet which did not allow time for study or classes;
 - c. ESOL learners moving out of York for accommodation or being relocated outside of York.
17. Achievement for Apprenticeships is also down to 59.6% which is below the national benchmark of 61.8%. Investigations have shown this to be related to Early Years Educator qualifications. Learners that were telephoned have reported that they have left the industry due to poor pay and long hours and have moved into retail or hospitality positions instead. This is a national picture and whilst in the main this is outside of our control; we are still putting actions in place with employers to retain learners in this much needed area of learning.
18. The attached SAR clearly identifies our strengths and areas for development. Balancing the strengths and areas for development we believe the service is 'Good' in all areas and would like to report that to Ofsted. The areas for development are all well in hand and already showing improvements in helping learners to identify if they are ready to learn which will, we hope, improve our achievement figures for 2023/24.

Organisational Impact and Implications

19. The areas identified for improvement have become the key focus for curriculum managers to improve performance and changes to initial assessment and induction processes particularly.
20. A new health and wellbeing group has been created to focus on how we ensure learners are fully supported so that they are best placed to achieve and finish their learning with us.
21. Implications:
- **Financial:** The service is primarily funded from external contracts, grants and course fees. This leads to financial challenges and the service continues to seek additional income streams to minimise council contributions to the service. There are no financial implications to this report.

- **Human Resources (HR):** The report has no Human Resources implications.
- **Legal:** Where the service identifies additional income streams that consist of external contracts or grant funding, Legal Services will need to be engaged to review any associated contract documentation or grant funding agreements.
- **Procurement:** This will have no procurement implications. Where contracts are needed to support this plan, procurement will support in the usual way.
- **Health and Wellbeing:** There are no major health implications of this report. It is pleasing to see that York learning are engaging learners from non-white British backgrounds and of poorer health, at a rate higher than the York average. There are strong associations between education and life expectancy, morbidity and health behaviours, so any work York Learning does to reduce health inequalities is welcomed.
- **Environment and Climate action:** The report shows that York Learning is working hard to provide a wide range of learning opportunities which will support learning that will help learners progress into a wide range of careers including sustainability.
- **Affordability:** The service is focussed on those adults who are at the furthest from opportunity and education, often starting with practical courses in community settings moving on to more academic and/or skills-based courses ultimately resulting in qualifications, further study, apprenticeship or employment.
- **Equalities and Human Rights:** An Equalities Impact Assessment (EIA) is not required as this is a retrospective report. However, the report does evidence the ways in which York Learning has sought to engage those who are furthest away from education and the job market. It also recognises the challenges faced by those groups when entering, and trying to maintain regular attendance in, formal education.
- **Data Protection and Privacy:** *Please see Annex B*
- **Communications:** There is no need immediate need for communications support arising from this report.
- **Economy:** As set out in the report, the work of York Learning contributes to positive economic outcomes and the delivery of the York Economic Strategy.

Risks and Mitigations

22. In compliance with the Council's risk management strategy the main risks identified associated with the areas of work covered in this report

are operational: affecting delivery of the Council's business objectives and its image and reputation. Measured in terms of impact and likelihood, the risk score has been assessed at 10 which equates to "Low". This is acceptable but means that regular monitoring will be required of the Quality Improvement Plans.

Wards Impacted

23. All Wards

Contact details

For further information please contact the authors of this Decision Report.

Author

Name:	Angela Padfield
Job Title:	Head of York Learning
Service Area:	Adult Education and Skills – York Learning
Telephone:	01904 555987
Report approved:	Yes
Date:	09/01/2024

Background papers

All relevant background papers must be listed.

A 'background paper' is any document which, in the Chief Officer's opinion, discloses any facts on which the report is based, and which has been relied upon to a material extent in preparing the report. See page 5:3:2 of The Constitution.

Annexes

Annex A – York Learning Self-Assessment Report 2022/23

Annex B – York Learning Self-Assessment Report 2022/23 DPIA Screening

As there is no personal data, special categories of personal data or criminal offence data being processed, there is no requirement to complete a DPIA.

This is evidenced by completion of DPIA screening questions AD-02553

Further information and links to supporting papers

- *Supporting paper: York and North Yorkshire Local Skills Improvement Plan*
https://www.wnychamber.co.uk/app/uploads/2023/08/LSIP_York_and_North_Yorkshire_2023.pdf
- *Supporting Paper - York 10 Year Skills Plan -*
(<https://www.york.gov.uk/YorkSkillsPlan>)
- *Supporting Paper – York’s Economic Strategy 2022-2032*
<https://www.york.gov.uk/performance-policies/york-economic-strategy>
- *Supporting Paper – York and North Yorkshire Strategic Plan 2022*
<https://yorklearning.org.uk/policies/engagementstrategy/>

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City of York Council

York Learning

Self-Assessment Report

2022-2023

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York Learning – Adult Learning City of York Council - High Level Summary

York is viewed as an affluent city which is highly qualified however, it does have pockets of deprivation, with a significant number of individuals with low skills, low wages and qualification levels. York Learning's offer closely aligns with York's Council Plan and York's Skills Plan on which we report progress on to York Learning's governance board and CYC scrutiny sessions, the service strategy is also aligned to the Accountability Statement.

York Learning offers a broad curriculum plan across the city to provide residents with different opportunities in which to engage with learning. The curriculum focuses on working with those furthest away from work and skills and improving learners' essential skills in English, mathematics, ESOL and Digital/ICT to help tackle social disadvantage. It is complemented with a wider range of learning and skills opportunities relevant to local skills needs and a social prescribing route for referrals from partners with target client groups to improve wellbeing and mental health. Learning is delivered in safe and accessible community locations such as local libraries, schools, and children's centres. 16.74% of learners identify as non-white British (above York demographic of 13.9%). 18% of learners recruited identified that they have LLD or health problems (above York demographic who identify as disabled or limited (10.9%) or with poor health (4.3%). 4.24% of learners are from the most deprived areas of the City (York population in LSOAs most deprived 4.6%).

Very positive relationships are fostered in class/online by tutors which motivates, inspires & contributes to the social wellbeing of our learners. Learner additional support needs has doubled which is reflective of the way our tutors support our learners throughout their learning. Tutors and support teams work hard to keep learners on course through identifications of their barriers to learning and encouraging support through challenging times.

Good governance has been provided by our Governance Improvement Board and we are also scrutinised by our elected members and senior leaders.

The broad curriculum offer includes English, Maths, ICT, 16-18 Foundation Learning, 16-25 High Needs Supported Delivery, Apprenticeships & Work Based Learning, Employability, Family Learning, Counselling, Bookkeeping, and a wide range of programmes relating to Art, Culture and Wellbeing. Wrapped within and around this is a robust Information Advice and Guidance offer.

Types of Provision

Provision for 16-25 Learners with High Needs

Provision for learners with High Needs and targeted at those with an Education, Health & Care Plan is very good and the partnership working and co-ordinated offer through sub-contractors provides an outstanding offer to these learners. This programme offers exceptionally good progression routes and employment links to learners.

Adult Learning Programmes

This is a wide and inclusive good curriculum offer which is evenly spread across the city and online. Classes have a welcoming environment in which learners feel safe, are well supported and flourish. Achievement rates in Education and Training 19+ are 74.1% which reflects current learner work/life challenges and is due to the drop in achievement within maths, digital, Level 2 Counselling and learners moving across regions from ESOL often due to moving away out of area.

16-18 Study Programmes

The 16-18 study program continues to be good and meeting the needs of some of the most vulnerable young people in the city. This is a full-time programme which attracts those young people who cannot attend college or other provision. Tutors quickly identify additional learning and specialist support needs and are continued to be challenged by an increase in Social Emotional Health needs (SEMH).

Apprenticeships

Apprenticeship provision has maintained its performance at good, the offer currently includes qualifications related to Adult Care, Childcare, Business Admin and Customer Service. Apprentices receive good support throughout their learning supporting their achievement and progress into higher employment.

What do we do well?

- Learners are very well supported through their programmes.
- The curriculum offer is relevant to local needs, has clear progression routes and multiple entry points throughout with flexible time tabling to suit learners needs.
- Internal and external partnerships are strong and supports the curriculum development to be meaningful to local and regional needs.
- There is very good quality of teaching and learning, and leaders ensure tutors are experienced and understand how to provide good education experiences.
- Learners are committed, engaged and enthusiastic about their learning.
- Overall retention and achievement are both good.

Key Areas for Development

- Improved initial assessment and induction processes for Functional Skills maths, level 2 counselling, and apprenticeships to improve achievement/retention.
- Continued development of transferable skills, employment links and progression prospects within curriculums

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

York Learning – Self Assessment Report (SAR) Overall Grade - Good**Key Themes from academic year 2022-2023**

Quality of Education	Good
<p>Intent</p> <p>Strengths</p> <ul style="list-style-type: none"> • A well planned and sequenced curriculum offer that supports multiple entry points and has clear progression routes available that build on existing skills learnt and enable learners to improve their skills for life and work. • A service wide approach that supports learners develop themselves as individuals. Through achievement and wellbeing and through the process of learning, gaining knowledge and the acquisition of new skills, building their confidence. • Creative development threads through curriculums to support the recognition and development of employability and transferable skills to improve learners' outcomes. Strong additional links to self-employment and micro enterprises particularly through the High Needs and wider community Learning programmes. • Curriculum development in Digital skills and High Needs, through partnerships, to develop pathways for learners to engage with higher level digital skills / technology via low level entry points. Digital skills access particularly through bootcamps and partnership course development with local colleges to generate interest in local skill shortages. • Very good promotions, assessments, IAG and careers guidance promotes essential skills. It encourages those with the lowest of skills or who have had less opportunities, via our multiple access points, to engage in learning with us and develop themselves and improve their life opportunities. <p>Implementation: -</p> <p>Strengths</p> <ul style="list-style-type: none"> • Consistently good or better teaching and learning is evident. • Assessment is good with a high standard of feedback to learners which has stretch and challenge. • Excellent learner support is happening and leading to good outcomes. • High quality learning resources using sequencing and scaffolding teaching techniques to support learners and leading to improved achievement. • Good induction processes enable learners to understand their starting points and the journey ahead of them. • Tutors are professional and highly skilled with expert knowledge of their area of specialty and use industry / life skills to enhance learning experiences. <p>Impact: -</p> <p><u>Education and Training Headline Information (QAR at R13)</u></p> <p>Achievement 74.1% (85% benchmarks) - Pass Rate 91.8%</p> <p>Retention 80.7%</p>	

Apprenticeships 59.6% (National benchmarks 61.8%)

Retention 59.6% Pass Rate 100%

Headline - 16-19 Education (R13)

Achievement 70.4% (benchmark 76.9) Pass Rate 84.7% Retention 83.1%

Strengths

- Whilst targeting learners from a narrower demographic relating to low skills and those furthest away from the workplace and moving some community learning learners into full cost / private provision, we have maintained good enrolments numbers which has returned to pre pandemic figures of over 5,000 enrolments.
- Good achievement rates in 19+ Accounting and Finance 90.9% (benchmark 77.80%); 19+ GCSE English learners 84.60% (benchmarks 81.60%); Counselling levels 3 and 4 both at 100% achievement.
- Good embedded IAG opportunities to support learners understanding of their starting points and progression/career pathways.
- Progression of learners from starting points to end point is good whether that is academically or through improved confidence or a gained better understanding of their skills, supporting their employment development and further life opportunities.
- 98% of employers agree courses are well organised and structured.

Areas for Improvement for Quality of Education

- Achievement Rates for Apprenticeships is 59.6% which is due to a drop in retention rates for Early Years Educators.
- To further embed good practice to improve gaps between initial assessment, induction and understanding of course requirements within maths, ESOL and digital courses.
- Further development in achievement of maths and English qualifications within SEND.
- Further development of ILP and Rarpa paperwork in wider community learning and Digital continues with a focus on meaningful tutor feedback and learner reflections.

Behaviour and Attitudes

Good

Strengths

- Learners positively enjoy and benefit from their learning experience (end of course feedback)
- Classroom management is good to support both learners and tutors, and there is good learner attendance and good tutor communication with learners to catch up on work missed and set action plans if learners are falling behind.
- Tutors facilitate an atmosphere of support and openness and peer support between students is particularly good.
- Learners show pride and confidence at their learning at celebration events.
- Overwhelmingly learners feel safe and listened to.
- Excellent communication by tutors to support positive behaviour and improve learning outcomes.
- Extensive evidence of excellent pastoral and wellbeing support given to vulnerable learners particularly within the 16-18 and High Needs subcontracted provision.

Areas for Development

- Improved attendance attitudes for learners within 16-18 provision.
- Improved retention within maths, digital and apprenticeship EYE provision.

Personal Development**Good****Strengths**

- Excellent support & internship curriculum within HNS which supports learner's personal development skills for employment.
- Preparation for adulthood and life skills development is very good in the areas for 16-24 relating to vulnerable 16-18 yr. olds and young adults.
- Positive destinations continue to be very good 78% within the HNS and 16-18 study programmes.
- British Values and Prevent knowledge and development is very good within some areas of provision.
- Good and high quality IAG provision is provided from the IAG team and tutors supporting learners to understand how they can reach and succeed in their goals.
- Learners received good stretch and challenge with supports their progression.
- Learners have very good growth in their confidence and resilience across the service within their learning journey which supports their wellbeing and progression.

Areas for Development

- British Values and Prevent knowledge and development needs increased contextualised conversations in a few areas of the provision.
- Further embed and develop within curriculum planning and develop knowledge of transferable skills to improve how learners articulate and recognise the language around this and build on the identified employment links and progressions prospects.

Leadership & Management**Good****Strengths**

- Programmes have developed emerging themes towards transferable skills and employment throughout programmes where appropriate and proportionate.
- Managers have a good understanding of their tutors' CPD, and development needs across their teams with good relationships with their teams to support workloads and wellbeing very well.
- Leaders ensure that all learners, including those with SEND and high needs, and disadvantaged learners, get the information, advice, guidance, and support to achieve their next steps and progress to positive destinations.
- Leaders ensure that regular, frequent, and meaningful engagement takes place with staff at all levels. Tutors' feedback say that their managers are available, and the support provided to them is excellent.
- Management have developed good external partnerships over the last year that have increased opportunities for learners into higher level learning or employment.
- Quality monitoring processes are strong across the service leading to better outcomes and improved offer for learners.

- Good relationships are formed with wider family members of vulnerable learners to better support those learners.
- Innovative QTLA opportunities allow tutors to develop their reflection and are leading to increased pedagogy knowledge within how they approach the teaching in their classes.
- Governance is good with regular oversight and identified leads that work alongside York Learning teams to produce good processes and outcomes.

Areas for Development

- Coaching of tutors' development requires more work and participation.
- Retention requires close monitoring within maths and apprenticeships provision.
- Improved tracking of tutor CPD and QTLA processes would be helpful to support managers.

DRAFT

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DPIA Screening Questions

The below screening questions should be used to find out if a DPIA is necessary. If you answer “Yes” to any of the questions below, it is an indication that a DPIA is required so please contact information.governance@york.gov.uk for advice and support on completing a DPIA

Please send your completed form to information.governance@york.gov.uk

Title/Reference	York Learning Self Assessment Report 2022_2023	
Brief description	York Learning’s self-assessment report the academic year 2022/23, offers clear rigour in its self-assessment processes	
Screening completed by		
Name	Angela Padfield	
Job Title	Head of Service	
Department	York Learning	
Email	Angela.Padfield@york.gov.uk	
Review date	Report to be presented on 05th Jan 2024	
Screening Questions – please answer the below questions for how you are planning to or already do use, personal identifiable information eg personal data, special categories of personal data or criminal offence and conviction data		Yes or No
1	Use systematic and extensive profiling or automated decision-making to make significant decisions about people.	N
2	Process special category data or criminal offence data on a large scale.	N
3	Systematically monitor a publicly accessible place on a large scale.	N
4	Use new technologies, innovative technological or organisational solutions.	N
5	Use profiling, automated decision-making or special category data to help make decisions on someone’s access to a service, opportunity or benefit.	N
6	Carry out profiling on a large scale including evaluation or scoring	N
7	Process biometric or genetic data.	N
8	Combine, compare or match data from multiple sources.	N
9	Process personal data without providing a privacy notice directly to the individual and/or other processing involving preventing data subjects from exercising a right or using a service or contract.	N
10	Process personal data in a way which involves tracking individuals’ online or offline location or behaviour or other systematic monitoring	N

11	Process children's personal data for profiling or automated decision-making or for marketing purposes, or offer online services directly to them.	N
12	Process personal data which could result in a risk of physical harm in the event of a security breach.	N