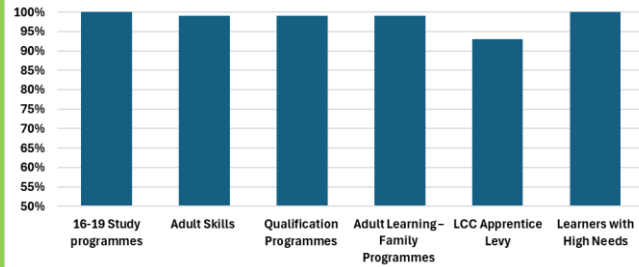
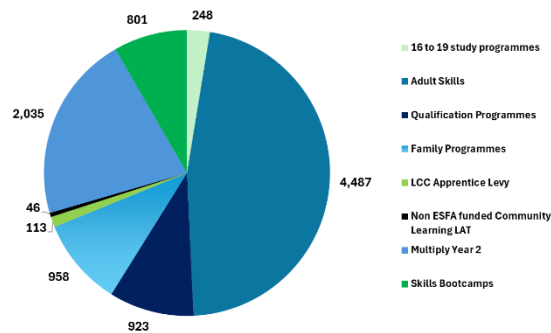


Lincolnshire County Council Self-Assessment Report 2023/24

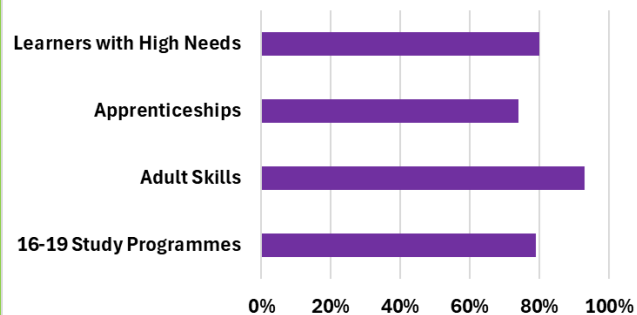
Learner Satisfaction 2023/24



Number of Learners Supported in 23/24



Qualification Achievement Rates 2023/24





Seagull
Recycling Ltd.



Lincolnshire
COUNTY COUNCIL
Working for a better future

Grantham College
& University Centre

First College
Lincs



Abbey Access
Training Centre



Contributors

LAGAT COLLEGE
BUSINESS & EDUCATION

Family
Learning

clip
community
learning in
partnership



Lincoln
College
Lincoln / Newark / Gainsborough

Pelican Trust
Creating Opportunities

river
side
part of acis group

Grimsby
Institute

ESH CONSULTANCY &
TRAINING

boston:college

2aspire
.org.uk

Apprenticeships

Skills 365

3cats

Note : * See document entitled "SAR 2023/24 Authorisation" for formal signatures of approval

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1. Vision

Our vision is that ...

“More people have the skills and attributes for work, enabling them to make a positive contribution to their community.”

2. Context

- 2.1 The planning of the provision in scope of this report focuses on supporting the learning, employability, skills and wellbeing of residents across the whole of Lincolnshire, with a real focus upon its deprived areas. 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 Improvement of skills across the county is championed at all levels of Lincolnshire County Council (LCC). Supporting high aspirations is a key element of the Council's Corporate Plan (see note 1)
- 2.3 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.
- 2.4 The Adult Learning Programme targets its provision at local people who are least likely to participate in learning and enable them to access a range of local, high-quality learning opportunities. This programme is designed to fill gaps from other funded programmes and provide accessibility to provision for learners. The majority of the funding is subcontracted to FE Colleges and Training Providers across Lincolnshire.
- 2.5 The aim of the Young People's Learning Provision (YPLP) is to stop young people from becoming NEET (not in employment, education and training). This programme offers young people an alternative place to study in one of their seven sites across Lincolnshire, outside of the more traditional Further Education establishments.
- 2.6 The YPLP restructure has impacted on the implementation of its ambitious improvement plan, particularly to improve its qualification achievement rates. However, there are plans in place to accelerate improvements in the next 12 months when the team is up to full capacity

- 2.7** The Council's Apprenticeship Employer-Provider (AEP) programme offers apprenticeship training at levels 2 to 5 for their own employees. Apprentices study business administration, customer service, team leading, or leadership and management.
- 2.8** LCC has a strong ethos of corporate parenting, providing support for over 400 care leavers. Care leavers' needs are championed through the programme.
- 2.9** This report references the Greater Lincolnshire LEP (see 3.6). From 1st February 2025 the strategic functions of the LEP will be integrated into the Greater Lincolnshire County Combined Authority (GLCCA) as part of the Government's plans for devolution ([Home | Greater Lincolnshire LEP](#)). Transition arrangements are in place to ensure services continue to be delivered under the new arrangements.
- 2.10** Funding has been received, in year, to deliver both Multiply programmes and Skills Bootcamps. Scrutiny of this provision comes under the remit of the governance arrangements in place via the council's Learning Board. Whilst this provision is out of scope from an Ofsted perspective, for completeness, in accordance with the governance arrangements, reports have been included in the Appendices (see Appendices 5 and 6).
- 2.11** Lincolnshire is home to 28,285 businesses and supports 307,000 jobs. Pre-pandemic (2019) the Lincolnshire economy (measured in current prices) was worth £15.6bn, which fell to £15.0bn during 2020. Nominal growth in the economy between 2015 and 2020 was 11%, despite the impact of the covid-19 pandemic on the economy (*see note 2*)
- 2.12** Greater Lincolnshire's GVA per head, and levels of productivity (GVA per job, and GVA per hour worked) are lower than the national average.
- 2.13** 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.
- 2.14** Greater Lincolnshire has a population density of just 155 people per sq. km compared to 434 (*see note 3*) 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.
- 2.15** Learner and enrolment data are taken from the **R12** filed in **July 2024** apart from Qualification Achievement Rates which are taken from the **R14** filed in **October 2024**.

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 varied across the county
- 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
- Limited demand from Employers, and possibly employees, to grow intermediate and higher skills
- Starting points of learners, their mental health, and their ability to learn, continue to be impacted by Covid-19
- Some learners have minimal experience in sitting exams due to the Covid-19 pandemic, resulting in a greater need for support with exam readiness
- Changes to Employer demand for training and employment opportunities
- Reluctancy to engage in long courses due to the impact of the current economic climate on households
- Fragile Adult Learning Provider base due to short term funding combined with population and rurality constraints as outlined in 2.13

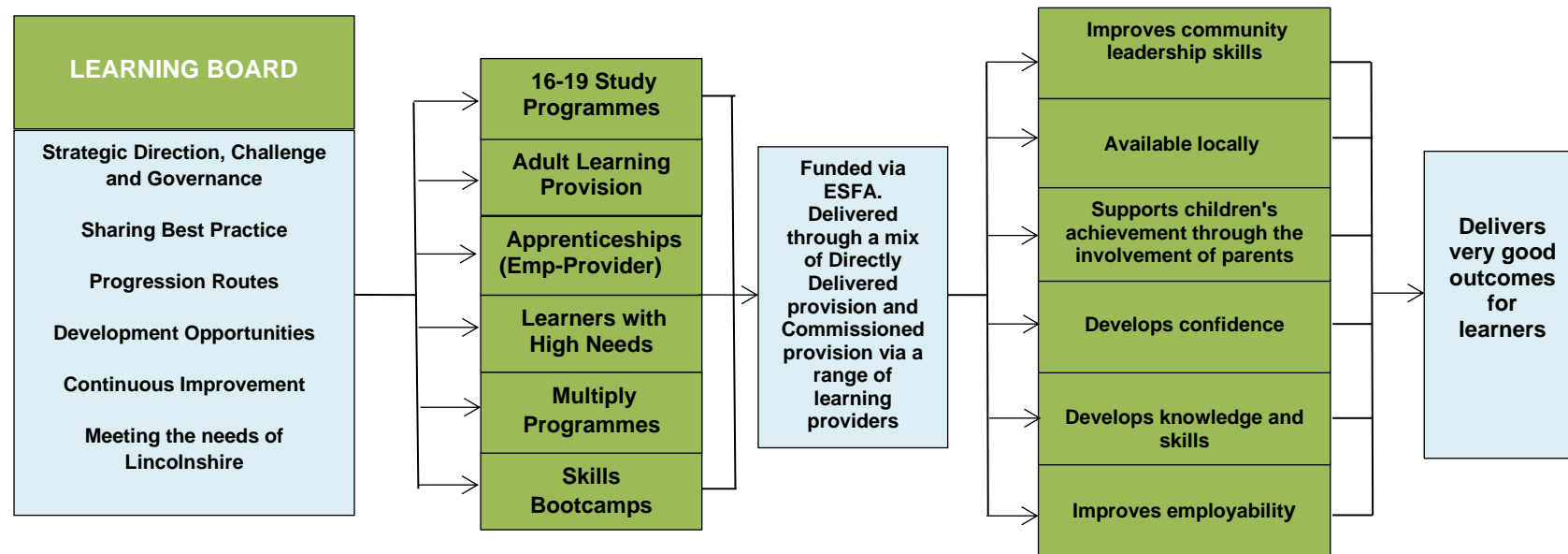
1. Source : [Corporate plan – Lincolnshire County Council](#)
2. Source : [JSNA Employability and Skills factsheet](#)
3. Source : [Greater Lincolnshire LEP 2022 Local Skills Report January 2022](#)

3. Information about the Provider

- 3.1** LCC receives funding from the ESFA to deliver Adult Skills and Family Learning programmes, 16-19 (24) Study programmes and Apprenticeship programmes (via the Levy).
- 3.2** Adult Learning programmes are managed by the Adult Skills and Family Learning Service within the Place Directorate. 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 Apprenticeship Employer-Provider (AEP) 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** The combined grades awarded through self-assessment for overall effectiveness of provision, quality of education, behaviour and welfare, personal development, leadership and management, reflect the balance of provision with the Adult Learning programmes drawing down the highest amount of annual funding (circa £2 million) and the Apprenticeship Employer-Provider programme the smallest (circa £135k), see grade table page 11.
- 3.4** 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.

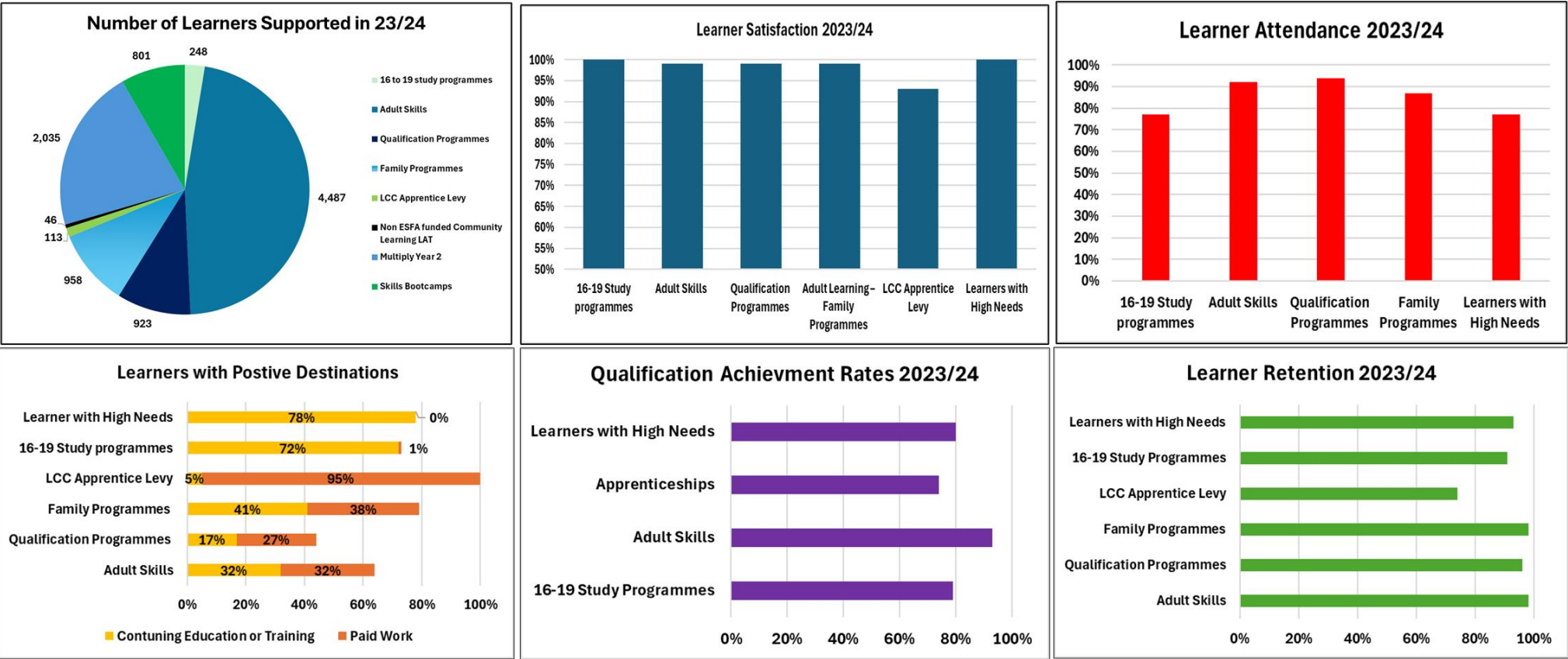
- 3.5** Use of the joint Quality Improvement Plan (QIP) is prioritised to drive staff activity across the three service areas to achieve the necessary improvements against the areas identified through self-assessment.



- 3.6** 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 LCC, 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, the visitor economy, health and social care, and ports and logistics. Funding is concentrated in areas of market failure. In the 2023/24 academic year 6,729 learners participated in Adult Learning Programmes.
- 3.7** YPLP programmes are directly delivered in seven 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 2023/24, 248 learners, including 118 with high needs, were engaged in Study Programmes.
- 3.8** In the 2023/24 academic year the provision engaged with 113 apprentices.

3.9 This Self-Assessment Report is aligned to Ofsted's Education Inspection Framework dated September 2024. The Post-16 Education Service was inspected in September 2024 and the Inspection report has informed the contents of this report.

4. Learner Engagement



4.1 2023/24 data supporting the information provided in this document is outlined in Appendix 7.

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

- 5.1 Learners and apprentices experience a highly nurturing and learner-centred culture. Adult learners are very positive about the way their learning boosts their confidence and enhances their futures. Young learners, including those with high needs, thrive in the positive and accepting environment. Apprentices benefit from responsive trainers who provide additional help when needed.
- 5.2 Most learners and apprentices successfully gain new knowledge, skills and behaviours ready for their futures. Adult learners on employability courses develop a sound knowledge about job applications, and those who study customer service and catering courses become confident café workers. Young learners, including those with high needs, make good progress with their personal goals in preparation for adulthood and employment. For example, they undertake independent trips to the supermarket and attend work placements. Most apprentices develop a sound understanding of the topics they study. However, too much of this is through their own efforts and research, as opposed to sufficient well-planned learning activities.
- 5.3 Leaders provide an extensive range of meaningful wider development activities. InspireU staff work with a range of employers and partners to provide highly useful work experience for young learners, including those with high needs. For example, they work collaboratively with Whitbread on the 'Thrive' work placement project. This helps learners to gain confidence and improve their communication and customer service skills. Other young learners take smaller steps to build their confidence over time. For example, they independently walk the on-site therapy dog and undertake residential camping trips. Tutors organise volunteering opportunities and mock interviews for adult learners who are not yet work ready. Apprentices undertake an enrichment course that provides a broader insight into wider areas of the council's work, such as trading standards and counterfeit goods.
- 5.4 Learners and apprentices receive suitable training about safeguarding themes and the 'Prevent' duty. InspireU staff speak to their young learners about the risks they might experience outside of college or while on work placement. They highlight any local matters and guide learners well on what they should do if they have concerns. As a result, learners and apprentices feel safe, cared about and understood.
- 5.5 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.
- 5.6 The Impact Report, demonstrating the impact of this provision against our strategic priorities, is provided at Appendix 8.

6. Grade Tables

Grades up to 2018 (Ofsted Common Inspection Framework)	SAR Grade 2017/18	Inspection Grade 2019	SAR Grade 2018/19	SAR Grade 2019/20	SAR Grade 2020/21	SAR Grade 2021/22	SAR Grade 2022/23	SAR Grade 2023/24
Overall effectiveness of Provision	2	2	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable
Effectiveness of Leadership and Management	2	2	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable
Quality of Teaching, Learning and Assessment	2	2	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable
Personal development, behaviour and welfare	1	1	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable
Outcomes for learners	2	2	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable
Grades from 2019 (Ofsted Education Inspection Framework)	SAR Grade 2017/18	Inspection Grade 2019	SAR Grade 2018/19	SAR Grade 2019/20	SAR Grade 2020/21	SAR Grade 2021/22	SAR Grade 2022/23	SAR Grade 2023/24
Overall effectiveness of Provision	Not applicable	2	2	2	2	2	2	2
Quality of Education	Not applicable	2	2	2	2	2	2	2
Behaviour and attitudes	Not applicable	1	1	1	2	2	2	2
Personal development	Not applicable	1	1	1	1	1	2	1
Leadership and Management	Not applicable	2	2	2	2	2	2	2
Types of provision	SAR Grade 2017/18	Inspection Grade 2019	SAR Grade 2018/19	SAR Grade 2019/20	SAR Grade 2020/21	SAR Grade 2021/22	SAR Grade 2022/23	SAR Grade 2023/24
16 to 19 study programmes	2	2	2	2	2	2	2	2
Apprenticeships	2	2	2	2	2	2	2	3
Adult Learning Programmes	2	2	2	2	2	2	2	2
Learners with high needs	2	2	2	2	2	2	2	2

7. The quality of education – Intent

Good

We are good because:

- 7.1** Leaders work very closely with stakeholders to plan a curriculum for adults that raises aspirations and improves chances of future employment effectively. They collaborate with their sub-contractors to provide enough learning opportunities for adults across Lincolnshire, including in some of the most difficult to reach areas. Leaders focus on: widening participation; the needs of the local economy; health and well-being; and adults who are most in need. For example, opportunities include mathematics courses specifically for women in the Traveller community and an array of English language courses for novice-level adult learners.
- 7.2** The curriculum rationale for young learners and apprentices is also well thought through. Leaders liaise with feeder schools, further education providers, local authorities and professionals, such as case workers, to devise suitable courses for young learners. Leaders use high-needs funding effectively to enable small-group learning across all 'InspireU' sites. Most apprenticeship courses provide opportunities for local people to secure entry-level roles within the council, while the management course supports with Lincolnshire County Council's own succession planning.
- 7.3** Leaders and tutors select the specific curriculum content that adult and young learners need well. They work with local schools and other partners to plan content for a wide array of adult courses. For example, they plan courses on healthy eating in areas where schoolchildren's health and diet cause concern, or on British life and culture for adults who are new arrivals in the county as refugees. InspireU leaders provide a very relevant curriculum for young learners who have previously found it challenging to participate in education. The recently redesigned curriculum focuses on three pathways, 'step', 'stride' and 'sprint', which appropriately align to learners' goals of independence, further study or employment.
- 7.4** Tutors plan and organise topics in a logical progression for adult and young learners, including those with high needs. Customer service and catering tutors first teach adult learners basic customer service skills before they move on to food hygiene, and then on to how to deal with challenging customers. InspireU tutors make sensible adjustments to the curriculum when they identify it has been over-ambitious. They sensibly plan opportunities to revisit key topics, such as budgeting, throughout the year.
- 7.5** For the much smaller number of apprentices, the content of the curriculum is less well planned. Managers and trainers do not organise apprentices' off-the-job training time thoroughly enough. They do not make effective use of individual tutorials or progress reviews to develop apprentices' action plans. As a result, apprentices are left to plan too much of their studies with their line managers. Apprentices conduct their own research to fill their knowledge gaps. Taught workshops, which take place every three weeks, are mostly well organised, although trainers do not always consider apprentices' existing knowledge and skills carefully. As a result, they set activities for apprentices that are too easy or for which they lack the prerequisite knowledge to complete.

- 7.6** Leaders and governors provide residents in the most disadvantaged areas with excellent opportunities to attend learning venues close to their homes, as well as via online learning programmes. Maps provided in Appendix 4 demonstrate the spread of provision.
- 7.7** Responsive business continuity strategy in place allowing for ongoing adjustments to delivery models and curriculum, to meet the changing needs of its communities.

This area needs to improve further:

- Build on the employer engagement that is already in place to ensure the Adult Learning curriculum meets employers' changing requirements.
- Within the Apprenticeship Employer Provider provision:-
 - Undertake a comprehensive review and update of the framework for assessing learners' prior learning. This will include the implementation of robust and transparent criteria to accurately determine learners' starting points in relation to their knowledge, skills, and behaviours (KSBs). Clear identification of these starting points will ensure that learners are provided with a tailored curriculum that meets their individual needs. Strengthen curriculum design will ensure it is firmly aligned with the progressive development of learners' KSBs rather than being overly focused on meeting assessment criteria.
 - Strengthen curriculum planning enabling learners to maximise their potential by addressing their specific learning needs, as identified through the initial prior learning assessment.
 - Enhance curriculum planning by embedding structured on-the-job activities and inform clear action plans. These plans will provide opportunities for learners to apply their KSBs in workplace contexts, supported by formative evaluation activities carried out by tutors and assessors. This approach will ensure learners can effectively demonstrate their learning and progress before submitting final evidence.

8. The quality of education – Implementation	Good
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What we do well:

- 8.1** Most tutors and trainers use their expertise well to help learners and apprentices acquire new knowledge and skills. They use effective teaching approaches and relevant, high-quality resources. For example, English for speakers of other languages (ESOL) tutors select and adjust language carefully with adult learners to help their comprehension. Door security tutors introduce topics to adult learners through an array of pertinent scenarios. Tutors and support staff of young learners with high needs skilfully use a range of safe teaching approaches that meet their complex needs. During apprenticeship workshops, trainers provide a wide range of activities that aid understanding. In a very few cases, YPLP tutors introduce too many complex topics to young learners at once, or overload materials with information. As a result learners find it difficult to fully grasp the key principles they need to know about.

- 8.2** There are a wide range of highly suitable strategies for learners with special educational needs and/or disabilities (SEND), EHC plans or high needs. Leaders and staff know individual learners' support needs well. They use this information effectively to inform support plans and personalised targets. During classes, YPLP tutors and learning support assistants jointly help learners communicate appropriately and self-manage their behaviours. Well-being coaches support with behaviour interventions and pastoral care outside of classes. In adult classes, teaching assistants support learners to become more independent and to manage their own learning.
- 8.3** Tutors and trainers mostly use assessment successfully to check learners' recall of knowledge and to further develop their understanding. For example, on advanced spreadsheets courses, tutors use assessment skilfully to decide which adult learners are ready to work more independently. YPLP tutors allow appropriate thinking time and pose effective follow-up questions. In apprenticeship workshops, trainers use questioning well to ensure apprentices have understood topics.
- 8.4** In most cases, tutors and trainers plan and implement helpful practice activities. ESOL tutors use repetition well to build adult learners' confidence in the correct pronunciation of spoken English. YPLP tutors develop activities that increase in complexity so learners can practise what they learn, such as interview skills. However, on apprenticeship courses, trainers do not design well-planned practice activities to develop apprentices' knowledge and skills securely. Trainers overly focus on the production of portfolio evidence.
- 8.5** YPLP tutors provide young learners, including those with high needs, with plentiful verbal feedback about how to improve their written work standards. Many tutors also provide helpful written comments, which learners can use as a reference point when they make improvements. However, tutors do not consistently do this.
- 8.6** Many learners make significant progress as a result of their studies. Adult learners are more ready to apply for work, undertake volunteering or study at a higher level. Young learners, including those with high needs, develop new knowledge and skills quickly. For example, those on supported internships develop a good understanding of the skills they need for employment. Work shadowing helps apprentices develop a wider exposure to the council so that they can prepare for their next steps.
- 8.7** 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 carefully consider their next steps.
- 8.8** Learners on study programmes benefit from high-quality enrichment activities such as community fund-raising activity and charitable work. During the academic year YPLP was awarded the Community Involvement Award at the Lincolnshire Education Excellence Awards

This area needs to improve further:

- Continue to review the effectiveness of initial assessment and curriculum pathways
- Make sure all tutors and learners use clear teaching approaches, explanations, and resources
- Ensure YPLP learners are linking their aspirations with the work experience activities taking place
- Improve the consistency of the written feedback tutors provided to young learners on study programmes
- Improve the strategic planning and delivery of all components of apprenticeship training to ensure a more coherent and structured approach. This should focus on enabling apprentices to achieve secure and sustained development of knowledge and skills, ensuring alignment with the requirements of their job roles and future progression.
- Refocus the apprenticeship curriculum to prioritise the development of knowledge, skills, and behaviours (KSBs) rather than being overly centred on the achievement of the diploma or evidence collection. This shift will ensure the curriculum is centred on meaningful learning and professional growth, rather than purely on administrative or compliance-oriented outcomes.

9. The quality of education – Impact	Good
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What we do well:

- 9.1** Many learners make significant progress as a result of their studies. Adult learners are more ready to apply for work, undertake volunteering, or study at a higher level. Young learners, including those with high needs, develop new knowledge and skills quickly. For example, those on supported internships develop a good understanding of the skills they need for employment. Work shadowing helps apprentices develop a wider exposure to the council so that they can prepare for their next steps
- 9.2** Achievement rates vary across curriculums. Most adult learners who take accredited qualifications pass these, and this is particularly high on vocational courses. Only a minority of young learners who undertake accredited qualifications in employability and customer service achieve them. A large majority of young learners make positive progress in GCSE English, but fewer make the same progress in mathematics. Most apprentices complete their studies successfully, and a high proportion gain distinction in their end of-course assessments.
- 9.3** Leaders, and their subcontractors, focus very well on the wider personal development and support for learners. Many sub-contracting partners provide free lunches and interview clothes for adult learners in deprived areas. Tutors take adult ESOL learners on progression visits to aid their move from a community-based course to a college-based one. Leaders provide free transport for young learners to activities such as the 'Olympics' where they undertake sport or event management

- 9.4** Young learners study topics such as sexual health, and drug and alcohol awareness. Leaders ensure the adult curriculum offer includes a considerable focus on health and well-being. For example, as part of family learning courses, leaders work with a football club to help local men improve their mental and physical health. Apprentices benefit from the range of employee services such as counselling and running events
- 9.5** 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
- 9.6** Evidence from case studies and actual progression data indicates that, where data is collected, learners on adult programmes progress to other courses and that many become committed, lifelong learners
- 9.7** Strong anecdotal evidence from YPLP learners on the preparing for adulthood (PFA) pathway demonstrates the positive impact of this provision on learners' ability to live and work independently. **74%** of learners who left YPLP in 2023/24 moved onto a positive destination of paid work, voluntary work, further study, apprenticeships or supported internships, meeting the intent of the programme.
- 9.8** In year qualification achievement rates have fallen reflecting the local (and national) shortage of qualified tutors. Further work is planned, as provided in the 24/25 Quality Improvement Plan, to fill identified gaps. Adult learners and young learners on study programmes following non-accredited courses achieve suitably challenging learning aims and objectives.
- 9.9** Blended model of Apprenticeship delivery ensures a flexible approach that meets the needs of the learners involved. In a recent 10-point survey learners gave a combined rating of 8.9 when asked how useful they had found the workshops / training sessions. All apprentices who have completed their end point assessment have achieved a pass with the majority achieving a distinction.
- 9.10** The provision continues to positively impact on its learners, due to continuous adaptations to curriculum, delivery methods, examination preparation, mental health and safeguarding support ensuring learners changing needs continue to be identified and met
- 9.11** Case studies demonstrating the impact of this provision are provided in the Impact Report, Appendix 8.

This area needs to improve further:

- To review the qualifications offered to learners on 16-19 study programmes to ensure only those meaningful to the curriculum offer are provided
- To increase the achievement rates for learners undertaking qualifications, particularly in English and maths

- To continue to build on the way progression information is collected so that we are better able to articulate the impact of our learning programmes and those sectors supported
- To enhance opportunities for progression through the Family Learning qualification programme and signpost to suitable partner organisations
- To refine the design and delivery of the apprentices' learning and development journey to ensure it is clearly structured, well-paced, and supportive of timely completion for all apprenticeship programmes. This will include proactive monitoring of progress and tailored interventions to address any barriers to timely achievement.

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

- 10.1** Attendance is generally good at 82% on study programmes. Leaders and managers recognise that the majority of learners that attend the provision have historically disengaged with education and overall, individual attendance for learners shows an improvement compared to previous settings. The Covid pandemic has had a significant impact on some of the young people and they struggled to return to the routine of face-to-face learning following the lockdowns. Interventions and strategies were implemented to increase attendance; some of which have been successful.
- 10.2** Attendance is good on adult programmes and punctuality is good across all three areas.
- 10.3** Apprentices are well supported by LCC where behaviour and conduct are holistically observed throughout the apprenticeship journey and any concerns appropriately addressed and aligned to the Councils core values and behaviours.
- 10.4** 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.
- 10.5** 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.

These areas needs to improve further:

- To continually review our strategies for managing behaviours and attitudes and ensure appropriate CPD to support our staff.

- To ensure our approaches to behaviour management are consistent across the 16-19(24) Study programme.
- To increase the attendance in some areas and of appropriate learners on 16-19(24) Study Programmes and to support some learners to recognise how their current behaviour may impact on future life chances.

11. Personal Development	Outstanding
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The personal development of learners and apprentices is outstanding because:

- 11.1** Leaders, tutors, and trainers provide highly relevant careers guidance that relates to learners’ and apprentices’ potential destinations. This includes many purposeful opportunities such as careers fairs, guest speakers, work experience, job clubs and employer interactions. Young learners rightly value the frequent next steps conversations they have, including their guidance sessions with impartial advisor
- 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** Tutors know their learners well and devise learning strategies that encourage and support their development. As a result, learners grow in confidence and make at least the progress expected of them based on their starting point, 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.
- 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 248 young people on study programmes are in receipt of an education, health and care (EHC) plan and of these, 118 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** All apprentices who sit within the Business Support function attend enrichment opportunities. The Leadership & Management apprentices attend an enrichment programme that helps to enhance their learning particularly aimed at their leadership skills. Some apprentices also sit on the LCC Apprenticeship Ambassador network allowing members to develop improved communication skills and equipping them to attend careers fairs and events in the community with confidence.
- 11.7** 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 continue to prepare learners for future success in education, employment or training, by providing up to date and local relevant careers guidance that reflects the current changes to the world of work in Lincolnshire.

12. Leadership and management	Good
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Leadership and management is good because:

- 12.1** A culture that promotes wellbeing is championed by senior management, ensuring all LCC staff, including apprentices, are well supported and feel valued. 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 involve them in the design and planning of the curriculum.
- 12.2** 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.
- 12.3** 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.
- 12.4** Strong partnership working and flexible delivery arrangements ensures good widening of provision via the Adult Education Budget. For example, providing a range of learning opportunities for newcomers from Afghanistan and Ukraine, in year, to meet changing needs.

- 12.5** Learning Operational Group has been very effective and regular tri-provision meetings occur on a monthly basis to share ideas, areas of commonality and drive improvements with particular reference to Safeguarding, Governance and Quality of Education. Feedback, working together and sharing of experiences helps to shape and guide the provision moving forward.
- 12.6** 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 the quality of teaching and learning of all delivery staff, resulting in good-quality teaching that benefits learners.
- 12.7** Despite the hard work of leaders and managers, Functional Skills achievement rates, particularly in maths, have not made the expected improvements in year. An additional layer of Provider scrutiny and changes to YPLP job roles, as well as joint working between Adult Learning and YPLP, is in place to improve achievement rates in 2023/24
- 12.8** 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 leading to improvement.
- 12.9** Leaders and managers have created an aspirational culture providing high quality provision which supports learners to fulfil their potential. The service was inspected in September 2024 and continues to maintain its overall grading of 'Good'. This culture is supported by the Quality Improvement Plan (QIP) helping to drive the service towards an overall grade of 'Outstanding'
- 12.10** Priority consideration is given to our young people in care and care leavers. This includes the care leavers' apprenticeship scheme (CLAS) which is tailor-made to employ looked after children and care leavers. In 2023/24 we had 9 on the Care Leavers Apprentice, and 47 young people, either care leavers or care experienced, were enrolled on study programmes at YPLP.
- 12.11** 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.
- 12.12** Responsive leadership and management of the three programmes continues to manage the fall out of Covid-19 to minimise its impact on programme delivery.
- 12.13** Governance is 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. 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 thorough scrutiny by elected council members.

Safeguarding

- 12.14** The arrangements for safeguarding are effective. Safeguarding is a priority for the service. 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.
- 12.15** All staff working with learners are checked 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 ensure staff undertake high quality training so 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.
- 12.16** Staff respond quickly to any changes in circumstances to ensure learners have the support they need 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 or 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 are also made to appropriate support agencies.
- 12.17** Online safety is prioritised. Robust training, policies and procedures are in place to ensure tutors and learners are safe online.
- 12.18** In 23/24, YPLP have supported **263** Safeguarding concerns and an additional **256** Pastoral Concerns. This demonstrates the Council's commitment to both monitoring and responding to low, medium and high levels of concern.

This area needs to improve further:

- Improve the impact of our programme further by continuing to develop a consistent approach to monitoring processes for the quality of education and tutor development across the three areas
- YPLP is still unknown to some and has changed its purpose over the years as it has grown. A new name, mission and vision and curriculum strategy is required to provide more clarity and direction for the service. This will help both external and internal professionals to better understand the YPLP offer
- Review our management and supervision structures, implementing tighter 1:1 processes with agency tutors, ensuring that actions are implemented and reported back into senior leadership for continuous monitoring.
- Enhance reporting mechanisms for apprentices to ensure that all agreed actions are effectively implemented and systematically monitored.

- Establish clear processes for reporting to AEP senior leaders and governors, ensuring robust scrutiny and accountability to support ongoing improvements and sustained impact.

17. Glossary

CPD	Continuing Professional Development
CLAS	Care leavers' apprentice scheme
CV	Curriculum Vitae
DBS	Disclosure and Barring Service
EHC	Education, Health and Care Plan
EMTET	Ethnic Minority Travellers Education Team
EPA	End Point Assessment
ESFA	Education & Skills Funding Agency
FE	Further Education
FL	Family Learning
FS	Functional Skills
GVA	Gross Value Added
H&S	Health and Safety
IAG	Information, Advice and Guidance
ICT	Information Communications Technology
ILP	Individual Learning Plan
IQA	Internal Quality Assurance
JCP	Job Centre Plus
LCC	Lincolnshire County Council
LEP	Greater Lincolnshire Local Enterprise Partnership
LSA	Learning Support Assistant
NEET	Not in Employment, Education or Training
OFSTED	Office for Standards in Education
OTLA	Observation of Teaching, Learning and Assessment
PFA	Preparing for Adulthood
PLR	Personal Learning Record
QIP	Quality Improvement Plan
SAR	Self-Assessment Report
SEND	Special Educational Needs and Disabilities
SEMH	Social, Emotional or Mental Health
SOW	Scheme of Work
YPLP	Young People's Learning Provision