

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

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.