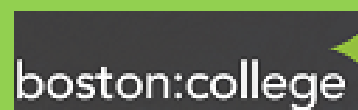


Lincolnshire County Council Self-Assessment Report 2022/23





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Lincolnshire County Council - Self-Assessment Report 2022/23 - Authorisation

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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 (rural, coastal and urban). 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.
- 2.5** The aim of the Young People's Learning Provision is to stop young people from becoming NEET (not in employment, education and training). This programme offers young people an alternative place to study outside of the more traditional Further Education establishments across Lincolnshire.
- 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.
- 2.7** LCC has a strong ethos of corporate parenting, providing support for over 400 care leavers. Care leavers' needs are championed through the programme and the ambition for our care leavers and care experienced young people is jointly owned by the partnership between LCC and Barnardos.

- 2.8** 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).
- 2.9** 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*)
- 2.10** Greater Lincolnshire's GVA per head, and levels of productivity (GVA per job, and GVA per hour worked) are lower than the national average.
- 2.11** 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.
- 2.12** 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.
- 2.13** Learner and enrolment data are taken from the R14 filed in October 2023.

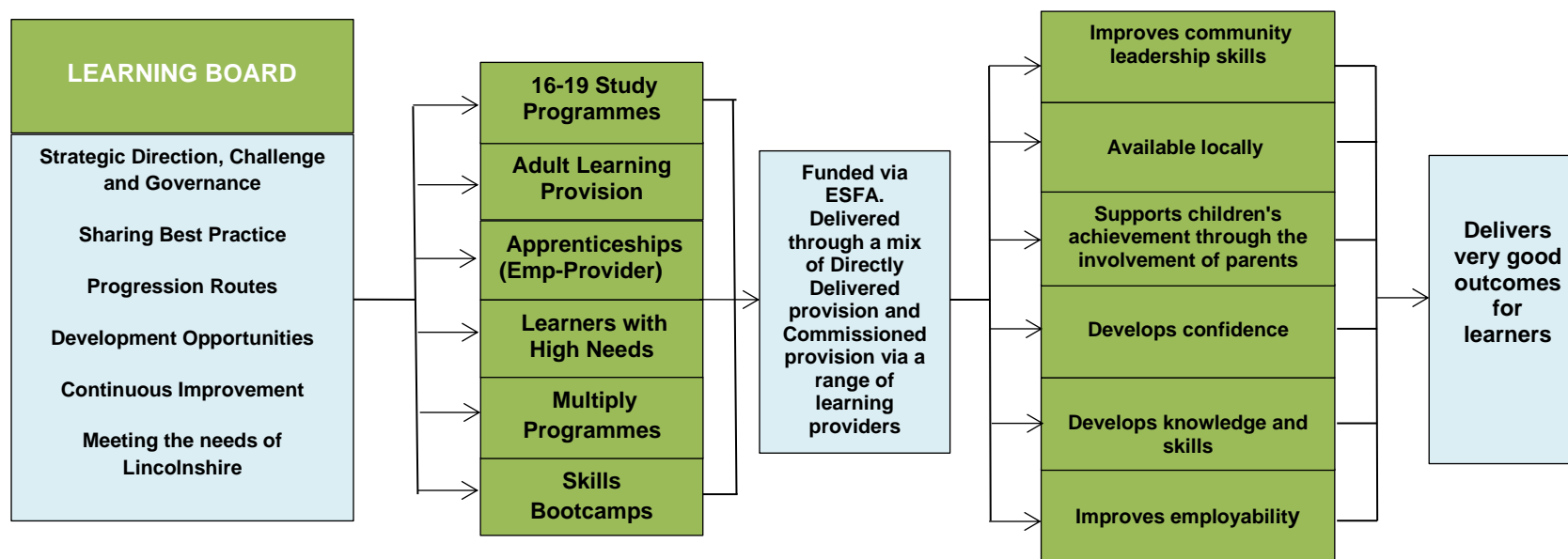
The key challenges of skills and employment, facing the Provider are summarised as follows:

- 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
- There is 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, has been 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 because of lockdown and the impact of the current economic climate on households

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](#)

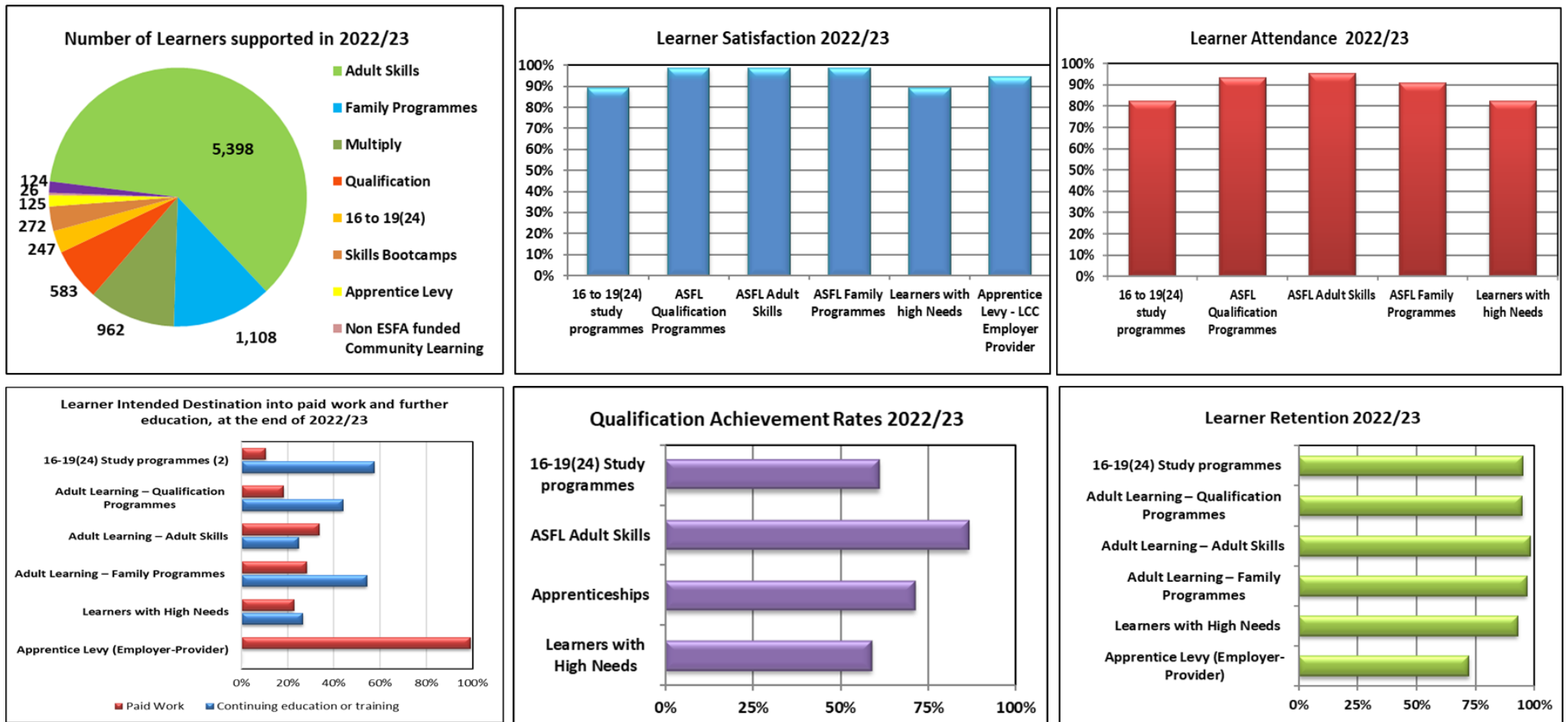
3. Information about the Provider

- 3.1 LCC receives funding from the ESFA to deliver Adult Skills and Family Learning programmes, 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 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 Employer-Provider Apprenticeship 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. The Council continues to deliver, and now funds, a small Family Learning programme at Lincoln Prison of 15 learners. For funding purposes this sits outside of the ESFA programme but has been included in these reporting arrangements for completeness. In the 2022/23 academic year 7,089 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 2022/23, 247 learners, including 124 with high needs, were engaged in Study Programmes
- 3.8** In the 2022/23 academic year the provision engaged with 125 apprentices.
- 3.9** This Self-Assessment Report is aligned to Ofsted's Education Inspection Framework dated July 2023

4. Learner Engagement



4.1 2022/23 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 develop excellent employability, personal and social skills that enhance their prospects of finding and staying in work.
- 5.2 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. Young people on study programmes also participate in community engagement undertaking various projects that enhance local areas and provides them with valuable life skills.
- 5.3 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. Most learners on study programmes, including those with an EHC plan and those with high needs, progress to further learning programmes
- 5.4 Across the wide range of Adult Learning courses taught, learners have a good experience. Staff are kind, care about learners, and are always available to listen to learners' concerns which helps to improve learners' confidence and levels of self-esteem. Skilled staff plan learning to enable learners to achieve personal goals. Learners develop a wide range of additional personal skills and knowledge which have a significant impact on their lives. For example, they feel capable of applying for a job or supporting their child with homework. Tutors know their learners well and are skilled at guiding each one to learn new knowledge and skills.
- 5.5 Entry level Adult Learning provision provides good progression pathways to a wide range of further education courses.
- 5.6 Apprentices benefit from a well-planned and effectively taught curriculum that enables them to build on their previous understanding and develop their confidence.
- 5.7 Apprentices are given the opportunity to immerse themselves in an enriched learning journey that covers a holistic view of the whole organisation and enables the opportunity to work with a cross-section of teams in LCC.
- 5.8 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.
- 5.9 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 2016/17	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
Overall effectiveness of Provision	2	2	2	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable
Effectiveness of Leadership and Management	2	2	2	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable
Quality of Teaching, Learning and Assessment	2	2	2	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable
Personal development, behaviour and welfare	2	1	1	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable
Outcomes for learners	2	2	2	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable
Grades from 2019 (Ofsted Education Inspection Framework)	SAR Grade 2016/17	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
Overall effectiveness of Provision	Not applicable	Not applicable	2	2	2	2	2	2
Quality of Education	Not applicable	Not applicable	2	2	2	2	2	2
Behaviour and attitudes	Not applicable	Not applicable	1	1	1	2	2	2
Personal development	Not applicable	Not applicable	1	1	1	1	1	2
Leadership and Management	Not applicable	Not applicable	2	2	2	2	2	2
Types of provision	SAR Grade 2016/17	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
16 to 19 study programmes	2	2	2	2	2	2	2	2
Apprenticeships	2	2	2	2	2	2	2	2
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 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. National Skills Funding to deliver Level 3 qualifications has been achieved, in year, to provide a pathway for residents to gain higher level skills. 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, as well as via online learning programmes. Maps provided in Appendix 4 demonstrate the spread of provision.
- 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 'grow your own' has been a key driver in specific apprenticeship standards being delivered by employer-provider specialists who are able to develop the skills, knowledge and experience required for local authority roles.
- 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.
- 7.8** 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:

- To fill the gaps in provision in the Adult Learning programme in specific areas of Lincolnshire
- To develop a pathway of long-term outcomes to support learner progression (YPLP)
- To standardise the curriculum content across all YPLP sites to ensure consistency and effective practice.

8. The quality of education – Implementation	Good
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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 develop a blended approach to delivery enabling learners to receive good quality provision, and one to one support where needed.
- 8.3** Tutors plan lessons carefully and select appropriate teaching methods to motivate and enthuse learners. In the best cases Tutors take into account learners starting points. 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, in addition to gaining confidence and valuable social skills
- 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, on the 16-19 study programme, through the development of learning activities such as group work, peer feedback and one-to-one guidance, 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** Tutors collect relevant information on learners' starting points to design programmes that meet their needs well. They use a comprehensive range of strategies to carefully identify these needs. As a result, learners enjoy their learning and make at least the progress expected against learning objectives and personal soft skills. However, further work is under way to better use starting points to both support and challenge more able learners
- 8.6** Tutors on Adult Learning and Apprenticeship programmes give learners frequent, constructive feedback, whilst some learners can articulate what they need to do to improve. As a result, learners recognise their progress and take pride in their achievements.
- 8.7** 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.

- 8.8** On study programmes, learners receive regular and suitably frequent reviews where tutors provide on-going advice on progression opportunities. Tutors, and employment staff, support learners who have high needs very effectively to identify suitable next steps and establish career goals. Staff develop individualised learning programmes, including sourcing relevant work experience opportunities, to support 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.
- 8.9** Tutors on Adult Learning and Apprenticeship programmes have extensive and up to date vocational and pedagogical experience and knowledge. They present information and/or demonstrate skills clearly, promoting appropriate consideration of the subject matter being taught and how it should be sequenced to create the building blocks of learners' long-term memory retention. 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.
- 8.10** Prior learning assessments on the apprenticeship programme have been reviewed and refined to enable the learner to better understand the criteria and make better estimations for discussion regarding their starting points about the apprenticeship programme.
- 8.11** 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.
- 8.12** Learners on study programmes benefit from high-quality enrichment activities such as community fund-raising activity and charitable work. During the academic year YPLP were awarded the Community Involvement Award at the Lincolnshire Education Excellence Awards
- 8.13** 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.

This area needs to improve further:

- Tutors, across all three programmes, do not consistently use information about learners' starting points to demonstrate that learning is planned to meet individual needs and this information is used to measure learners' progress
- Improve YPLP learner voice to ensure that a balanced view is provided, enabling all learners to engage with giving feedback to the service
- To ensure YPLP learners are linking their aspirations with the work experience activities taking place

9. The quality of education – Impact

Good

We are good because:

- 9.1** Learners' 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** 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.
- 9.4** 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.
- 9.5** 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 2022/23 moved onto a positive destination of paid work, voluntary work, further study, apprenticeships or supported internships, meeting the intent of the programme.
- 9.6** In year qualification achievement rates have fallen reflecting the local (and national) shortage of qualified tutors. Further work is planned, as provided in the 23/24 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.
- 9.7** 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.
- 9.8** 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.

9.9 Case studies demonstrating the impact of this provision are provided in the Impact Report, Appendix 8.

This area needs to improve further:

- To increase the achievement rates for learners undertaking qualifications, particularly in English and maths
- To build on existing progression information so that we are better able to articulate the impact of our learning programmes
- To enhance opportunities for progression through the Family Learning qualification programme and signpost to suitable partner organisations
- To refine the apprentices learning and development journey to ensure timely completion of all apprenticeships
- To capture the broader impact of the programme and share with our learners to help increase self-confidence in their ability to learn

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	Good
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The personal development of learners and apprentices is good because:

- 11.1** Learners receive high-quality impartial advice and guidance throughout their programme. As a result, a good proportion 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** 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 247 young people on study

programmes are in receipt of an education, health and care (EHC) plan and of these, 124 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.
- 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 to deal with identified dips in performance.
- 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 June 2019 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 2022/23 we had 11 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 regular and 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 22/23, 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:

- To improve the impact of our programme by developing a consistent approach monitoring processes for the quality of education and tutor development across the three areas
- To raise awareness of the impact of the programmes delivered through the three areas to demonstrate the fantastic outcomes achieved and help to widen participation and local employer and community engagement
- To carry out a full curriculum review across the three areas in line with changes to funding, where appropriate, and to ensure its continued relevance

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