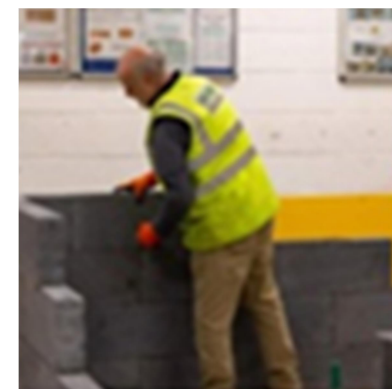


Lincolnshire
COUNTY COUNCIL
Working for a better future



Lincolnshire Self-Assessment Report 2019/20



Lincolnshire County Council - Self-Assessment Report 2019/20 - Authorisation

Name of Local Authority: Lincolnshire County Council

UKPRN: 10003932

Name of Contact: Justin Brown
Assistant Director – Growth
Place Directorate
Lincolnshire County Council
Lancaster House, Orchard Street
Lincoln LN1 1XX

Telephone: 07887 545356
Email: Justin.brown@lincolnshire.gov.uk

Signed and agreed on behalf of the Authority

Name	Justin Brown	Signature*
Position	Assistant Director – Growth	

Signed and agreed on behalf of the Authority - (in relation to Apprenticeship Levy Programme)

Name	Tony Kavanagh	Signature*
Position	Assistant Director – Human Resources and Organisational Support	

Signed and agreed on behalf of the Authority - (in relation to Education Programmes for Young People and High Needs Learners)

Name	Martin Smith	Signature*
Position	Assistant Director – Education	

*Note : * See document entitled "SAR 2019-20 Authorisation" for formal signatures of approval*

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1. Vision

Our vision is that learning is recognised by our residents and employees as an essential part of creating a better future for themselves and for the Lincolnshire community. The County Council raises achievements and aspirations by providing high quality learning opportunities, both externally via Education & Skills Funding Agency (ESFA) funded programmes, and internally via Apprenticeship provision, in a safe environment that enable learners to progress according to their ability, needs and interests.

2. Context

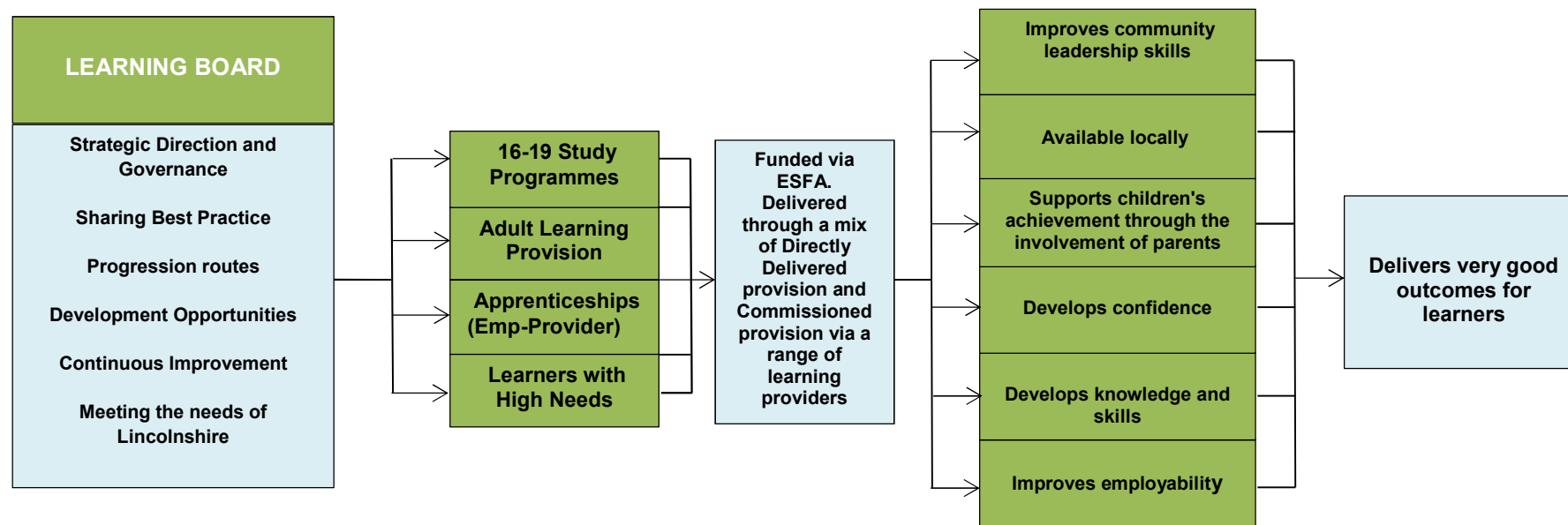
- 2.1 The planning of the provision in scope of this report focuses on improving the employability, skills and well-being of residents across deprived rural and coastal areas of Lincolnshire. The council's strategy of 'growing its own' staff has been a key driver in developing its apprenticeship provision, particularly in 'hard to recruit to' and 'hard to retain' areas.
- 2.2 The council aims to create the right conditions for individuals to learn, and be ready to fill future jobs and progress in their careers; businesses should then be more productive because they fill their job vacancies in an effective way.
- 2.3 The Greater Lincolnshire economy currently supports 516,000 jobs, is home to 37,650 businesses (enterprises), and generates over £20bn in Gross Value added (GVA).
- 2.4 Greater Lincolnshire's GVA per head, and levels of productivity (GVA per job, and GVA per hour worked) are lower than the national average.
- 2.5 Resident employment is more concentrated in occupations such as 'Skilled Trades', 'Machine Operatives', and 'Caring and Leisure', with the share of residents in 'Professional' and 'Associate Professional and Technical' occupations being lower than the national share.
- 2.6 Greater Lincolnshire has a population density of just 136 people per sq. km compared to 430 nationally. This level of scarcity means that reaching the critical mass required for service delivery can be difficult, and that some areas are poorly connected by road and public transport infrastructure.
- 2.7 Provision delivered from 23rd March to the end of the academic year took place during lockdown and was subject to Covid-19 restrictions.

The key challenges of skills and employment, facing the Provider are summarised as follows:

- Some jobs are at risk of automation, for people working in low and medium skilled jobs, which can be mitigated by understanding what future skills will be required and ensuring the appropriate training opportunities are provided and promoted
- Youth migration and an ageing workforce and population
- Provision and access to training opportunities is patchy
- Skills shortages remain a constraint on business growth, resulting in hard to fill vacancies and skills gaps in the existing workforce
- The adult population has below average qualifications, and need to grow numbers with Level 3, 4 and above
- There is limited demand from Employers, and possibly employees, to grow intermediate and higher skills
- Covid-19 has impacted on Employer demand for training as well as employment opportunities
- General apathy towards learning due to lockdown and impending economic impact on households

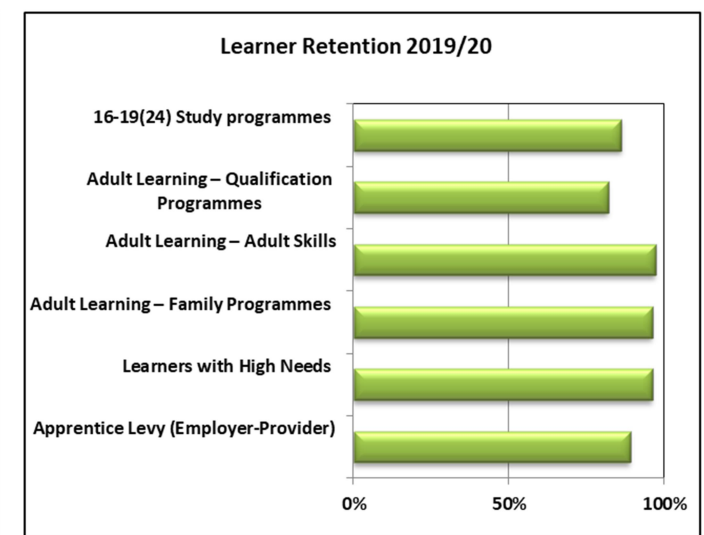
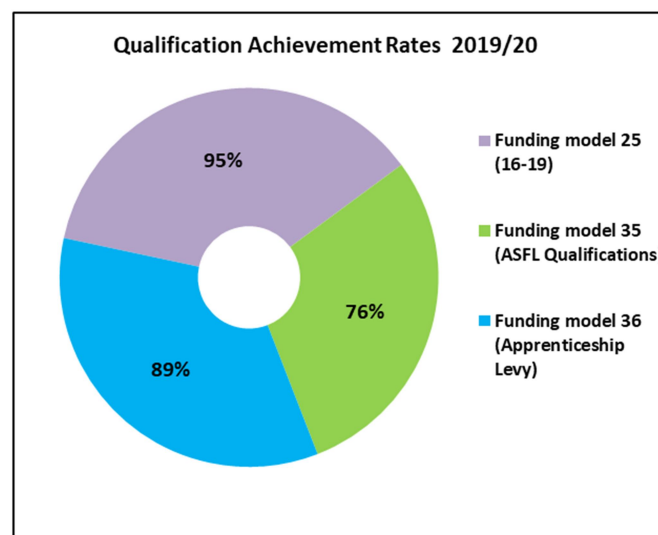
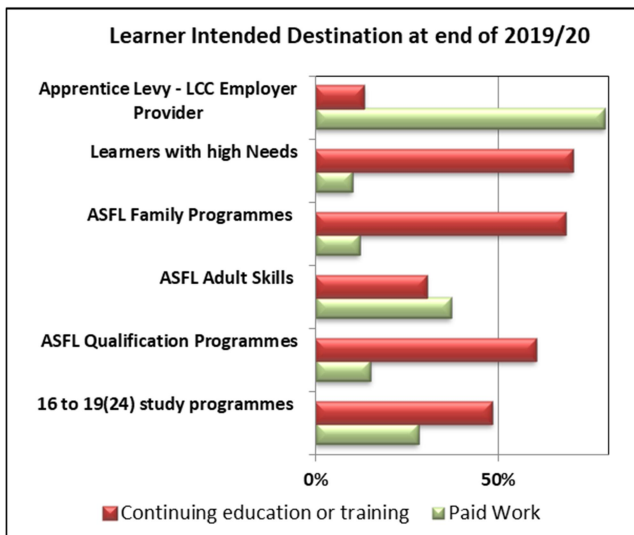
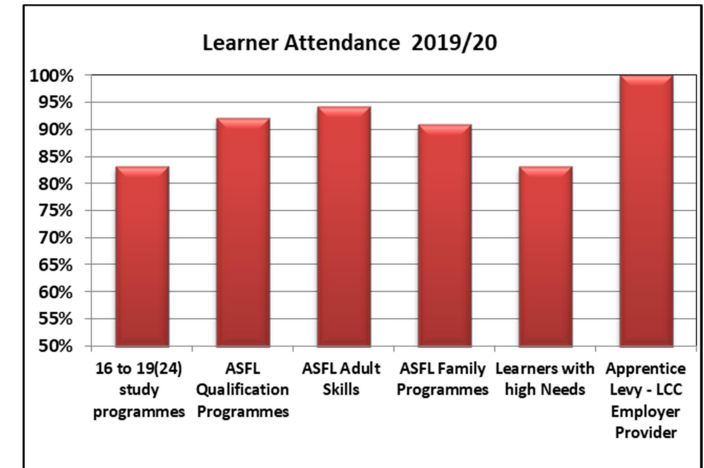
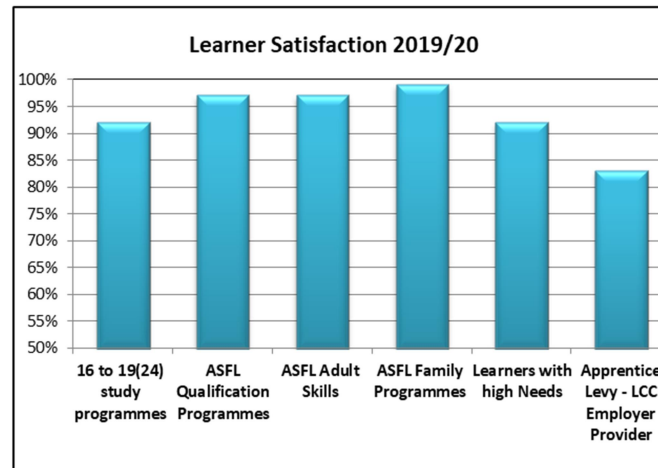
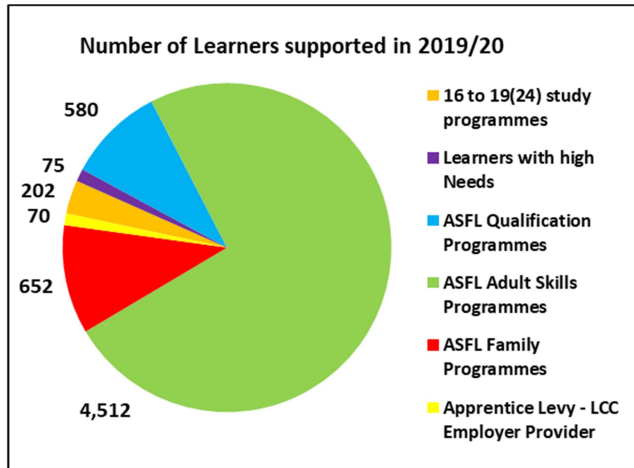
3. Information about the Provider

- 3.1** Lincolnshire County Council receives funding from the ESFA to deliver Adult Skills and Family Learning programmes, as well as 16-19 (24) Study programmes.
- 3.2** Adult Learning programmes are managed by the Adult Skills and Family Learning Service within the Commissioning Group for Economic Growth. The Post 16 provision is managed by the Young People's Learning Provision (YPLP) within the Special Education Needs and Disabilities division of the Children's Services Directorate. The Council's Employer-Provider Apprenticeship programme is managed by HR Services. These three service areas are governed by a joint Learning Board which provides strategic direction and challenge, helping officers to shape provision and priorities, and monitor distribution, delivery and quality of provision. Joined up working around quality improvement, performance and self-assessment encourages the sharing of best practice.
- 3.3** Clear, strategic direction is provided by leaders and managers and strong support is in place from Senior Management to develop and grow the provision described in this report.



- 3.4** Adult Learning programmes are planned and delivered via a range of commissioned and directly delivered arrangements, to support the delivery of key strategic priorities of Lincolnshire County Council, as well as alignment to the Greater Lincolnshire Local Enterprise Partnership's (LEP) priority of increasing skills in Lincolnshire and driving economic growth. The subsequent programme is designed to meet the specific needs of residents and Employers in Lincolnshire. The Greater Lincolnshire LEP has identified six priority sectors of agri-food, engineering, manufacturing and the visitor economy, health and social care, and ports and logistics. Funding is concentrated in areas of market failure. The Council continues to deliver, and now funds, a small Family Learning programme at Lincoln Prison of 37 learners. For funding purposes this sits outside of the ESFA programme but has been included in these reporting arrangements for completeness.
- 3.5** YPLP programmes are directly delivered in eight sites across the county to support young people aged 16-24 to be able to access an alternative to mainstream further education in their local area. In 2019/20, 202 learners, including 75 with high needs were engaged in Study Programmes.
- 3.6** In the 2019/20 academic year, 72 Apprentices have been engaged in Apprenticeship programmes.
- 3.7** This Self-Assessment Report has been aligned to Ofsted's Education Inspection Framework dated September 2019.

4. Learner Engagement



4.1 2019/20 data that supports the information provided in this document is outlined in Appendix 1

5. What is it like to be a learner in Lincolnshire?

- 5.1** Learners develop excellent employability and personal and social skills that enhance their prospects of finding and staying in work. Apprentices become invaluable members of the council's business support function and many gain enhanced responsibilities and promotion or progress into a specific career pathway. Young people on study programmes develop skills and confidence that bring them much closer to the job market and make them more independent. Most, including those with high needs, progress to further study at a higher level. A few gain employment or voluntary work. Case studies demonstrating the impact of this provision are provided in the Impact Report, Appendix 2.
- 5.2** Learners achieve high levels of occupationally specific courses to enhance their employability. Progress to the next stage of their education or into jobs that meet local needs is good for most learners. A large majority of Apprentices remain in employment with LCC after they complete their studies and become invaluable to the council. Most learners on study programmes, including those with an EHC plan and those with high needs, progress to further learning programmes.
- 5.3** Learners feel safe in their learning environment and know what to do if they feel unsafe. They have a clear grasp of how to remain safe, including when using social media and online.
- 5.4** Learners felt very supported during the period of Covid-19 due to the adjustments made to maintain learning and ensure learner safety, as outlined in Section 10.

6. Grade Tables

Grades up to 2018 (Ofsted Common Inspection Framework)	Inspection Grade 2015/16	SAR Grade 2016/17	SAR Grade 2017/18	Inspection Grade 2019	SAR Grade 2018/19	SAR Grade 2019/20
Overall effectiveness of Provision	2	2	2	2	Not applicable	Not applicable
Effectiveness of Leadership and Management	2	2	2	2	Not applicable	Not applicable
Quality of Teaching, Learning and Assessment	2	2	2	2	Not applicable	Not applicable
Personal development, behaviour and welfare	2	2	1	1	Not applicable	Not applicable
Outcomes for learners	2	2	2	2	Not applicable	Not applicable
Grades from 2019 (Ofsted Education Inspection Framework)	Inspection Grade 2015/16	SAR Grade 2016/17	SAR Grade 2017/18	Inspection Grade 2019	SAR Grade 2018/19	SAR Grade 2019/20
Overall effectiveness of Provision	Not applicable	Not applicable	Not applicable	2	2	2
Quality of Education	Not applicable	Not applicable	Not applicable	2	2	2
Behaviour and welfare	Not applicable	Not applicable	Not applicable	1	1	1
Personal development	Not applicable	Not applicable	Not applicable	1	1	1
Leadership and Management	Not applicable	Not applicable	Not applicable	2	2	2
Types of provision	Inspection Grade 2015/16	SAR Grade 2016/17	SAR Grade 2017/18	Inspection Grade 2019	SAR Grade 2018/19	SAR Grade 2019/20
16 to 19 study programmes	2	2	2	2	2	2
Apprenticeships	2	2	2	2	2	2
Adult Learning Programmes	2	2	2	2	2	2
Traineeships	2	2	2	2	n/a	n/a
Learners with high needs	2	2	2	2	2	2

7. The quality of education – Intent

Good

We are good because:

- 7.1** Leaders and governors ensure that adults and young people in Lincolnshire are served well by the range of educational and training provision offered by the council. The council's clear and ambitious strategy to create an aspirational culture and better future for residents is being realised through the carefully planned range of provision. The achievement of personal learning goals, despite learners' frequently low starting points reflects this strategy well.
- 7.2** Adult Learning curriculum planning aligns closely with the shared vision of the council and its major stakeholders, including the LEP. This vision focuses on improving the employability and skills of residents across deprived rural and coastal areas of Lincolnshire, in particular where there isn't Further Education provision. This drive to meet the diverse needs of the most disadvantaged communities supports the council in preparing learners positively for the next steps in their careers.
- 7.3** Leaders and governors provide residents in the most disadvantaged areas with excellent opportunities to attend learning venues close to their homes. Maps provided in Appendix 4 demonstrate the spread of provision across the county.
- 7.4** YPLP offer young people, including those with high needs, who are at risk of not being in education, training or employment, programmes which promote preparation for adulthood and employability. Programmes are planned to increase young peoples' skills supporting them to prepare for adulthood, and so, increasing their ability to become independent and contributory members of their local community. As part of their programme young people are able to undertake relevant and appropriate qualifications and access high quality work placements with external Employers improving their chances of future sustained employment.
- 7.5** The council's strategy of 'growing its own' staff has been a key driver in developing an in-house apprenticeship provision to meet the need for skilled administrators required by a large county council.
- 7.6** Partnership work across the county is outstanding. Leaders collaborate very effectively with high-quality subcontractors to plan the adult curriculum. As a result, Lincolnshire residents, including those with few or no formal qualifications, participate in education and develop skills and qualifications that improve their life chances. For young people, including those with high needs, high-quality work placements with local Employers as well as a range of council departments improve their chances of future sustained employment.
- 7.7** The council's business continuity strategy ensured learning was maintained throughout the period of Covid-19 by making adjustments to delivery models and curriculum, as necessary, to meet the changing needs of its communities.

8. The quality of education – Implementation

Good

We are good because:

- 8.1** Tutors are determined to help learners to make good progress from their frequently low starting points and to achieve their full potential. They use their extensive skills and experience to build productive relationships and a secure and welcoming environment where learners feel safe, and are motivated and enjoy learning.
- 8.2** Tutors, trainers and Training Providers maximise training and support to develop a blended approach to delivery to minimise the impact of Covid-19 on their provision, enabling learners to continue to receive good quality provision, and one to one support where needed.
- 8.3** Tutors plan lessons carefully and use a good range of teaching approaches to motivate and enthuse learners. As a result, most learners make good progress and achieve their personal goals. They gain useful qualifications and practical skills that help them to find employment.
- 8.4** Tutors work hard to devise teaching strategies that meet the needs of learners from widely differing educational and social backgrounds. They try alternative approaches to meet these learners' needs and to help them progress. For example, learners who were previously anxious about speaking in public become confident in expressing their views to their peers and asking questions in class.
- 8.5** In Family Learning, parents become more confident in their own abilities and are better able to effectively support their child's development. Apprentices gain a good range of vocational skills and additional qualifications and experience. This benefits their Employers and expands their future career opportunities. Adult learners develop an enthusiasm to continue their learning, and many progress to further education or training.
- 8.6** Tutors know their learners well and work hard to encourage and support their development. As a result, learners grow in confidence and make at least the progress expected of them, and often much faster progress than anticipated. For example, on the 16-19 study programmes, tutors provide sensitive and personalised support for learners with complex personal, behavioural and learning needs. Working closely with parents and carers, they act carefully to address and resolve any concerns.
- 8.7** Tutors use the available information on learners to design programmes that meet their needs well. They use a comprehensive range of strategies to identify carefully these needs. For example, on Family Learning programmes, learners complete a detailed skills health check to help identify their strengths and agree suitable personal goals. As a result, learners enjoy their learning and make at least the progress expected.

- 8.8** Tutors give learners frequent, encouraging feedback, and most learners can explain what they need to do to improve. As a result, learners recognise their progress and take pride in their achievements.
- 8.9** Tutors monitor and assess learners' knowledge and understanding frequently to ensure they are learning and making progress. Adult learners on non-accredited programmes record their progress accurately in personal learning diaries. In Family Learning, learners often highlight their achievements very effectively in their diaries by including photographs of the activities they have completed with their child.
- 8.10** On study programmes, learners receive regular and suitably frequent reviews where tutors provide on-going advice on progression opportunities. Tutors support learners who have high needs very effectively to identify suitable next steps. They then help learners over an extended period to make a smooth transition into further education and training or paid employment. As a result, a high proportion of learners with high needs progress into further education and training, supported internships or employment.
- 8.11** Tutors have extensive and up to date vocational experience. They present information and/or demonstrate skills clearly, promoting appropriate consideration of the subject matter being taught. They check learners' understanding systematically, identify misconceptions and provide clear, direct feedback. Where appropriate, tutors encourage learners to use subject-specific, professional and technical vocabulary.
- 8.12** Trainers are well qualified and experienced. They work with apprentices to develop good business administration skills during workshop sessions and in the workplace. As a result apprentices produce work of a good standard. Trainers assess submitted work promptly. Feedback is constructive and focused on the most relevant areas for improvement.
- 8.13** The enrichment programme for apprentices is outstanding. Apprentices develop individualised learning programmes with their supervisors that allow them to further the skills, knowledge and behaviours they develop in their job role. They can shadow or gain work experience within any department of the county council. During the Covid-19 pandemic shadowing has been achieved through a virtual working experience. This provides substantial additional benefits and opportunities for apprentices that their workplace supervisors value. Former apprentices have progressed into promoted roles within the council's civil engineering, green energy and youth offending teams.
- 8.14** Learners on study programmes benefit from high-quality work experience that considerably enhances their confidence and ability to deal with conflict, social interaction and work pressures. They gain a good awareness of the range of employability skills that they will need to succeed in the job market. The work experience also motivates learners to consider carefully their next steps.
- 8.15** Learners on study programmes benefit from high-quality enrichment activities such as community fund-raising activity and charitable work. Learners receive high-quality, impartial careers guidance that prepares them well for their next steps and enables them to make well-informed decisions about their future.

9. The quality of education – Impact

Good

We are good because:

- 9.1** Learners' and apprentices' starting points are exceptionally diverse, particularly for those on study programmes and adult learners referred by Jobcentre Plus staff to LCC's employability courses. With the exception of apprentices, almost all have multiple and complex barriers to learning as a result of long-term unemployment, mental health difficulties, or a history of offending behaviour or substance misuse. Despite this, almost all complete their programme and make good progress relative to their starting points, which are often low.
- 9.2** No significant gaps exist in the performance of different groups of learners. Managers respond swiftly to the few occasions when their analysis of performance identifies any disparities, such as the slightly higher achievement of women and learners with a learning difficulty and/or disability on adult learning programmes. Learners in subcontracted provision perform as well as their peers in directly delivered provision.
- 9.3** Evidence from case studies indicates that learners on adult programmes progress to other courses and that many become committed, lifelong learners. Case studies demonstrating the impact of this provision are provided in the Impact Report, Appendix 2.
- 9.4** Qualification achievement rates on accredited adult programmes are high. Adult learners and young learners on study programmes following non-accredited courses achieve suitably challenging learning aims and objectives.
- 9.5** Trainers make good use of the available information on each apprentice to identify accurately their starting points and to plan learning that meets individual needs well. Apprentices develop good skills in English, mathematics and information and communication technology because trainers monitor carefully how each apprentice is progressing in these subjects.
- 9.6** Apprentices enjoy learning new skills, knowledge and behaviours and receive high levels of care and support from their trainers and workplace supervisors. As a result, they make significant contributions in the workplace and develop valuable skills from the very start of their programme. For example, apprentices learn how to communicate effectively with visitors and staff when working on reception, to manage budgets and supply chains when ordering stationery, and to take minutes during council meetings.
- 9.7** The provision continued to positively impact on its learners, despite the impact of Covid-19, due to amendments to curriculum and delivery methods, ensuring learners changing needs continue to be met.

This area needs to improve further:

- To ensure the delivery models and curriculum adapt effectively, to meet the required changing needs of the service, learners and Stakeholders, as the local economy recovers from Covid-19.
- To increase the achievement rates for young people in Functional Skills qualifications in English and maths.

10. Behaviours and Attitudes	Outstanding
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The behaviour and attitudes to work and learning of learners and apprentices are exemplary because:

- 10.1** Attendance is good on adult programmes and punctuality is good across all three areas.
- 10.2** Learners and apprentices treat each other, staff and visitors with respect and courtesy. They are enthusiastic about the opportunities that LCC provides for them to improve their life chances. As a result, most make good progress and improve their lives for the better. A wide range of moving and powerful individual case studies illustrates this well. These describe how learners, including those with high needs, overcame significant barriers to learning and made a positive difference to their lives and those of their families.
- 10.3** Tutors have high expectations for learners' behaviour and attitudes. In lessons, they successfully promote the British values of tolerance and mutual respect towards others. Learners respond positively by respecting the diversity of their communities, cooperating willingly with their peers and supporting each other enthusiastically in class.
- 10.4** In Family Learning, tutors have consistently provided a positive learning environment and, in collaboration with the host school, have modelled and encouraged a positive attitude to learning resulting in learners striving to develop their knowledge and skills, improved attainment for the children involved, and wider aspirations for the family.
- 10.5** Learners continued to attend courses, both physically and virtually, during the Covid-19 pandemic, demonstrating their commitment to developing skills and knowledge and using learning as a vehicle to support their mental wellbeing.

This area needs to improve further:

- To ensure our high expectations of learners' behaviour, conduct and attendance are applied consistently and fairly in all learning activities including online and virtual learning environments.
- To increase attendance in some areas and for a small number of learners on 16-19 Study Programmes.

11. Personal Development

Outstanding

The personal development of learners and apprentices is outstanding because:

- 11.1** Learners receive high-quality impartial advice and guidance throughout their programme. As a result, most progress into employment, further study or voluntary work.
- 11.2** Leaders and managers have worked tirelessly to promote a positive culture across the council that celebrates learning, achievement and social inclusion. Learners and apprentices benefit from studying and working with committed and supportive tutors who want to see them progress and achieve, regardless of their social background, prior educational attainment or previous life choices. As a result, learners and apprentices develop self-confidence which helps them to better understand their next steps and how to achieve their learning goals.
- 11.3** Leaders and managers are determined that learning will not be impacted by the Covid-19 pandemic. Outstanding adjustments, including the introduction of online provision, and rigorous risk assessments of learning environments, have been made to ensure continuity of provision, personal development and safety of learners across the three areas.
- 11.4** Many learners have significant barriers to learning when they begin their studies. The majority of these have a learning difficulty and/or disability, and many suffer from mental health conditions such as anxiety and depression. Over half of the 202 young people on study programmes are in receipt of an education, health and care (EHC) plan and of these, 75 are in receipt of high-needs funding. Many have a history of substance misuse, offending or family instability. The exceptional level of care and support provided by tutors and support staff ensures that despite these obstacles, most learners go on to progress and achieve their learning goals.
- 11.5** Learners receive good initial and on-going information, advice and guidance. This helps them to choose the most suitable programmes to meet their personal goals and to progress into further study or employment. For example, on adult learning programmes, tutors regularly and frequently discuss with learners the opportunities available to them to continue their learning or to progress into employment. Consequently, adult learners make informed choices about their future steps.
- 11.6** Apprentices receive impartial information, advice and guidance at the beginning and throughout the duration of their programme. Leaders organise an annual Apprenticeship Week, during which guest speakers outline the wide range of career opportunities available within the council. This helps apprentices to make informed choices about the enrichment activities they want to pursue, as well as their long-term career prospects as council employees. As a result, progression to further levels of study and to permanent positions within LCC is high.
- 11.7** The enrichment week and sessions for apprentices is outstanding. Apprentices develop individualised learning programmes with their

trainers that allow them to further the skills, knowledge and behaviours they develop in their job role. They can shadow or gain work experience within any department of the county council; during the Covid-19 pandemic shadowing has been achieved through a virtual working experience. This provides substantial additional benefits and opportunities for apprentices that their workplace supervisors value. Former apprentices have progressed into promoted roles within the council's civil engineering, green energy, youth offending teams, or stayed in business support after achieving a higher grade role. All apprentices receive support with CV creation and interview skills during the period of their apprenticeship to prepare them for when they complete.

- 11.8** Learner health and well-being is a priority. Learners and apprentices, including those with high needs, know how to keep themselves safe. They know to whom they should report a concern about their safety or welfare. They have a good awareness of how to stay safe online and when using social media.
- 11.9** LCC's tutors and managers implement the 'Prevent' duty strategy well and tutors integrate topics related to British values during lessons where appropriate. Apprentices have a well-developed understanding of the risks posed by radical and extremist ideologies. Most can articulate clearly their understanding of British values. Study programme learners and those on adult programmes have a suitable, if basic, understanding of these risks.

This area needs to improve further:

- To prepare learners for future success in education, employment or training, by providing up to date and local relevant careers guidance that reflects the changes to the world of work as a result of Covid-19.

12. Leadership and management

Good

Leadership and management is good because:

- 12.1** Leaders promote high expectations of learners regardless of their background. They have rigorous processes to drive improvement, including through regular and frequent monitoring during the programme. Consequently, most learners, including those with high needs, make good progress from very low starting points.
- 12.2** Leaders' robust commissioning procedures for selecting and monitoring subcontractors ensure that learners attending subcontracted provision receive the same consistently high-quality teaching and learning as those attending directly delivered provision.
- 12.3** The commitment of council leaders to their role as corporate parents to children who are looked after and care leavers is strong. Leaders ensure that these young people have excellent opportunities to improve their education and career prospects. The council currently

employs 10 care leavers as apprentices, with many more benefiting from work experience in council departments as part of their study programme.

- 12.4** The apprenticeship programme structure encourages and allows for progression from entry level. Apprentices can develop their careers from level 2 business skills to professional qualifications and beyond. The careers of several council employees who have achieved managerial positions following completion of their apprenticeship demonstrate this well.
- 12.5** Leaders and managers use their knowledge of the quality of education to inform the planning of professional development activities for staff. Managers use a range of methods, including observation, moderation of work and frequent staff development opportunities to performance manage staff. They monitor well the quality of teaching and learning of all delivery staff, resulting in good-quality teaching that benefits learners.
- 12.6** Managers are mindful of workload, and staff value the support that they receive to enable them to deliver programmes that meet learners' needs. Managers listen to staff and involved them in the design and planning of the curriculum. Staff feel valued and find their work rewarding.
- 12.7** Robust and supportive management of subcontractors means that adult learners experience good quality provision. Subcontractors value the support they receive to ensure they are delivering relevant, sustainable provision that contributes to improving lives. Managers closely monitor the performance of subcontractors and take swift and effective action to deal with identified dips in performance.
- 12.8** Leaders and managers have created an aspirational culture providing high quality provision which supports learners to fulfil their potential. The service was inspected in June 2019 and continues to maintain its overall grading of 'Good' and was awarded 'Outstanding' for personal development, behaviour and welfare. This culture is supported by the Quality Improvement Plan (QIP) helping to drive the service towards an overall grade of 'Outstanding'.
- 12.9** Self-assessment is robust and supported by good-quality information from monitoring activity and surveys throughout the year. Leaders seek the views of partners, including subcontractors and staff. Managers make good use of learner and employer feedback to identify and respond to areas for improvement. The critical review of 2019/20 improvement activity has ensured development activity planned for 2019/20, but impacted by Covid-19, has transferred to 2020/21 to support continuous improvement. The 2019/20 QIP is provided at Appendix 5.

Response to Covid-19

- 12.10** Responsive leadership and management of the three programmes helped to minimise the impact of Covid-19 on programme delivery. Information regarding how the council has continued to meet the needs of learners and apprentices in the 2019/20 Covid-19 period is provided at Appendix 6.

- 12.11** In Adult Learning, responding to DfE guidance to cease classroom learning, delivery was converted to online/distance learning (wherever possible) helping to maintain a learning programme for our learners and enabling them to complete qualification courses. The service's website, www.2aspire.org.uk, was updated to provide learning at home activities as well as promoting online provision. A communication programme of social media, emails and newsletter activity was rolled out to ensure learner contact was maintained. Following DfE guidance, provider relief flexibilities were implemented to support staff and providers, and reduce anxieties where possible.
- 12.12** The Apprenticeship service adapted quickly to the Covid-19 pandemic and moved face-to-face delivery to a virtual experience. Learners were supported throughout this change and as a result the centre achieved 100 % pass rate for apprentices undertaking Functional Skills. Additionally some of the learners completed their apprenticeship ahead of the scheduled date due to the outstanding support from both their trainers and supervisors. All apprentices received weekly, virtual, one to one contact with their trainer and delivery and assessment methods were adapted accordingly. Work shadowing has continued through Microsoft Teams; a recent survey indicates that the apprentices feel very well supported and have progressed.
- 12.13** YPLP programmes continued to be delivered throughout the Covid-19 pandemic with each learner being risk assessed individually to determine if, due to their needs, they should continue accessing face to face delivery or if they should continue their programme virtually during the lockdown period. Some learning moved to a blended model to enable strict social distancing to be maintained on smaller sites. High levels of learner support were maintained throughout with regular health and wellbeing checks through a variety of medias, learner and parent communications, outside socially distanced visits and classroom support.

Governance arrangements

- 12.14** Governance is very effective. Two elected members have responsibility for the council's learning programmes, understand their role and carry this out effectively. They take a very close interest in the quality of service that learners receive. They regularly go out to different areas of the county to meet and listen to the views of learners and staff. One attends LCC's Learning Board meetings and offers regular challenge on the direction and performance of the service, helping to ensure continuous and sustainable improvement. LCC's executive council holds the learning board to account through regular and thorough scrutiny by elected council members.
- 12.15** During the Covid-19 period, Learning Board was provided with monthly reports to keep members updated with operational activities and providing a mechanism for board members to challenge interpretation of guidance locally at a programme level. Learning Board agreed the strategy of assessing learners on study programmes individually on need, in line with DfE guidance, to decide who should be offered face to face provision. Due to the majority of learners accessing YPLP programmes from home Learning Board authorised that learners could be provided with supermarket vouchers, appropriate to their local areas, so that they were able to buy food.

Safeguarding

- 12.16** The arrangements for safeguarding are effective. A clear and effective approach to safeguarding recognises the vulnerability of many learners and ensures that learners are, and feel, safe. Learners know what to do if they feel unsafe. Managers act swiftly when necessary to ensure learners' safety and welfare. All LCC staff are required to undertake annual training and confirm that the I.T. Acceptable Use Policy has been read and understood; an annual test forms part of the Information Assurance training to assess and confirm understanding.
- 12.17** All staff working with learners have regularly updated checks on their suitability to work with young people and vulnerable adults. Where staff are required to work on learner data basic DBS checks have been undertaken. Leaders provide staff with well-planned and delivered training to ensure that they have a good understanding of safeguarding issues, including in relation to the 'Prevent' duty. A dedicated 'Prevent' duty officer supports subcontractors and council staff to develop effective approaches to identifying and tackling radicalisation and extremism.
- 12.18** During lockdown, learners' circumstances were effectively monitored and staff responded quickly to any changes in circumstances to ensure learners had the support needed to stay safe and well, with regular health and well-being checks. Where learner's vulnerability had increased whilst they were learning from home, they were offered further remote pastoral support, face to face pastoral support through outdoor visits, and /or access to the face to face provision if this was deemed the safest option. Referrals were also made to appropriate support agencies.
- 12.19** Online safety is prioritised. Robust training, policies and procedures are in place to ensure tutors and learners are safe online.

This area needs to improve further:

- To engage with local communities and Employers to shape the programme for a post-Covid-19 economic landscape.
- The principles of the corporate Health & Wellbeing Strategy have been available for all employees, including apprentices, and will be further refined to place direct emphasis on the council's apprentices.

13. Education programmes for young people

Good

Context

- The Young People's Learning Provision (YPLP) delivers their Education and Skills Funding Agency contract at eight Lincolnshire sites: Grantham, Lincoln, Boston, Spalding, Louth, Skegness, Ruskington and Bourne.
- YPLP support young people on Study Programmes, Supported Internships and Traineeships on a roll on roll off basis.
- YPLP offer young people, including those with high needs, who are at risk of not being in education, training or employment, programmes which promote preparation for adulthood and employability.
- In 2019/20 YPLP supported 202 young people on study programmes. Over half of these learners have an Education, Health and Care Plan and over a third have high needs.
- Learners study non-accredited units in a range of Preparing for Adulthood subjects, with employability being a key area of focus. They also study functional skills and GCSE qualifications in English and maths and can opt to study additional units that lead to qualifications.

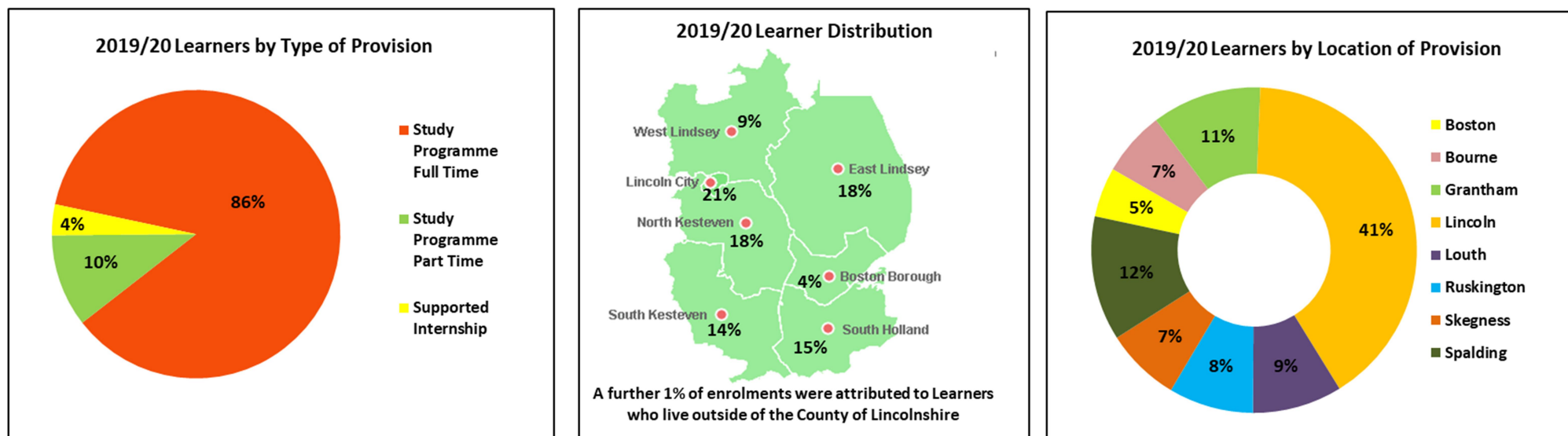
Education programmes for young people are good because:

- Learners build on prior attainment and make good progress and move on to a higher level of qualification, employment or supported internship when they are ready to do so.
- Leaders promote high expectations of learners regardless of their background.
- Learners benefit from high-quality work placements and enrichment activities such as community fund-raising activity and charitable work which increases their chances of future employment and increases confidence and enhances their social skills.
- Learners receive high-quality, impartial careers guidance that prepares them well for their next steps and enables them to make well-informed decisions about their future.
- Learners receive high quality holistic support to continue to engage in education during difficult times.
- Learners feel safe and understand what to do if they are at risk.

Education programmes for young people need to improve further because:

- Learners struggle to pass the external Functional Skills tests at the first attempt, even though most learners are making progress in English and maths.
- Attendance in some areas and for a small number of learners on 16-19 Study Programmes needs to be increased.

Headline Data 2019/20



Arrangements	Evidence
<p>Leaders promote high expectations of learners regardless of their background. They have rigorous processes to drive improvement, including through regular and frequent monitoring during the programme. Consequently, most learners, including those with high needs, make good progress from very low starting points.</p> <p>Leaders ensured that learners were able to continue accessing their programme during the Covid-19 lockdown with all learners being risk assessed individually to determine the safest and most suitable option for the young person to be able to continue their programme successfully</p>	<ul style="list-style-type: none"> • Induction Records • Learner Handbook • ILPs • Support Plans • Behaviour Plans • Progress Reviews • Success Data • Progression Data • Learner Covid-19 risk assessments
<p>Tutors and leaders ensure that provision meets in full the principles of 16 to 19 study programmes. Leaders have carefully developed study programmes that build on each learner's prior attainment and enable them to make good progress and move on to a higher level of qualification, supported internship or employment when they are ready to do so; due to the impact of Covid-19 lockdown 80% of learners will be returning to YPLP. 48% of the learners who transitioned out of YPLP in 2019/20 are moving onto further education, 28% into paid employment and 9% into voluntary employment.</p>	<ul style="list-style-type: none"> • Individual Study Programmes • IAG Interview Records • Progress Reviews • Final Reviews • Progression Data • Work Experience Logs

<p>Learners make good progress in developing their skills in English and mathematics, often from very low starting points. Tutors support learners well to develop their confidence to communicate effectively and to use basic number skills in their everyday life. Due to Covid-19 many learners will be continuing with their English and maths qualifications in the next academic year</p> <p>Learners benefit from a good range of community activities that support them to gain confidence and improve their communication skills. In 2019/20 less learners than planned accessed external work placements due to Covid-19 but 61% still benefited from accessing a high quality placement to enhance their confidence and employability skills, gaining an understanding of what they need to succeed in the job market. Work experience also motivates learners to consider carefully their next steps.</p>	<ul style="list-style-type: none"> • Case Studies • Observation Records • Case Studies
<p>Learners receive high-quality, impartial careers guidance that prepares them well for their next steps and enables them to make well-informed decisions about their future. Frequent learner reviews allow staff and learners to reflect on progress, re-evaluate if there have been any changes to aspirations or circumstance to ensure that appropriate support is in place to support the learner to move on when they are ready to do so.</p> <p>Employment staff continued to support learners with careers guidance and employability skills during lockdown through online sessions, phone calls and face to face sessions where appropriate to ensure that they remained focus and continued to make progress in this area.</p>	<ul style="list-style-type: none"> • Induction Records • IAG Interview Records • Progress Reviews • Final Reviews • Progression Data • IAG Observation Records
<p>Tutors prepare and deliver effective lessons that motivate, support and challenge learners in developing the skills and knowledge necessary to complete their learning aims. Staff provide excellent support for learners which ensures that most learners progress and achieve well. Most learners have previously failed to thrive at school and many have personal barriers to learning such as a history of offending behaviour, substance misuse or a difficult home life. Despite these obstacles, staff ensure that each learner has the best possible opportunities to improve their life chances. As a consequence, most learners make considerable gains in their personal, social and employability skills.</p> <p>Tutors continued to support learners well during the Covid-19 lockdown, swiftly adapting the curriculum to ensure it effectively supported learners to look after their mental and physical health and adapted the learning so that it could be delivered remotely.</p>	<ul style="list-style-type: none"> • OTLA Records • LSA Observation Records • IAG Interview Records • Progress Reviews • Final Reviews • Progression Data • Progress Tracker • Learner Feedback • Employer Feedback

<p>Attendance is generally good but leaders and managers recognised that attendance for a small number of learners required improvement. Strategies were implemented to support increasing attendance and rewarding good attendance which was having a positive impact prior to lockdown. This resulted in average attendance increasing from 76% in 2018/19 to 83% in 2019/20.</p> <p>Most learners conduct themselves well in all areas of their programme. Expectations of learners are aligned to that of Employers and learners are reminded of these throughout their programme. If a learner's conduct falls below expectations interventions are put in place to support them and a reward and recognition system promotes hard work, good conduct, achievements and success. This combination has a positive impact on learners and encourages appropriate behaviour on the programme.</p> <p>Learners have the opportunity to take part in community activities to test them in different situations and when they are ready they are able to access high quality work experience placements to further prepare them to move on.</p>	<ul style="list-style-type: none"> • Attendance Data • Induction Records • Learner Handbook • Behaviour Plans • Progress Reviews • Progress Trackers • Work Experience Records • Case Studies • Employer Feedback
<p>Learners feel safe and understand what to do if they are at risk. They know to whom they should report a concern about their safety or welfare. They have a good awareness of how to stay safe online and when using social media. They have an awareness of the dangers of extremism and radicalisation.</p> <p>Learners have been supported to know how to keep themselves as safe as possible during the Covid-19 pandemic, with sessions, 1:1 support and additional information on the importance of social distancing, hand washing, keeping themselves safe online and wellbeing.</p> <p>Staff ensured that learners remained safe during the Covid-19 lockdown with learners being contacted for a health and wellbeing check, outside of the sessions twice a week. Learners' circumstances were effectively monitored and staff responded quickly to any changes in circumstances to ensure learners had the support needed to stay safe and well.</p>	<ul style="list-style-type: none"> • Induction Records • Learner Handbook • Progress Reviews • Significant Incident Records • Incident, Intervention and Impact Logs • PFA SOW • Learner Work • Record of external training/guest speakers • Case studies • Learner Covid-19 risk assessments

14. Adult Learning Programmes

Good

Context

- Adult Skills and qualification provision is provided through 24 sub-contracted partners as shown in the table below. Between August 2019 and July 2020 a total of 5,744 unique learners were engaged on Adult Learning Programmes. This provision delivered 893 qualifications.

Provider Type	Names
Third Sector and Community Interest Companies	Abbey Access Training Centre; Community Learning in Partnership (CLIP); Taylorltx; RHG Consult;
Trusts	Heritage Trust of Lincolnshire; Lincoln Pelican Trust; Seagull Recycling Ltd;
Training Organisations	Riverside Training; Soteria Solutions; ESH Consultancy; Three Counties Accounts Training Services (3CATs); Construction Skills Solutions; Children's Links; East Lindsey Institute of Technology (First College); People Plus; Go Train, Train4;
FE Colleges / Secondary Schools	Boston College; Grantham College; Lincoln College; New College Stamford; Grimsby Institute; Skegness College of Vocational Training;
Charity	Workers' Educational Association

- A wide range of Adult Learning courses are offered, via the two strands of Adult Skills and Wellbeing provision, and qualification programmes. This wide ranging provision encourages engagement with adult learning as well as developing skills and supporting improved employability. Courses include GCSE and Functional Skills maths and English, computerised accounts, Makaton, CV writing and Interview Skills, Customer Service Skills, nursing and social care, health & safety, Paediatric First Aid, construction skills, pilates, modern foreign languages, mental health and wellbeing, digital employability skills and computing.
- Family Programmes are delivered in partnership with schools, children's centres and in community venues across Lincolnshire ranging from 1-week short, engagement workshops of 3-hours duration, to 18-week long courses of 66 hours. Courses include the traditional Keeping up with the Children in literacy, numeracy and ICT, as well as play based provision such as Learning through Play, Fun with Numbers, etc. All courses offer accreditation, achieving 67 qualifications in year, ranging from portfolio based accreditation to Functional Skills, as well as the recently introduced GCSEs in maths and English, meeting demand for progression from Functional Skills provision.
- 5 Traineeship programmes delivered which included Functional Skills maths and English.
- Learning programmes are delivered in schools, military bases and community venues.
- Provision continues to maintain very good value for money.
- High levels of satisfaction, retention, attendance and achievement.

Adult learning programmes are good because:

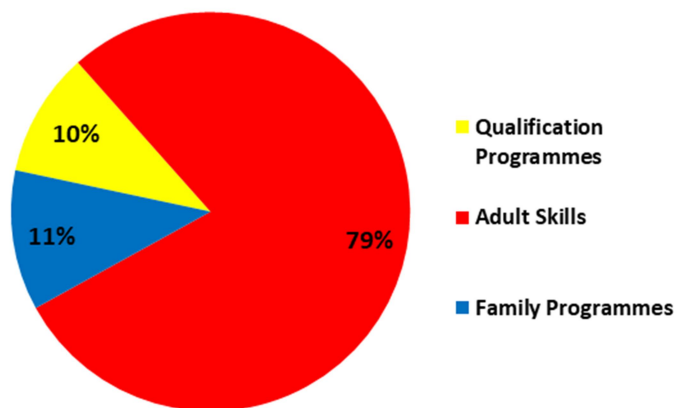
- Curriculum planning is closely aligned with the shared vision of the council and its major stakeholders, including the LEP, and focuses on improving the employability and skills of residents across deprived rural and coastal areas of Lincolnshire.
- Leaders' robust commissioning procedures for selecting and monitoring subcontractors ensure that learners attending subcontracted provision receive the same consistently high-quality teaching and learning as those attending directly delivered provision.
- Leaders and managers work successfully with local stakeholders and subcontractors to plan programmes that make effective use of the community learning fund to develop employment skills and promote social inclusion.
- Training Providers and Family Learning Tutors are highly skilled and experienced; through Covid-19 they have demonstrated flexibility and resilience by converting their classroom based provision to distance and online learning sessions, enabling learners to continue to receive good quality provision and one to one support where needed.
- Learners undertaking accredited qualifications were supported through a variety of delivery methods including online, distance learning and interactive sessions to ensure they still achieved their qualification despite the interruptions as a result of Covid-19.
- Family Learning school partnerships are highly developed. Good communication, carried out at all stages, ensures a thorough understanding of the school's individual needs and requirements, helping to break down barriers and position provision appropriately.
- Tutors with the correct skills, experience and knowledge are matched effectively with schools requirements to ensure the required outcomes are met. This is reflective in the positive feedback received from schools helping to improve attendance and outcomes for the children involved.
- Tutors provide good opportunities for ESOL learners to have exposure to British life and institutions and consider how British values compare and contrast with other cultures around the world.
- A culture of learning, aspiration and positive progression is provided in communities where there are traditionally low attainment and employment prospects.
- Learning takes place in a range of accessible venues across the county, many of which are located in relatively disadvantaged rural and coastal regions, that maximise opportunities for people in these communities to participate in learning.
- Attendance is good, with learners turning up well prepared, wanting to learn and in return being provided with opportunities that maximise their options for progression. This aids their enjoyment and motivation.
- Learners receive good verbal feedback as well as quality impartial and helpful careers advice and guidance to enable them to make informed decisions about their next steps.
- Learners have a clear grasp of how to remain safe, including when using social media, and online.

Adult learning programmes need to improve further because:

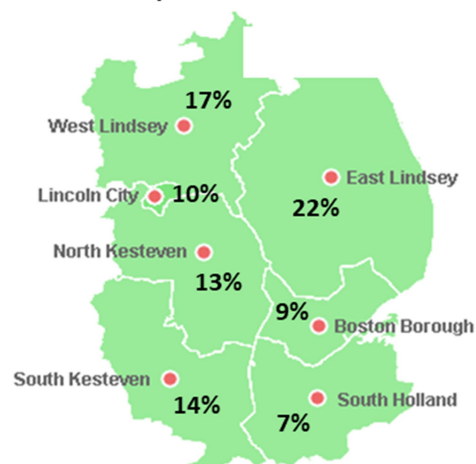
- Insufficient data on the destinations of adult learners makes it difficult to fully assess the impact of the programme.
- Engagement of learners to Family Learning courses is inconsistent within schools.
- Embedding of maths within Adult Learning programmes is not fully effective across all tutors.
- Widening of participation through the online learning offer is still relatively untested.

Headline Data 2019/20

2019/20 Learners by Type of Provision

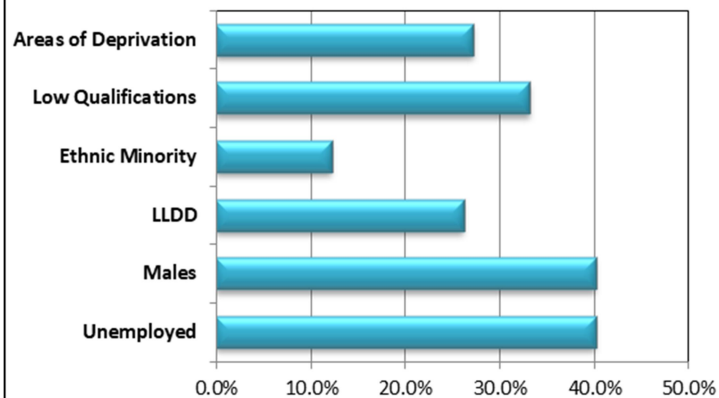


2019/20 Learner Distribution

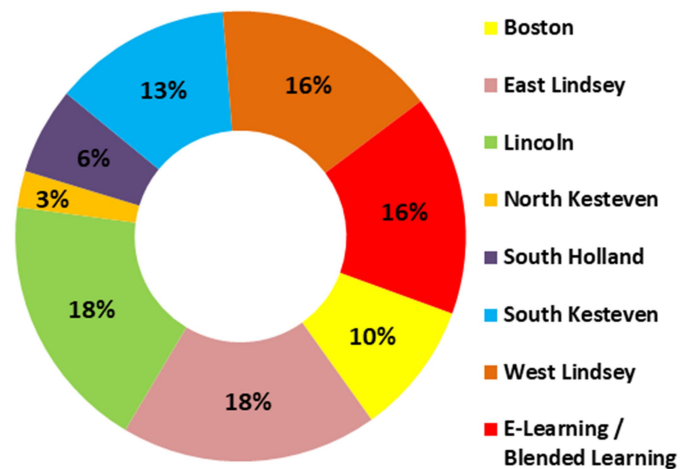


A further 8% of enrolments were attributed to Learners who live outside of the County of Lincolnshire

Targeted Groups 2019/20



2019/20 Location of Provision



Arrangements	Evidence
<p>Curriculum planning is highly response to local need and county strategic objectives and focuses on improving the employability and skills of residents across deprived rural and coastal areas of Lincolnshire. This drive to meet the diverse needs of the most disadvantaged communities supports the council in preparing learners positively for the next steps in their careers.</p> <p>Strategic curriculum planning, combined with well-planned learner engagement, ensures learners progress, seamlessly, from non-qualification to qualification provision, maximising outcomes for learners and helping to fill skills gaps.</p> <p>A wide range of English, maths and vocational qualifications are offered in rural and deprived communities providing stepping stones to allow effective progression as well as where there are job vacancies to meet Employer's needs. In 2019/20 new qualification courses have been designed to meet the needs of the Construction and Security sectors and support Employers to increase the skills of their workforce, increasing the opportunities for learners to gain sustainable employment within these industries. Careful planning ensures the programme complements and adds value to provision that is already in place and fills gaps resulting from market failure.</p> <p>The curriculum is developed with key partners including Employers, the National Careers Service and Job Centre Plus. This means that learning and training options reflect the skills shortages within the community and priority sectors. This ensures that our courses help prepare learners for new or progressed careers, or inspire them to further learning, and increase their confidence when applying for jobs.</p> <p>Responding to the pandemic, changes to the curriculum offer have been made to better suit the online arena and different needs of our learners, including those parents struggling with home schooling. For example short courses to fit in with challenges of home schooling and pressures of working from home, as well as new Mindfulness techniques. The service's website, www.2aspire.org.uk, has been refreshed to provide learning at home advice and activities, careers and job hunting advice and links to online learning to continue to engage with our learners. Online training, buddying and mentoring is provided for tutors and providers alike.</p>	<ul style="list-style-type: none"> • Curriculum Strategy • Learning Board meeting notes • Provider SAR reports • Ofsted report • Family Learning SAR reports • Supporting Data (Appendix 1) • Learner feedback • www.2aspire.org.uk • Benchmark Club data

<p>The service provides a culture of learning, aspiration and positive progression in communities where there are traditionally low engagement, low attainment and employment prospects. Providers with a range of funding streams are carefully chosen to provide access points to other types of provision, both accredited and non-accredited, with stepping stones between levels to widen participation. Courses are run in the day time, evenings, at the weekend and online to help remove barriers to participation. Venues are picked specifically for ease of accessible via public transport.</p> <p>The service works closely with a range of partners to develop referral and progression pathways which are accessible and appropriate for people who may have been out of education for a long time and/or had a negative experience of education previously, those who have additional needs, and those experiencing mental ill health. Targeted partnership working also supports disadvantaged learners, and learners with challenging backgrounds to encourage widening participation. Examples include the Princes Trust, EDAN, DWP, specialist schools and academies.</p> <p>In many centres significant levels of pastoral support are offered. Responding to the impact of Covid-19 on our learners, where possible, provision was moved from classroom to online or distance learning. Virtual wellbeing sessions were offered specifically to support those learners struggling with isolation. IT equipment and access to WiFi through the provision of dongles or similar, was provided to our highest need learners to help reduce the impact of the pandemic on our programmes.</p> <p>The demographic of learners recruited to programme during Covid-19 showed marked differences to those recruited pre pandemic, see table 14, Supporting Data Appendix 1. Further work is in place to determine any long term learner recruitment trends resulting from Covid-19 and necessary remedial actions.</p>	<ul style="list-style-type: none"> • Learning Board meeting notes • Provider Handbook • Provider SAR reports • Family Learning SAR reports • Family Learning partner review • Learner feedback • Case Studies • Pound Plus report (Appendix 3) • Benchmark Club data • www.2aspire.org.uk • Supporting Data (Appendix 1)
<p>The Community Learning funding is used well to engage with learners furthest away from employment to build confidence, improve wellbeing, learn new skills, develop different interests and build stronger communities. Responding to local and national initiatives, new programmes have successfully been introduced to meet local needs resulting in a wide variety and level of provision. This includes working with Spalding Street Pastors through the Lighthouse Project to up skill their volunteers; supporting key workers and local care workers through the pandemic; working in partnership with the local Domestic Abuse Charity (EDAN) and supporting the work of Urban Lincs (homeless charity) - a Community Hub with an integrated Education Unit to support vulnerable learners.</p>	<ul style="list-style-type: none"> • Provider SAR reports • Learner feedback • Impact Report (Case Studies) (Appendix 2)

<p>Partnership working across the county is outstanding. Links with regional jobcentres, including co-location, and other key partners ensure that targeted learners are routinely referred to the range of employability, skills and wellbeing programmes offered, helping learners to develop their confidence and a wide range of skills that equip them well for employment or further study.</p> <p>Strong relationships with Lincolnshire Employers, across different industries, ensures providers keep abreast of the employment and skills development needs, helping to achieve regional learning objectives. Working closely with Employers ensures a range of courses that enable workers in specific industries to update their skills and knowledge in a timely, convenient and affordable way.</p> <p>Planning of provision in East Lindsey in partnership with Employers and JCP ensure that the timing and delivery of learning programmes fit the requirements of seasonal employment and maximise employment opportunities for unemployed learners in the geographical area.</p> <p>Effective partnership arrangements with JCP allows for the delivery of Sector Based Work Academies supporting positive progression into employment. Centres routinely share news bulletins and job adverts to promote vacancies to those unemployed learners looking for work. Analysis of job adverts enables Providers to keep up to date with the training needs of local Employers and produce candidates that have the necessary skills for the available job market.</p> <p>Working with the National Careers Service, as well as IAG staff, learners receive good quality impartial and helpful careers advice and guidance to enable them to make informed decisions about next steps. Learners benefit from guest speakers from local further education colleges and Employers. Tutors also provide information about the opportunities available for further courses and employment in the county.</p>	<ul style="list-style-type: none"> • A wide range of partnerships in place including: JCP (all Providers), local schools and children's centres, Early Years and Childcare Support (Family Learning), Gainsborough Lincolnshire Travellers Initiative (CLIP), Maternity Hubs in Children's Centres (Soteria), Military Personal Learning Advisors (RHG Consult), Early Years Alliance (ESH), Ending Domestic Abuse Now (EDAN) (ESH) (Children's Links), City of Lincoln Council (First College) (Lincoln College), Acis (housing provider) (Riverside Training), Boston Multi-Agency Partnership Group (TaylorITEX), Care Sector Employers (Boston College), Construction and Security Employers (Train4) (Abbey Access Centre), Building Better Opportunities Partners, Career Net partners, VCS, Shaw Trust (CLIP) (Soteria Solutions), St. Barnabas (Lincoln College) (Soteria Solutions), Lincolnshire Police (Lincoln College), SureStaff (Riverside), Magna Vitae (Seagull), HMP Lincoln and HMP North Sea Camp (Lincolnshire Action Trust) • Provider / Family Learning SAR reports; • Observation records / Learning Walk • Ofsted report (June 2019)
<p>Good processes are in place, as well as quality assurance measures, to ensure learners' progress and achievements are recorded, by staff, to inform teaching and appropriate support programmes to help learners reach their goals, as well as support progression.</p> <p>All learners are assessed at the start of each course to ascertain what they hope to achieve and why they have chosen the course. Assessment of current knowledge of the subjects is also carried out at this point. Gaining this knowledge allows teaching, learning, assessment and support to be tailored accordingly, with observation of performance being critical to monitor progress and performance. Tutors use their knowledge of learners' starting point</p>	

<p>and record their progress and achievement well. The well planned and sequenced curriculum allows learners to build on previous teaching and learning and develop the new knowledge and skills they need.</p> <p>Learner progress is recorded on individual personal learning records (PLRs) which track and map learners' progress against targets set. Learners receive feedback from their tutor on a regular basis to identify any key areas for improvement as well as recognising what progress has been made. At the end of course, starting points are revisited to fully evaluate progress and learning and discuss next steps. In end of course surveys 59% of respondents said the skills developed would help them in their current job.</p> <p>In a 'typical' year celebration events are held at the end of the academic year to celebrate the achievements made, both recognising the hard work of the staff and learners involved, as well as showcasing the provision to encourage learner participation. The 2019/20 learner of the year celebration was carried out virtually. Learner case studies continue to be promoted via social media and on the 2aspire website to raise awareness of the impact of the programme.</p>	<ul style="list-style-type: none"> • Provider SAR reports • Observation records / Learning Walks • Learner feedback • Quality Fortnight feedback • Quality Assurance mechanisms • www.2aspire.org.uk • Family Learning SAR reports • Tutor training records • Impact Report (Case Studies) (Appendix 2) • Quality monitoring (SoW/Session Plan/PLR) records
<p>Highly effective arrangements for Safeguarding learners are in place and learner health and well-being is prioritised. Learning takes place in a culture which promotes the protection and safety of all learners and staff. Learners have a clear grasp of how to remain safe, including when using social media. Training venues are risk assessed and provide safe learning environments.</p> <p>Mandatory Safeguarding and Equality and Diversity training for all staff is undertaken, as well as mandatory training on recognising and supporting learners who are at risk of radicalisation or extremism. Staff training is recorded on the service's Single Central Register which is checked on a regular basis for compliance. Safeguarding is a standard agenda item at all provider monitoring meetings, Learning Board and team meetings, and included in a FL tutor newsletters.</p> <p>Tutors, and staff with access to learner data, are DBS checked as appropriate. Safeguarding information is provided in the learner handbook, on the 2aspire website and at course induction to ensure learners know how to raise Safeguarding concerns.</p> <p>Guidance on how to keep learners safe from on-line risks has been reviewed and reinforced in year in response to the increase in online learning resulting from the pandemic. 99% of learners surveyed in 19/20 on Adult Learning programmes said they felt safe on their course.</p>	<ul style="list-style-type: none"> • Quality Fortnight Survey results • Family Learning mid-course results • Family Learning end of course results • Family Learning Partner review • Family Learning Tutor review • Provider SAR reports • Family Learning SAR reports • Observation records • Learner feedback • H&S reports • Staff training records • Safeguarding and near misses incidents log

15. Apprenticeships

Good

Context

- The Council's in-house apprenticeship provision provides a rolling programme of Business Administration through City & Guilds.
- During 2019/20 a total of 31 apprentices started an apprenticeship with an additional 41 completing during the course of this academic year.
- Demonstrated through destination data, and two surveys, the 'grow our own' model has benefited individuals and our organisation.
- The programme is planned and delivered in accordance with Lincolnshire County Council's Apprenticeship Strategy and wider Workforce Aspirations.

Apprenticeships are good with elements of outstanding because:

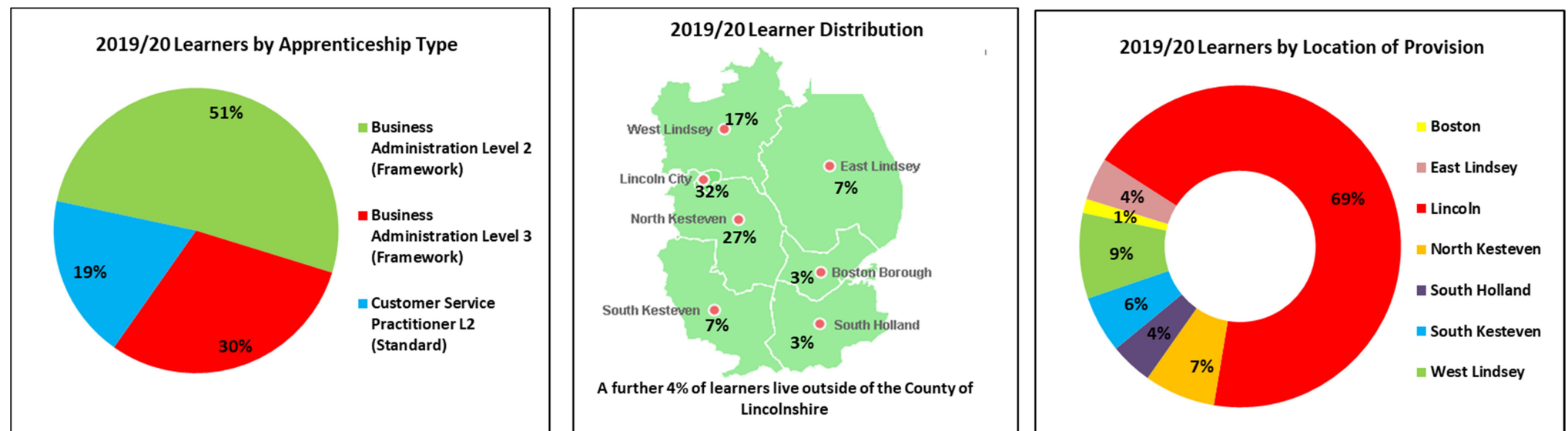
Of the 72 apprentices who participated in the programme in 2019/2020, 37 completed, 4 withdrew from the programme, 2 due to personal reasons and 2 due to a change in career, and a further 31 have continued, on programme, into the next academic year.

- This provision achieved a 91% completion rate.
- Observations, including virtual observations during the pandemic, reflective accounts, professional discussions, verbal questioning, and witness testimonies are all part of the learning and can be adapted to ensure the learner achieves long-term memory retention. The delivery staff build a strong and trusting working relationship with apprentices and the apprentice's manager, to ensure the interests and aspirations of the learner are met.
- Surveys and case studies give a strong indication that apprentices are motivated and enthused. Interview training and C.V. building is delivered as part of the apprenticeship journey. Additionally the learners attend enrichment week where a variety of roles and opportunities are showcased.
- Delivery staff have relevant industry expertise, qualifications and are required to keep up to date with on-going training and subject knowledge. This includes attending standardisation meetings, which have occurred every two weeks during the pandemic, in order to create further breadth of knowledge within the provision.
- The delivery staff showed a great deal of resilience and flexibility in adapting their delivery and assessment methods to a virtual model during the Covid-19 crisis.
- The Care Leavers Apprenticeship Scheme (CLAS) is a county council initiative that helps our Care Leavers to decide on their next career pathway. For those wishing to undertake a career in business administration, they are welcomed onto the programme where they are nurtured to progress alongside other learners.

Apprenticeships need to improve further because:

- Sporadic levels of interest from a variety of areas in the Council, to deliver Apprenticeship programmes, necessitates the introduction of a solid governance framework to ensure set up and delivery of consistently high quality provision and outcomes for all involved.
- Delivery staff focus too often on the completion of individual units of the apprenticeship; this limits apprentices' opportunities to develop and extend their existing skills, behaviours and knowledge to enable them to be even more effective in their job role.
- Resources for all apprentices are sporadic and based on local provision. Creating a corporate central repository of resources that apprentices can access will resolve this.

Headline Data 2019/20



Arrangements	Evidence
<p>Observations, reflective accounts, professional discussions, verbal questioning and witness testimonies are all part of the learning and can be adapted to ensure the learner achieves long-term memory retention. The delivery staff build a strong and trusting working relationship with apprentices which is evident in the case studies. Managers are also heavily involved in supporting apprentices. Some learners move from a L2 apprenticeship into a L3 which indicates a positive experience and awareness by the learners of progression opportunities. Surveys indicate that all apprentices feel they receive a good to outstanding provision from this centre</p> <p>The delivery staff showed a great deal of resilience and flexibility in adapting their assessment methods to a virtual model during the Covid-19 crisis, which resulted in the apprentices progressing through their apprenticeship with some completing ahead of the scheduled end date.</p> <p>Delivery staff keep up to date with CPD which includes standardisation meetings every two weeks. In order to create breadth of knowledge within the team 1 team member has completed the IQA award and another is undertaking the Assessor's Award.</p> <p>Managers work closely with apprentices to give them the opportunity to increase their skill set. They also work closely with trainers to ensure their off the job training is mapped and relevant. Each apprentice has protected time to focus on their apprenticeship which has been challenging during the Covid-19 crisis as the learner has been more remote. However, we have been able to adapt so that the learner is still able to experience new environments.</p>	<ul style="list-style-type: none"> • Staff experience (Curriculum Vitae's) • DBS Check • Staff Continuous Professional Development records (CPD) • Outstanding Teaching and Learning Assessments (OTLA) • Learning walk outcomes • Schemes of Work Reviews • Teaching Observation Records • Staff Supervisions • Staff Annual Review • Staff 6 monthly Review • Impact Report (Case Studies) (Appendix 2)
<p>The centre has high expectations for learners and embeds the Councils core values into the curriculum. The centre builds the confidence of learners and they go on to achieve permanent employment in higher grade roles. A number of compliments have been verbally received regarding the conduct of learners. During 2020/21 we will focus on asking service users and manager to write compliments so a record can be retained.</p> <p>Managers monitor attendance and punctuality, and the expectation is that any minor issues are proactively addressed at the onset so as not to create a bigger issue in the long term. This is covered during 1:1's. Learners' attendance and punctuality is very good with no issues recorded during this academic year.</p>	<ul style="list-style-type: none"> • Induction Records • Information, Advice & Guidance (IAG) Records • Learner Progress Reviews • Learner Final Reviews • Progression Data • Staff Supervisions • Staff Annual Review • Staff 6 monthly Review

<p>There are clear policies in place to protect all staff at Lincolnshire County Council. Additionally, a Safeguarding Policy for FE and Skills Provision is in place and reviewed annually. Apprentices are informed during their induction about the escalation process should they experience any instances of bullying, peer-on-peer abuse or discrimination. Safeguarding is a standard agenda item at monthly meetings.</p>	
<p>We offer an outstanding enrichment programme. Managers give apprentices the opportunities to experience new areas that are of interest to the individual. During the Covid-19 crisis this has been achieved through a virtual experience. This is recorded within their off-the-job training. The skills scan, which is undertaken during the apprentice's induction, identifies areas of strength and improvement. The delivery team work alongside Managers to provide enrichment in these areas.</p> <p>Apprentices are supported by managers and delivery staff on an individual basis which involves weekly check-ins and one-to-ones. Outcomes of the programme indicate apprentices are resilient and confident; this is evident in completion rates and destination data.</p> <p>Managers work closely with apprentices to give them the opportunity to increase their skill set. Apprentices also work closely with trainers who ensure their off the job training is mapped and relevant. Each apprentice has protected time to focus on their apprenticeship. This has been challenging over the Covid-19 crisis as the learner has been more remote; however we have been able to adapt so that the learner is still able to experience new environments.</p> <p>All apprentices are introduced to British Values which includes Prevent training, along with Equality & Diversity, including protected characteristics as defined by law. This knowledge is embedded within the programme, and is also displayed through their behaviours within their work role.</p>	<ul style="list-style-type: none"> • Induction Records • Information, Advice & Guidance (IAG) recorded in e-portfolio • Learner Progress Reviews • Learner Final Reviews • Progression Data • Staff Supervisions • Staff Annual Review • Staff 6 monthly Review • Apprenticeship Certificates England (ACE) • Achievement Data
<p>Delivery staff meet with the Centre Lead on a monthly basis. Standard agenda items include. Matters arising, Apprentice Progress update - all staff, Equality and Diversity, Off the job training, Safeguarding and any other business. The Centre Lead is in daily contact with delivery staff and is very supportive of the team as well as their CPD.</p> <p>Standardisation meetings occur fortnightly. 4 trainers are qualified IQA's and delivery staff work together when delivering workshops, refining best practice and supporting each other. The team is very supportive and work well together. The team attend webinars delivered by</p>	<ul style="list-style-type: none"> • Observations and audits of individualised apprentice programme • Three way reviews • Monitor against Objectives in-: • Staff Supervisions • Staff Annual Review • Staff 6 monthly Review

<p>the Awarding Body (City & Guilds) which improves practice and provides depth in subject knowledge. CPD is reviewed and refined on a quarterly basis.</p> <p>All apprentices are assessed and supported from the beginning of their programme where an ILP is developed by the trainer and the apprentice. This is then signed off by the apprentice's manager.</p> <p>Delivery staff, managers and apprentices have 3-way reviews quarterly. The centre lead proactively deals with any escalations and reviews all case studies and surveys to validate effective programme delivery and refine as needed.</p> <p>Delivery staff are RAG rated through observations and IQA of work which includes portfolios, level of experience with knowledge of curriculum also taken into account. The feedback is constructive and supportive.</p> <p>The Awarding Body (City & Guilds) visit the centre annually with the centre achieving direct claim status for the frameworks. When the first diploma for Customer Service Practitioner L2 is concluded the centre will undertake the direct award validation process, as this diploma supports the Customer Service Practitioner Apprenticeship.</p> <p>Line managers and centre lead ensure that the provider is fulfilling statutory duties.</p>	
<p>Apprentices have a good understanding of their rights and responsibilities as employees and as citizens. They understand the British values of democracy, individual liberty and the rule of law. They are aware of the risks of radicalisation and extremism and can explain these issues well. Apprentices understand and observe the council's health and safety policies and procedures when at work.</p> <p>All centre staff are DBS cleared. The Apprenticeship provision is included in the wider service's Safeguarding Policy that is reviewed annually. A clear escalation route is in place. No issues of Safeguarding concerns have been reported during this academic year. Safeguarding is a priority for the Leadership & Management team and is a standard agenda item at team meetings.</p>	<ul style="list-style-type: none"> • E-Learning • Progress Reviews • Staff Supervisions • Staff Annual Review • Staff 6 monthly Review • Record of external training/guest speakers • Impact Report (Case Studies) (Appendix 2)

16. Provision for learners with high needs

Good

Context

- The Young People's Learning Provision (YPLP) delivers their Education and Skills Funding Agency contract at eight Lincolnshire sites: Grantham, Lincoln, Boston, Spalding, Louth, Skegness, Ruskington and Bourne.
- YPLP support young people on non-accredited Study Programmes, Supported Internships and Traineeships on a roll on roll off basis
- In 2019/20 YPLP supported 75 high needs learners.
- Learners study non-accredited units in a range of Preparing for Adulthood subjects, with employability being a key area of focus. They also study Functional Skills and GCSE qualifications in English and maths and can opt to study additional units that lead to qualifications.

Provision for learners with high needs is good because:

- Learners benefit from high-quality work placements and enrichment activities such as community fund-raising activity and charitable work which increases their chances of future employment and increases confidence and enhances their social skills.
- Most learners make good progress, at similar rates to other learners, towards their accredited and non-accredited learning aims and go onto positive next steps.
- Learners receive high quality holistic support to continue to engage in education during difficult times.

Provision for learners with high needs to improve further because:

- Learners struggle to pass the external Functional Skills tests at the first attempt, even though most learners are making progress in English and maths.
- Attendance in some areas and for a small number of learners on 16-19 Study Programmes needs to be increased.

Arrangements	Evidence
<p>Managers ensure that the funding for learners with high needs is used effectively to ensure that individual learning programmes challenge learners to develop their independence, improve their communications skills and prepare themselves for adult life. Learners and staff reflect on learner progress in these areas throughout the programme to check whether support interventions need introducing, increasing or reducing to enable learners to progress.</p> <p>Fewer learners than expected progressed onto paid or voluntary work in 2019/20 due to the Covid-19 crisis with 96% of learners continuing in education.</p>	<ul style="list-style-type: none">• Individual study programmes• Support plans• Progress Reviews• Progress Tracker• Provision Audits• EHCP Annual Reviews

<p>Additional staff roles, such as Pastoral Leads and Provision Managers, created in the remodelling of the provision for 2019/20 increased the support available to learners who need additional intervention in order to fully engage in the programme and develop their skills.</p> <p>During the Covid-19 lockdown all YPLP learners were individually risk assessed to establish how they could be best supported. Only 35% of High Needs decided to attend face to face delivery and the other 65% were supported remotely. Those that did not attend were support through work being sent home and online sessions. YPLP offered additional support to ensure learners were able to continue to access learning, for example, 1:1s were allocated during online sessions. Learners received pastoral support over Zoom or as restrictions eased through socially distanced outside meetings.</p>	<ul style="list-style-type: none"> • Support plans • Behaviour plans • Incident, Invention & Impact Logs • Support records • Work experience records • Progress Reviews • Progress Tracker • Learner Covid-19 risk assessments
<p>Learners access accredited and non-accredited learning to support them to progress into adulthood. Accreditation, if appropriate, in English, maths and ICT is offered to all learners. Learners are also able to pick from other employment related qualifications, such as Food Safety, Customer Service, CSCS Card and First Aid, depending on their aspirations. These qualifications are either delivered internally or outsourced.</p> <p>Non-accredited learning, such as healthy living and community inclusion, and supported external work experience is effectively used to support learners to prepare for adulthood and improve their employability skills. The non-accredited learning was adapted during 2019/20 to include Covid-19 safety.</p>	<ul style="list-style-type: none"> • Individual Study Programmes • ILPs • Progress Reviews • Progress Trackers • Success Data • Destination Data • EHCP Annual Reviews
<p>Procedures for recognising and recording learners' progress and achievement in all areas of the programme are rigorous and purposeful. All relevant staff, Employers and learners input into reviews of progress throughout the programme. Staff effectively support learners to review and reflect on their own progress and identify further areas for development. Most learners make good progress from very low starting points.</p>	<ul style="list-style-type: none"> • ILPs • Progress Reviews • Progress Trackers • Destination Data • EHCP Annual Reviews
<p>Staff are suitably qualified and have the appropriate expertise to support learners. All staff are trained in Therapeutic Crisis Intervention and are expected to complete planned CPD annually. If a training need is identified managers react quickly to identify and support staff to attend/complete suitable training. Staff are well utilised to support learners to overcome barriers and achieve challenging learning goals.</p> <p>Some staff from all sites completed mental health first aid training during 2019/20 to ensure that there were staff on each site able to support young people with any mental health concerns. Staff are trained in Training by Systematic Instruction so that they are able to break</p>	<ul style="list-style-type: none"> • CPD records • Staff CVs • Team Meeting records • Supervision notes • Appraisals • Support Plans • Support records • EHCP Annual Reviews

tasks down and support learners to be independent.	
<p>Learners benefit from high-quality enrichment activities such as community fund-raising activity and charitable work. Around half of all learners also complete additional qualifications that help to prepare them for employment.</p> <p>Learners receive high-quality, impartial careers guidance that prepares them well for their next steps and enables them to make well-informed decisions about their future. Due to Covid-19 fewer High Needs learners than planned accessed external work placements, with only 37% gaining external placements prior to lockdown, however, these learners continued to be supported to increase their employability skills during lockdown and returning learners will be prioritised in the next academic year.</p>	<ul style="list-style-type: none"> • Impact Report (Case Studies) (Appendix 2) • ILPs • Progress reviews • Work experience records
<p>Learners with high needs make good progress and achieve at similar rates to all learners on the same programme. Most learners on study programmes, including those with an EHC plan and those with high needs, progress to further learning programmes; due to the disruption that Covid-19 caused to learners programmes in 2019/20 83% of High Needs learners are returning to YPLP. 70% of the learners who have transitioned out of YPLP in 2019/20 are going onto further education and 20% are moving into paid or voluntary work.</p>	<ul style="list-style-type: none"> • ILPs • Progress Reviews • Progress Trackers • Success Data • Destination Data
<p>Learners, including those with high needs, know how to keep themselves safe. They know who they should report a concern to about their safety or welfare. They have a good awareness of how to stay safe online and when using social media.</p> <p>Learners have been supported to know how to keep themselves as safe as possible during Covid-19 pandemic. Additional sessions, 1:1 support and information on the importance of social distancing, hand washing, keeping themselves safe online and wellbeing have been provided.</p> <p>Staff ensured that learners remained safe during the Covid-19 lockdown with learners being contacted for a health and wellbeing check outside of the sessions twice a week. Learners' circumstances were effectively monitored and staff responded quickly to any changes in circumstances to ensure learners had the support needed to stay safe and well.</p>	<ul style="list-style-type: none"> • Induction Records • Learner Handbook • Progress Reviews • Significant Incident Records • Incident, Intervention and Impact Logs • PFA SOW • Learner Work • Record of external training/guest speakers • Impact Report (Case Studies) (Appendix 2)

17. Glossary

ACC	Accredited
ASFL	Adult Skills & Family Learning Service
CPD	Continuing Professional Development
CV	Curriculum Vitae
E&D	Equality and Diversity
EHC	Education, Health and Care Plan
ESFA	Education & Skills Funding Agency
FL	Family Learning
FS	Functional Skills
GLLEP	Greater Lincolnshire Local Enterprise Partnership
H&S	Health and Safety
IAG	Information, Advice and Guidance
ICT	Information Communications Technology
ILP	Individual Learning Plan
ILR	Individual Learner Record
IQA	Internal Quality Assurance
JCP	Job Centre Plus
LCC	Lincolnshire County Council
LEP	Local Enterprise Partnership
LLDD	Learners with Learning Difficulties or Disabilities
LSA	Learning Support Assistant
Non ACC	Non Accredited
NUS	National Union of Students
Ofsted	Office for Standards in Education
OTLA	Observation of Teaching, Learning and Assessment
PFA	Preparing for Adulthood
PLR	Personal Learning Record
QAR	Qualification Achievement Rate
QIP	Quality Improvement Plan
RAF	Royal Air Force
SAR	Self-Assessment Report
SOW	Scheme of Work
YPLP	Young People's Learning Provision