

Strategic Plan Performance to Key Accountability Aims

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York Learning

Academic Year: 2025–2026

Strategic Plan Performance to key Accountability Aims – *York Learning 2025_26*

All strategic aims are linked back to accountability statement approved by the Executive Member in June 2025 for the coming academic year of 25/26. These aims are linked to local / National Skills priorities as set out in the Local Skills Improvement Plan (LSIP) and continuing to support the aims of the current Council Plan.

Council Plan priorities

Equalities and Human Rights - Equality of opportunity - We will create opportunities for all, providing equal opportunity and balancing the human rights of everyone to ensure residents and visitors alike can benefit from the city and its strengths. We will stand up to hate and work hard to champion our communities.

Affordability - Tackling the cost-of-living crisis - We will find new ways so everyone who lives here benefits from the success of the city, targeting our support at those who need it most, supporting communities to build on their own strengths and those of the people around them.

Climate - Environment and the climate emergency - We know the race to net zero is more urgent than ever and we will understand the impact our actions have on the environment. We will prepare for the future, adapting our city to extreme climate events and enhancing our environment for future generations to enjoy.

Health - Health and wellbeing - We will improve health and wellbeing and reduce health inequalities, taking a Health in All Policies approach, with good education, jobs, travel, housing, better access to health and social care services and environmental sustainability. We will achieve better outcomes by targeting areas of deprivation, aiming to level opportunity across the city.

Strategic Aim for 2025/26	Actions	Targets	
A. Increase participation and engagement in progression-based packages of learning	1. Develop curriculum models that clearly link learning opportunities to job role in priority sectors with at least one pathway by sector area in place by January 2026	1. Increase participation in IAG linked multi-programme internal progression from 60% to 75% 1.2 Increase progression into provision in: a) Wider FE/HE (from 30% to 40%) b) Progression into employment	1. The curriculum model is clearly linked to employment pathways and Information Advice and Guidance (IAG) can provide support to learners on how that translates. Participation in IAG linked programmes has increased from 60% to 75%. We have had increased appointments but also IAG bespoke visits to ESOL, Family Learning and Business Admin classes to talk about progression activities and how to put best self forward for job applications and interviews. All visits included key transferable skills acquired in class and how these match to the labour market and further learning opportunities; Collaboration between IAG team and Family Learning to roll out a Return-to-Work course in community settings, which included transferable skills, role matching, CVs, interview Skills, AI/VR communication and interview practice. Also, the team are doing an IAG road show roll out over summer 2026 into the wider curriculum offer. This will support learners to understand the wider careers and learning/IAG offer/landscape, how it may benefit them, and how they can access it. On top of that we are now promoting the Combined Authority Interchange and the benefits of how that can support their careers advice and guidance also. 1.2 a) Actual progression into wider FE/HE for 24-25 turned out to be 28.9% due to producing the data early this caused a flawed report. Whilst we are aspiring to reach 40% in this academic year,

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		from 64% to 75%	we are having to modify how this data is collected and recorded due to data MiS system changes due to changes by DFE. As it is no longer compulsory to collect destination data our MiS provider removed it in the MiS system, this has confused teams on which bit they are reporting on for which type of course. We are still collecting data where we can, but this is still not up to the standard we would like but can assure that we are working on a more accurate way to collect this data which can coordinate with when this report comes to members. b) Progression into employment/work related placements from our provision currently running at 73% for 2025-26 academic year as of end of February 2026 – March-July statistics not available yet. 2. Funding for fully online classes only achieves 50% of its total funding if online only. Our model has primarily been blended (online with a tutor) anyway but our focus to expand the online model has had to shift due to the funding methods and the work involved. Most of our online classes are blended or Hybrid both in class and online. 25/26 saw an increase to online/blended/hybrid learning to 19% (24/25 17%) but we are currently releasing a new bite size offer that can give residents online learning in small chunks for free, which we expect to overhit the target of 23% The bite size courses are modules which teach bite sized chunks from the following curriculums:- ESOL, English, maths, digital, family learning, childcare, adult care, business admin. We hope to launch these from January next year.
	2. Provide wider range of learner touchpoints through on-demand, blended, hybrid and face to face interactions linked to each pathway with a pilot approach available by January 2025		

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B. Develop curriculum pathways for adults who find mental wellbeing is a barrier to engagement with learning and employment	1. Develop a strand of tailored learning offer that engages with a group of individuals that struggle to see themselves in learning or employment due to health barriers. 2. Develop learning materials and support mechanisms. 3. Pilot programme to be up and running January 25 that recruits from JCP and partners and from those who are at risk of dropping out of programmes due to poor mental wellbeing.	1. SEMH programme that has clear wellbeing and employment / skills links created, target to deliver in 25/26 2. Support pathways identified but feedback will show adjustments needed or impact.. 3. Progression into wider learning or employment of 60% of the cohort.	1&2. An offer has been running this year to support wellbeing, including projects with both 16-24yr olds and 50+ via Trailblazers to gauge demand and facilitate what it looks like. Feedback from those who have participated and from tutors partners involved has helped us to create a more substantial offer. A package has now been developed that is more employment and health focused and is launched in this year's brochure to start from September. We have called the package 'Shape Your Future'. There are two pathways; a Work Skills pathway with 1-1 support as well as a separate group support available as targeted workshops. Then there is the Wellbeing pathway, they interconnect but individuals can choose their starting points. The pathways will give a strong foundation on which to build employment skills, into further learning, volunteering or work. Covering;- • Confidence & Resilience; • 5 Ways to Wellbeing (based on the NHS model); • Seven Ways to Rest • Alongside that are opportunities to be creative in a restful, mindful way with art or crafts and also via VR/AR mindfulness
C. Develop a culture-based pride in place thematic family	1. Identify key council leads on heritage and culture, in particular those seeking to develop the young person culture passport.	1. One pilot targeted parents in family learning program offered within 2025-6 academic year.	1. The pilot concentrated on a photography project for Clifton Ward to encourage a pride in place and understanding of what is in their area. (picture Padlet link here) There were also a variety of activities have taken place across the city to build on cultural interest including 'Discover and Grow' and '123 Go' which were all about encouraging

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learning offer	2. Support working group to consider how this activity could support community development whilst improving essential and transferable skills in wider family members. 3. Develop learning materials and support sessions fundable as family learning to support this activity	2. Progression into wider adult learning offer of 45% of this cohort.	families to get out and about to use their local spaces promoting, Good early play and learning with your child. This helped learners identify the area around them we produced a padlet, centred around Art, activities to do in the holidays such as museums etc., for families to visit in York. This has continued to be updated as a Summer Holiday booklet for summer 2026 and we have worked alongside iTravel York to produce maths activities within walking routes they have produced and also promoting sustainable travel to get about the city and wider. Other activities have followed as - • Photography and VR use in the Clifton area, (similar to Minecraft) where learners can take photos of their local area and with the 3D camera can rebuild their city in Lego and go and then visit. Trial run completed as part of the Summer Festival. A second session will be hosted with Yearsley Grove parents and children at Yearsley Grove School. • First Parent and child art activity started 21/1/26 in Burton Green School. Pause in spring term due to tutor unavailability. Scheduled to restart after Easter 26. 2. 20% of learners who engaged in the pilot photography challenge went onto further learning in the two courses highlighted above and out of the 25 learners in those two courses 12 of those have progressed upwards into wider learning (48%). Whilst the original pilot hasn't met the initial target as is often the case with Family Learning the
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		3. 4% of that cohort with target IAG outcomes that lead to a national priority objective stated in their ILP.	progression happens a bit later. The progression therefore has surpassed the target. 3. 25 learners took part in 'Discover & Grow' and '123 Go' out of these 12 learners went into further learning (48%) from targeted IAG. One went into a Level 3 Teaching & Learning qualification which meets the 4% target. Out of the 48% of learners in this cohort who had IAG also had outcomes that led to the following national objectives:- • Every Child achieving • Thriving and keeping children safe
D. Reduce levels of digital inequality that impact participation and progression	1. Roll out digital engagement programme (community workshops) to 3 IMD areas in York 2. Improve progression rates from engagement to formal quals 3. Increase the amount of learners engaging with new tech such as VR/AR, aerial technology	1. Digital Engagement via Community Digital Menu has increased participation. Drones and VR rolling out in the summer in the Clifton and Acomb areas 30 new learners engaged by April 2026 2. 30% conversion rate from engagement to formal accredited IT routes 3. 3 community groups in IMD areas accessing new technology by July 2025	1. 26 digital engagement activities taken place including 16 community roadshows and 9 community digital menu bookings many of which were across multiple weeks. In total 176 people engaged with these activities. 2. Progression route from non-accredited courses in digital to accredited currently (April 26) at 24% has been difficult due delays in new qualifications available at Level 1 & 2. This has impacted stepping stones qualifications which were delayed and then pulled by the exam board. We have now moved to a new exam board and will be launching this September 26 3. This target was successfully met - 3 new community groups reached with new technology-based course delivery within Index of Multiple Deprivation (IMD) target areas. A total of 12 courses/workshops were planned and promoted based around drones/VR including community group focussed courses 83% of which were able to run.

E. Increase access to additional funding to support the ability to meet targets above.	1. Seek out funding opportunities to increase venue opportunities from MCA, LA and Central Government. 2. Continue to explore venue availability across the city. 3. Continue to explore mayoral opportunities towards a Business Skills Centre to support provision of entry pathways to higher levels in specific skill sectors.	1. Continue to seek out additional capital funding and/or support to achieve venue aims and expansion of provision into creating those entry pathways to higher level skills needs. 2. Clearly identify building needs and promote any possible locations with the planning team to explore further. 3. Present a business case setting out the capital investment and benefits of a skills premises for local and regional use.	1. Additional funding in 25/26 was awarded for Tailored learning which has helped us to increase our infrastructure capital towards a new building. Opportunities for new learning in construction identified and could be funded via FCJ funding from Combined Authority. Cannot offer without a building but applications for approvals processing through corporate systems. Additional ASF funding has been awarded May 2026 towards skills funding also all of which will support these aspirations. 2. Funding for construction trailblazer was sought and secured via Trailblazers and year 1 has successfully delivered to 20 learners working with a construction company delivering Heritage Construction. This has been very successful, and we have been successful in year 2 funding which is already recruiting. If we had a building, there would be opportunities to expand this offer and help it to become self-sustaining. This would also enable us to start a strand of teacher training in this area, and we will keep this as a potential future plan if a building materialises. 3. Business case approved at DMT November and March but requires further work and comments to be gathered before CMT approval can be sought.
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	4. Cross council working to improve promotion of learning/employment pathways for those with SEND.	4. Identify how growth for 16-24 offer could be serviced within a new building.	4. Trailblazers have successfully shown need and demand for an increased offer in this area. If our aspirations for a building can be realised we believe this, if created around an adult offer would enable a complementary offer and growth to the 16-24 age group designed around 'trades' training. It is clear from our models of working that a 16-24 offer would financially struggle to expand on its own, however, the way York Learning can weave different funding streams, full costs provision and project funding together could enable us to create a space that increases opportunities to this cohort. Our existing 16-18 study programme doesn't have the capacity for an increase which is why access to different premises is needed. • Trailblazer funding secured to support wider offer to 16-24yr olds with retaking L1or2 English/maths and our pastoral living skills support to enable them to attend learning moving in 26/27. In final three months of 25-26 financial year 18 additional young people targeted 15 additional young people received support. • Funding secured to run programme again in 26-27 financial year with the addition of Youth Mentor role to support young people to have support to engage with us and others to open up their options. • Lessons learners from Trailblazers will help us to identify how we can grow the 16-24 offer when opportunities to grow funding for 16-18 is very limited and inadequate for the offer expected. Strategy to support the funding from full costs provision and wider York Learning infrastructure
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			support would not currently fund another building to enable expansion without heavy use from the 19+ adult provision. Our service is successful at weaving funding around the offer to enable provision, but the service would need we suspect another 100k to support an expansion of routes into another building with priority of use. • York Learning has been working with the CYC Skills team with Internships for those with SEND and working closely with the CA to refer to the SEQF employment framework to support those who are 16-24 and SEND into work. We have also successfully generated via Trailblazer funding to deliver 'Reverse Jobfairs' that will support those who are marginalised, those who are made vulnerable, disabled people and other barriers to employment giving them an opportunity to interview potential employers. This will roll out in 26/27.
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